

School Information Kit

For

Australian Secondary Schools

School-Community Financial Life Skills Program

*As the world has become more complex, so have the community's expectations of schooling. Contributing to this is a growing recognition that **educating our young people is the responsibility of the entire community**, not just schools.*

*This has led to an increasing focus on **schools developing partnerships** with the broader community—including parents, community organisations, **businesses**, and other education institutions.*

Realising Potential: Businesses Helping Schools to Develop Australia's Future, p. 7

November 2014

The Wealth Academy



The Wealth Academy:

- is a member of the **Australian Securities and Investments Commission (ASIC) Consumer and Financial Literacy Expert Panel**
- is an education provider registered with **ASIC's Financial Literacy Education Network**
- helps young people to become financially capable
- supports those who value financial education
- provides education services only.

Ken Swan is founder and Director of The Wealth Academy. Ken is an educator. His experience includes:

- 30+ years as a teacher, education adviser and school principal
- developing university course materials and lecturing at the Queensland University of Technology (QUT)
- developing curriculum-related materials at the Queensland School Curriculum Council, Queensland Studies Authority and QUT
- publisher of international ezine **Student Leaders International** that is endorsed by two United Nations youth organisations and the International Confederation of Principals (www.leadersinschool.com.au) CASPA has previously supported this resource.
- has written financial literacy articles for the Australian Financial Review *Asset* magazine and the *Imagine Wealth + lifestyle* magazine

Ken is an individual member of the **International Confederation of Principals**, a global organisation of school leadership organisations that represents over 135,000 schools leaders across five continents.



Visit The Wealth Academy website at www.thewealthacademy.com.au

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Introduction

The Wealth Academy (TWA) encourages schools to provide an openly accessible and holistic financial life skills program inclusive of, but extending beyond the limitations of the financial literacy concepts existing Australian Curriculum.

The resources of The Wealth Academy are:

- for students who choose to study business-related subjects
- for teachers looking for new ways to connect students to the world of business and finance
- for teachers wanting to better prepare students for their exit from school into the community
- accessible for **all** students, regardless of the subjects they choose in secondary education.

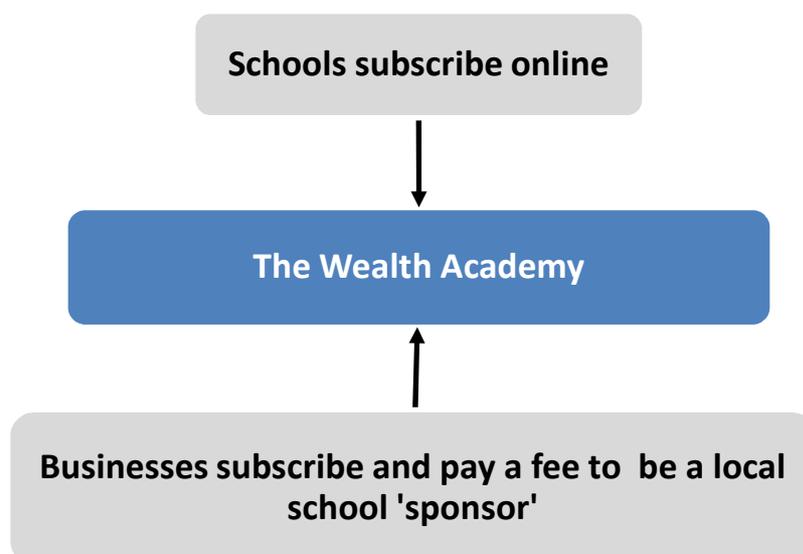
Goals

- To promote understanding of finance and business concepts in all secondary students.
- To provide resources for teachers, parents and the local business community to support the financial capabilities of secondary students.

Business model

This model brings together schools, the business community, professional associations and entities for the common purpose of better preparing Australian youth for the financial world in which they will live. The model consists of the following arrangements:

- TWA produces yearly sets of online resources that support student financial capability
- Professional associations and experts in industries related to financial education contribute to the development of these resources
- Resources are provided free to schools through a local business-community sponsor



Frequently asked questions

1. Do Australian students already get enough financial literacy education to prepare them for when they exit school?

No. Here are some facts.

- All Australian students will do some financial literacy in years 7 to 10.
- Financial literacy exists primarily in the learning areas of Business Education and Mathematics

Economics and business

- **Most** students do NOT do economics and business education.
- The financial literacy content in this learning area is limited.

Year 7

- Why is personal, organisational and **financial planning** for the future important for both consumers and businesses?
- Why and how individuals and businesses **plan** to achieve short-term and long-term personal, organisational and **financial objectives**

Year 9

- What strategies can be used to manage **financial risks and rewards**?
- Why and how people manage **financial risks and rewards** in the current Australian and global financial landscape

Year 10

- Factors that influence major **consumer and financial decisions** and the short- and long-term consequences of these decisions
- In some states Legal Studies is available, which includes financial literacy, but **most** students do not do legal studies.

The Wealth Academy is hopeful that by offering this program to all students within a school, that business education will grow in popularity.

Mathematics

Years 7-10

- The financial literacy content in this learning area is often based around a calculation.

Year 7: Investigate and **calculate** 'best buys', with and without digital technologies

Year 8: **Solve problems** involving profit and loss, with and without digital technologies

Year 9: **Solve problems** involving simple interest

Year 10: Connect the **compound interest formula** to repeated applications of **simple interest** using appropriate digital technologies

Years 11-12

The Senior Secondary Australian Curriculum: Mathematics consists of four subjects in mathematics, with each subject organised into four units. The subjects are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

Essential Mathematics

Unit 1: Topic 1 – Calculations, percentage and rates
Topic 3 – Loans and compound interest

- **Most** students will **not** do Essential Mathematics
- Financial literacy exposure is limited. Financial numeracy is the focus.

General mathematics

Unit 1: Topic 1 – Consumer arithmetic

- **Many** students are likely to do General Mathematics
- Financial literacy exposure is limited. Financial numeracy is the focus.

Mathematical Methods

- **No** financial literacy

Specialist Mathematics

- **No** financial literacy

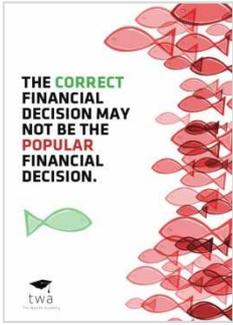
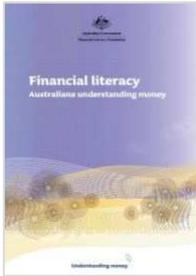
IT IS HIGHLY LIKELY THAT MANY AUSTRALIAN STUDENTS WILL NOT DO ANY FINANCIAL LITERACY IN THEIR SENIOR SCHOOLING.

IT IS IMPORTANT TO NOTE THAT THE MATHEMATICS CURRICULUM, BY ITS NATURE, DOES NOT INCLUDE THE BEHAVIOURAL ASPECTS OF FINANCIAL LITERACY EDUCATION.

THERE IS NO FOCUS ON THE ATTITUDINAL, EMOTIONAL, SOCIO-CULTURAL ASPECTS OF FINANCIAL DECISION-MAKING. IT IS THIS, AND NOT AN ABILITY TO DO A CALCULATION, THAT WILL DETERMINE THE FINANCIAL CAPABILITY OF YOUNG ADULTS.

2. What resources are in the School-Community Financial Life Skills Program?

Overview

<p>Teenfinca® ezine</p> 	<p>ePosters</p> 	<p>School newsletter</p> 	<p>Video vignettes</p> 
<p>Monthly eNewsletter</p> 	<p>Parent articles</p> 	<p>Activity Bank</p> 	<p>Supplements</p> <p>In response to school community needs</p> <p>CAREERS in FINANCIAL SERVICES</p>

A **Scope and Sequence** of topics will be provided in early 2015 to assist teachers with planning.

➤ Teenfinca® ezine (x3 per year) for ALL students

- Teenfinca® (Teenage financial capability: an ezine for teenagers.)
- Three (3) issues per year minimum
- Six (6) pages of teen friendly articles
- Every student can receive electronically or print copies and place in your school library and /or business, economics and mathematics classrooms
- Use them over and over again.
- School's name placed in footer.
- Sponsor name placed on each school's ezine.
- Each article has an accompanying **lesson plan** for teachers.



See sample: www.thewealthacademy.com.au/cms/index.php/teenfinca-e-zine

See parent and student **feedback:** Homepage (Tab – Teenfinca® views)

➤ ePosters for ALL teachers/students

ePosters never wear out, never get lost. Use them over and over again.

Generic: Nine (9) eposters (minimum) related to articles within the three Teenfinca® ezines. New eposters developed each year.

➤ Online video vignettes

- Available by Easter 2015, supported by aligned professional associations/entities
- Available to schools with a local sponsor
- Vignettes to include:
 - financial concepts
 - habits and attitudes, linked to learning
 - linked to curriculum content descriptions
 - Careers in finance
 - Economic update for secondary students (monthly),
 - Entrepreneur/business series
 - An accompanying **lesson plan**.

➤ School newsletter inserts: Financial literacy is everyone's business

- Fifteen (15) inserts for the school newsletter
- Inserts have a financial literacy/learning focus and are based on research (Australia, New Zealand, international)
- These inserts support the financial literacy learning of the whole school community.

See sample: Learning about money starts at home

Australia's Financial Literacy Framework has four dimensions of consumer and financial literacy. Knowledge and understanding is one of these dimensions. Knowledge and understanding is about the nature and forms of money, how it is used and the consequences of consumer decisions. While this dimension will be taught formally in schools through the Australian Curriculum, this learning should start and be reinforced at home.

Ideally, it is at home where children first begin to develop their knowledge and understanding about money, when they see mum and dad using 'real' and 'plastic' money when shopping for groceries, paying bills etc.

Although many children see parents spend money, they often do not know the thinking, or hear the conversations, related to that spending decision. It is important for children to hear parents talk about financial decision-making — the choices, the sacrifices, the budgeting, the planning and saving. When children repeatedly hear such conversations they begin to develop and understand how and why money is being used in a certain way within the family.

Financial education is important at home, in school and in the community.

Provided courtesy of your [sponsor name] and The Wealth Academy.

➤ **Monthly eNewsletter**

- Includes research, media stories, updates,
- Parents/staff and senior students will access via sponsor website
- Teachers may wish to incorporate research snippets etc into their teaching program.
- Members of professional associations will contribute information for enewsletter.

See sample: www.thewealthacademy.com.au/cms/index.php/parent-newsletter

➤ **Parent articles: Financial literacy is everyone's business**

- Parents/staff and senior students will access via sponsor website
- Teachers may incorporate into their financial literacy teaching program.

See sample:

The following link is an article written for the financial service community encouraging them to support financial education in communities. It was published in *Asset* magazine (March 2014), which is the financial services publication of the Australian Financial Review.

www.thewealthacademy.com.au/cms/index.php/in-the-media/58-future-of-financial-advice

➤ **Financial Literacy Activity Bank**

- A bank of generic financial literacy activities provided each year to schools that could be used for students across several age groups.
- Each activity has an accompanying **lesson plan** for teachers.

3. Why is it a School-Community Financial Life Skills program and not just focusing on students?

The focus is on students but it reflects the African proverb of:

“it takes a village to raise a child”.

Programs such as this work better when a ‘school-community’ is resourced to support learning. The village approach is the best approach for enduring financial learning outcomes for students. Learning must extend into the community and be based on life choices.

This is especially so when the curriculum, by necessity, takes such a narrow view of financial education. The community must support student financial learning outcomes if students are to be better prepared exiting school.

This program provides resources for:

- students in secondary education
- teachers to support students in secondary education

- parents of students in secondary education
- community sponsors (businesses) who care about students in secondary education
- community sponsors (businesses) that have clients with students in secondary education.

This program exemplifies the village (community) raising the child.

Reference: <http://connectedprincipals.com/archives/10489>

4. What quality control procedures are in place regarding resource development?

To support the development of products and services an advisory panel will be formed which includes representatives from:

- **Tertiary education: Accounting** – e.g. Jac Birt (UQ Business School; Board member of Accounting and Finance Association of Australia and New Zealand - AFAANZ)
- **Teacher professional associations** – representative of Business Education Association
- **Indigenous education** – Mr. Will Davis, previous indigenous Education Project Manager (QSA). Learning Program Manager Indigenous Education Projects (QUT)
- **Primary education** – Tom Hardy (previous President of the Australian Government Primary Principals Association)
- **Secondary education** –
- **Tertiary education: Financial planning** – e.g. A/Professor Mark Brimble Chair , Financial Planning Education Council
- **Tertiary education: Taxation** –
- **Tertiary education: Insurance** -

It is also important to note that The Wealth Academy is a member of ASIC's financial literacy expert's panel and Ken Swan has extensive experience in curriculum development and resource creation.

5. Why are professional associations built into the business model?

Professional associations associated with the financial industry are increasingly accepting of their responsibility to support the general community in becoming more financially capable. Most have been willing to support this cause previously but have not had the skill set, tools or connections to make this happen.

Some of the professional associations who have joined this initiative include:

- Financial Services Accountants Association
- Taxpayers Australia
- Superannuation Australia

- Financial Services Institute of Australasia
- Financial Planning Education Council
- Australia and New Zealand Institute of Insurance and Finance
- Financial Planning Association of Australasia
- Financial Services Council
- ... more to join in early 2015.

These entities are providing expert advice, support and content for the program.

6. Why are businesses built into the business model?

Most businesses are members of professional associations and are often very willing to support their local school. This model provides an authentic opportunity for local businesses to support the financial literacy life skills of youth in their local community.

Note: Many schools will prefer to have more than one business as a sponsor. This overcomes community perceptions of favouritism and bias.

Sponsor fees for 2015 are:

- | | |
|-------------------------------|------------------------------------|
| • Single business | \$2,000 (early bird 2014 - \$1500) |
| • Alliance – Two businesses | \$3,400 (\$1,700 each) |
| • Alliance – Three businesses | \$4,200 (\$1,400 each) |

Each 'sponsor' will sign an **agreement** which includes a set of expectations.

Both principals and sponsors can indicate on their online form if they would like to secure a sponsorship for more than one year, which saves ongoing time and builds commitment.

With regard this initiative, local businesses pay The Wealth Academy for the program to go to their local schools. The businesses become the local sponsor. A sponsor may be an:

- Accountant
- Insurer
- Finance broker
- Financial planner/adviser
- Realtor
- Solicitor/lawyer
- Tax agent / bookkeeper
- Rotary / Lions
- P&C or
- a combination of the above. (A **combination is preferred** from the point of view of school principals!)

School principals in the first instance, should ask local businesses who are already supporting the school or are members of the P&C. Once a school has a suitable sponsor it is likely that will remain in place for many years, so there may not be another opportunity for other businesses to benefit from this opportunity.

Businesses indicate their willingness to sponsor a school by using the online form in the top menu

of the website <http://www.thewealthacademy.com.au/cms/index.php/form-sponsors>.

7. Does the business partnership model align with government policy?

The federal government has initiated research, fostered a national discussion and supported recommendations for improved **school-business partnerships**.

Evidence

Australian Government Response to *Realising Potential: Business Helping Schools to Develop Australia's Future*, May 2011 (the report of the Business-School Connections Roundtable)

*Education of our young people is not just the responsibility of our schools and teachers. In an increasingly complex world, it is essential that the whole community takes responsibility for the learning and development of the next generation of Australians. **Business is an important part of our community and we need them to be actively involved.** The establishment of the Business-School Connections Roundtable reflected the Australian Government's belief that business is uniquely placed to support schools and teachers to prepare the students of today for the challenges of tomorrow. (p. 3)*

*Under the 2008 **Melbourne Declaration**, the Australian, state and territory governments agreed that partnerships between schools, business and the broader community are necessary to achieve our educational goals. (See p. 10 Declaration)*

*... the Government believes there are opportunities for education authorities to strengthen the message to schools that **partnerships with business and community are not only allowed but necessary.** Embedding this message at a systemic level within policy and planning documentation will encourage schools to view partnerships as an integral part of their operations. (p. 4)*

Source: <http://docs.education.gov.au/node/32525>

Research papers

DEPARTMENT OF EDUCATION, EMPLOYMENT AND WORKPLACE RELATIONS

Unfolding opportunities: a baseline study of school-business relationships in Australia

Final Report, March 2010

<http://trove.nla.gov.au/work/80920482?selectedversion=NBD46873766>

Final Report: *The benefits of school-business relationships* For Department of Education, Employment and Workplace Relations (Prepared by Australian Council for Educational Research 15 March 2011)

http://research.acer.edu.au/policy_analysis_misc/8/

8. Does the School-Community Financial Life Skills Program align with government priorities?

Most definitely! ASIC has recently released resources for schools and recommitted to financial education across the Australian community. Funding for school support is only guaranteed until 2017. In Queensland's case, the commitment funds one project officer for the state. This person has to work across all school sectors.

9. Does this program align with the Australian Professional Standards for Principals?

This program aligns specifically to **Professional Practice 5** of the standard.

Professional Practice 5: Engaging and working with the community

Principals embrace inclusion and help build a culture of high expectations that **takes account of the richness and diversity of the school's wider community** and the education systems and sectors. They develop and maintain **positive partnerships** with students, families and carers, and all those associated with **the school's broader community**. They create an ethos of respect taking account of the intellectual, spiritual, cultural, moral, social, health and wellbeing of students. They promote sound lifelong learning from pre-school through to adult life. They recognise the multicultural nature of Australian people. They foster understanding and reconciliation with Indigenous cultures. They recognise and use the rich and diverse linguistic and cultural resources in the school community. They recognise and support the needs of students, families and carers from communities facing complex challenges.

Plan and Act

Develop strategies to ensure educational opportunity including countering discrimination and the impact of disadvantage. Engage with families and carers, **and partner, where appropriate**, with community groups, agencies and individuals, **businesses or other organisations to enhance and enrich the school and its value to the wider community**. Develop and maintain structures for effective liaison and consultation.

Review

Make sure learning experiences for students are linked to the wider community and invite and facilitate the community's participation in student learning. Actively seek feedback from families and carers and the wider community about the quality of learning and their ambition for education.

Respond

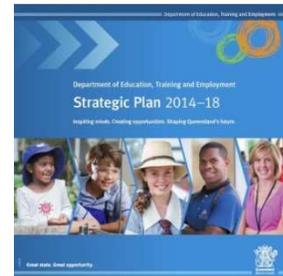
Create and maintain an effective partnership with families and carers to support and improve students' achievement and personal development. **Contribute to the development of the education system by sharing effective practice, working in partnership with schools and others to develop integrated provision.** Co-operate and work with relevant agencies to protect and support children and young people.

10. What are the connections with Education Queensland's policies?

There are two direct and obvious links.

1. Strategic Plan 2014-18

- Collaborative empowerment (**Engaged Partners**) – **Develop partnerships** that contribute to improving student engagement and learning outcomes
- Solid partners Solid futures – Create learning partnerships between schools, parents and communities to meet student needs. (Our resources will have Indigenous links.)

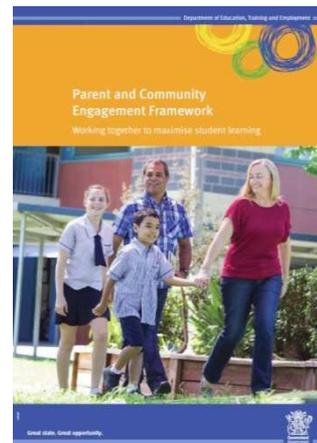


2. Parent and community engagement framework

The education of our students is a **shared responsibility**, benefiting all students, our society and economy as a whole. Therefore, parents and broader communities have a reciprocal responsibility to engage with schools. Schools are better able to support student achievement by developing strong engagement with and between:

- Students
- Teachers
- Parents and carers
- Support staff
- **Community industry and business groups.**

The quality of these relationships will determine the quality of the learning. This framework outlines five key elements of parent and community engagement to make a positive difference in our students' education.



11. What research is available that indicates student interest in financial/wealth topics?

Australia: In Australia, research related to youth financial literacy is scarce. However ASIC's *Understanding Money Report*, published in 2005 included a survey of 12-17 year olds. The following findings were reported with percentages.

- 70-90% of respondents want to learn more about money issues
- 91% want to learn more about their rights and responsibilities
- 90% want to learn more about saving
- 88% want to learn more about recognising a scam
- 85% want to learn more about planning for the financial future
- 84% want to learn more about budgeting
- 84% want to learn more about dealing with financial services providers
- 83% want to learn more about getting information about money
- 83% want to learn more about managing debt
- 82% want to learn more about understanding financial language
- 80% want to learn more about investing
- 73% want to learn more about dealing with credit cards

These research findings are perhaps surprising, but if we never talk to students about these things, perhaps we should not be surprised. The fact that financial literacy conversations with most students relate to a calculation, it is little wonder that many student may display lack of interest with the topic.

International: Research overseas shows similar findings. The best known and most referenced research is undertaken by Charles Schwabb.

The *Teens and Money Survey* includes the following findings.

- **86% of teenagers say they would rather learn about money management in a class before making mistakes in the real world.**
- 75% of teenagers say that learning more about money management including budgeting, saving and investing, is one of their top priorities.
- 54% of teens want to know how income tax works
- 77% of teens think they are financially savvy, yet only 22% know how income tax works, 31% how credit card interest and fees work
- 44% of teens want their parents to talk about how to invest money, 42% how to establish good credit and 33% how to budget money effectively

These findings reflect students having interests in financial/wealth concepts much broader than the limitations of our curriculum. This is why we have partnered with specialist associations who can provide specialist knowledge and skills.

12. How do we fit this into an already overcrowded curriculum?

Schools have many options for using these resources ranging from low impact to high impact.

While these resources can be used by students in business education and mathematics, the two traditional financial literacy learning areas; these resources are based on a life skills approach for all students.

ALL students should have access to resources that can support their financial education.

Here are three of the many models available to schools.

Resource	Low impact	Medium impact	High impact
Teenfinca[®]	<ul style="list-style-type: none"> Inform students on assemblies of the free Teenfinca ezine and make hard copies available in libraries and classrooms. 	<ul style="list-style-type: none"> As for low impact Discuss articles within Teenfinca ezine in pastoral care programs 	<ul style="list-style-type: none"> As for low and medium impact Incorporate articles within Teenfinca ezine in curriculum programs e.g. write a response in English. Establish a 'club' of interested students to discuss, debate, reflect on the articles.
ePosters	<ul style="list-style-type: none"> Print copies of eposters, laminate and place around the school, especially places where 'spending' decisions are made. 	<ul style="list-style-type: none"> As for low impact A student leader highlights an eposter on assembly once per month, discussing its key message. Discuss the eposters in pastoral care programs. 	<ul style="list-style-type: none"> As for low and medium impact Incorporate eposters in curriculum programs e.g. design an eposter in graphics or art, create a marketing strategy in Business Education.
Activity bank	<ul style="list-style-type: none"> Each month during pastoral care program complete a financial literacy activity from the 'bank'. 	<ul style="list-style-type: none"> As for low impact Incorporate an activity into student homework. 	<ul style="list-style-type: none"> As for low and medium impact Find a half a day, perhaps after end of term exams, for students to complete all activities using a group rotation strategy. Prompt discussion and reflection toward the end of the period.
School newsletter inserts	<ul style="list-style-type: none"> Place newsletter inserts into the fortnightly school newsletter. 	<ul style="list-style-type: none"> As for low impact. Discuss the insert in pastoral care programs, where appropriate. 	<ul style="list-style-type: none"> As for low and medium impact. Encourage parents to discuss with their children, where appropriate.
Monthly newsletter	<ul style="list-style-type: none"> In the school newsletter provide the URL link to the monthly newsletter. Prompt parents to 	<ul style="list-style-type: none"> As for low impact. Discuss the newsletter with senior students in pastoral care programs, 	<ul style="list-style-type: none"> As for low and medium impact. Students research and respond in connected learning areas to

Resource	Low impact	Medium impact	High impact
	view and discuss with their children, where appropriate.	when appropriate.	statements within newsletter. <ul style="list-style-type: none"> Encourage parent interest groups to discuss content of newsletter.
Community articles	<ul style="list-style-type: none"> In the school newsletter provide the URL link to the community articles. Prompt parents to view and discuss with their children, where appropriate. 	<ul style="list-style-type: none"> As for low impact. Discuss the articles with senior students in pastoral care programs, when appropriate. 	<ul style="list-style-type: none"> As for low and medium impact. Foster parent interest groups to discuss content of articles
'Sponsor' support	<ul style="list-style-type: none"> Invite your 'sponsor' to contribute to discussions and activities where possible and appropriate. Where your 'sponsor' may not have the expertise, invite an expert from the local community to provide their input. Sponsors may be interested in speaking to parent 'interest groups' who wish to know more about the financial learning of their children. 		

13. What are the benefits?

School Principal

The principal is:

- is facilitating access to financial education across the school community
- seen to be supporting the financial education of students who are not studying in learning areas where most, if not all, financial learning content descriptions are located
- facilitating access to free, quality resources that can be used in curriculum programs
- is supporting a program that has a broader, life skills approach to financial education than the narrow focus of the Australian Curriculum
- is encouraging business to get involved in the financial literacy priority in a localized context.

Teachers

Teachers have a range of financial literacy resources they can use with students in:

- curriculum programs
- in life skill and pastoral care programs
- student-interest groups e.g. Money Club

Parents

All parents:

- will be able to support the financial education of their children more comprehensively
- regardless of the subjects their children choose during school, will know their children have access to safe, reliable financial education resources
- will have no costs associated with this service.

Students

Students:

- have new resources to assist their learning
- who have minimal formal curriculum contact with financial concepts; have the opportunity to interact with financial educational materials relevant to their age group.
- can access and use the resources in and out of school (at the discretion of the school principal).

Local business is:

- assisting the school to support the learning needs of all students with an interest in financial concepts
- supporting students in their preparation for exiting school
- supporting principals to meet aspects of their policy imperatives e.g.
 - Professional Standards for Leaders
 - the Strategic Plan 2014-18
 - Parent and community engagement framework
 - focus on literacy i.e. financial literacy, and numeracy i.e. financial numeracy.

14. What are the options for principals?

Option	Implication	\$
1. Thanks, but not interested for students at my school	Students miss the opportunity to access the resources.	
2. No sponsor wanted	Self-funded School (or P&C) will pay for the service This could be a decision for the first year, which may be revisited toward the end of 2015 for following years.	School fee: \$1,300 / year
3. TWA finds your local sponsor/s (School should agree with the sponsor's we identify.)	<p>a. TWA invests time, money etc finding your school a sponsor. There will be lots of back and forth between parties. We may find a sponsor you don't want!</p> <hr/> <p>b. Associations that are supporting this initiative will be informed your school has subscribed. They may have members who are local to you and would like to support.</p>	<p>1 business - \$2,000</p> <p>2-business alliance: \$3,400 (\$1,700 each)</p> <p>3-business alliance: \$4,200 (\$1,400 each)</p>
4. You identify the sponsor/s	<p>Your staff:</p> <ul style="list-style-type: none"> • know your community • know who is unacceptable / acceptable • can quickly identify and contact appropriate people • will be given appropriate resources and support • will only have to do this once, as following years would roll over, if everyone 'happy' • receive rebate to cover costs (admin time, etc) if sponsors contracted. 	<p>As above</p> <p>Rebate: 1 business (\$200 to school) + (\$50 to association)</p> <p>Rebate: 2 business (\$400 to school) + (\$100 to association)</p> <p>Rebate: 3 business (\$600 to school) + (\$200 to association)</p>
5. School pays up-front and gets reimbursed when/if sponsor/s comes on board.	<p>School students have access to the resources from the beginning of 2014.</p> <p>Funded from:</p> <ul style="list-style-type: none"> • School accounts • P&C • Student fundraising • Student entrepreneurs approaching local business <p>A 'Handling fee' may apply when funds return to school, etc.</p>	As above applies.

School principals are encouraged to discuss these options with The Wealth Academy before finalizing their decision.

15. What due diligence support is offered?

In terms of due diligence references please feel free to contact the following people. I have provided this to other groups on request.

Proof of education background: expertise in school curriculum

- Terry Gallagher A/Assistant Director Queensland Curriculum Assessment Authority Terry.Gallagher@qsa.qld.edu.au

Proof of membership of International Confederation of Principals and publisher of global ezine Student Leaders International

- Sheree Vertigan Secretary - International Confederation of Principals sheree.vertigan@vertiganpartners.com.au

Financial education

- ASIC - Roxanna Llewellyn roxanna.llewellyn@asic.gov.au (Able to confirm my membership of Financial Literacy Experts Panel)
- Dr Jac Birt - University of Queensland School of Business (Accounting) - Jac has agreed to be on my company's Education Advisory Panel regarding this initiative; j.birt@business.uq.edu.au
- A/Professor Mark Brimble Financial Planning Education Council - Griffith University (Mark is presenting my initiative to the 'Council' and is supportive of my endeavors. Like you, the financial planning associations are still considering! m.brimble@griffith.edu.au

For further information, please contact Ken Swan at admin@thewealthacademy.com.au .