

MAKING A MEASURABLE DIFFERENCE

IMPROVING THE
EDUCATIONAL
OUTCOMES OF
DISADVANTAGED
CHILDREN



MAKING A MEASURABLE --- DIFFERENCE

As Australia's largest children's education charity, The Smith Family provides targeted educational support which starts by working with families before children are at school. At school we focus on supporting children's attendance levels and their motivations to learn so they can complete school at Year 12. When they leave school our aim is to ensure they're going on to further study, training or employment. Because families are such a strong influence on a child's educational outcomes, we work closely with parents and carers, helping them to positively support their children's education. At every stage we track and measure the outcomes of our work, making sure children and young people are receiving the support they need to break the cycle of disadvantage.

Our early intervention and long-term, balanced approach is making a measurable difference to the lives of disadvantaged young Australians. We are improving their educational outcomes and helping them build better futures for themselves.

OUR VISION

A better future for young Australians in need.

OUR MISSION

To create opportunities for young Australians in need by providing long-term support for their participation in education.

OUR BELIEF

Every child deserves a chance.

VALUES

Respect: We are caring
Integrity: We are ethical
Collaboration: We work together
Innovation: We are dynamic
Excellence: We strive for quality



Jarryd

Cover and inside cover: Jarryd (front) and his brother Nathan are both sponsored through Learning for Life.

Message from the Chairman
and the Chief Executive Officer

Our strategy

Our progress

Our work

Research and advocacy

	Our supporters	43
2	Building a sustainable organisation	55
9	Board of Directors	62
13	Corporate governance	64
21	Five-year financial summary	66
39	Contacts	69

WE ARE MAKING A POSITIVE AND SUSTAINABLE DIFFERENCE

It is widely known that educational attainment is an important predictor of a person's future employment, income, health and life outcomes. But for children living in disadvantaged families, there are many barriers to overcome. Too often the family struggles that affect a child's home life can flow on to affect their school life, too.

Take Alexandria, mum of Brandon and Raymond. When the family came to our attention, they were in crisis accommodation and the boys were very unsettled. It was difficult for Alexandria to afford their school uniforms and shoes, or their extracurricular activities. Because of their situation, Brandon and Raymond knew they couldn't access the same opportunities as their classmates.

Alexandrea saw support from The Smith Family as the chance to get some stability back into their lives. As she told us, it was important that school could become the thing that wasn't changing all the time. Now, thanks to the sponsorships, the boys have everything they need for school. Plus their *Learning for Life* Coordinator provides opportunities for them to take part in activities that help build their confidence. The disadvantage the family is experiencing no longer has to limit the boys' school life.

For Alexandria's children and others like them, there is a very real risk the educational gap will grow if issues relating to their disadvantage are not addressed.

Disadvantage is complex and has multiple effects. That's why we start our work with families in need when their children are very young.

Our targeted educational support mitigates the risk of disadvantaged children being locked in to a path of low achievement. It helps close the gap between them and their more advantaged peers.

Throughout their school years we provide the extra support and resources that children need to help them achieve. Our work is long term and aimed at helping young people complete school and go on to further training, higher education or a job. Everything we do is tracked and measured to ensure our support is having a positive result.

“Everything we do is tracked and measured to ensure our support is having a positive result.”

OUR YEAR IN REVIEW

We have just completed the fourth year of our current five-year strategy. The theme for 2015–16 was 'scaling up' and we certainly achieved that and more. With strong foundations in place from previous strategic activities, our organisation began the year well positioned to make further progress in growing the reach of our programs and building our effectiveness.

As ever, measuring our impact remained a key aspect of our work. We have to know that we are making an appreciable, positive and sustainable difference to people's lives.

Our data confirms that we are. The publication of our landmark report on our *Learning for Life* program communicated the positive outcomes being achieved by the students we support. The report noted continued improvements in their educational

outcomes, including increases in their school attendance rates and Year 12 school completion rates. Seven out of ten young people supported by the program are going on to Year 12. This compares to six out of ten for similar young people not on our program.

Our results show that our targeted support, underpinned by parental engagement in their child's learning, is helping to break the cycle of long-term disadvantage.

This year we received important external recognition of our effectiveness when we were presented with the *Excellence in Social Impact Measurement Award* by the Social Impact Measurement Network Australia.

The effectiveness of our work also helped pave the way for additional stakeholder support. For example, we were delighted

to receive significant funding commitments from the Australian Government's Department of Education and Training and the Victorian Government's Department of Education and Training. This will enable us to expand our proven maths program for young children, *Let's Count*. These commitments are the culmination of all the good work we've been doing over the past four years with the help of our academic and funding partners, in particular Professor Bob Perry (Charles Sturt University) and Professor Ann Gervasoni (Monash University), and the Origin Foundation. From identifying the need, to developing and implementing *Let's Count* and then evaluating its effectiveness, we were able to make a strong case for taking it to scale. This is our innovation in action and the result will bring significant benefit to many more children in need.

Chairman Christine Bartlett and Chief Executive Officer Dr Lisa O'Brien.



OUR FINANCES AND FUNDRAISING

Turning to our finances, we are pleased to report a result within budget, one which reflects Board-approved investment in a range of initiatives. These initiatives supported growth in the reach of our programs and ensured our organisation's sustainability.

The underlying operating result for the year was a deficit of \$1.5 million. This result excludes an extraordinary bequest of \$5.8 million. With the addition of this bequest, our final result was a surplus of \$4.3 million – an outcome that will enable further investment in programs and other initiatives that will ultimately benefit more disadvantaged children and their families.

Throughout the year a tremendous effort was made to manage our costs. While containing these, we also successfully delivered our program growth strategy, exceeding our target of an additional 6,500 program participants by a further 1,156. This is a great achievement.

Pleasingly, over the last five years, an average of 82 cents in every dollar of funds raised was spent on our community programs.

We are grateful to all who supported The Smith Family this year. Total fundraising income for the year of \$64.7 million was especially welcome given the year's economic and political uncertainty. Our team worked hard to engage our stakeholders and we were delighted to see stronger levels of support from organisations (corporates, trusts and foundations, and universities) and from our major donors.

In addition, the net contribution from VIEW Clubs of Australia was greater than budget, reflecting the members' ongoing positive engagement with The Smith Family. VIEW continues to be the single largest community sponsor of *Learning for Life* students.

THE FUTURE

Rapid technological advances continue to influence and change how we live our lives. They are evolving our cultural and societal norms, and our economy. To meet this new world head on, our organisation must continue to adapt and evolve while keeping in mind that technological progress offers significant opportunity, but also presents risks.

This year we developed an innovation framework, adopting as our definition of innovation: *change that adds value*. Innovation also underpins a number of our initiatives. For example, our partners, including Microsoft, Optus and SAP, helped us explore the support that our students and families will need to enable them to engage in the digital world – now and in the future. This support of these partners allowed new directions to be examined in a progressive and strategic manner.

A further future-focused piece of work that commenced was the development of our next five-year strategy. Our new plan begins in July 2017 and will continue until 2022, our centenary year. This year we consulted with a range of stakeholders to capture key inputs to the plan.

CHALLENGES FACED BY STUDENTS ON OUR LEARNING FOR LIFE EDUCATIONAL PROGRAM

- All are living in low-income families
- Over half live in a single parent family, with 6% living with other relatives or in foster care
- 40% of students and 50% of their parents/carers have a health or disability issue
- 60% have a parent or carer who has not finished Year 12
- Over 70% have a parent or carer who is not in paid employment
- One in five students in Years 5 to 12 has attended four or more schools

ACKNOWLEDGMENTS AND THANKS

This has been a momentous year for The Smith Family. We are now firmly on a path which will help realise positive results for many more disadvantaged young people.

For this we thank all our supporters, including the members of our Board and our Advisory Groups for their service.

We acknowledge and thank the former Chairman, James M. Millar, who stepped down after five years of service. James was a great champion of our work and often remarked how inspired he was by the children and families we support. In his time as Chairman there was significant, and positive, change at The Smith Family,

and throughout his term he brought extensive leadership capability to the Board, the Executive team and to the broader organisation. We have appreciated James' guidance and wise counsel.

We also thank former Deputy Chairman Christine McLoughlin for her contributions over a seven-year term, including leading a successful fundraising event in her final year as Director.

We thank our sponsors, donors, those who've left The Smith Family a gift in their wills, VIEW Club members and our volunteers. To our corporate partners and the universities, trusts and foundations, and schools and governments with which we work, thank you.

Lastly, we pay tribute to our Smith Family team members. You put the children, young people and families we help at the centre of your work. Your commitment to them has meant that we had an extraordinary year.

As ever, a measure of our success is the way we work together, to drive the progress we want for these children.

Together we can change their lives; together we can help them achieve the futures they deserve.

Thank you!

Christine Bartlett and Dr Lisa O'Brien

“This has been a momentous year for The Smith Family. We are now firmly on a path which will help realise positive results for many more disadvantaged young people.”

AWARDS AND RECOGNITION



Excellence in Social Impact Measurement Award, Social Impact Measurement Network of Australia (SIMNA) Awards 2016, for the Learning for Life program.



Energy and Water Star, Actsmart Business Sustainability Awards 2016, for efficient use of energy and outstanding contribution to sustainability by The Smith Family's Woden, ACT office.



Silver Award, Australasian Reporting Awards 2016, recognising the high standard of reporting in The Smith Family's 2014-15 Annual Report.

WE KNOW THE PROBLEM

THE CYCLE OF DISADVANTAGE

LOW-INCOME FAMILIES

Challenges include sickness, disability, unemployment, difficulty affording basic living costs, inability to provide resources for their children's education, and a lack of knowledge or confidence about how best to support their educational development.

POORER EDUCATIONAL OUTCOMES FOR CHILDREN

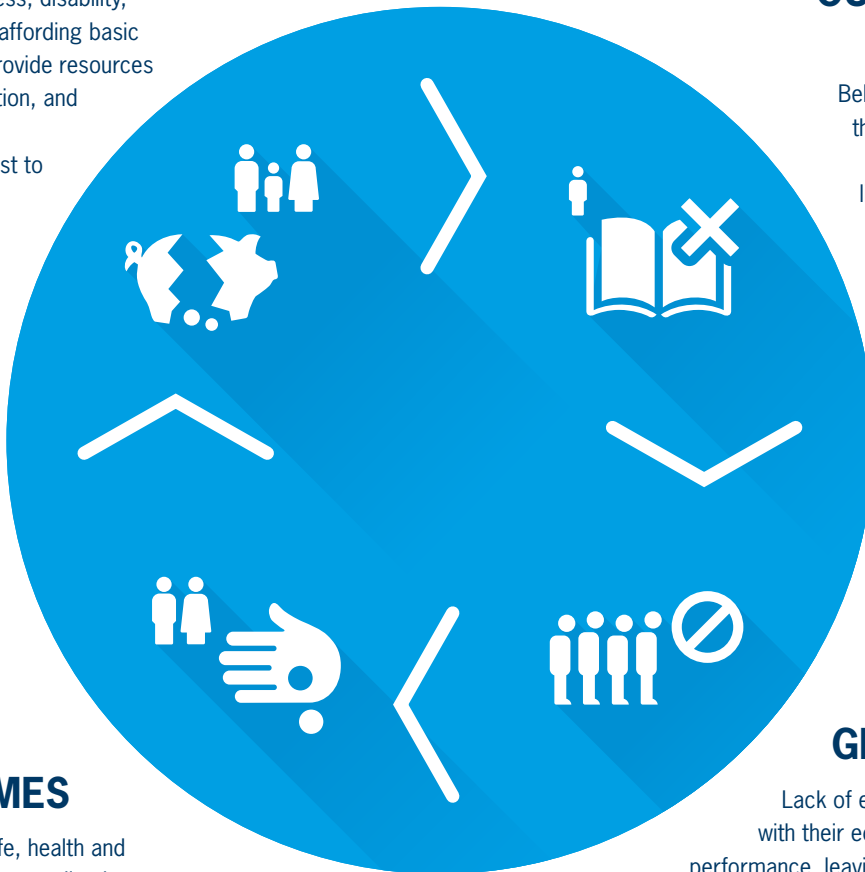
Behind in essential skills when they start school, not having the items needed to fit in, limited access to resources to support learning development, falling behind at school and difficulty catching up, limited or no access to positive role models to guide study/career paths.

POORER OVERALL LIFE OUTCOMES

Inability to get ahead in life, health and wellbeing affected, passing on disadvantage to the next generation.

DIFFICULTY GETTING A JOB

Lack of engagement and motivation with their education, lower educational performance, leaving school early with few or no qualifications, fewer job opportunities, limited connections to community networks and services.



DISADVANTAGE AT EVERY STAGE

EARLY YEARS

PAGE 24

PRIMARY YEARS

PAGE 26

SECONDARY YEARS

PAGE 28

POST-SCHOOL YEARS

PAGE 30



DEVELOPMENTALLY VULNERABLE

One in three children in the most disadvantaged communities is developmentally vulnerable in one or more key areas when they start school.¹

NUMERACY

61% of Year 5 students whose parents have not completed Year 12 or equivalent, achieve above the national minimum standard, compared to 94% of Year 5 students who have parents with a university qualification.²

YEAR 12 COMPLETION

Around 60% of young people from the lowest socioeconomic backgrounds complete Year 12. This compares to around 90% for those from the highest socioeconomic backgrounds.³

POST-SCHOOL ENGAGEMENT

Post-school, 41% of 24-year-olds from the most disadvantaged backgrounds are not fully engaged in work or study, compared to 17% of those from the most advantaged backgrounds.⁴

1 Australian Government (2016) *Australian Early Development Census National Report 2015: A snapshot of early childhood development in Australia*, Department of Education and Training: Canberra.
2 ACARA (Australian Curriculum Assessment and Reporting Authority) (2015) *National Assessment Program – ICT Literacy Years 7 & 10: Report 2014*, ACARA: Sydney.
3 Lamb S, Jackson J, Walstab A & Huo S (2015) *Educational opportunity in Australia 2015: Who succeeds and who misses out*, Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute: Melbourne.
4 Ibid.



(L-R) Brianna, Shawn and Emily.

SUPPORTING THE EDUCATIONAL SUCCESS OF FAMILIES IN NEED

“I have eight kids to support and, as a full-time carer to my husband, our family budget is tight. Five of my kids are on the *Learning for Life* program and without that support we would be lost.

It means that my children can go to school at the start of the year in new uniforms, new shoes and with their hair cut. It is important to me that they look smart and that they don't stand out from the other kids.

All my children need specialist shoes for school, because they have big shoe sizes, and these can be expensive, so having the scholarship really helps.

My eldest, Shawn, is receiving a *Learning for Life* tertiary scholarship and studying to be an arts teacher at Griffith University. Having the scholarship means the possibilities for the kids have increased. It brings their dreams within reach.

The scholarship for Shawn has been a big help as I would never have been able to help him. It's enabled him to get those big ticket items for uni that I would not be able to get for him.

Ruby and Sam (The Smith Family's Family Partnership Coordinators) are caring for your children as much as you are. They think of things that would help your children and they are very approachable.”

Jean, *Learning for Life* parent

**OUR FIVE-YEAR STRATEGY
PROVIDES A FRAMEWORK
FOR OUR WORK WITH
DISADVANTAGED CHILDREN
AND YOUNG PEOPLE**

**WE DELIVER
LONG-TERM
EDUCATIONAL
SUPPORT**

ACHIEVING OUR GOALS

FIVE-YEAR STRATEGY

Our ambition guides our focus, and our actions are driven by the four priorities underpinning our five-year strategy.

OUR AMBITION

To ensure the effectiveness of our programs and, with the help of our supporters, to significantly increase our reach to help support more disadvantaged children, young people and their parents/carers.

MEASURES OF EFFECTIVENESS

against which our progress is tracked

1. Improving school attendance rates of <i>Learning for Life</i> students over time to 90%	PAGE 14
2. Increasing the proportion of Year 10 <i>Learning for Life</i> students who advance to Year 12 or its equivalent on sponsorship	PAGE 15
3. Increasing the proportion of Year 10, 11 and 12 <i>Learning for Life</i> students who are engaged in work or further study up to 12 months after they leave the program	PAGE 15
4. Influencing the policy agenda of governments in our mission-critical areas	PAGE 16
5. Significantly broadening our supporter base and growing our funds raised	PAGE 17

PROGRAM OUTCOMES

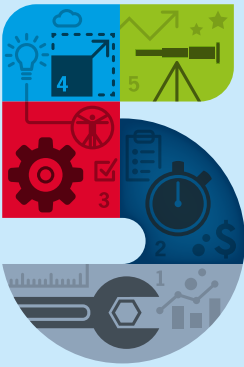
we are seeking to achieve

At the individual/family level	At the school level	At the community level
<ul style="list-style-type: none"> • Improved literacy and numeracy • Improved confidence and self-efficacy • Improved motivation and aspiration • Enhanced networks and relationships • Improved knowledge and understanding • Improved or sustained school attendance 	<ul style="list-style-type: none"> • Increased access to and use of community resources • Increased parental engagement in their children's learning 	<ul style="list-style-type: none"> • Improved service collaboration and integration • Enhanced cross-sectoral partnerships

STRATEGIC PRIORITIES

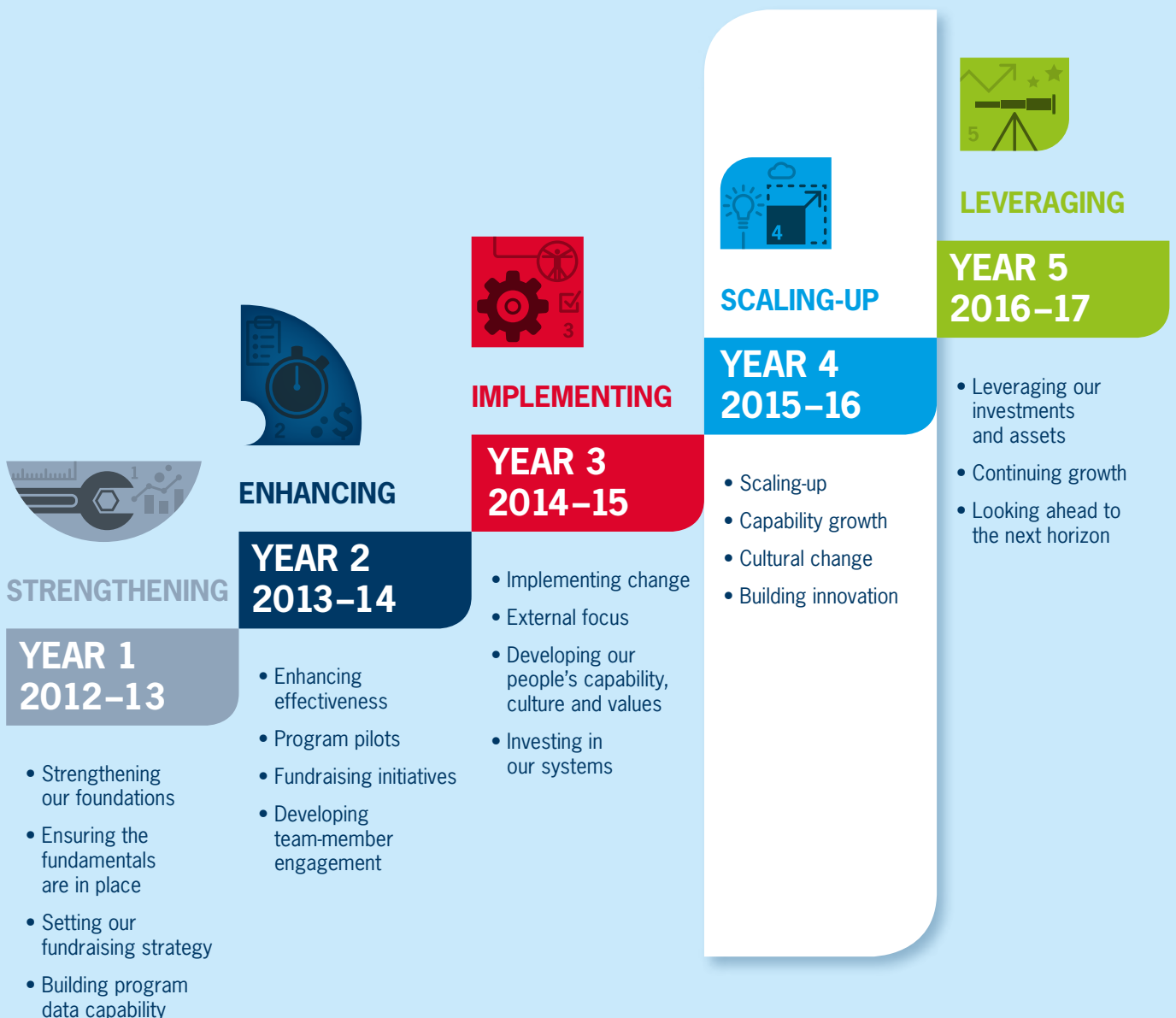
for 2015–16

1. To provide effective support through innovative quality programs PAGE 21	2. To be an influential advocate for disadvantaged young Australians PAGE 39	3. To connect the Australian community with the plight of disadvantaged young Australians and engage them to support our mission PAGE 43	4. To build a high-performing and sustainable organisation PAGE 55
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YEAR 4: SCALING-UP

Our five-year strategy provides the framework for achieving our ambition to ensure our effectiveness and to grow our reach. Across each year there has been a key theme. Year 4 (2015–16) was a year of scaling-up our work and building our capability, as well as enhancing our organisational culture and developing our innovation framework.





Ruth

SUPPORTING STUDENTS TO SUCCEED

“The support from my *Learning for Life* sponsor and my Family Partnership Coordinator meant I graduated Year 12 – even when I felt like I didn’t have a single chance in the world.

I grew up in a single-parent home. Mum supported two kids, two dogs, had a household to maintain and worked a full-time job.

Just before I started high school my mum fell sick, and I had to take on more responsibility around the house. That’s when I realised just how much of a relief the scholarship payments were.

I was halfway through Year 11 when we lost our mother. I managed to remain at school, but I was really, really struggling. I was going into Year 12, working two jobs and supporting myself, all at 17 years old.

The Smith Family has never stopped helping me. My Family Partnership Coordinator is always there, pushing me to further my education and checking in on me along the way.

I’ve now completed Year 12 and am studying a Certificate III in Business. All of this wouldn’t have been possible without The Smith Family.

My biggest aspiration is to sponsor a child because I know first-hand the huge positive impact that this support can have on someone’s life.”

Ruth, *Learning for Life* student

OUR PROGRESS
TO ENSURE WE REMAIN
FOCUSED ON ACHIEVING
OUR GOALS, WE TRACK
FIVE KEY MEASURES OF
EFFECTIVENESS OVER TIME

OUR APPROACH IS WORKING

FIVE KEY MEASURES OF EFFECTIVENESS

WE TRACK OUR RESULTS

1 ATTENDANCE

Regular school attendance is critical to achieve positive educational outcomes.



LEARNING FOR LIFE STUDENTS' AVERAGE SCHOOL ATTENDANCE IN 2015:

90.7%

primary school students
(91.3% in 2014)

86.1%

secondary school
students (86.9% in 2014)

86.1%

Aboriginal and Torres
Strait Islander school
students (87.3% in 2014)

Increased academic achievement

Improved literacy

Increased self-management and confidence

Improved numeracy

Increased academic engagement

LET'S COUNT

58%

of participating children could count a collection of at least 20 items, compared with 37% of similar children who did not participate.

LET'S READ

90%

of surveyed parents indicated that they read more with their child.¹

STUDENT2STUDENT

95%

of students improved their reading. 90% of students reported that they now enjoy reading more.

LEARNING CLUBS

88%

of students agreed going to the club made them try harder at school. 91% of students agreed that going to the club taught them they can do well if they try hard.

1. Latest available evaluation data as at 30 June 2016.

We track the progress of 33,000 students receiving *Learning for Life* support across three longer-term outcomes: school attendance, completion of Year 12 or its equivalent, and post-school engagement in education or work. Taking part in our programs helps them achieve short-term outcomes and puts them on the path to achieving the three longer-term outcomes.

2 ADVANCEMENT

Each completed year of schooling enables better overall life outcomes and improves an individual's ability to contribute economically and socially in the community.

3 ENGAGEMENT

A key indicator of the success of our approach is the proportion of *Learning for Life* students successfully transitioning from school to further education, training or employment.

LEARNING FOR LIFE STUDENTS WHO ADVANCED THROUGH SCHOOL FROM YEAR 10 TO YEAR 12 OR ITS EQUIVALENT BY 2015:

68.2%

of students in Year 10 in 2013 advanced to Year 12 in 2015 while still on *Learning for Life* sponsorship. This is a 5% improvement on 2012–2014.

FORMER LEARNING FOR LIFE STUDENTS ENGAGED IN POST-SCHOOL EDUCATION, TRAINING OR EMPLOYMENT:

84.2%

of *Learning for Life* graduates who left in Years 10–12 were engaged in work and/or study 12 months after leaving the program. Of the remaining 16%, four in five were actively seeking employment, and one in six was volunteering.

Improved knowledge of financial management

Improved confidence and understanding of computer use

Enhanced networks and relationships

Improved knowledge and understanding of study options and career paths

ITRACK

91%

of participating students agreed that their mentor encouraged them with their career goals. 88% agreed that their mentor helped them be more positive about their future career and study options.

CERTIFICATE I FINANCIAL SERVICES

81%

of participants attained the Certificate I qualification. Three months after completing the program, 79% of students used a savings plan more often.

TECH PACKS

97%

of parents/carers said that having a computer in the home helped their child with school work. 68% reported increased confidence in using a computer.

SAVER PLUS

87%

of participants were better able to plan ahead and manage their money. 88% were more aware of where to get help with financial decision-making.

FIVE KEY MEASURES OF EFFECTIVENESS

4 INFLUENCING THE POLICY AGENDA OF GOVERNMENTS IN OUR MISSION-CRITICAL AREAS

ADVOCACY

15

public policy submissions

We continued to advocate on behalf of disadvantaged children and young people by engaging with key Commonwealth, State and Territory politicians and departmental staff on issues of relevance to our work. In meetings, briefings and submissions, we shared our views on policy settings and priorities relating to issues affecting disadvantaged children and, in particular, how to support improvements in their educational outcomes. Use of in-house data and evidence demonstrated how the students we support were achieving improved educational outcomes.

Our submissions to governments covered topics including the Commonwealth and State Budgets, school funding reform, educational opportunities for Aboriginal and Torres Strait Islander students, early childhood services, and communities with high needs.

Through the media we brought to the public's attention the importance of parental engagement in a child's learning (*The Courier Mail, The Canberra Times*), of early intervention to mitigate widening school gaps (*ABC News 24*), the digital divide between disadvantaged children and their more well-off peers (*The Age, ABC News Online*), and how to support improved educational outcomes for disadvantaged young people (*Hobart Mercury, Adelaide Advertiser, ABC National eNews bulletin*).

RESEARCH

2

research publications

The Smith Family published a major report in 2016, drawing on four years of research: *Improving the educational outcomes of disadvantaged young Australians: The Learning for Life program*.

A speech delivered by The Smith Family's Head of Research and Advocacy, Anne Hampshire, was selected for publication by the Committee for Economic Development of Australia (CEDA) in *CEDA's Top 10 Speeches 2015: A collection of the most influential and interesting speeches from the CEDA platform in 2015*.

Substantial progress was made on the five Australian Research Council Linkage grants in which The Smith Family is a partner. The grants are multi-year research collaborations involving higher education researchers, government and non-government organisations.

The Smith Family was awarded the 2016 SIMNA Award for *Excellence in Social Impact Measurement*. This award recognised The Smith Family's longitudinal tracking of the educational outcomes of the 33,000 young people supported through the *Learning for Life* program and the strong focus on embedding social impact measurement into every aspect of our work with children and their families.

Research reports can be accessed from thesmithfamily.com.au

5

Australian Research Council Linkage grants

LEADERSHIP

25

conference papers/external presentations

The Smith Family CEO, Dr Lisa O'Brien, and other representatives from The Smith Family delivered 25 conference papers or presentations at events throughout the year, including at the Australian Social Policy Conference, the 2015 Council for the Humanities, Arts and Social Sciences (CHASS) National Forum, the Strengthening Evidence-Based Policy Conference and the JBWere Philanthropic Services Boardroom Breakfast.

Smith Family team members were also invited to participate in a number of expert panels focused on issues faced by disadvantaged young people. These included at the Australian Social Policy Conference and The Career Development Association of Australia Conference.

5 SIGNIFICANTLY BROADENING OUR SUPPORTER BASE AND GROWING FUNDS RAISED

OVERALL INCOME

\$87.6m

Net income 2015–16

Net income grew to \$87.6 million, 1% higher than in 2014–15. This included funds raised from individual supporters, corporate partners, universities, trusts and foundations, bequests, and through the support received from VIEW Clubs of Australia, government funding and investment income, together with net revenue from our Recycling Operation.

TOTAL VOLUNTEER HOURS AND VALUE

8,323 volunteers contributed 398,978 hours of support. The estimated value of this support was \$11.9 million.

FUNDRAISING PERFORMANCE

\$64.7m

Funds raised in 2015–16 from individuals, organisations, communities, members of VIEW Clubs of Australia and bequestors.

Thanks to the ongoing commitments of our donors and partners, our fundraising grew year-on-year across all our major segments. Individuals gave \$37.2 million, 11% higher than the previous year. This reflects an increase in donations and sponsorships, plus the ongoing support of VIEW Clubs.

The support of organisations (corporates, trusts and foundations and universities) also grew, with \$11.5 million committed in total by these groups. Our focus on long-term, significant and sustainable partnerships in recent years has contributed to this result.

Major donor contributions were up 12% on the previous year to \$4.9 million and more bequestors left a lasting legacy to support the education of young Australians, with \$11.1 million coming from these generous individuals.

There was an 8% growth in sponsorship income and we were delighted to welcome a further 9,057 new monthly donors to our regular giving program.

New partnerships were formed with The Barlow Foundation, alongside the continued strong support from Perpetual Trustees. We also welcomed new corporate partnerships with Bridges Financial Services, Commonwealth Bank, David Jones, Financial Literacy Australia, HSBC, Janssen, Pfizer, Quantum and Yoobi.

GOVERNMENT FUNDING

\$19.4m

Government funding in 2015–16

Government funding decreased by 14% during the year, from \$22.6 million in 2014–15 to \$19.4 million in 2015–16.

This reflects the full-year impact of the winding down of the Commonwealth-funded *School Business Community Partnership Brokers* and the *Better Futures, Local Solutions* programs and the finalisation of Commonwealth support for the *Work Inspiration* program in 2015.

During the year we continued to deliver the *Communities for Children Facilitating Partner* and *Saver Plus* programs, both supported by funding from the Australian Government.

Eight projects focused on improving educational outcomes for Aboriginal and Torres Strait Islander children and young people were funded by the Australian Government's Department of Prime Minister and Cabinet. These included: *Borrooloola Intensive Support Playgroup* (Borrooloola, NT); *Ready, Set, Go Project* (Raymond Terrace, NSW); *Growing Healthy Families* (ACT); *Engaging Parents and Community* (Darwin and Palmerston, NT); *Engaging Parents and Community* (Lake Entrance and Lake Tyers, VIC); *Engaging Parents and Community* (Morwell, VIC); *Indigenous Youth Leadership Project*, and; *Indigenous Youth Leadership (Legacy) Project*.

The Victorian Government provided funding to support the *iTrack* mentoring program and the *Girls at the Centre* program.

To support the expansion of our early maths program *Let's Count*, the Australian Government Department of Education and Training will provide \$4 million over four years. In addition, the Victorian Government's Department of Education and Training will provide \$542,000 over three years.

127,424 PARTICIPANTS

THE SMITH FAMILY REACHED 127,424 CHILDREN, YOUNG PEOPLE, PARENTS, CARERS AND COMMUNITY PROFESSIONALS* IN 2015–16

64,613

Participants in programs funded by our supporters, including sponsors, donors, universities, trusts and foundations, and corporate partners.

A 13% increase in participants on 2014–15. Significant increases recorded for *Let's Count*, post-school planning activities and *Certificate I in Financial Services*.

35,962

Participants in programs funded by a mix of supporters, including partial government funding.

A 12% increase in participants, with significant increases for *Let's Read*, *Saver Plus*, *School Community Hubs* and *Child and Parent Centres*.

26,849

Participants in programs supported by governments.¹

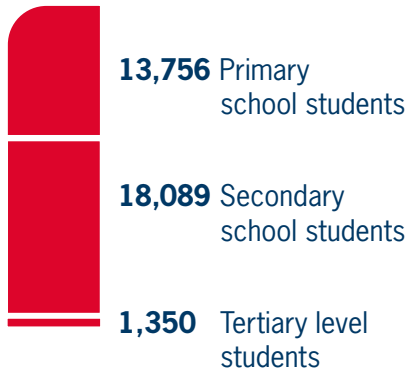
A 25% decrease in participants due to eight months of program implementation for *Communities for Children*, rather than a full year of activity as a result of the commencement of new project agreements.

¹ Programs are *Communities for Children*, *Family Centres (NT)*, *Home Tutor Scheme* and other programs funded under the Australian Government's Indigenous Advancement Strategy including the *Indigenous Youth Leadership Project*.

KEY PROGRAMS CONTRIBUTING TO THE NUMBERS REACHED

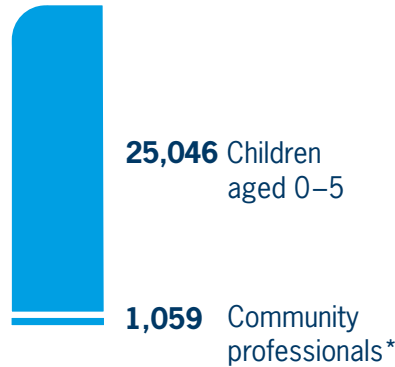
33,195

Learning for Life sponsorship recipients



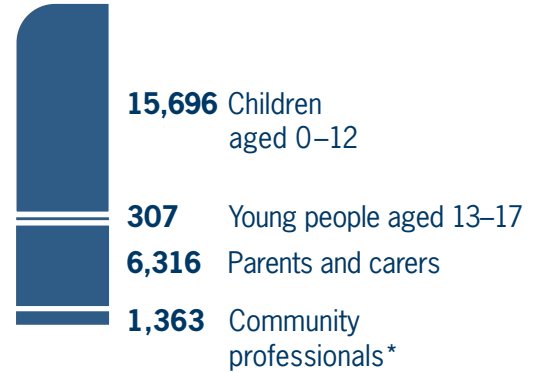
26,105

Let's Read participants



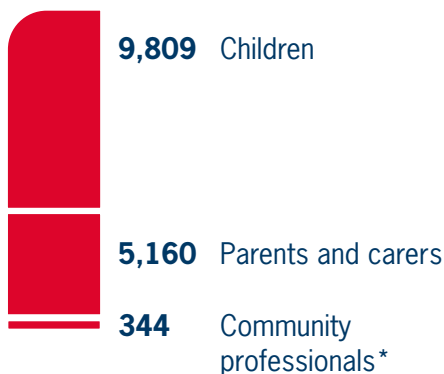
23,682

Communities for Children participants



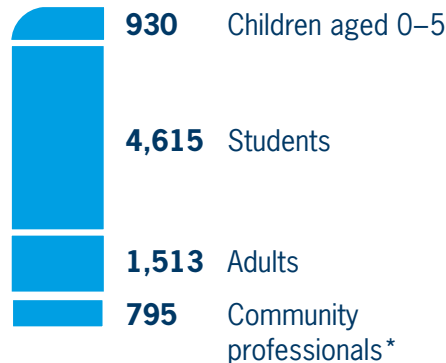
15,313

Let's Count participants



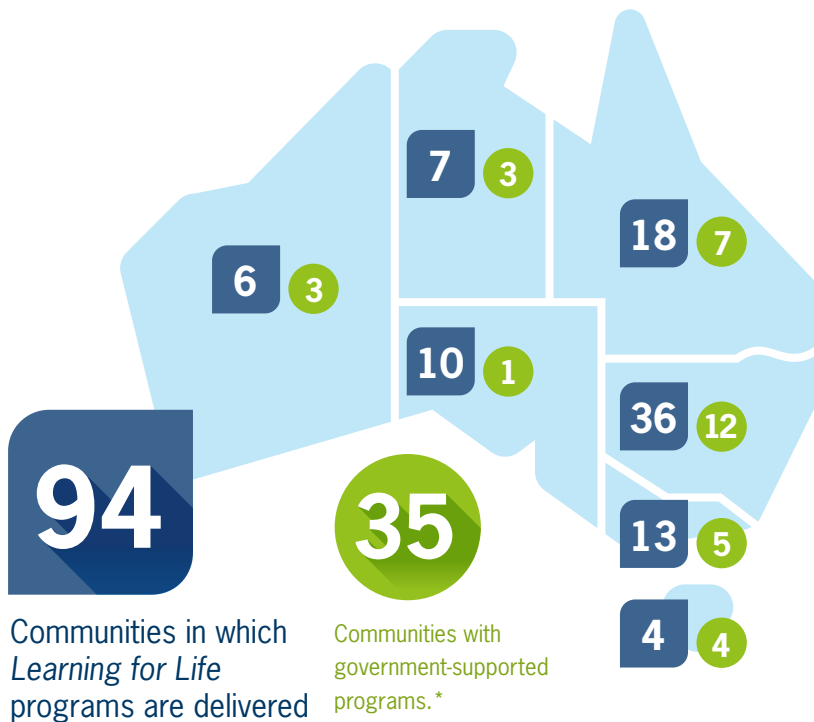
7,853

School Community Hubs and *Child and Parent Centres* participants



* Community professionals (not Smith Family team members) include early years educators and professional program facilitators in communities.

94 COMMUNITIES



Communities in which Learning for Life programs are delivered

Communities with government-supported programs.*

* Communities for Children, Indigenous Advancement Strategy programs, Saver Plus and School Community Hub locations.

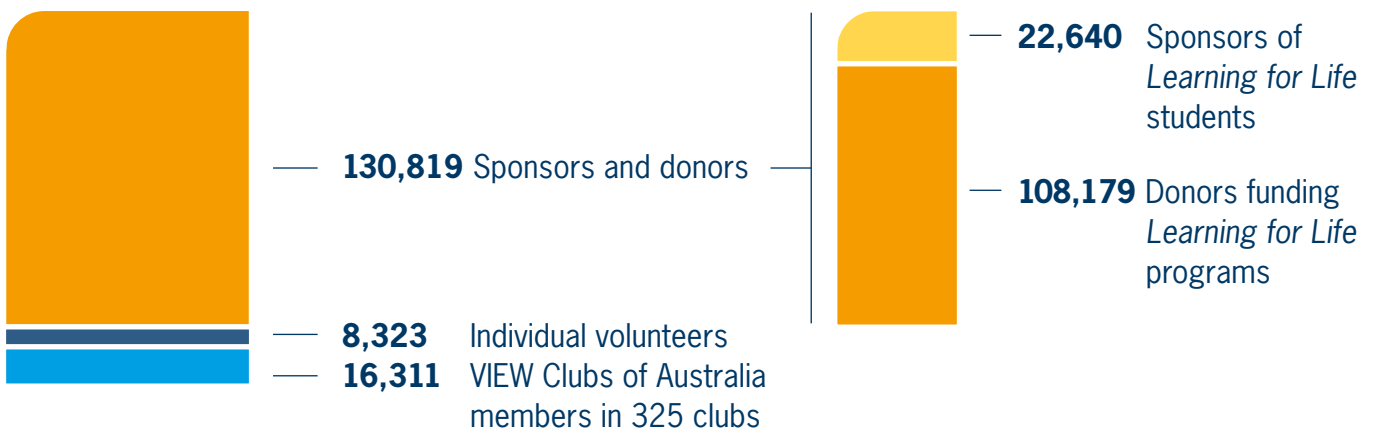
LEARNING FOR LIFE PARTICIPATION

19% of students on sponsorship (6,170) in 2015–16 identified as Aboriginal and Torres Strait Islander peoples, up from 18% last year.

52% of students on sponsorship lived in one-parent families.

155,453 SUPPORTERS

A 4% INCREASE IN THE NUMBER OF SUPPORTERS, UP FROM 149,425 LAST YEAR



PROPORTION OF FUNDS RAISED SPENT ON COMMUNITY PROGRAMS

Over the five years to June 2016, an average of 82 cents in every dollar of funds raised from individual supporters, corporate partners, universities, trusts and foundations, bequests and through the support received from VIEW Clubs of Australia and governments was spent on our community programs. The surplus from our Recycling Operation and from other commercial activities (\$1.4 million in 2015–16) helps to offset our infrastructure costs, ensuring that funds raised can be spent as much as possible on programs supporting children and young people in need.



Annika
& Preston



SUPPORT FROM THE START

“*Learning for Life* makes it easier for my parents to buy things like school shoes and uniforms for me and my sister Annika. It’s also meant I could do the *student2student* reading program, which has been great.

I’ve always liked reading at home. My reading buddy helped give me confidence to speak up and read in class. It’s lots of fun reading with my buddy and I’m pumped to do the program again.

Mum calls Kimberley, our Programs Coordinator, for advice. Mum did a workshop called *Tech Packs* to learn about computers and now we have a computer at home, which helps with homework.

I’m in Year 4. When I grow up maybe I’ll drive a truck or be a policeman. Annika’s in Year 2 and wants to be a teacher. I always look out for her. It’s nice knowing The Smith Family is looking out for us too.”

Preston, *Learning for Life* student

STRATEGIC PRIORITY 1
TO PROVIDE LONG-TERM SUPPORT THROUGH
INNOVATIVE, QUALITY PROGRAMS

**OUR WORK
HAS LASTING
BENEFITS**

OUR APPROACH

The effects of family disadvantage go beyond the home environment. It can negatively affect a disadvantaged child’s school life and mean they are less likely to achieve the educational outcomes they need to build a better future for themselves.

Gaps in educational achievement between disadvantaged students and their more advantaged peers start to appear in the first year of school. These gaps continue to widen as children move through school.

The level of educational attainment a young person achieves is an important predictor of their future life prospects. Young people who complete Year 12, for example, have a better chance of being employed throughout their adult life and are less likely to be dependent on welfare than their peers who do not complete school.

Reaching and completing Year 12 is significantly harder for young people from disadvantaged backgrounds. However,

research shows that providing targeted long-term educational support at every stage of a child’s education journey can help students growing up in disadvantage to achieve better educational outcomes.

We start when children are young, working with families and community providers to help parents gain skills to nurture their children’s early literacy and numeracy and prepare them for school. Then during the primary and secondary school years, we provide targeted support to students with financial assistance to help with education-related expenses and access to extra personal support and learning programs.

This wrap-around approach helps disadvantaged young people to overcome the barriers they face that can negatively affect their educational and life outcomes.

For every student on the *Learning for Life* program we measure progress against three key longer-term outcomes: school attendance, Year 12 completion, and post-school engagement in employment, education or training.

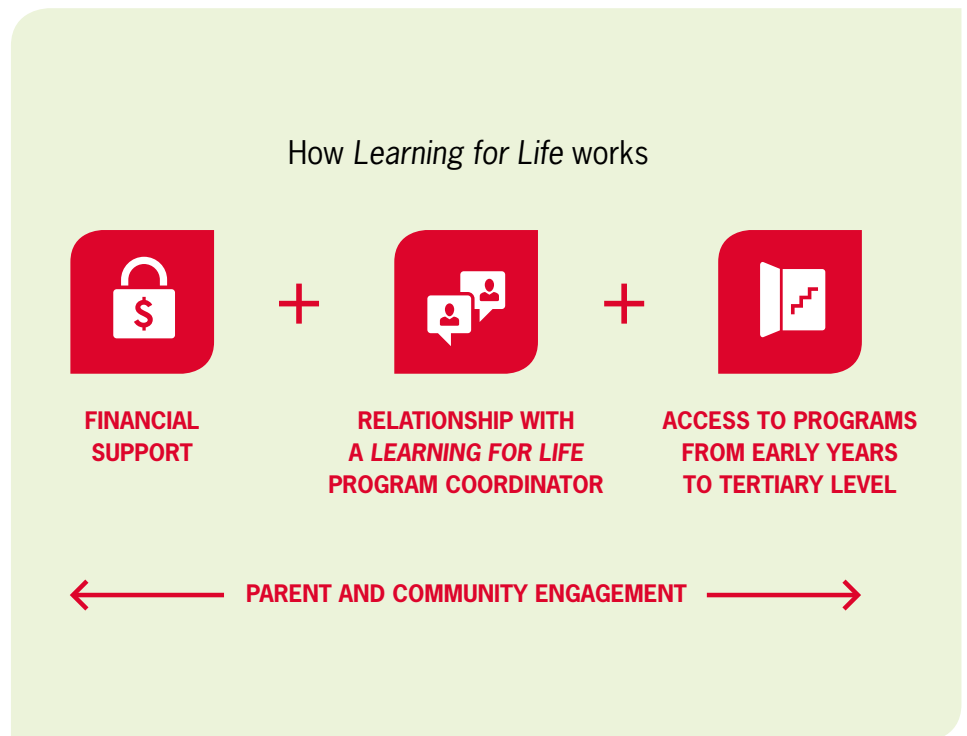
Analysis of this data plus feedback from practitioners helps us to refine our policy and practice to ensure we continue to make a positive difference to the children and families we support.

LEARNING FOR LIFE SPONSORSHIP PROGRAM

Learning for Life is our flagship educational support program, which this year reached 33,195 students in need.

Learning for Life comprises three integrated components that support disadvantaged students to fully participate at school and ultimately improve their educational outcomes.

Students on the program receive financial support from sponsors to help cover the cost of education-related expenses, such as uniforms, books and excursions. Each sponsored student is also linked to a Family Partnership Coordinator who connects them with outside-of-school learning programs. Family Partnership Coordinators work closely with families, their schools and communities so that parents – the biggest influencers on children – can gain the knowledge, skills and confidence to effectively support their child’s learning journey.





CASE STUDY – FAMILY PARTNERSHIP COORDINATOR

FOCUSED SUPPORT TO IMPROVE OUTCOMES

“Parents ring me and share their pride and happiness in seeing their child improve after participating in our programs.

Being a Family Partnership Coordinator brings many rewards. I love seeing the students we support grow and progress. I've been at The Smith Family for seven years and this is the greatest highlight of my role. It's a very different scenario to my time as a youth worker when I didn't get to see how the story ended for the students I was helping.

I currently support 600 students on our *Learning for Life* program to reach their full potential. This means supporting them to reach at least Year 12 and then move into work or further study. It's not just financial assistance we are providing, but long-term wrap-around educational support through our suite of programs.

A big part of what I do is building relationships with families, students and school staff. I monitor attendance, review student school reports to see who needs extra learning support, and provide families with external referrals as needed. I also hand out attendance certificates, stationery packs, library and book packs, hold sponsor

writing days and invite families for morning tea catch-ups.

I am very passionate about the work I do and believe that it can make a real difference. Every time I see or hear about one of our students doing well, I feel like a proud parent! It's great being able to build up that kind of relationship with students and their families.”

Mara, Family Partnership Coordinator,
The Smith Family, Victoria

39,286

children under five participating in early years programs

PROGRAM PARTICIPATION HIGHLIGHTS

25,046

children aged from birth to five years participating in *Let's Read*

9,809

children participating in *Let's Count*

3,016

children under five participating in *Communities for Children*

STRATEGIC PRIORITY 1

EARLY YEARS



One in three children from Australia's most disadvantaged communities does not meet one or more key developmental milestones in their first year of school. This compares to 16% of children from the most advantaged communities.¹

Research has shown that investing time, effort and resources in the early years of a child's life has significant impacts on their ongoing behaviour, learning, health and wellbeing. Supporting children's early development thus lays the basis for them growing up with the skills to succeed, bringing benefits for them and the community as a whole.²

1 Australian Government (2016), 'Australian Early Development Census National Report 2015: A snapshot of early childhood development in Australia', Department of Education and Training, Canberra.

2 Ibid.

CASE STUDY – CHILD AND PARENT CENTRES

SUPPORT FOR PARENTS AND CHILDREN

Areeg



"The *Child and Parent Centre* is like my home. I can find everything here. I found peace, I found safety and an inviting place for my kids.

When I came to Australia from Jordan four years ago with my husband and baby, I had no friends and no family. It was very lonely. I didn't know where to go; I didn't know any places in the area.

It wasn't until we settled in a new area that I found out about the *Child and Parent Centre* through the school and started going to the playgroup with my youngest son, Peter.

It was here that I met my best friend. This changed my life. I was always thinking, "Where do I go and what can I do with the kids?"

Areeg and her son Peter at the playgroup run by the *Child and Parent Centre*.

At the centre they told me: 'We're here for you, you can come here with the children instead of sitting at home.' So I took my children lots of times and they played and I talked with other parents.

My confidence in myself and my parenting has increased so much since coming to the centre, and it has helped me to understand my children better. It has helped me feel part of this community.

The centre is not just a place for children to come and make friends, play and learn; it is so much more. Here I have found everything I have been looking for."

Areeg, mother

Child and Parent Centres are an initiative of the Western Australian State Government to ensure children get the best start in life. The Smith Family operates *Child and Parent Centres* at Westminster Junior Primary School and Roseworth Primary School.

THE CHALLENGE

Ensuring young children develop basic language, numeracy, literacy and cognitive skills before they start school is vital for their long-term health and wellbeing. One in three children from highly disadvantaged communities are not achieving key developmental milestones before they even begin school. Starting school already behind their more advantaged peers, increases the likelihood that they will struggle to catch up and will fall behind over time. Supporting parents to develop the skills to help their child's learning and development from an early age is crucial for improving a disadvantaged child's educational and life outcomes.

HOW WE HELP

We work with young children, their families and community professionals to help children be ready for school so they can make the most of their time there.

Early exposure to important foundational skills is crucial in preparing a child for school and educational achievement further down the track. Our programs, *Let's Read*

and *Let's Count*, provide training, tools and support for early childhood educators and parents on how to develop reading and maths skills in young children. They help parents to gain the ability and confidence to support their children's learning and development at home.

We are grateful to PwC's 'Innovation Acceleration' consultants who guided us through a project to extend our early maths program *Let's Count* through social enterprise activities. This included running *Let's Count* workshops on a fee-for-service basis for parents of our corporate and independent school partners. The funds raised from this activity helped us extend the reach of *Let's Count* in the disadvantaged communities where we work.

This year we continued our work in nine Australian Government *Communities for Children Facilitating Partner* sites. As the facilitating partner, we worked with the local child and family service system to ensure that it is able to provide targeted support that helps strengthen children's development and wellbeing.

Our *Child and Parent Centres* in Western Australia, funded by the State government, provided early learning programs and maternal and child health services for families with children up to eight years old.

HIGHLIGHT PROGRAMS

- *Child and Parent Centres*
- *Communities for Children*
- *Let's Count*
- *Let's Read*
- *School Community Hubs*

PROGRAM OUTCOMES

- Parents have the skills and resources to support their children's early language, literacy and numeracy development

CASE STUDY – LET'S COUNT

BUILDING MATHS SKILLS EARLY

"When I first talked to my daughter Sienna's kindy teachers about the *Let's Count* program, I thought it was a fantastic idea. I think introducing maths at a kindy level, so that it is fun and a game, changes the children's perception of maths. It becomes fun rather than something boring or something they have to do.

I'm raising four children and it can be difficult to devote time for learning with each of them. *Let's Count* has helped me find ways to include maths in our everyday activities. We play snakes and ladders, and little number recognition games. We practise counting. It's fantastic that Sienna can count to 100 now, and she's only five.

I do think it's too late to start introducing maths to children only when they reach primary school. I work in schools as an integration aid and I've seen children come

into Prep not knowing any of their numbers. I know many of these children will be spending all of their school days trying to catch up. They are already behind before they start.

What *Let's Count* has helped me to do is see maths in lots of fun games that Sienna can play every day. It's helping parents to keep maths fun and simple, and helping children prepare for maths at primary school."

Oriana, *Let's Count* participant

Let's Count was delivered in 35 communities this year. The program was developed by Professor Bob Perry (Charles Sturt University) and Professor Ann Gervasoni (Monash University) with the support of the Origin Foundation and BlackRock Investment Management (Australia) Limited.



Oriana (R) and Sienna (L) play Snakes and Ladders to help develop Sienna's numeracy skills.

Oriana
& Sienna

33,056

primary school students participating in programs

PROGRAM PARTICIPATION HIGHLIGHTS

13,756

primary school students sponsored through *Learning for Life*

12,680

primary school students participating in *Communities for Children*

3,192

Learning Club primary school-aged participants, with 1,119 tutors in 194 Learning Clubs

1,155

student2student program participants supported by 1,103 reading buddies, with 118 volunteer buddy supervisors

STRATEGIC PRIORITY 1

PRIMARY YEARS



Even when students from disadvantaged backgrounds have the same capabilities as those from advantaged backgrounds, they do not make the same academic progress as they move through school.

By the time students who have high Year 3 NAPLAN scores reach Year 9, those from disadvantaged backgrounds will be one and three quarter years behind their advantaged peers.¹

Ninety-four per cent of Year 5 students who have parents with a university qualification achieve above the national minimum numeracy standard. The figure is 61% for students whose parents have not completed Year 12 or equivalent.²

THE CHALLENGE

From their first day at primary school, disadvantaged children may need extra help to regularly attend school and stay motivated. Many start school lacking basic numeracy and literacy skills and the confidence to catch up and keep up in the classroom. Factors at home, such as unemployment or low incomes, low education levels of parents, work

- 1 Goss P., Sonnemann J., Chisholm C. & Nelson L. (2016), 'Widening gaps: What NAPLAN tells us about student progress', Grattan Institute, Melbourne.
- 2 ACARA (Australian Curriculum Assessment and Reporting Authority) (2015), 'National Assessment Program – ICT Literacy Years 7 & 10: Report 2014', ACARA, Sydney.



Shelby attends a Smith Family Learning Club once a week.

Shelby

CASE STUDY – LEARNING CLUB

HOMEWORK SUPPORT TO BOOST LEARNING

"I didn't used to like doing homework but now I like doing it even when I'm not at Learning Club. I go to Learning Club once a week after school and I get to go with my friends from my class.

My school work has got much better since I joined the Learning Club. We don't have the internet at home and I have to do 30 minutes of homework on the iPad a day. I get to do my iPad homework at Learning Club.

If we do well with our homework throughout the year then we get a reward in Term 4. I want to do all my homework so that I get a reward.

The volunteer who helps me at Learning Club is called Elisa – she is great. When I have done all my homework she tests me on my numeracy.

My favourite part of going to Learning Club is playing the learning game. I like playing this and I like winning. I have won the game lots of times.

I also do the reading program with The Smith Family where I read to my buddy over the phone once a week. I really enjoy reading."

Shelby, 9, Learning Club participant

commitments and limited learning resources affect a disadvantaged child's ability to participate fully in education and achieve positive outcomes. Financial hardship can also mean school essentials, such as uniforms, textbooks, a computer or internet access at home, or the money to afford an excursion, are hard to come by. Without these items, students may be more likely to struggle at school and find it hard to fit in, making it even more difficult for them to stay motivated at school.

HOW WE HELP

Our *Learning for Life* sponsorship program can begin when a child starts school. Students are linked with sponsors who provide financial assistance to help pay for education essentials. Each family is also connected with a Family Partnership Coordinator and learning and mentoring programs that provide the extra support disadvantaged students need to increase their educational outcomes. For primary school students, our *student2student* reading program and before- and after-school

Learning Clubs offer access to crucial one-on-one learning support.

Positive parental support is an important factor in a child's success at school. Our Coordinators link parents with opportunities in their community to help them gain skills to effectively support their children's learning at home.

Through the *Communities for Children Facilitating Partner* initiative we work with local communities to connect parents to other programs that will help strengthen their skills and build positive networks.

Our *Tech Packs* program provides disadvantaged families with affordable, internet-ready computers for their homes, and the training and technical support parents need to develop their digital skills. Research shows that students growing up in low socio-economic households are at risk of being left behind in the technology race. Without access at home to hardware, software and the internet, disadvantaged students will struggle to develop their digital capabilities, confidence and motivation.

Limited technology skills means they may be locked out of the jobs of the future. We work with our partners to help improve and increase access and digital literacy levels for students and their families.

HIGHLIGHT PROGRAMS

- *Communities for Children*
- Learning Clubs
- *School Community Hubs*
- *student2student*

PROGRAM OUTCOMES

- Improved confidence, knowledge and understanding
- Improved literacy and numeracy skills

CASE STUDY – STUDENT2STUDENT

BUILDING A LOVE OF READING

"It is so hard for me to find the time to read with the girls in the evening, so having them read to their buddy makes such a difference to us.

I have seven children. Two of my girls are in the *student2student* program – Jillian, who is nine, and Leena, who is 10.

Both girls really enjoy reading with their buddy. Jillian reads to her buddy three times a week and Leena reads twice a week.

I like that we can see what level they are both on and when they move up the levels. I have seen a big improvement with their reading since they started.

Four of my kids are on the *Learning for Life* program – Andrew, Kate, Leena and Jillian. When we were asked if they wanted to join the reading program, I knew that it would be good for Leena and Jillian as they had been struggling with their reading.

Leena's reading is really good now and she is reading long books all by herself. She says that reading is her new hobby.

Leena and Jillian both started the reading program last year and this year we were offered the opportunity to do it again. I thought it was great for both of them so we are glad that they have the chance. They just love it."

Donna, *Learning for Life* parent

Our major corporate partner, Optus, has enabled the ongoing delivery of the *student2student* mobile reading program across Australia, and we thank Optus for their much valued support.

The support of Optus is delivering a tangible outcome of improved reading skills for thousands of children in need.

Jillian
& Leena

Sisters Jillian (L) and Leena (R) are improving their reading skills with help from their *student2student* reading buddies. Photo: Bev Lacey / ARM.



32,327

secondary school students participating in programs

PROGRAM PARTICIPATION HIGHLIGHTS

18,089

secondary school students sponsored through *Learning for Life*

8,057

secondary school students participating in post-school planning activities, including careers workshops and university experience days

2,425

participating in *Work Inspiration*

845

secondary school-aged participants, with 282 tutors in 51 Learning Clubs

STRATEGIC PRIORITY 1

SECONDARY YEARS



Around 60% of young people from the lowest socio-economic backgrounds complete Year 12. This compares to around 90% for those from the highest socio-economic backgrounds.¹

Young people who attain Year 12 have a greater likelihood of continuing with further study, entering the workforce and being employed throughout most of their adult life. Year 12 completion is also associated with better health outcomes, a reduced likelihood of welfare dependency and an increased ability to participate in the community.²

THE CHALLENGE

Keeping secondary school students working towards positive post-school options

and engaged in their education is one of the biggest challenges of this life stage. Teenagers are influenced by a range of factors that can cause them to lose interest in learning and drop out of school before reaching Year 12. Without a Year 12 or equivalent qualification, a young person's ability to find and keep employment, contribute to their community and achieve positive life outcomes is significantly reduced.

For young people, factors such as family income, parental support, positive role models, early achievement, motivation, perseverance and mindset can also influence school completion and educational outcomes. For disadvantaged young people, heightened awareness of the financial strain education costs can place on their already struggling family can also play a part. To

1 Lamb S., Jackson J., Walstab A. and Huo S. (2015), 'Educational opportunity in Australia 2015: Who succeeds and who misses out', Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute, Melbourne.
2 Ibid.



Vijitra (right) attended a *Work Inspiration* event at a Hilton Hotel. Photo: Katrina Bridgeford, Newspix.

Vijitra

CASE STUDY – WORK INSPIRATION

OPPORTUNITIES THAT INSPIRE

"*Work Inspiration* at the Hilton Hotel opened up my mind about career choices and lifestyle. It really inspired me to do better at school and home.

I wanted to take part in *Work Inspiration* so I could have a new experience, get skills for my future and also because it would benefit me for jobs, work interviews and my resumé.

In the program I learnt about independence and teamwork, and that I have more options if I decide to change my career goals.

One of the ladies who worked in beverages at the hotel talked to us about careers. From that I learnt that I can always get into different jobs and that it's okay to change my mind, and to use jobs as stepping stones.

My favourite part of *Work Inspiration* was the tour through all the departments in the hotel. Some of the other great activities were getting to design the pavlovas, waitressing, coffee making, folding napkins and making napkin swans.

From the start of middle school I've always been really interested in the Australian Defence Forces or getting a degree in architecture. After *Work Inspiration* I had a really good think. Maybe I could get a job in hospitality before I make that big step.

I would encourage any kids who get the chance to do *Work Inspiration* because it is really good and a fun way to learn stuff that can benefit them."

Vijitra, *Work Inspiration* participant

Work Inspiration provides students with the opportunity to undertake meaningful and inspiring work experiences with a range of organisations, including Hilton Worldwide.

lessen the financial burden on their parents, a disadvantaged student might choose a low-cost elective subject, regardless of their interest levels. This can lead to a lack of motivation and engagement with their learning, lower educational performance, decreased self-esteem, and ultimately poorer educational outcomes.

Many young people we support can see the benefit of completing Year 12, but their circumstances make it much harder for them to achieve this. Having to overcome barriers such as access to technology, resources and networks of support can reduce their motivation and self-belief to do well.

HOW WE HELP

We work with students, families and our partners to help disadvantaged young people complete Year 12 and make a smooth transition to work, higher education or training.

Our Program Coordinators connect students with opportunities that show them the options available to them for their futures; these might be opportunities that nurture their creative or artistic talents. We also offer students access to meaningful work experience opportunities, as well as

supportive mentors who help them explore potential careers and develop aspirations for their futures.

Through our online mentoring program *iTrack*, students in Years 9 to 11 are matched with volunteer adult mentors working in their field of interest. This exposes students to positive role models and to career conversations to which they otherwise may not have access at home or within their own social network. Our experiential career days, university campus visits and *Work Inspiration* program provide opportunities to visit workplaces and universities to help prepare students for the world of study and work beyond school.

Supporting disadvantaged students to develop positive attitudes and behaviours can also influence their educational outcomes. Our *Certificate I in Financial Services* program teaches high school students skills to better manage their money, make informed financial decisions, and to set and achieve financial goals.

Through our Digital Futures for Families and Students project, this year we looked at harnessing the potential of technology to

help us reach as many disadvantaged students and families as possible. And with education and employment prospects becoming more dependent on technology and digital skills, we worked with our partners to help disadvantaged young people and their families access and participate in the digital world.

HIGHLIGHT PROGRAMS

- Financial Literacy programs
- Girls at the Centre
- Indigenous Youth Leadership Project
- *iTrack*
- Learning Clubs
- School Community Hubs
- SmArts, including Bella Art Workshops
- Work Inspiration

PROGRAM OUTCOMES

- Greater understanding of available career options
- Increased knowledge regarding pathways to further study/careers

CASE STUDY – *iTRACK*

MENTORING FOR THE FUTURE

“My *iTrack* mentor has made me realise that I can be myself and whatever I want to be in the future. She’s helped me a lot and given me some new interests and career paths to follow.

I’m interested in becoming a doctor, nurse or paramedic, and I think the online format of *iTrack* gives me the freedom to talk about my hopes for the future, without feeling like I’m being judged.

I think it’s a very different but refreshing experience to have a mentor online. I wasn’t sure what to expect when I started *iTrack*. I was so surprised to see how much I could bond over the internet with my mentor.

I have had many conversations with her about career paths I hadn’t thought about before, such as working as a health professional. I was really curious about that. We had a really long and awesome conversation about that.

Susana

Whenever I explain that I need more information on a particular topic to do with careers or study, my mentor will come back with handy tips and resources at our next *iTrack* session.

She is very smart and experienced, and it’s been really good mentoring for me. She has a lot of good phrases to help motivate me in school.”

Susana, *iTrack* participant



iTrack participant Susana is interested in becoming a doctor, nurse or paramedic.

1,350

tertiary students sponsored through *Learning for Life*

PROGRAM PARTICIPATION HIGHLIGHTS

362

members of the Young Leaders' Network

209

tertiary students in the *Tertiary Mentoring* program

STRATEGIC PRIORITY 1

POST-SCHOOL YEARS



Only 59% of 24-year-olds from the lowest socio-economic backgrounds are fully engaged in education, training or work. This compares to 83% of those from the highest socio-economic backgrounds.¹

Young people who do not enter any form of post-secondary education or training face long-term labour market risks, with potentially lifelong social and economic impacts.²

THE CHALLENGE

Compared with their more well-off peers, young people from disadvantaged backgrounds who decide to pursue further education or training after completing Year 12, face a tough path when it comes to completing their qualification.

Many are the first in their family to go to university or, in some cases, to complete Year 12. This can mean they may have limited access to supportive adults who can provide career guidance and study advice to help with managing university life.

1 Lamb S., Jackson J., Walstab A. and Huo S. (2015), 'Educational opportunity in Australia 2015: Who succeeds and who misses out', Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute, Melbourne.

2 Cuervo H. and Wyn J. (2011), *Rethinking youth transitions in Australia: A historical and multidimensional approach*, Youth Research Centre, University of Melbourne, Melbourne.

CASE STUDY – TERTIARY SCHOLARSHIP

CHANGING YOUNG PEOPLE'S LIVES

Keenan moved from rural Tasmania to Hobart to go to university.
Photo: Nikki Davis Jones, Newspix.



"I feel really privileged to have had this opportunity. I'm the first person in my family to ever go to university.

When I was in Year 10 my mum was unable to work because of a back injury and my dad was also out of work. That time was a real struggle for us as a family and it was really hard for my parents to get back on their feet.

I know it was a real relief for my mum when my two siblings and I started receiving support from The Smith Family.

The Smith Family provided a lot of financial support for my education through high school; they have helped with books and uniforms and it's taken a lot of pressure off.

At the start of 2016 I moved from rural Tasmania to Hobart to go to university. I'm now living with my grandparents while I complete my study.

I've always really wanted to go on to university, but without The Smith Family's help it would not have been possible.

Now that I'm at university I've really noticed how much the support makes a difference. It would be a lot harder to succeed in my course without The Smith Family's support.

After completing about seven years of study, I would like to work in biotechnology. I'd really like to get into stem cell and medical research."

Keenan

Keenan, *Tertiary Scholarship* student

The cost of travel, textbooks and other resources can place an extra burden on a family already struggling financially. Inadequate technology in the home makes it harder for disadvantaged tertiary students to satisfactorily complete their studies. Additionally, the benefit of taking on paid work to help their family may become more important, placing additional strain on the time available for a student's studies.

HOW WE HELP

Our tertiary scholarship program supports disadvantaged tertiary students to continue with and complete higher education or training. To ease the strain of tertiary studies on families, financial assistance from sponsors helps cover education-related expenses such as textbooks and travel to university or TAFE.

Our Family Partnership Coordinators help students stay engaged with their studies and develop skills to manage university and adult life. This includes linking them to supports available through their university. Leveraging our relationships with our

corporate partners, we connect students with employers and their staff. Linking sponsored students to working professionals helps them understand their job prospects, build networks and grow in confidence and self-esteem. Through our informal Young Leaders' Network, we offer skills development and networking opportunities (thanks to our corporate partners), which support current and former *Learning for Life* with their study and careers.

This year we introduced a refreshed model of tertiary scholarship support, informed by feedback from our students, *Learning for Life* Program Coordinators, research and our university partners. This model is designed to help students establish and grow connections within their tertiary institution during the first year of study, with encouragement to become more involved in university and community life over the next two years. In the fourth year, a mentor is matched to students to help guide their transition from study to work.

HIGHLIGHT PROGRAMS

- Tertiary Scholarship
- Young Leaders' Network

PROGRAM OUTCOMES

- Enhanced networks and relationships
- Enhanced skills

CASE STUDY – YOUNG LEADERS' NETWORK

TURNING STUDENTS INTO LEADERS

"The Smith Family has been an important source of encouragement for me for over 10 years.

I've now graduated with a Commerce Degree and will soon start a career in an industry I'm really passionate about. I'm eager to stay involved with The Smith Family and give back as much as I can.

While I was at university, I went to two workshops organised through the Young Leaders' Network, run by Accenture. The workshops were outstanding and became pivotal in helping me establish my own career. I learnt valuable skills for the workforce and made important connections with Accenture, which led me to gain a graduate position with the company.

Where I grew up, there was a lot of disadvantage and not many people encouraging me to do great things with my

education. But I did have The Smith Family and my teachers—and that was enough to make the difference for me."

Brett, former *Learning for Life* recipient and member of our Young Leaders' Network.

Accenture Australia has been our major partner for the Young Leaders' Network helping young people to develop their employability skills and confidence.

"Many Young Leaders' Network members have been equipped with skills in communication, resumé writing, interview techniques and how to use social media during the job-seeking process, by attending our *Skills to Succeed* workshops that are facilitated by Accenture employees who are volunteering their time. We're thrilled that Brett is joining Accenture Australia under the Graduate Recruitment Program. Brett's dedication to education and finding the right job is admirable, and we wish him all the very best for a bright and fulfilling career."

Corporate Citizenship,
Accenture Australia and New Zealand

Former *Learning for Life* student Brett, is now a member of the Young Leader's Network.



17,444

parents/carers/adults
participating in programs

PROGRAM PARTICIPATION HIGHLIGHTS

5,160

Let's Count parents and carers
participants

2,004

Saver Plus program participants
in 24 locations

1,513

parents participating in
School Community Hubs

482

Home Tutor Scheme
program participants

STRATEGIC PRIORITY 1

PARENTS AND CARERS



Parental engagement in learning can help close the gap in achievement between children of different socio-economic backgrounds. It contributes to a range of short- and longer-term outcomes for children, primarily influencing children's orientation to learning, including their motivations, engagement, confidence and beliefs about learning.¹

Parental engagement has been shown to have a consistent impact on children's learning outcomes. This is not just in the early years of a child's life. Parents are also an important influence on the educational and occupational aspirations of adolescents.²

Parents can encourage their children to work hard in school, read to them at home, help them with schoolwork and take time to talk with them about their daily activities. They can become involved in their children's school and be aware of and interested in additional education opportunities for their children.³

1 Fox S. and Olsen A (2014), 'Defining parental engagement', ACT Department of Education and Training, Canberra.

2 Gemici S., Bednarz A., Karmel T. and Lim P. (2014), 'The factors affecting the educational and occupational aspirations of young Australians', Longitudinal Surveys of Australian Youth, Research Report No. 66, National Centre for Vocational Education Research, Adelaide.

3 OECD (2016), 'Low-performing Students: Why they fall behind and how to help them succeed', PISA, OECD Publishing, Paris.



Christine with her children (L-R) Winnie, Nelson and Alex.

christine

CASE STUDY – LEARNING FOR LIFE FAMILY

WRAP-AROUND SUPPORT FOR FAMILIES IN NEED

"My family was struggling and going through a really hard time. Then we joined the *Learning for Life* program and our lives changed for the better.

I'm from the western equatorial region of South Sudan. I came to Australia through the humanitarian visa system in 2005. I am 29 years old and have three beautiful children, Winnie (9), Nelson (6) and Alex (2). Winnie and Nelson are both supported through the *Learning for Life* program.

Our Family Partnership Coordinator provides us with positive support and guidance. She respects us and cares for my children's wellbeing. She has helped me build a network and be part of the community. Through some of the activities The Smith Family has offered my children, I've been able to make new friends, which is good for both my health and my little ones.

The *Learning for Life* program has provided my children with financial support for school shoes, text books, the *student2student* reading program, access to swimming lessons, tickets to local events and Christmas gifts. These are things I could not afford to provide for them as I'm a single mum and student myself.

I never had good schools or good learning environments due to the continued war in South Sudan, but today my children are very lucky. Education is a human right and I believe it holds the potential of my children.

I'm currently studying a Bachelor of Psychology. After I complete my studies I will use my knowledge and life experiences to help those who might need it."

Christine, *Learning for Life* parent

THE CHALLENGE

Most parents from disadvantaged backgrounds want to be actively engaged in their child's learning, but some lack the knowledge, skills and confidence to know how to do this. They may not have completed Year 12, or because of their own negative experiences with school, are not aware of the important role they play in supporting their child's educational outcomes. Financial hardship, low levels of literacy and numeracy, and their work and caring commitments can also make it hard for parents to provide the right resources and be available to support learning and development in the home.

For disadvantaged families, lack of access to a computer and the internet at home, as well as limited technology skills, can make it difficult to properly support children's education away from the classroom.

HOW WE HELP

When a family joins the *Learning for Life* program, they enter into a Partnership Agreement with The Smith Family that acknowledges a shared goal of supporting the child's long-term participation in education and the importance of parental engagement in helping to achieve this.

Our Family Partnership Coordinators work closely with parents and carers to help them take on an active and positive role in their child's education. We run programs that connect parents and carers to learning opportunities in their community and at the school so they can be more involved in their child's learning.

Our proven programs *Let's Read* and *Let's Count* specifically target parents of younger children, so they support their child's early learning and development prior to starting school. Other programs, such as *Saver Plus* and *Financial Literacy*, teach parents basic money management skills to help with home life. To address the growing problem of access to technology and poor digital skills, our *Tech Packs* program provides families

with a computer and internet access, plus training and support. This helps parents develop their digital skills so that they can help their children use the technology at home for schoolwork.

HIGHLIGHT PROGRAMS

- *Home Tutor Scheme*
- *Let's Count*
- *Let's Read*
- *Parent and Community Engagement*
- *Ready Set Go Project*
- *Saver Plus*
- *School Community Hubs*
- *Tech Packs*

PROGRAM OUTCOMES

- Improved confidence and increased skills
- Enhanced networks and relationships
- Improved knowledge and understanding

CASE STUDY – SAVER PLUS

SAVINGS HABITS TO SUPPORT EDUCATION

"My family desperately needed a new laptop for my children to use for school work so the opportunity to take part in *Saver Plus* couldn't have come at a better time. Every day my children, Madison and Harrison, need to use a laptop. Whether it's to do homework, research assignments or to access learning apps.

Doing *Saver Plus* was a great way to share information and learn budgeting tips. There were so many different discounts and saving tips that I wasn't aware of!

In a few months I will have enough saved to buy a new laptop, which is really exciting. After that, new school shirts are on the list. Usually I buy second-hand shirts but I hope to buy them brand-new shirts by the end of the year, something they haven't had since they started school.

My children are very good savers themselves and I've shared with them what I learnt from *Saver Plus*. They understand the need to save for nice things and really appreciate the things they are given. I think it's so important to teach children the value of money and not to take it for granted."

Megan, *Saver Plus* participant

Megan

Megan has learned how to budget through *Saver Plus*.

Saver Plus is a matched savings and financial education program, helping participants to develop positive money-management skills and save towards their own, or their children's, educational goals. It is an initiative of the Brotherhood of St Laurence and ANZ. Funded by ANZ and the Australian Department of Social Services, *Saver Plus* is delivered in partnership with Berry Street, The Benevolent Society, The Smith Family and other local community agencies.



26,849

participants supported through government funding for community programs

PROGRAM PARTICIPATION HIGHLIGHTS

9

Communities for Children Facilitating Partner sites in NSW, NT, QLD, VIC and WA supporting 15,696 children aged from birth to 12 years; 307 aged 13 to 17 years; 6,316 parents and 1,363 community professionals

7,853

participants in *School Community Hubs*, made up of: 930 children aged 0–5; 4,615 students; 1,513 parents and 795 community professionals

STRATEGIC PRIORITY 1

WORKING WITH COMMUNITY

Attitudes, relationships and decisions in the wider community have a powerful influence on what students get from education and which resources a school can access. Building stronger relationships with the communities that surround schools leads to higher student achievement.¹

THE CHALLENGE

There are communities in Australia where disadvantage is intergenerational and entrenched. In these areas, where there are concentrations of people with low education levels and high unemployment rates coupled with poor infrastructure, facilities and job prospects, it is difficult for young people to achieve their potential.

With fewer educational and employment opportunities, as well as limited learning support at home, young people from highly disadvantaged areas need extra help and resources to motivate them to go to school and stay there to complete to Year 12.

¹ Bentley, T. and Cazaly, C., *The Standard Work of Learning: Lifting educational achievement through collaboration*, Mitchell Institute Research Report No. 01/2015, 2015.



The Jakins family planting a tree to celebrate National Tree Day hosted by the Lakes Entrance School Community Hub.

CASE STUDY – SCHOOL COMMUNITY HUB

CREATING SCHOOL COMMUNITY PARTNERSHIPS

“The Lakes Entrance School and Community Hub team has been able to connect with all elements of the local community and involve everyone in supporting the education of our children. Through their work we now have local business, community volunteers, service clubs and local agencies creating additional learning opportunities for our students,” says Simon Prior, Principal at Lakes Entrance Primary School.

Research shows that strong school–community partnerships can positively affect students’ experiences and outcomes at school. Our *School Community Hubs* bring families, schools and community organisations to work together. Stakeholder consultation identifies local needs and priorities in each hub. In this way, enhanced services can be provided to students as

they need them and in a coordinated way, with everyone working together. Our goal over time is to build the capacity of schools and communities to ensure improved educational outcomes for children.

In the small Victorian community of Lakes Entrance, we work with three primary schools and one secondary school and create partnerships with local organisations aimed at engaging students, parents and the community in learning and development opportunities.

One initiative is the ‘Small Conversations’ program for local Indigenous families. Small groups of parents and school staff come together informally to talk about anything related to children’s education. The program gives parents a voice and helps them to feel more comfortable in the school setting.

We have also established homework programs in three schools to provide students with educational support outside of school hours. The 40 students who attend are supported by community volunteers as well as school staff.

Wrap-around and tailored support involving students and families, their schools, communities, local businesses and support services can help mitigate these challenges. Where services and people are connected and working collaboratively together, young people have a better chance of achieving improved educational results and life prospects.

HOW WE HELP

At the heart of our presence in 94 highly disadvantaged Australian communities, are our strong partnerships with families, schools and community professionals. These begin before a disadvantaged child starts school as we bring in resources to help families better support their young child's learning and development. Later, once a child starts school, we connect our sponsors with families to help them afford their child's school essentials. Our focus is on supporting them to achieve strong school attendance levels and ensuring positive parental engagement in their child's education.

Through initiatives such as *School Community Hubs* and *Child and Parent Centres*, we connect primary and secondary schools, local agencies and community services so all stakeholders can support parents and positively influence children's educational outcomes.

In nine *Communities for Children* sites, we help build community capacity and provide evidence-based service responses that improve outcomes for children aged from birth to 12 years, and their families. We leverage local resources and infrastructure and build partnerships with stakeholders across education and training, business, industry, government and the community sector. Since 2015, we have supported our 70 community partners to collect outcomes data and report results to the Australian Government's Department of Social Services. Collecting and sharing outcomes will ensure better knowledge of community trends and enable more responsive service delivery.

By providing effective wrap-around support involving the child, their parents, schools and communities, a disadvantaged young person has the best chance of breaking the cycle of disadvantage.

HIGHLIGHT PROGRAMS

- *Child and Parent Centres*
- *Communities for Children*
- *Parent and Community Engagement*
- *School Community Hubs*

PROGRAM OUTCOMES

- Improved service collaboration and integration
- Increased access to and use of community resources
- Enhanced cross-sectoral partnerships

CASE STUDY – COMMUNITIES FOR CHILDREN

HELPING COMMUNITIES SUPPORT FAMILIES

"We recently moved to Townsville, and *Giggle'n'Grow* has been a fantastic way to meet people. We look forward to coming each week and are receiving a lot of support," says a parent who attends the program with her children.

Giggle'n'Grow is a mobile playgroup targeting families with children aged from birth to five years old living in hard-to-reach areas. It connects parents and carers with support in their local communities, helping them develop their parenting skills, learn child behavior-management skills and build connections and support networks.

Through *Communities for Children*, The Smith Family has been working in Townsville since 2005, providing targeted support to enhance early childhood development and wellbeing. This year, with our community partner, Australian Red Cross, we delivered *Giggle'n'Grow*.

"*Giggle'n'Grow* playgroups provide high-quality learning opportunities and support for children and families. It helps build skills by teaching parents how to handle children's emotions and behaviours, and how to interact and build healthy relationships with their children through play-based activities," says Corinna, Program Team Leader.

"Children also have the opportunity to play and socialise together with free arts and crafts, physical activities, sensory play and enjoy a healthy morning tea."

In 2015–16, *Giggle'n'Grow* supported 410 parents and children.



Baby Ahren enjoys the *Giggle'n'Grow* playgroup with Mum and Dad.

14,302

participants in programs who identify as Aboriginal and Torres Strait Islander peoples

PROGRAM PARTICIPATION HIGHLIGHTS

6,170

students sponsored through *Learning for Life* who identify as Aboriginal and Torres Strait Islander peoples

3,621

Aboriginal and Torres Strait Islander participants in *Communities for Children*

200

participants in the *Indigenous Youth Leadership Project*

STRATEGIC PRIORITY 1

OUR WORK WITH ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN

In 2015, Aboriginal and Torres Strait Islander children were twice as likely as non-Indigenous children not to meet key developmental milestones in their first year of school. Two in every five Aboriginal and Torres Strait Islander children were considered developmentally vulnerable, compared with one in five non-Indigenous children.¹

In 2015, 77% of non-Indigenous Year 9 students achieved above the national minimum reading standard. The figure was 41% for Aboriginal and Torres Strait Islander Year 9 students.²

In 2011, the proportion of Aboriginal and/or Torres Strait Islander young people (aged 17–24) not fully engaged in work or study after leaving school was 61%, more than double the rate among non-Indigenous young people (26%).³

1 Australian Government (2016), *Australian Early Development Census National Report 2015: A snapshot of early childhood development in Australia*, Department of Education and Training, Canberra.

2 ACARA (Australian Curriculum, Assessment and Reporting Authority) (2015), *NAPLAN Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

3 COAG Reform Council (2013), *Education in Australia 2012: Five years of performance*, COAG Reform Council, Sydney.

CASE STUDY – LEARNING FOR LIFE

SUPPORTING ABORIGINAL CHILDREN AT SCHOOL

Learning for Life student Brayden has always wanted to become a chef.



“My Family Partnership Coordinator, Kelly, has been such a big help. I don't think I'd be where I am today, doing my apprenticeship, if it wasn't for her.

Being a single parent, and looking for work, my Dad was finding it a bit hard with money when my brother, sister and I were in high school.

The money from The Smith Family helped Dad a lot, but it's the help from Kelly and the Learning Clubs that I've noticed the most. My brother and I would go to Learning Club every Wednesday after school. It was better for me to do my work there. The tutors would read through my work and help me. It really motivated me.

Brayden

In Year 11, I wasn't doing well at my school. Kelly saw how much I was struggling so she set up a meeting with the local trade school, because she knew I wanted to be a chef.

They offered me a school-based apprenticeship in food and hospitality and the opportunity to work at a restaurant. Being a chef is something that I've always wanted to do. I've been doing my apprenticeship for just over a month now and I'm really enjoying it.

My goal is to become a qualified chef and learn all different kinds of cooking. I also want to travel to see different ways of cooking, and then one day own a restaurant.

Kelly does the most amazing job. I can't thank her and The Smith Family enough for what they have done for me and my family.”

Brayden, member of the Dharug people and *Learning for Life* student

THE CHALLENGE

In general, Aboriginal and Torres Strait Islander students achieve significantly poorer educational outcomes than their non-Aboriginal and Torres Strait Islander peers.

Many of these young Australians face multiple and complex social challenges that can affect their ability to succeed at school. For some, their school readiness, attendance rates and educational achievement levels are below those of other disadvantaged young people, resulting in large gaps in educational outcomes and subsequently poorer life outcomes.

When communities, educational providers and governments work together, these students can be better supported to achieve improved educational outcomes.

HOW WE HELP

Our approach for supporting improved educational outcomes for Aboriginal and Torres Strait Islander students is underpinned by our 2013–16 Reconciliation Action Plan (RAP). Expert support and guidance is provided by members of our

Advisory Group on Issues Concerning Aboriginal and Torres Strait Islander Peoples. The group includes members with cultural knowledge and strong expertise in working with communities.

Around 6,000 (19%) students participating in our *Learning for Life* program are of Aboriginal and/or Torres Strait Islander background. Each receives financial assistance and access to learning and mentoring programs where required, as well as opportunities to participate in experiences outside their local communities. This support helps them to stay motivated at school, learn about their post-school options and develop aspirations for their futures.

This year we continued to facilitate the *Indigenous Youth Leadership Project* (IYLP) funded through the Australian Government Department of Prime Minister and Cabinet's Indigenous Advancement Strategy. IYLP supports secondary students from remote communities to attend high-performing academic schools. Here they are exposed to opportunities and experiences that help them learn about career pathways and develop positive aspirations for their future.

The principle of working collaboratively with communities and families is critical to the success of any support provided. An example is *Ready Set Go*, which focuses on improving school readiness and success for Aboriginal children by increasing the capabilities of stakeholders involved in a child's life, such as families, schools and local services.

HIGHLIGHT PROGRAMS

- *Learning for Life*
- *Girls at the Centre*
- *Indigenous Youth Leadership Project*
- *Ready Set Go*

PROGRAM OUTCOMES

- Improved confidence, skills, knowledge and understanding
- Improved school attendance
- School completion
- Post-school engagement in work and/or further study

CASE STUDY – READY SET GO

SCHOOL READINESS AND SUCCESS

"I am passionate about *Ready Set Go* because I strongly believe that Indigenous children have so much to offer and very often it doesn't come to pass because of lack of education and support," says Raja, a member of the *Ready Set Go* coalition and a recent Year 12 graduate.

"I believe that we need to increase the capabilities of families, communities and services so children can be supported and given the best opportunities to achieve their goals, aspirations and dreams."

Ready Set Go supports school readiness and the success of Aboriginal children. The Smith Family offers the program in the Hunter and Great Lakes regions of NSW.

The program brings together a coalition of stakeholders, including government departments, local community Elders, not-for-profits, and Aboriginal community members with lived experience of disadvantage, like Raja.

Using a collective impact approach, The Smith Family facilitates collaboration between stakeholders with the aim of improving the environments around children. A set of mutually agreed guiding principles, including *We keep culture at the heart of our practice* and *We face big decisions with collaborative leadership*, underpin the program's drive to create long-term change for Aboriginal children.

Raja is currently enrolled in a Diploma of Community Services and has aspirations to study medicine at Newcastle University, with a particular focus on mental health.



Raja is a recent Year 12 graduate and coalition member of *Ready Set Go*.

Raja



Tanisha

Photo: Barry Smith, Northern Daily Leader.

CREATING AND SUPPORTING ASPIRATIONS

"I'm in Year 9 and I don't yet know what I want to do when I finish school. I know The Smith Family is there helping me and my little brother and sister along the way with our education.

The *Learning for Life* program helps my mum to buy new school things for us. My brother Kyson and sister Isabella go to Learning Club each week.

*SmArts** gave me the chance to learn different creative techniques and make some new friends.

It was lots of fun trying out sketching, sculpture and painting on canvas. Painting an elephant on canvas was my favourite activity and I liked the challenge of using different mediums to create a sculpture.

At the end of *SmArts* there was an exhibition where everyone's friends and family could come along. Mum was impressed with what I created and says she's proud of me for trying something new."

Tanisha, *Learning for Life* program

**SmArts* is a hands-on program to encourage *Learning for Life* students to recognise their potential to study arts/design at university, and work in arts professions and trades.

STRATEGIC PRIORITY 2
TO BE AN INFLUENTIAL ADVOCATE FOR
DISADVANTAGED YOUNG AUSTRALIANS

EFFECTIVENESS
INFORMED BY
RESEARCH AND
EVIDENCE

RESEARCH

The Smith Family is a data-led, evidence-informed organisation.

Our in-house research and evaluation informs our approach and practice across all aspects of our work. It ensures that our programs remain relevant and effective, and continue to make a measurable difference to the children and young people we support. Our ability to demonstrate the results and outcomes of our work also helps support our accountability to stakeholders, including families, volunteers, supporters, government and corporate partners.

In April, it was an honour to receive the award for *Excellence in Social Impact Measurement* from the Social Impact Measurement Network of Australia (SIMNA). The award recognised our strong focus on effectiveness and continuous improvement embedded in the *Learning for Life* program and is endorsement of the rigour of our approach in measuring the efficacy of the program.

Another significant achievement this financial year was the publication of our research report on the long-term effectiveness of the *Learning for Life* program in improving the educational outcomes of highly disadvantaged students. The report, *Improving the educational outcomes of disadvantaged young Australians: The Learning for Life program*, highlights the success of the program and the contribution our approach is making to tackling Australia's educational challenge.

Based on data gathered over four years from 33,000 students in the program, the findings confirm that early intervention and targeted long-term educational support has a positive impact on the educational outcomes of highly disadvantaged students. Seven out of 10 students on the program are completing Year 12, significantly boosting their post-school employment and social participation outcomes. This compares favourably with national data for young Australians from the lowest socio-economic backgrounds, which shows only six out of 10 complete Year 12 or equivalent.

The report also noted that between 2012 and 2015, around 6,500 disadvantaged young Australians were supported to complete Year 12 through the *Learning for Life* program.

The Smith Family's long-term engagement with students in the program provides a unique opportunity for us to contribute to the body of research and knowledge on how to improve the educational outcomes of highly disadvantaged young Australians.



In April, it was an honour to receive the award for *Excellence in Social Impact Measurement* from the Social Impact Measurement Network of Australia (SIMNA).

We track the individual progress of all students on the *Learning for Life* program from the day they join the program to 12 months after they leave. Demographic, administrative and outcomes data are collected on all students and entered into a purpose-built database. Students' progress on a range of short- and longer-term outcomes is measured. Short-term outcomes include reading ability, school engagement, motivation, confidence, and knowledge of careers and post-school pathways. Three longer-term outcomes have been tracked since 2012 – school attendance rates, Year 12 completion, and post-school engagement in education, training or employment. Research shows that these outcomes are important for the future economic and social wellbeing of young people.

In-depth analysis of the data we collect helps us understand the effectiveness of our work, and identify individual students or different groups of students, such as Aboriginal or Torres Strait Islander students or those from non-English speaking backgrounds, who may face particular challenges.

This analysis informs The Smith Family's approach of continuous improvement, which has led to a number of program refinements including changes to the frequency and nature of engagement with families, a re-defining of the roles of staff working directly with families, and the development of approaches that better support students' career pathways.

The large number of students from across Australia participating in the *Learning for Life* program over a long period of time makes our research nationally significant. As such, our research can contribute to policies aimed at improving the educational outcomes of disadvantaged students.

This year we continued to be involved in five Australian Research Council Linkage grant projects, awarded in previous years. These are large, long-term nationally significant research projects focused on improving the wellbeing of children and young people. Topics include community-level factors that influence early childhood outcomes; collective impact; the efficacy of the *Learning for Life* program; young people's experience of financial disadvantage; and supporting Aboriginal children's early language development.

These Linkage projects bring together a range of academic, government and non-government partners and provide us with access to new knowledge and research that directly inform our programs and advocacy. The opportunity to collaborate and engage with international researchers, senior government officials and other non-government organisations also provides significant benefits for The Smith Family on a broader scale, including relationship and partnership building.

ADVOCACY

Our role in advocating on behalf of disadvantaged young Australians draws significantly on our research and evidence-informed practice.

We have a unique insight into the challenges faced by this sector of our community. Through the outcomes of our work we can demonstrate how we are having a positive effect on the educational outcomes of these young Australians.

Our advocacy activities include publishing research reports, submissions to government inquiries, presenting at conferences, speaking to the media, and engaging with government agencies, politicians, non-government organisations, business, philanthropy and the wider community.

This year, we made 15 public policy submissions on topics such as school funding, Commonwealth and State Government Budgets, and service coordination in communities with high needs. This was followed up by significant engagement with Commonwealth and State/Territory Government representatives. We were delighted that this resulted in support from both the Commonwealth and Victorian governments to expand our evidence-based early mathematics program, *Let's Count* and the Victorian Government's support for our *iTrack* and *Girls at the Centre* programs.

Smith Family CEO Dr Lisa O'Brien, Head of Research and Advocacy Anne Hampshire, Head of Policy, Programs and Volunteering Wendy Field and other Smith Family leaders presented at 25 conferences and external events including the Australian Social Policy Conference, Early Start Conference, Australian Long-Term Unemployment Conference and the 2015 Council for the Humanities, Arts and Social Sciences National Forum on Inspiring a Creative Australia.

A speech delivered by Anne Hampshire to the Committee of Economic Development of Australia (CEDA) was published in *CEDA's Top 10 Speeches 2015: A collection of the most influential and interested speeches from the CEDA platform in 2015*. Anne discussed the economic benefits of addressing disadvantage early, using the example of the *Learning for Life* program to show the effectiveness of an early intervention, long-term approach in improving educational outcomes for highly disadvantaged young Australians.

Throughout the year we generated extensive media coverage on issues including disadvantage in Australia, early intervention, educational achievement and the importance of targeted support for disadvantaged students. This included opinion pieces on topics such as the transition from school to university for disadvantaged students, parental engagement in their children's learning, and the importance of young children developing literacy and numeracy skills prior to starting school.

For more, go to thesmithfamily.com.au

CASE STUDY – LEARNING FOR LIFE RESEARCH REPORT

TARGETED EDUCATIONAL ASSISTANCE CLOSES THE GAP

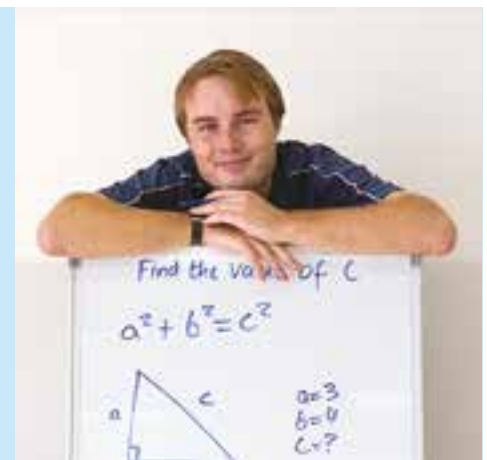
"There are things that I know [my family] wouldn't have been able to afford," says Duncan, a former *Learning for Life* student, who is now a high school teacher.

Duncan was supported by The Smith Family in Years 11 and 12 and through university. He says that without the *Learning for Life* sponsorship his parents would have struggled with education costs. The extra programs Duncan was able to participate in, particularly the online mentoring program *iTrack*, also gave him access to support and advice that helped to shape his post-school pathway.

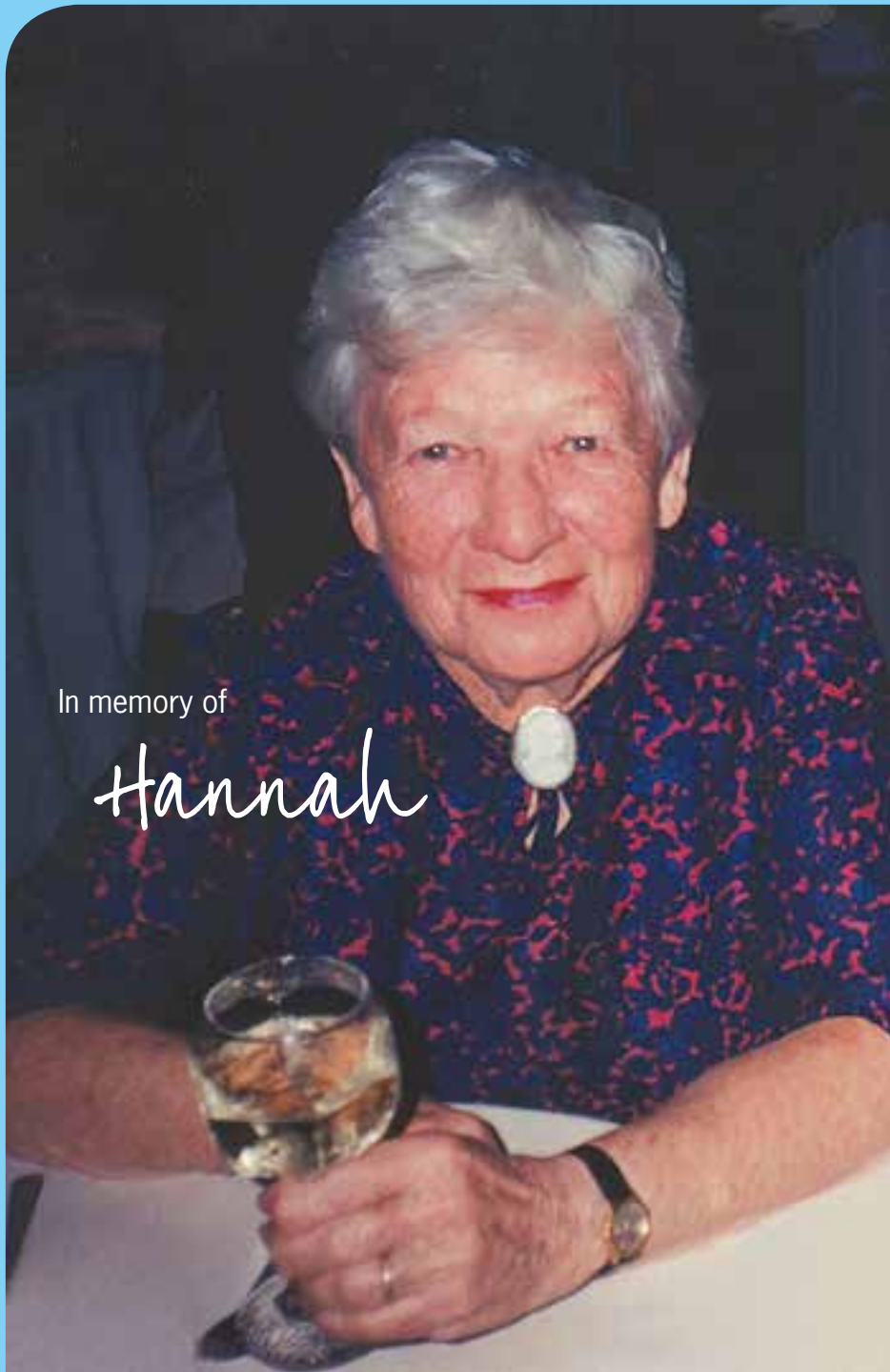
"I did *iTrack* in Year 10. It helped me start my resumé and think about possible career options," he says.

Findings from a four-year evaluation of the *Learning for Life* program show that the program is having a significantly positive impact on the educational outcomes of highly disadvantaged students, like Duncan.

Students from these backgrounds are more likely to have poorer educational outcomes than those from more advantaged backgrounds. However, the evaluation shows that in 2015, 84% of former *Learning for Life* students who left the program in Years 10, 11 or 12, were engaged in employment or further education a year after leaving the program, boosting their overall life outcomes.



Former *Learning for Life* student Duncan is now a high school teacher.
Photo: West Australian Newspapers Limited.



In memory of

Hannah

REACHING MORE STUDENTS IN NEED

“My brother Ernie and I are passionate about supporting disadvantaged students with their education because it’s the way to break the cycle of poverty and help improve a family.

Our mother was a volunteer with The Smith Family for about 25 years, helping mainly with the clothing line of business. She always wanted to help people. When she passed away, Ernie and I decided to use our inheritance to start a fund in her name to support *Learning for Life* students. She was very passionate about The Smith Family. She knew a lot of staff and volunteers. We decided that the best thing to do was to establish a fund in her name. We have probably sponsored two dozen tertiary students up until now.

This year one of the things we wanted to try to do was to keep the support going. Rather than look after one student at a time, we wanted to be able to reach more children and continue this in perpetuity. The Hannah Isaacs Perpetual Scholarship, named in memory of our mother, now means we can reach more children well into the future.

Ernie and I have done other things to support The Smith Family. Through my involvement with Rotary Clubs we have arranged to take toys from a local community Christmas tree to support The Smith Family’s Christmas Toy and Book Appeal. We have also encouraged Rotary Clubs to sponsor disadvantaged students through the *Learning for Life* program.”

Phill Isaacs, one of Hannah’s sons.

STRATEGIC PRIORITY 3
TO CONNECT THE AUSTRALIAN COMMUNITY
WITH THE PLIGHT OF DISADVANTAGED
YOUNG AUSTRALIANS AND ENGAGE THEM
TO SUPPORT OUR MISSION

OUR SHARED VISION
OF A BETTER FUTURE
FOR DISADVANTAGED
AUSTRALIANS

ENGAGING SUPPORTERS

THANK YOU TO

155,453

total individual supporters

108,179

donors

22,640

sponsors

16,311

VIEW Club members

8,323

volunteers

Connecting Australians to our goal of improving the educational outcomes of disadvantaged students is crucial to achieving our vision of a better future for children and young people in need.

It is through the ongoing support of our donors, sponsors and volunteers, and of our corporate, philanthropy and university partners that we can continue to reach disadvantaged children and families with our learning and support programs. Their support enables our long-term sustainability.

These supporters want to know that our help is making a tangible difference to students in need. Through our data and research we can demonstrate the effectiveness of our work. Equally important are the efficient use of funds and that the majority of donations go towards supporting disadvantaged students to participate fully in their education. We have achieved these targets too.

This year we worked hard to communicate the purpose and outcomes of our work, helping people to understand the need for and the results of, our efforts.

Increased use of video content to share stories of our *Learning for Life* students has been popular and is an effective and vivid way to show the outcomes of our work.

It was pleasing to see that the Australian public's unprompted understanding of our organisation's focus on supporting a disadvantaged child's education also grew, rising from 12% in 2014–15 to 20% this year.

Continued investment in fundraising delivered substantial returns, with over 20,000 new individual cash donors, regular givers and sponsors joining The Smith Family to support our cause.

Visits to our website reached 732,000, a 46% increase on last year. Donations made through our website totaled \$4.2 million, up 24% on 2014–15. As would be expected, there were also significant increases in the number of visitors and donations coming via mobile phone.

This year we launched our new shared sponsorship model.

231

corporate partners, universities, and trusts and foundations partners



SPONSORS

Sponsors contributed much-needed financial support to help disadvantaged families afford education-related costs for their children such as school uniforms and excursions. Their support also helped children to access learning programs so they could keep up with their peers at school.

This year the 'My Smith Family' online portal for sponsors achieved 10,000 registrations, up from 2,600 in the previous year. The portal facilitates easy connections for sponsors to their sponsored students and allows them to download student profiles, correspondence and receipts.

Sponsors underpin our ability to give students the long-term support of Family Partnership Coordinators and access to educational support programs. We launched our new shared sponsorship model, which will enable each *Learning for Life* student to be supported by two sponsors – previously it was just one. Shared sponsorship offers significant benefits to students. It means we can fully fund vital wrap-around support to our sponsored students and over time help more children in need. Our Back to School Appeal, which also received the comprehensive backing of our much-valued corporate partner Officeworks, helped grow sponsor numbers by 11% to 22,640 in 2016.

A further 300 tertiary-level students were able to be brought onto the program this year, also thanks to new sponsors.

DONORS

Thanks to our donor base of 108,179 supporters, the Christmas Appeal raised close to \$3.5 million and the Winter Appeal over \$3.9 million with both appeals supported generously by our corporate partners ANZ, BOQ, Quantum and oOh media, as well as generating strong media support.

Donations from individuals (including those participating in events) rose 14% compared to the previous year. We welcomed 8,881 new cash donors and a further 9,057 regular givers, known as our Children's Champions.

It was encouraging to receive an increase in support from our much-valued major donors, who contributed \$4.9 million to our work, a 12% increase on 2014–15. This year we developed the Children's Future Education Fund and a perpetual scholarship as investment options for those who wish to provide long-term support for the education of disadvantaged young Australians.

We were also the beneficiaries of a significant and pleasing increase in the size and number of generous gifts in wills, with the majority of bequestors having had a connection to us in the past.



“Increased use of video content to share stories of our *Learning for Life* students has been popular and is an effective and vivid way to show the outcomes of our work.”

CORPORATE PARTNERS, TRUSTS AND FOUNDATIONS, AND UNIVERSITIES

We value highly the meaningful partnerships we have formed with Australia's corporate sector, universities and philanthropic community. These partners share our mission to improve the educational outcomes of young Australians in order to enable a more effective future workforce and a stronger nation.

Partners engage with us in a range of ways, contributing time and expertise to assist with program delivery, program improvement, organisational sustainability and innovation.

We are grateful for all the continued support we receive from our partners. This year we were delighted to establish new partnerships with the Aria Property Group, Bridges Financial Services, the Commonwealth Bank, David Jones, Financial Literacy Australia, HSBC, Janssen, Pfizer, Plan Australia, Quantum and Yoobi.

A deep understanding of why organisations choose to partner with us is important for long-lasting and mutually beneficial partnerships. Increasingly, organisations interested in supporting our work are seeking partnerships that create measurable business value. Many are identifying the social problems that intersect with their business and how a partnership can help to address them.

In 2015 we developed a partnership segmentation framework that helped us to understand the drivers motivating corporates to partner with us, which then enabled an improved response to their needs.

This strategic approach boosted our many partnerships. An example is the continued support from Optus, our major corporate partner for the successful *student2student* mobile reading program. The program is delivered via the Optus network along with Optus-provided mobile phones, SIM cards and call credit supplied to the students and reading buddies participating in the program. This year, we were also the grateful recipients of funds raised through Optus's Annual Charity Golf Day.

Another long-term supporter, PwC provided strategic advice and capacity building across our organisation, including helping us explore new social enterprise models for our *Let's Count* program. Originally this program was developed for disadvantaged families; however, there was demand for it from other groups of parents. This year we ran the *Let's Count* workshops for

CASE STUDY – CORPORATE PARTNER PARTNERS WITH IMPACT

"Chevron Australia is committed to supporting organisations like The Smith Family that strive to achieve equitable access to quality education. We're proud to support programs that contribute to enhancing numeracy and literacy for young people in our communities.

It is important we encourage equal access and participation in meaningful education because that ultimately leads to better employment opportunities.

Chevron Australia's partnership with The Smith Family is supporting the delivery of the *Learning for Life* program in Western Australia, and the implementation of the Kwinana Schools and Community Network.

The Schools and Community Network brings together services, resources and extra support to boost student educational outcomes. The network works closely with schools, parents and the community to ensure that what it delivers is targeted to meet student needs."

Luke Blackburn, Chevron Australia's Social Performance Manager



L-R: Dr Lisa O'Brien pictured with Luke Blackburn, Chevron Australia Social Performance Manager and David Heath, Smith Family Corporate Partnership Manager.

employees of a number of corporate partners. This provided our partners with an opportunity to demonstrate their company's commitment to social responsibility, while generating a financial return to enable us to run *Let's Count* in disadvantaged communities. Partners valued this activity, noting improvements in employee motivation, productivity and job satisfaction.

Other long-term corporate partners included AGL, our largest corporate sponsor, providing financial assistance to 340 *Learning for Life* students; Microsoft, who continued to support our investment in critical IT infrastructure; and Officeworks, our major partner in the Back to School and Christmas Appeals. We were also grateful to our *Work Inspiration* partners including Aon Australia, Arup, Hilton Group, Microsoft and SAP, who opened their workplaces to share insights into the world of work with our students.

Our work was further supported by 76 trusts and foundations in 2015–16. These philanthropic partners contributed to various programs and projects, including capacity building. Many choose to sponsor large numbers of *Learning for Life* students for the duration of their education. One such partner, the Northcote Trust Fund, has been sponsoring *Learning for Life* students since 2001. Over this period, 154 disadvantaged students have benefited from their long-term support.

Our 25 university partners were also important supporters, providing tertiary scholarship funding and connecting *Learning for Life* students with opportunities and programs to support their engagement in school and study. These partners offered opportunities for disadvantaged students to build their skills and confidence through experiences such as campus visits, mentoring opportunities and extracurricular programs. Our engagement with universities also extended to providing opportunities for university students to build their leadership and discipline capabilities through volunteering opportunities with our programs.

EVENT PARTICIPANTS

Community fundraising events raise funds for our learning and mentoring programs that give students extra help and support for their education. We are grateful to all those people who participated in events to support The Smith Family and disadvantaged Australian children. The annual Smith Family Challenge was a highlight this year with a record sum raised. Our heartfelt thanks go to every individual who raised funds to support our work.



The Pirates team cross the finish line after riding and rowing 210km *Around the Bay* raising over \$115,000 for The Smith Family.

AROUND THE BAY

Over 10,000 cyclists hit the roads of Melbourne for the *Around the Bay* bike ride in October. The Smith Family has been the official charity partner for this event for 22 years with nearly \$10 million raised in that time. In 2015, close to \$1 million was raised. An enormous thanks to all the riders, volunteers, event staff and those who donated to support The Smith Family. A special mention goes to The Pirates, who became the first team in the history of the event to complete an entirely human-powered lap of Port Phillip Bay by rowing surf boats from Queenscliff to Sorrento, instead of taking the ferry. The Pirates also became the highest fundraising team in *Around the Bay* history, raising more than \$115,000, and the highest individual fundraiser was also a Pirate, Dmitri Colebatch, who raised more than \$11,000.

THE SMITH FAMILY CHALLENGE

Our ninth Smith Family Challenge saw 60 challengers take on the Blue Mountains over two days in March. Led by Tony Davis, the committed and energetic committee raised an incredible \$680,000 for The Smith Family, the highest fundraising amount ever for the event. The contribution takes the total funds raised through this event to \$3.2 million. Congratulations on a fantastic effort from all involved and thank you to those who supported the challengers this year.

NSW CHARITY GOLF DAY

Christine McLoughlin, Deputy Chairman of our Board, led an event at the NSW Golf Club in April. Twenty-five teams of four enjoyed 18 holes of golf, followed by a lunch with sporting stars Adam Gilchrist and Laurie Daly, who kindly donated their time to play and speak at the event. We are grateful for the generous support from Suncorp to make this possible. Thank you to everyone who participated and donated. The event raised an amazing \$110,000.

TOY AND BOOK APPEAL

Our annual Toy and Book gift-giving campaign engaged thousands of supporters and volunteers whose generosity ensured Australian children living in financial hardship could experience the joy of Christmas. This year, 1,454 generous Australians packed 12,063 toy and book packs and delivered them to 5,463 families across Australia. To enable this initiative, supporters made either a financial donation towards the Toy and Book Appeal, purchased new toys and books online or collected new books and toys in workplaces or their community. This special activity draws on The Smith Family's past and our founders' tradition of delivering gifts to orphans on Christmas Eve.

THANK YOU

to all our partners for helping to improve the educational outcomes of disadvantaged young Australians.





8,323

individual volunteers supporting
The Smith Family in every state
and territory in 2015–16

92%

of surveyed volunteers said they would
talk positively to friends, family and
colleagues about their volunteering
experience at The Smith Family

4,601

volunteers supporting programs

874

supporting administration activities

88

volunteers providing skilled support

STRATEGIC PRIORITY 3

VOLUNTEERS

Our 8,323 volunteers make
a vital contribution to our
community and the students
and families we support.

Their donation of nearly 400,000 hours
of service – valued at the equivalent of
\$11.9 million – is essential in helping us to
continue to deliver programs and support
to thousands of disadvantaged children and
their families. Without this generous donation
of time and skills, we could not continue to
make a positive difference to young Australians
in need.

Recent data from the Australia Bureau
of Statistics indicates that volunteering
numbers in Australia are in decline for the
first time in 20 years, and this year The
Smith Family was affected by that trend.

With the majority of our volunteers engaged
in program activity, a reduction in support
could have long term implications for
the delivery of our work. More than ever
before, ensuring that volunteers have a
rewarding experience and feel valued for
their contributions is crucial to continuing to
attract and retain individuals who share our
goal of improving educational outcomes for
disadvantaged students.

This year, we focused our volunteer strategy
on four priority areas: volunteer attraction,
volunteer readiness, volunteer satisfaction,
and standards of excellence. Guided by best
practice as outlined by Volunteering Australia,
we worked hard to diversify the avenues
through which we promote our opportunities,
drawing on our corporate partnerships and
other strategic relationships. To encourage

CASE STUDY – VOLUNTEERING

MAKING A DIFFERENCE

Amanda

Amanda has been volunteering with The Smith Family
for more than three years.



“I know how important it is for young people
to grow up in an encouraging, enriching
and stimulating environment. I've been
volunteering with The Smith Family for
over three years, using my professional
experience in the education sector to
help make a difference to the lives of
disadvantaged children and their families.

I am retired after enjoying a long career
as a primary teacher, educational
psychologist and special education teacher.
I have three adult children and a growing
collection of grandchildren. Working in an
education-focused charity that supports
children is the perfect fit for me.

A friend introduced me to The Smith Family
when I was working part time. My first
volunteering activity was helping deliver
the *student2student* reading program.
From here my role has snowballed. Now
I'm volunteering as a Learning Club tutor,
assisting with administration work and
advocating for The Smith Family through its
Community Relations Group. I also sponsor
a student, make ad hoc donations and have
been buying supplies for my Learning Club.

I will always remember how struck I was one
day when the children had been involved in a
numeracy activity that involved colouring-in.
They hadn't quite finished and we told a little
girl she could take hers home and finish it.
When she said, 'I don't have any coloured
pencils at home', that really hit me.

To my fellow volunteers I say: thank you.
You're wonderful and I hope you have the
opportunity to see what The Smith Family
is doing, the way I have.”

Amanda, Smith Family volunteer

increased numbers of volunteers for our work, we promoted the wellbeing benefits of volunteering through the media. To help improve volunteer experiences and satisfaction, we continued to enhance support resources that prepare and support volunteers for their roles.

As a result of our commitment to excellence and meaningful engagement with volunteers, we continued to hear positive feedback from people volunteering across the organisation. In our annual survey, 92% of surveyed volunteers reported they would talk positively to family, friends and colleagues about their experience volunteering at The Smith Family.

LEARNING AND SKILLS DEVELOPMENT

This year we developed new skills to improve the way we work and engage with the volunteer community. Key areas of learning included legal issues, risks for volunteer-based organisations, and the new National Standards of Volunteer Involvement released by Volunteering Australia.

We also developed a range of new internal resources, handbooks and information to support all Smith Family team members in aspects of volunteer management.

PRO BONO SUPPORT

The Smith Family also relies on the generous support of pro bono services from our partner organisations. During 2015–16 we drew on a range of expertise for projects as diverse as assisting with developing a new system for tracking our funding needs, helping us minimise our rental costs, and training our team members in building key skills. We are grateful to our partners for providing this form of valued support.

NEW FUNDING

We were delighted to receive \$21,000 in volunteer grant funding from the Australian Government Department of Social Services. The grant enabled us to provide extra support for our administration volunteers who assist with program delivery and resources for tutors volunteering in our Learning Clubs to use with students.

CELEBRATING OUR VOLUNTEERS

Public recognition of the contributions and achievements of our volunteers remains vital. During National Volunteer Week and at other times throughout the year we celebrated and acknowledged the significant contribution of our volunteers. We do this because we are hugely grateful for their support.

For more information on volunteer opportunities, go to thesmithfamily.com.au

CASE STUDY – VOLUNTEERING GIVING BACK

“It is important for me to help disadvantaged students because I used to be one, and I know exactly how it feels to be different.

I am currently in my first year of university, studying for a Bachelor of Education. I became a volunteer Learning Club tutor to give back to the community for helping me get where I am today.

I enjoy helping students learn and watching them have fun while learning. I love to see progress and success in each individual. I help them to stay focused and motivated, and show them how education can open up many doors.

I joined the *Learning for Life* program at a very difficult time in my family's life. My father passed away when I was in Year 4. It came as an enormous shock and it was very

difficult for me to go to school, but I kept going. My father was the one who worked to support my family. Without him, we were living below the poverty line and could no longer afford basics like food, let alone pay for my educational needs.

Fortunately, my school principal helped me get involved with The Smith Family. I feel that they have really filled the missing gap in my heart. My sponsor not only provides financial support for school supplies but also helps me feel emotionally and mentally ready to study as I no longer worry about how to afford all my education materials.

I believe in The Smith Family's values and that is why I choose to volunteer with this organisation. I aim to do so until I find a full time job and am able to sponsor a child myself. Education is a privilege that every student deserves to have.”

Cecilia, *Learning for Life* recipient and Smith Family volunteer



Learning for Life student Cecilia now volunteers as a Learning Club tutor to help give back to the community.

Cecilia

16,311

members in 2015–16

1,177

Learning for Life students sponsored by VIEW Club members

STRATEGIC PRIORITY 3

VIEW CLUBS OF AUSTRALIA

VIEW Clubs of Australia (Voice, Interests and Education of Women) has supported The Smith Family for 56 years, sharing our vision of a better future for disadvantaged young Australians.

This group of more than 16,000 dedicated women from across Australia is a highly valued part of our organisation.

Through their fundraising efforts, VIEW Clubs sponsor *Learning for Life* students and contribute substantial donations which help us continue to deliver programs and support in disadvantaged communities. Members also directly support hundreds of disadvantaged children participating in our learning and mentoring programs, as volunteer tutors and mentors, and assist Smith Family team members by volunteering in local offices.

With a reach extending to 325 communities across Australia, the impact of the collective voice of VIEW Clubs is one of the most powerful ways members contribute to our cause. VIEW Club members are uniquely placed to spread The Smith Family's message about disadvantage and the importance of education far beyond the communities in which we work, thereby increasing support for our work.

CASE STUDY – VIEW CLUB MEMBER

A VIEW TO A BETTER FUTURE

Fran

VIEW Club Member and Smith Family volunteer, Fran.



“The collaboration between The Smith Family and VIEW Clubs of Australia means that individuals like me can in some small way help improve the lives of disadvantaged children.

Joining VIEW some 13 years ago gave me an avenue to develop new friendships and to take an evening out once a month, away from being a busy working mother.

Our meetings are always fun and we hear from great speakers. Although we are a small club, we currently sponsor five students.

I began volunteering with The Smith Family in 2015 after retiring from my career as a primary school teacher. I'm a Smith Family Learning Club volunteer tutor. This involves supporting students with their homework for one hour a week after school.

I also volunteer one day a week at The Smith Family's Parramatta office, reading student profiles and reports, compiling letters and handling general office tasks. I love the student profiles, especially the comments from students where they say what their goals are and when they express their thanks to sponsors.

Both of my volunteering roles have reinforced my long-held belief that the only way to break the cycle of poverty is through education. I find it rewarding to use my skills and knowledge towards that end.

My wish is that VIEW continues well into the future as it provides a great place for women to get together in a social environment while supporting a charitable organisation, thus continuing the great volunteering tradition.”

Fran, Nepean Evening VIEW Club member

SPONSORSHIPS

The Smith Family is extremely grateful for the generous support from VIEW Clubs for the *Learning for Life* program. VIEW is the single largest community sponsor of *Learning for Life* students. As at June 2016, 1,177 *Learning for Life* students nationally were sponsored by VIEW Clubs. This is a fantastic demonstration of support for our mission.

NATIONAL CONVENTION

In September 2015, more than 650 VIEW members attended the three-day National Convention in Wollongong, NSW. This event featured guest speakers including Emeritus Professor Gillian Triggs, President of the Australian Human Rights Commission, who delivered the George Forbes Oration. To raise awareness of the plight of disadvantaged children, 200 members carrying red and blue balloons, representing the students they support, participated in a special *Walk with VIEW* along the Wollongong foreshore. *Walk with VIEW* events have become a successful promotional initiative for members.

One of the most important activities at the Convention is the resolutions debate and voting session. Resolutions guide the focus of VIEW's advocacy and lobbying work over the upcoming two years. The resolutions "finding more effective ways to combat the incidence of domestic and family violence" and "narrowing the gap in educational outcomes for Aboriginal girls in relation to other young Australian girls" gained priority.

The National Convention also provided the opportunity to recognise and thank the outgoing 2014–15 National Executive, Sue Field, Lyn Gerstenberg, June Greentree and National President Robin Perros.

NATIONAL EXECUTIVE

The 2016–17 National Executive commenced their term in January 2016. National President Gwen Wilton is supported by National Vice Presidents, Toni Thomas and Gloria Walter. The National President's theme: "Many voices, one VIEW, making a difference" encapsulates how VIEW Clubs make an impact.



VIEW National Convention guests with the VIEW National Executive. Back (L-R): Lyn Gerstenberg, June Greentree, Smith Family Board Director Christine Cawsey, Robin Perros, Sue Field. Front (L-R): Smith Family Deputy Chairman Christine McLoughlin, and Emeritus Professor Gillian Triggs, President of the Australian Human Rights Commission.

NEW VIEW WEBSITE

In April 2016, VIEW Clubs launched a new website (view.org.au) to better showcase its work in communities around Australia. The fresh and smart-looking site reflects the contemporary women's volunteering organisation that is VIEW today. Special thanks to Isobar, The Smith Family's digital partner, who provided much appreciated pro bono services for this project.

SUPPORTING THE SMITH FAMILY'S RECYCLING OPERATION

VIEW Clubs continued to build their connection with The Smith Family's Recycling Operation to help attract clothing donations and promote Smith Family retail stores. VIEW Club members supported National Recycling week and also volunteered in Smith Family retail stores.

Attendees at the National Convention were encouraged to donate new or good-quality clothing. This resulted in the collection of 240 kilograms of clothes, with 94% of donations reusable for on-selling.

VIEW Club members also became involved in the *One, two, band your shoes for VIEW* campaign, hosting collection drives in clubs and neighbourhoods, calling for donations of clothing, shoes and handbags.

PATHWAY SCHOLARSHIP

For the second year running, VIEW Clubs formed a partnership with the University of Wollongong College (UOWC). The partnership provides a scholarship for a local disadvantaged school leaver to attend the UOWC, a pathway college giving school leavers who are unable to go directly to university, the skills they need to study there.

The partnership came about after the Group Chief Executive Officer of UOWC, Marisa Mastroianni, attended a VIEW event in Wollongong and was inspired by its work and support of the *Learning for Life* program. It is a great example of the effectiveness of VIEW Clubs in connecting with and inspiring members of the wider community to help support the education of disadvantaged students.

Parsa

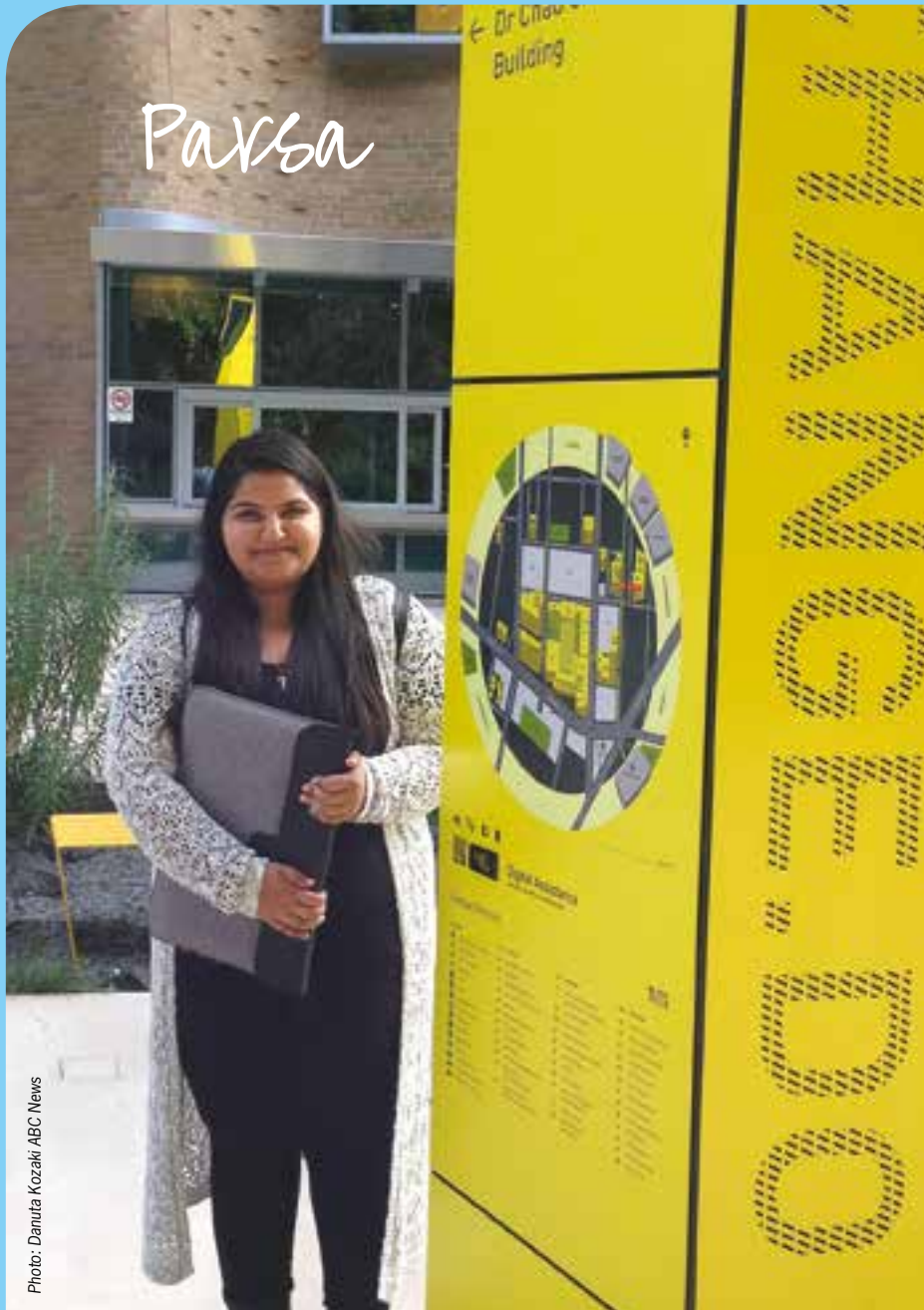


Photo: Darnita Kozaki ABC News

BUILDING CONFIDENCE AND EDUCATIONAL SUCCESS

“The Smith Family has given me so many opportunities and I will cherish these for life.

My parents moved from Pakistan to give us a better life. By the age of 12 I had lived in three countries and attended four primary schools. Starting over in another country was difficult – financially and socially.

At primary school I was extremely shy and kept to myself. By high school I wanted to change, so I started participating in the programs on offer from The Smith Family.

The *iTrack* online mentoring program had a big impact on my life. Chatting anonymously with my mentor helped me step out of my comfort zone. It gave me the confidence to keep going at school and helped me explore avenues to demonstrate leadership.

I became a buddy in The Smith Family’s *student2student* program, which boosts the reading skills of disadvantaged children. I also strive to be a role model for my younger sisters. I want to guide them so they too can succeed at school.”

Parsa, *Learning for Life* tertiary scholarship recipient, currently studying a double degree in Business and Information Technology.

STRATEGIC PRIORITY 4
TO BUILD A HIGH-PERFORMING
AND SUSTAINABLE ORGANISATION

**A MEASURED, TESTED
AND STRATEGIC
APPROACH TO
MANAGING OUR
RESOURCES**

OUR PEOPLE

658

team members, with 524 employed in Community Programs and 134 employed in the Recycling Operation

68%

team member engagement score, a seven percentage point increase on our 2013 engagement score¹

We recognise the immense contribution made by our team members towards the success of our work. Our workforce of just over 650 team members in 94 communities across Australia is the beating heart of what we do.

It is through the strong commitment of our people to our goal of improving the educational outcomes of disadvantaged students that we are making progress towards achieving our vision of a better future for young Australians in need.

In the year we themed as ‘scaling-up’, our human resources efforts focused on transforming our culture and building the capability of our people so that we can become an even more effective organisation.

This focus was informed by feedback we received from team members, primarily through our employee engagement survey, which is conducted biennially by Aon Hewitt and was undertaken most recently in October 2015.

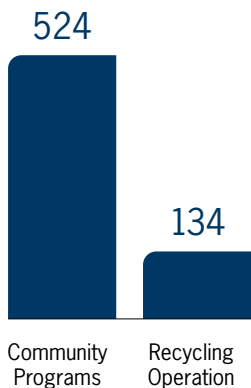
The survey asked team members about their attitudes to the work they do and The Smith Family in general. Our engagement score of 68% was a seven percentage point increase on our 2013 engagement score. This result placed us within Aon Hewitt’s top 25% of organisations with highly engaged team members and 11 percentage points above the Australian/New Zealand average for the not-for-profit sector. There were pleasing increases in areas we had attended to since the last survey, including our performance management and leadership. Our extensive work in the areas of leadership development, change management and cultural change is being received positively by team members.

¹ The Smith Family Employee Engagement Survey, Aon Hewitt, October 2015

TEAM MEMBERS

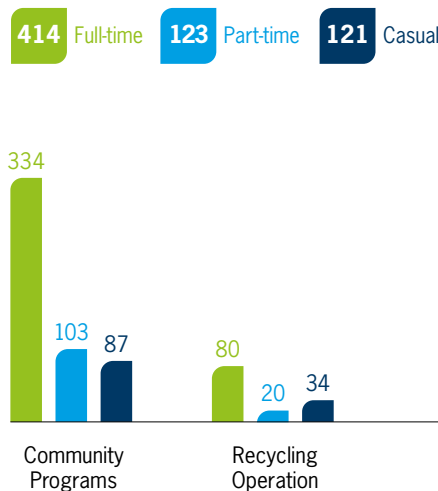
as at 30 June 2016

658



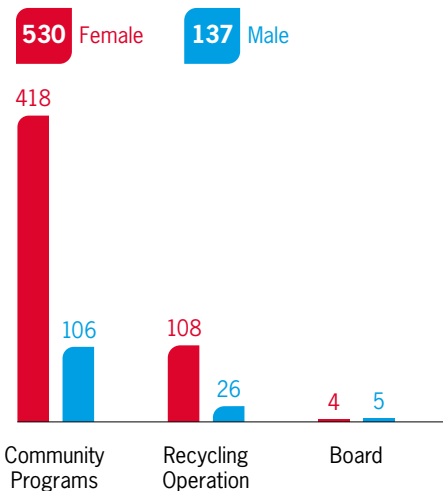
EMPLOYMENT STATUS

as at 30 June 2016



GENDER COMPOSITION (including Board of Directors) as at 30 June 2016

as at 30 June 2016



BUILDING OUR CULTURE AND VALUES

Work continued on transforming the organisation's culture "from good to great", with the development of a culture strategy to guide change over the three years to 2018 and an aligned Culture Transformation Plan for the 2015–16 financial year. These plans outline the context, vision, responsibilities and levers for culture change and a roadmap for how to remain on target to achieve our desired culture.

A key element of the Culture Transformation Plan was the provision of resources on our organisation-wide intranet to support team members with culture transformation. A continued focus on team member values and behaviours resulted in the creation of the Our Values Promise document, the culmination of consultation with all team members and extensive effort from our Culture Forum members.

BUILDING LEADERSHIP CAPABILITY

Our leaders have a significant impact on our culture. During the past year all leaders participated in a new custom-designed 360-degree feedback survey. This gave them the opportunity to receive feedback about strengths and areas for development. Leaders also participated in a blended leadership development program with a focus on leading self, leading others and coaching.

BUILDING TEAM MEMBER CAPABILITY

Providing opportunities for all team members to develop and improve their capabilities is also central to our people strategy. Our team members learn while performing their role, working with others and engaging with formal opportunities. Team members participated in development opportunities such as secondments, buddying and coaching, being part of working groups and communities of practice, giving presentations, and participating in workshops and conferences. A suite of online tutorials helped our team members to understand and use our systems, including our new intranet, and to strengthen our commitment to compliance.

EMBEDDING CHANGE MANAGEMENT FRAMEWORKS

We continued to enhance change management capability within The Smith Family. Mastering Change Workshops were conducted nationally to help team members manage change consistently and more effectively. Change management resources were made available on our national intranet.

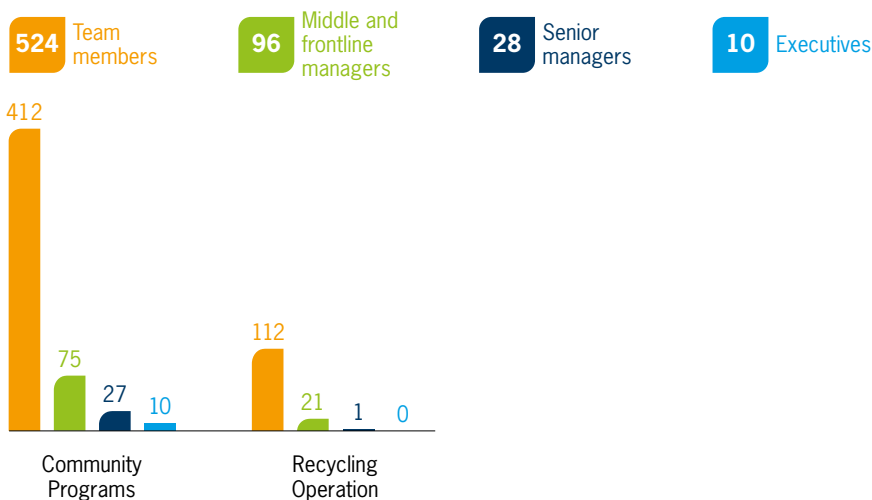
WORK HEALTH, SAFETY AND WELLBEING

The ongoing development of a safety culture has been identified as a priority so that we can continuously improve our approach to safety.

To enhance team member knowledge and awareness of safety, health and wellbeing in the workplace, we introduced regular communications with all team members, and improved our reporting. During the year an audit of our current work health and safety management system, and policies and procedures was conducted. It identified areas of focus for our 2016–17 Work Health Safety Improvement Plan.

BREAKDOWN OF ROLES

as at 30 June 2016



OUR SYSTEMS AND PROCESSES

Continuous improvement in our internal systems and processes is crucial as the results are increased effectiveness and reduced costs.

SYSTEMS

SmithNet, our new intranet, was launched in December to help all team members have a better and more effective day at work. Comprehensive consultation with team members in every state and territory guided its development, with the tool greatly enhancing knowledge sharing, communication and collaboration.

Major upgrades were performed on our primary systems including our Contact Relationship Management system (CONNECT), our website's Content Management System and our data centre's operating system.

We strengthened information security with the implementation of a new vulnerability management system, upgraded firewalls, enhanced server security, a new asset management system and improved security management processes.

A further stage of our Disaster Recovery Plan was implemented in the cloud, which secured access to CONNECT in the event of a significant incident.

ENHANCING OUR WORK WITH FAMILIES

Our Digital Futures for Families and Students project launched during the financial year. Its aim is to harness digital tools and resources for our work with children and families. The project will help refine our approach to breaking down barriers such as technology access, and improve our communication with families. This year we also worked to improve the delivery of key programs such as *iTrack* and *student2student* through enhanced digital capability. This included piloting the digital delivery of *student2student* in partnership with *Chatty Kids*.

IMPROVING OUR DATA CAPABILITY

This year we made further progress on projects which improve our ability to store and retrieve our program-related data. These included:

- An upgrade to CONNECT to enable more of the programs we deliver to be recorded in the system. The upgrade improved data capture and also improved program evaluation and reporting.
- Ongoing work on our Enterprise Information Project, supported by a capacity-building grant of nearly \$1 million from Perpetual Trustees. This project is fundamental to enabling sustainable growth, increasing the effectiveness of our work, and improving outcomes for students and families. When this project is completed, our data management and reporting will be transformed.

OUR RECYCLING OPERATION

Our recycling clothing business has operated for more than 50 years and now has 800 clothing collection bins and 19 retail stores in NSW and the ACT selling new and recycled donated clothing and accessories.

The net proceeds generated from these sales locally and from overseas markets helps to offset our organisational costs, ensuring that more of the funds received through fundraising activities can be spent on programs benefitting the disadvantaged students we support.

In 2015–16, this area of our business generated approximately \$18 million in revenues, yielding a \$1.2 million surplus. The net contribution was down compared with previous years, due in part to changing buying patterns, an increase in costs caused by a rise in non-saleable product in our collection receptacles, and instability in some of our traditional export markets. We implemented a range of strategies, including exploring new overseas markets, expanding our product offerings both locally and offshore, as well as making operational improvements. Continuous improvement initiatives in our operations, focusing on both safety and logistical processes, were a focus in the last year.

This year, 71% of all material collected was reused in some way. This equates to over 8 million kilograms of textiles diverted from landfill, an increase on the previous year. Through a growing partnership with our waste provider, we continued the up-cycling of metal, cardboard and other materials to further reduce the amount of waste sent to landfill. New work with them has seen over 90% of the material we cannot use diverted from landfill to a more environmentally friendly outcome. One innovative example of this is the use of some material as a non-carbon, environmentally friendly fuel source for electricity generation.

We continued our focus on enhancing the retail arm of the business, with research undertaken into new store locations and systems upgrades.

To increase awareness in local communities about the value of clothing donations to The Smith Family, we continued to build stronger connections with *Learning for Life* teams and VIEW Club members in the communities where our stores are located. Joint office locations of the Recycling and *Learning for Life* teams in both the Woden office (ACT) and the Villawood site (Sydney) are practical examples of how this has occurred.



Our network of retail stores in NSW and ACT sell new and recycled donated clothing and accessories.

\$1.2m

Recycling Operation surplus returned to The Smith Family in 2015–16 contributing towards The Smith Family's infrastructure costs

800

clothing collection bins

20

business partners donating good-quality, clean wearable clothing

19

retail stores in NSW and the ACT selling new and recycled clothing and accessories

8 million

kilograms of material diverted from landfill in 2015–16 and reused or on-sold through our retail, wholesale and export channels

Our enhanced relationship with VIEW Clubs resulted in many members becoming volunteers in our retail stores. In return, promotional material about VIEW Clubs and its connection to The Smith Family was made available in stores. A national campaign, *One, two, band your shoes for VIEW*, promoted by VIEW Clubs throughout Australia, attracted more than 200 kilograms of paired shoe donations.

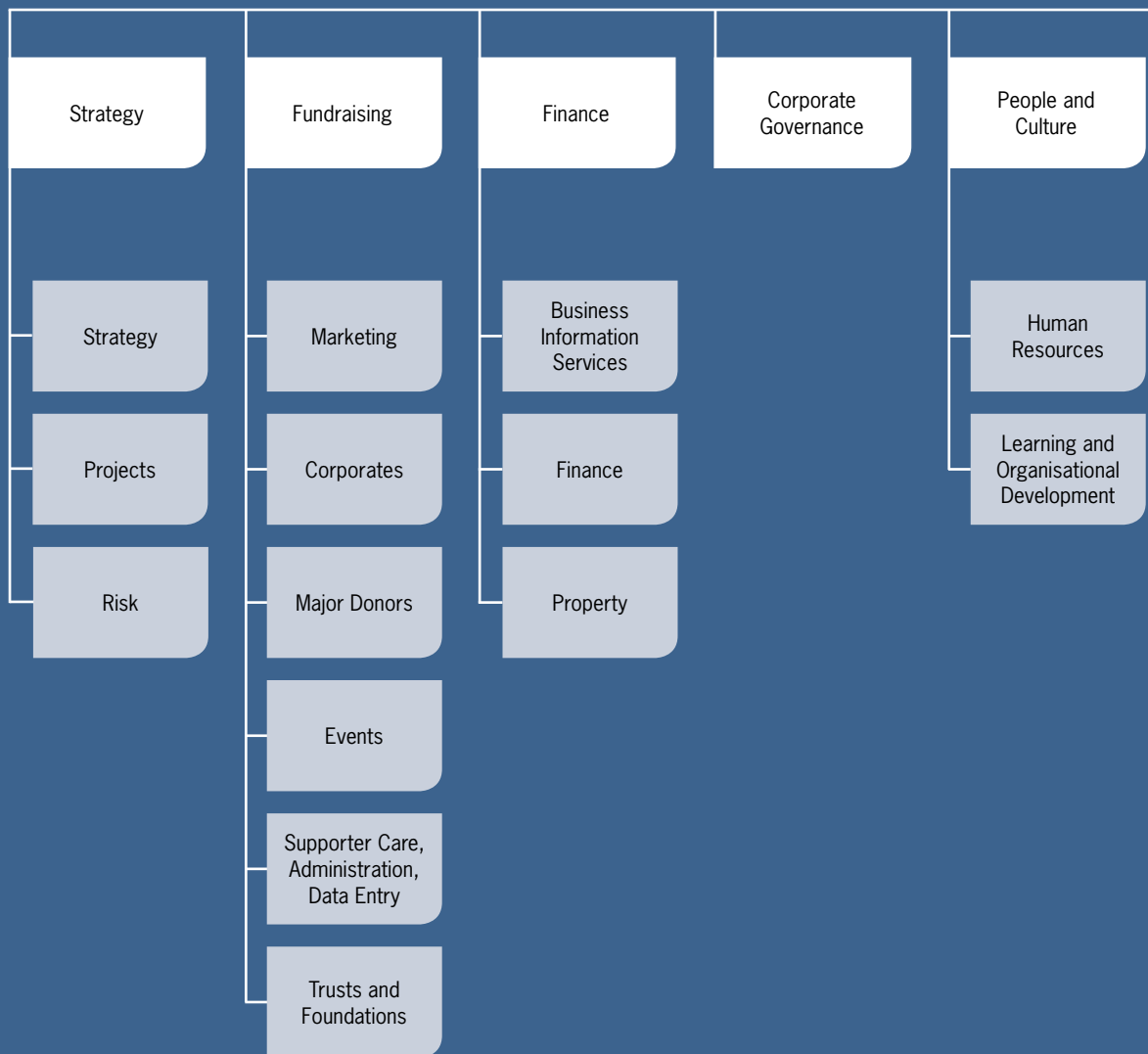
We are grateful for our long-standing partnership with Stewart House. This sees the collection of approximately 140,000 kilograms of clothing donations from over 600 schools each year and is a much appreciated source of intake for our Recycling Operation.

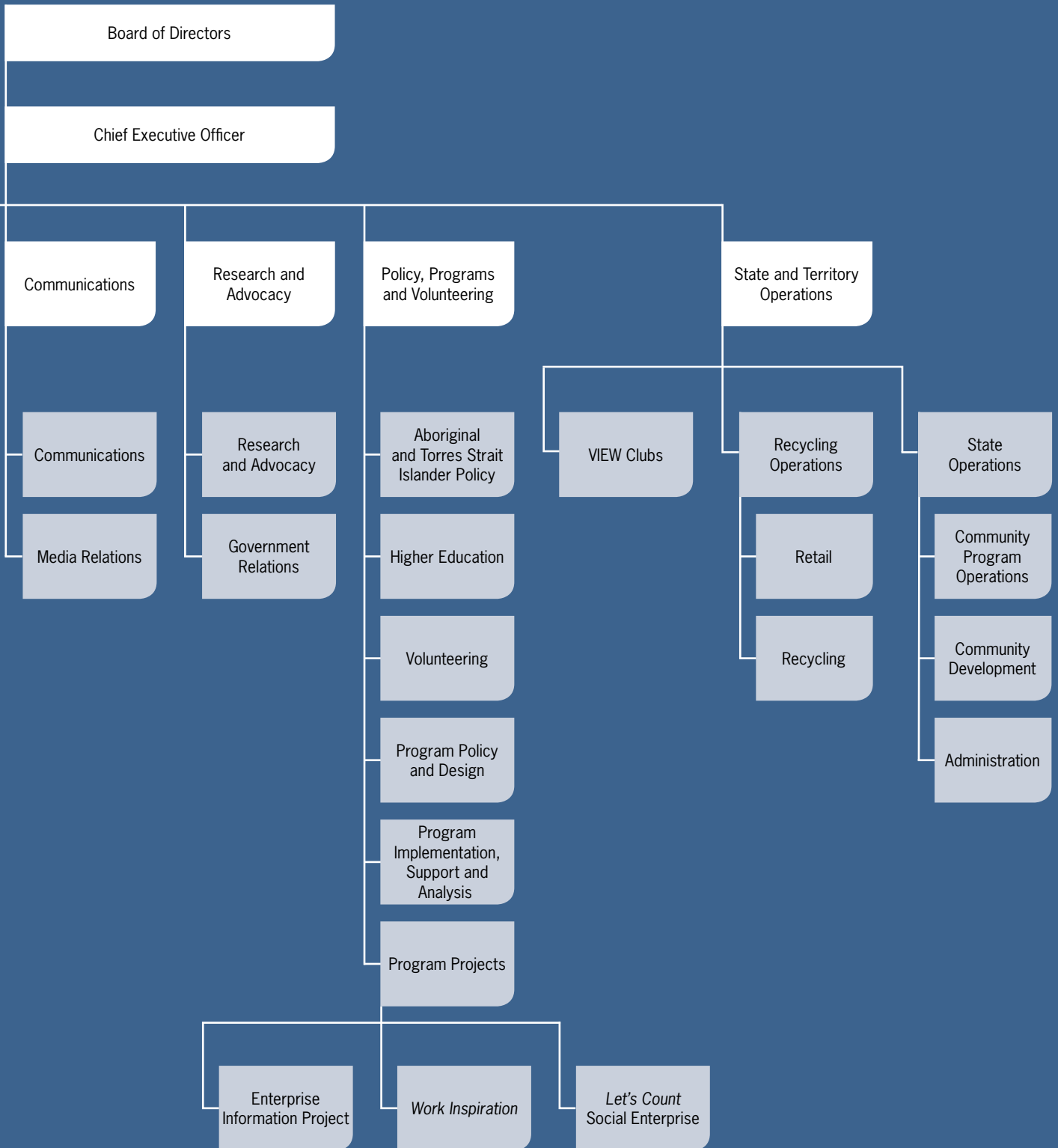


The surplus from sales through our Recycling Operation helps to offset our operational costs.

OUR ORGANISATION

The Smith Family comprises 524 team members employed in Community Programs and 134 team members employed in our Recycling Operation, a total of 658 team members.





BOARD OF DIRECTORS



CHRISTINE N. BARTLETT BSc MAICD

Chairman since May 2016 and Non-executive Director since 2007. Non-executive Director of Mirvac Limited, Sigma Pharmaceuticals, GBST Limited and Clayton Utz; Member, UNSW Australia Business School Advisory Council; former Director of PropertyLook and National Nominees Limited and former Deputy Chairman of the Australian Custodial Services Association; extensive management experience with IBM, Jones Lang LaSalle and NAB.



ARUN K. ABEJ BEc BA (Hons) FFSIA

Non-executive Director since 2007. Co-founder and Chairman of ipac securities limited and Walsh Bay Partners Pty Ltd; Strategy Consultant; former General Manager of Strategy and Corporate Social Responsibility for the AXA Asia Pacific Group; extensive experience in investment and economic market research; has written extensively on investment matters in both the press and academic journals and is the co-author of a number of books relating to money and wellbeing.



CHRISTINE CAWSEY AM BA DipEd, MEd Admin

Non-executive Director since 2013. Principal of Rooty Hill High School and Past President of the NSW Secondary Principals' Council; former Member of the Premier's Council for Women; Member of the GWS Giants AFL team board and ACEL board; co-author of *Learning for Leadership – Building a School of Professional Practice*.



DR JEFFREY A. HARMER AO BA (Hons) DipEd PhD FAIM FIPAA FANZSOG

Non-executive Director since 2013. Chair of the Private Health Ministerial Advisory Committee; Co-Chair of the Ministerial Council on Child Care and Early Learning; Director of Capital Health Network in the ACT; Director of the Australian Housing and Urban Research Institute; former Secretary of the Department of Families, Housing, Community Services and Indigenous Affairs (2004–2011) and of the Department of Education, Science and Training (2003–2004); former Managing Director of the Health Insurance Commission (1998–2003).



MARK G. JOHNSON BComm FCA CPA FAICD

Non-executive Director since 2012. Non-executive Director of Westfield Corporation, The Hospital Contribution Fund of Australia Ltd, G8 Education Ltd and HSBC Bank Australia Ltd; Chairman of MH Premium Farm Holdings Limited; former Chief Executive Officer of PwC in Australia (2008–2012) and Chairman of PwC Foundation, as well as senior roles over 15 years managing PwC's Assurance and Business Advisory Services line of services, and its Consumer and Industrial Products team and Audit, Technical, Risk and Quality groups; Member of the UNSW Australia Business School Advisory Council.



ADRIAN J. KLOEDEN MSc (Business Studies) BSc (Hons - Forestry) Hon. PhD FAICD

Non-executive Director since April 2016. Chairman of Hancock Victorian Plantations Holdings Pty Ltd, Aquasure Pty Ltd, Infrastructure Partnerships Australia Ltd and Serco Asia Pacific Advisory Board; former Deputy Chancellor and Council Member of Deakin University; former Non-executive Director of Greencap Ltd, Forestry Tasmania and the Committee for Economic Development of Australia (CEDA); extensive experience in senior management roles in a range of companies in Australia and overseas involved in agribusiness, manufacturing, distribution, retail, technology and transport.



JEREMY C. R. MAYCOCK BEng (Hons)
FAICD FIPENZ

Non-executive Director since 2013. Chairman of AGL Energy Ltd (Director since 2006) and Port of Brisbane Pty Ltd; former non-executive Director of Nuplex Ltd; former non-executive Chairman and Director of Arrium Ltd; former Managing Director and CEO of CSR Ltd (2007–2010); inaugural Chairman of Cement Australia Pty Ltd; former Member of the UNSW Australia Business School Advisory Council.



CHRISTINE F. MCLOUGHLIN BA LLB (Hons)

Non-executive Director 2009–2016 and Deputy Chairman 2011–2016. Non-executive Director, Suncorp Group, Whitehaven Coal Ltd, NIB Holdings Limited and Spark Infrastructure Group; Member, Minter Ellison Advisory Council; Inaugural Chairman, Australian Payments Council; former Member of the Aon Advisory Board; former Director of the AMP Foundation, Australian Nuclear Science & Technology Organisation, St James Ethics Centre, Victorian Transport Accident Commission and Westpac's Life & General Insurance entities; background in law, financial services, insurance and telecommunications.



JAMES M. MILLAR AM BComm FCA FAICD

Chairman and Non-executive Director 2011–2016. Non-executive Director of Mirvac Limited, Fairfax Media Limited and Macquarie Radio Network Limited; Chairman, Export Finance and Insurance Corporation and Forestry Corporation of NSW; Trustee, Australian Cancer Research Foundation and Vincent Fairfax Family Foundation; Member, UNSW Australia Business School Advisory Council and Grant Samuel Advisory Board; former CEO of Ernst & Young Oceania Region.



DR LISA J. O'BRIEN MBBS (Hons) MBA
MHRM&C FRACMA

Executive Director since 2011. Non-executive Director of the Community Council for Australia Limited and BUPA ANZ; a medical practitioner registered in New South Wales; Fellow of the Royal Australasian College of Medical Administrators; former CEO, Skin and Cancer Foundation of Australia; founding Member of Lou's Place, a drop-in centre providing respite and support for women in need; over 25 years' experience in health care, community services, bio-medical and information technology sectors.



ROSA STORELLI BEd Grad Dip Stud Welf, MEd
Studies AACE FACEL AFAM MAICD

Non-executive Director since April 2016. Adjunct Professor in the Faculty of Education, LaTrobe University; former Deputy Chancellor and Council Member of the University of Melbourne; former Director of Ormond College and the Invergowrie and Jean Chambers Foundations; former Vice-President of Girls Sport Victoria; independent consultant at the Queensland Education Leadership Institute; Educational Advisor at Sandridge School and at Cashtivity; extensive experience in the education sector over many years, including 15 years as Principal of Methodist Ladies College (Melbourne), and leadership roles at Wesley College and Geelong Church of England Grammar School.

CORPORATE GOVERNANCE

COUNCIL OF GOVERNING MEMBERS

The Council of Governing Members advises and consults with the Board of Directors on the operations of The Smith Family, ensuring that they are in line with the Objects stated in our constitution.

Governing Members are also ambassadors for our work, helping to promote our activities to broader audiences.

The Council forms the voting membership of the organisation and is responsible for the election of directors and for approving the annual accounts. In addition to the Directors of the Company, the members of the Council are:

The Hon. Bruce Baird AM; Barbara Cail AM; Cindy Carpenter; Brian France AM; Professor Ross Griffith; Jane Hemstritch; Tim Holden; John Kelly AM; Chris Leptos AM; James Millar AM; Christine McLoughlin; Greg Ruddock; Richard Turner AM; Terry Walsh; Richard Warburton AO; Emeritus Professor Ken Wiltshire AO; Geoff Willmott; and Gwen Wilton.

BOARD OF DIRECTORS

The Board of Directors is the decision-making body of The Smith Family, responsible for governance and management. The Board assumes the company's fiduciary and legal obligations. Its roles and responsibilities are governed by the constitution and a comprehensive Board charter.

The Board comprises up to 10 honorary non-executive directors and the Chief Executive Officer, each offering a range of skills in addition to their Board-level experience in various sectors.

Former Chairman James Millar AM retired from the Board at the end of April 2016 and Director Christine Bartlett was appointed Chairman in May 2016. Adrian Kloeden and Rosa Storelli joined the Board in April 2016. Christine McLoughlin retired as a Director in June 2016.

Management conducts a detailed induction process with new directors to ensure that they have a comprehensive understanding of the organisation, our strategy and programs. This ensures each director is able to contribute constructively from the outset.

Regular Board evaluations are a means of ensuring that the Board continues to deliver effectively on its responsibilities. The evaluation in 2014 revealed positive results against a range of criteria but highlighted a need for the Board to show greater diversity in terms of both skills and geographic spread, matters which have been addressed in making two new appointments in 2016.

MEETINGS HELD AND MEETINGS ATTENDED

Director	Board of Directors		Corporate Governance		Finance, Audit and Risk		People and Culture		Endowment Fund	
	Number held	Number attended	Number held	Number attended	Number held	Number attended	Number held	Number attended	Number held	Number attended
A. K. Abey	7	6			3	3			2	2
C. N. Bartlett	7	7			1	1	2	2	1	1
C. Cawsey	7	5								
J. A. Harmer	7	6	4	3						
M. G. Johnson	7	6			3	2			2	1
A. J. Kloeden	3	3					1	0		
C. F. McLoughlin	7	6					2	2		
J. C. R. Maycock	7	6	4	4						
J. M. Millar	5	5	4	4	2	2	2	1	1	1
L. J. O'Brien	7	7	4	4						
R. Storelli	3	3								

BOARD COMMITTEES

The Board has four sub-committees:

The Corporate Governance Committee conducted a recruitment process to replace two directors who retired during the year with candidates that reflected the Board's concern to achieve a broader skills base and geographic spread.

The Endowment Fund Committee was established in 2016 to oversee the investment policy and mandate for funds received into the newly established Children's Future Education Fund. Over time, earnings will provide a secure revenue stream to fund student scholarships and community development work in *Learning for Life*.

The Finance, Audit and Risk Committee continued to focus on enhancing the investment policy and mandate to ensure that financial resources are safeguarded while earning acceptable returns, and that sufficient funds are available to meet requirements.

The strategic and operational risk assessment undertaken initially in 2012 to quantify the risks to the achievement of the organisation's five-year strategy was subject to a detailed review during the year, as were the mitigation strategies implemented to address the identified risks.

Following an extensive review of data security, PCI compliance and disaster recovery plans in 2014, and taking into account emerging cyber security risks, related activity to address key concerns continued throughout the year.

The People and Culture Committee

provided advice on remuneration policies and practices, and ensured compliance with statutory and regulatory requirements with particular emphasis on work health and safety requirements. It also reviewed progress on strategies to ensure a high performing organisation.

OTHER GROUPS

In addition to the formal committees of the Board, several other groups operate within the organisation.

The **National Council of VIEW** leads the overall development of VIEW and administers policy development. The National President is Gwen Wilton, whose two-year term commenced in January 2016, and she is supported in her role by two National Vice-Presidents, Toni Thomas and Gloria Walter.

Other members of the National Council are Cecilia Bayliss, Patricia Brooks, Barbara Cameron, Jeanette Cassidy, Kathie Diskin, Elizabeth Doorey, Ellen Gray, Barbara Gullotta, Eila Harding, Barbara Hyslop, Lynette Masters, Patricia McRae, Jan Roberts, Annette Schlafrig, Annette Thiedeke, Sunnie Watts and Yvonne White.

ADVISORY GROUPS

A number of advisory groups provide advice to the Chief Executive Officer and senior management on particular issues and projects. These are:

The **Advisory Group on Issues Concerning Aboriginal and Torres Strait Islander Peoples**, chaired by Leah Armstrong, with Dr Jeff Harmer, Emily Knights, April Long, John Rawnsley, Leanne Smith and Lidia Thorpe. Four new members were brought on this year: Shawn Davis-Abra, Jayde Geia, Peter Farmer and Jason Masters.

The **Information Systems Advisory Group**, chaired by Doug Snedden, with David Boyle, Ray Fleming, David Isaacs, Richard McLaren and Julian Wee.

The **Principals Advisory Group**, chaired by Board director Christine Cawsey, with members Tammy Anderson, Norm Hart, Rob Nairn, Anthony Rodaughan, Shireen Thomas, Lorna Woodley and Dennis Yarrington. New members this year were Anne Denham, Rob Knight and Monique Pflugst. During the year Sue Beynon and Stan Hagias concluded their membership.

The **Recycling Operation Advisory Group**, chaired by Greg Ruddock, with Bill Brown, Dennis Price and Mark Ward.

The **Strategic Advisory Group**, chaired by Dr Lisa O'Brien, with Arun Abey, Christine Bartlett, Warwick Bray, Tony Davis, Adam Lewis and Peter Stumbles.

The Smith Family is a company limited by guarantee. Its ABN is 28 000 030 179.

Its status as a Public Benevolent Institution (PBI) was confirmed in July 2005 by the Australian Taxation Office as part of its registration requirements for all non-profit entities, as was the organisation's status as an Income Tax Exempt Charity and a Deductible Gift Recipient. The organisation enjoys certain other tax concessions and exemptions consistent with its status as a PBI which relate to Goods & Services and Fringe Benefits Taxes.

The Smith Family is registered with the Australian Charities and Not-for-Profits Commission and as required by law in each state and territory where it raises funds as follows:

New South Wales

Registration number CFN 11049 – renewable in 2019

Queensland

Registration number CP 4163 – registration is ongoing subject to meeting certain annual financial reporting requirements

South Australia

Registration number 778 – renewable annually in January

Tasmania

Registration number 170 – registration is ongoing

Victoria

Registration number 10290 – renewable in 2018

Western Australia

Registration number 20352 – renewable annually

Australian Capital Territory

Registration number L19000133 – renewable in 2020

FIVE-YEAR FINANCIAL SUMMARY

(Figures in \$'000s)

	2011-12	2012-13	2013-14	2014-15	2015-16
Total income including					
Commercial activities and VIEW Clubs net contributions	84,208	94,670	100,847	106,274	107,856
INCOME					
Fundraising					
Donations and corporate support	39,975	41,510	43,618	46,692	52,349
Bequests	3,983	3,741	3,366	4,813	11,131
VIEW Clubs net contribution	843	783	1,099	1,028	1,198
Government funding	17,434	24,376	26,138	22,589	19,367
Commercial operations net contribution	2,396	2,886	3,295	2,425	1,403
Investment and other income	1,285	2,504	3,386	9,239	2,170
Total Income	65,916	75,800	80,902	86,786	87,618
EXPENDITURE					
Policy and programs	(53,770)	(60,655)	(61,896)	(61,760)	(61,383)
Fundraising	(10,178)	(10,499)	(13,032)	(16,585)	(17,770)
Promotion and profiling	(2,625)	(2,460)	(2,131)	(1,806)	(2,309)
Administration	(1,866)	(1,887)	(1,681)	(1,725)	(1,870)
Total Expenditure	(68,439)	(75,501)	(78,740)	(81,876)	(83,332)
Surplus/(Deficit)	(2,523)	299	2,162	4,910	4,286
OTHER RESULTS AND INDICES					
Recycling Operation and other commercial activities					
Sales and other revenue	16,453	17,210	19,091	17,357	17,911
Expenditure	(14,057)	(14,324)	(15,796)	(14,932)	(16,508)
Commercial activities net contribution	2,396	2,886	3,295	2,425	1,403
VIEW Clubs of Australia					
Revenue	5,078	5,329	5,248	5,583	4,928
Expenditure	(4,235)	(4,546)	(4,149)	(4,555)	(3,730)
VIEW Clubs net contribution	843	783	1,099	1,028	1,198

The net contribution from The Smith Family's Recycling Operation contributes towards offsetting Administration costs.

VOLUNTEERING

The Smith Family receives substantial contributions by way of pro bono support from corporate partners and volunteers, the value of which is not reflected in the financial statements. Volunteering contributions are valued based on the level of skill required by various volunteering positions.

	2011-12	2012-13	2013-14	2014-15	2015-16
Volunteer hours	343,908	417,603	463,853	516,750	398,978
Value of volunteering contribution	\$10.5 m	\$12.2 m	\$13.4 m	\$14.8m	\$11.9m

FUNDRAISING

Fundraising costs as a percentage of fundraising income	16.6%	15.1%	17.8%	22.4%	21.4%
Fundraising, promotion and profiling costs as a percentage of fundraising income	20.9%	18.6%	20.7%	24.8%	24.2%

FIVE-YEAR FINANCIAL PERFORMANCE COMPARISON

INCOME

Since 2011–12, net operating income has grown by an average of 7.4% each year, from \$65.9 million to \$87.6 million in 2015–16. For commentary on our overall financial performance for the 2015–16 year, see page 4.

Donations and corporate support	Income in 2011–12 from individual donations and corporate support was \$40 million. By 2015–16 that had risen to \$52.3 million, representing average annual growth of 7%.
Government funding	The Smith Family received \$17.4 million in government funding in 2011–12. In 2015–16 that figure was \$19.4 million, an average annual growth of 2.7%. See page 17 for 2015–16 commentary.

EXPENDITURE

Overall expenditure has increased from \$68.4 million in 2011–12 to \$83.3 million in 2015–16.

Policy and programs	Over the years, as our revenue has grown, we have been able to extend the reach of our work. Expenditure on community programs has increased on average by 3.5% per year, from \$53.8 million in 2011–12 to \$61.4 million in 2015–16.
Fundraising	Fundraising expenditure increased from \$10.2 million in 2011–12 to \$17.8 million in 2015–16, an average annual growth of 14.9%. The underlying increase in expenditure reflects our investment in regular giving initiatives and in our digital, corporate and major donor fundraising activities.
Administration	Expenditure on administration support in 2015–16 of \$1.9 million remained in line with 2014–15 as a percentage of funds raised at 2%, down from 3% in 2012–13.

OTHER RESULTS AND INDICES

Sales and other revenue	Revenue from our recycling and other commercial activities has grown by an average of 2.4% per year from \$16.5 million in 2011–12 to \$17.9 million in 2015–16. Revenue in 2015–16 was, however, down on the previous year due mainly to a fall in the value of export sales.
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VOLUNTEERING

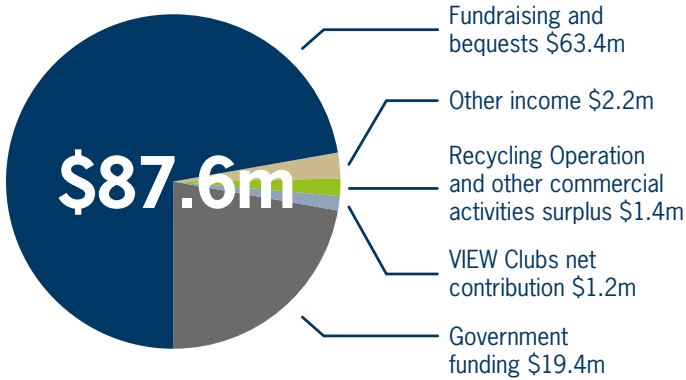
Estimated value of volunteering contribution	The estimated value of the contribution of volunteers for 2015–16 is \$11.9 million compared to \$10.5 million in 2011–12.
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FUNDRAISING

Fundraising costs as a percentage of fundraising income	Fundraising costs as a percentage of income increased from 16.6% in 2011–12 to 21.4% in 2015–16 with the significant increase in the past two years resulting from our investment in new long-term regular giving initiatives. For further fundraising commentary, see page 17.
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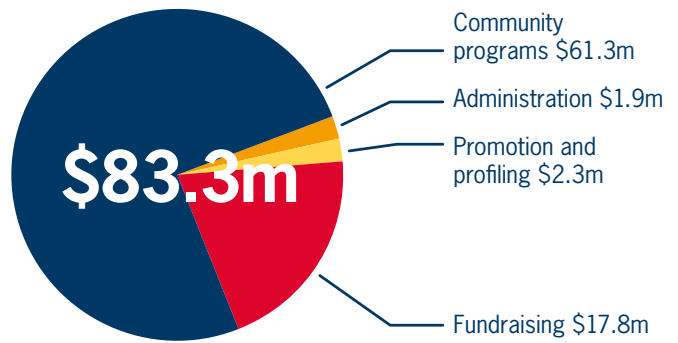
WHERE WE OBTAINED OUR FINANCIAL RESOURCES

2015–16

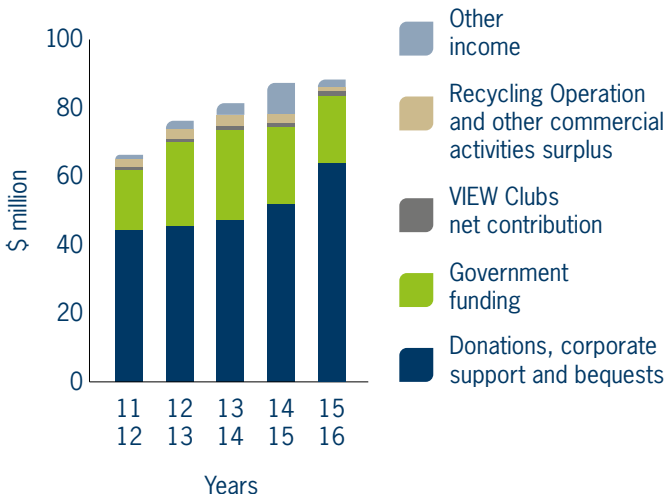


HOW WE APPLIED OUR FINANCIAL RESOURCES

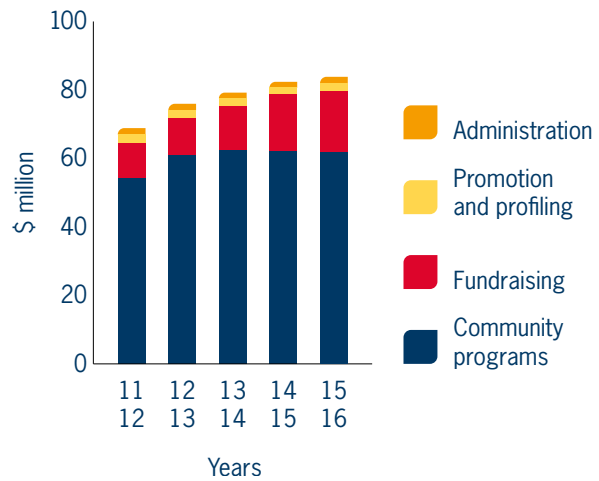
2015–16



Five-year comparison



Five-year comparison



KEY INCOME STREAMS

Fundraising

\$40.9m

from individuals through public contributions

\$11.5m

from corporate partners, universities, and trusts and foundations

\$1.2m

net contribution from VIEW Clubs of Australia

Other

\$1.4m

from our Recycling Operation and from other commercial activities

\$19.4m

from government support

\$11.1m

from bequests

CONTACT DETAILS

GENERAL ENQUIRIES

GPO Box 10500
Sydney NSW 2001
Website thesmithfamily.com.au
T Freecall 1800 024 069
E tsfmktg@thesmithfamily.com.au

Volunteer Co-ordination Unit
T 1300 397 730

NATIONAL OFFICE

Level 9, 117 Clarence Street
Sydney NSW 2000
T 02 9085 7222 **F** 02 9085 7299
E tsfmktg@thesmithfamily.com.au

Recycling Operation

2 Birmingham Avenue
Villawood NSW 2163
T 02 9754 6300 **F** 02 9728 3381
E customerservice@thesmithfamily.com.au

VIEW Clubs of Australia

Level 9, 117 Clarence Street
Sydney NSW 2000
T 02 9085 7178
1800 805 366
F 02 9085 7294
E view@thesmithfamily.com.au

THE SMITH FAMILY LOCATIONS

Australian Capital Territory

Canberra
Corner Launceston and Easty Streets
Woden ACT 2606
T 02 6283 7600 **F** 02 6282 1725
Belconnen | Gungahlin | Tuggeranong

New South Wales

Sydney
Level 3, 17–21 Hunter Street
Parramatta NSW 2150
T 02 9895 1233 **F** 02 9633 9897
Alexandria | Ashmont | Auburn | Blue Haven
Buninyong | Chester Hill | Claymore
Coffs Harbour | Cranebrook | Dapto | Dubbo
Fairfield | Goulburn | Jesmond | Lithgow
Macquarie Fields | Miller | Mount Druitt
Nowra | Orange | Raymond Terrace & Karuah
Seven Hills | Shellharbour
Southern Wollongong | Springfield
Tamworth | Taree | Tarrawanna | Tolland
Tuggerah Lakes | Wiley Park | Windale
Wyang

Northern Territory

Darwin
Level 1, 6 Pavonia Place
Nightcliff NT 0810
T 08 8985 6841 **F** 08 8985 5361
Alice Springs | Borroloola | Darwin | Katherine
Palmerston | Ramingining | Tiwi Islands

Queensland

Brisbane
Level 13, 340 Adelaide St,
Brisbane, QLD 4000
T 07 3115 6200 **F** 07 3337 6424
Brighton | Brisbane | Caboolture | Cairns
Cape York | Coolangatta | Coomera | Inala
Ipswich | Logan | Mackay & Sarina
Maroochydore | Redlands | Rockhampton
Southport | Toowoomba | Torres Strait
Townsville

South Australia

Adelaide
Ground Floor, 97 Pirie Street
Adelaide SA 5000
T 08 8224 1400 **F** 08 8223 4421
Christie Downs | Elizabeth Downs
Elizabeth Vale | Hackham | Morphett Vale
Port Adelaide Enfield | Port Augusta
Salisbury North | Smithfield Plains | Whyalla

Tasmania

Hobart
Level 2, 47 Salamanca Place
Hobart TAS 7000
T 03 6223 2627 **F** 03 6223 8912
Bridgewater/Gagebrook | Burnie/Wynyard
Chigwell/Claremont | North-East Launceston

Victoria

Melbourne
Level 7, 50 Queen Street
Melbourne VIC 3000
T 03 9473 4300
Bairnsdale | Ballarat | Bendigo | Brimbank
Broadmeadows | Collingwood | Dandenong
Epping | Geelong | Lakes Entrance | Morwell
Shepparton | Werribee

Western Australia

Perth
Level 8, 14–16 Victoria Avenue
Perth WA 6000
T 08 9265 5555
Collie | Gosnells | Kwinana | Midland
Mirrabooka | Pilbara

RETAIL STORES NEW SOUTH WALES

Bankstown.....	02 9796 3412	Dubbo.....	02 6884 2311	Penrith.....	02 4731 3011
Bateau Bay.....	02 4334 7844	Fairfield.....	02 9727 7251	Port Macquarie.....	02 6583 4230
Blacktown.....	02 9671 6899	Goulburn.....	02 4822 2450	Rockdale.....	02 9567 5615
Bowral.....	02 4861 1383	Hurstville.....	02 9586 4996	Toronto.....	02 4950 5099
Burwood.....	02 9715 7406	Kempsey.....	02 6562 4985	Wollongong.....	02 4227 6936
Campsie.....	02 9787 3954	Liverpool.....	02 9600 6853	Woden (ACT).....	02 6232 5374
Coffs Harbour.....	02 6652 9460	Marrickville.....	02 9569 8219		

A lifelong impact

“I would like to thank The Smith Family first and foremost for giving my kids the opportunity to participate in programs and activities, and the same with sponsors out there. Without you, I don't know where my kids would be now...having that extra support shows the kids they are special and important.”

David

Learning for Life parent

“I would like to say to The Smith Family, thank you for offering me the ability to have more than just financial support. Thank you for giving my sister the *student2student* program. I thank you for giving me and my brother the *iTrack* program. Thank you for giving me all the trips to the universities. Thank you for giving me all the career days. Thank you for giving me all the summer schools and all the opportunities that were so much more than just money. The Smith Family was able to give me all this, and it was beyond financial support, it was beyond knowledge that I could have ever acquired on my own.”

Sophie

Former Learning for Life student

“A big thank you to all The Smith Family sponsors and supporters. It really is worth it. Don't ever doubt that your money is not going to a good cause. Every little bit helps a young kid or person in high school. I can't believe anyone would ever have done this for me. It's still hard to wrap my head around the fact the people are as generous as that. As a sponsor you will never know how much you did help. I wouldn't be where I am today.”

Sheena

Learning for Life student

GPO Box 10500
Sydney NSW 2001
T Freecall 1800 024 069
E tsfmktg@thesmithfamily.com.au

 [TheSmithFamilyAustralia](https://www.facebook.com/TheSmithFamilyAustralia)

 [SmithFamily_org](https://twitter.com/SmithFamily_org)

thesmithfamily.com.au



everyone's family