

LONG-TERM SUPPORT FOR LASTING CHANGE

Creating better futures
for young Australians
in need



everyone's family

Annual Report 2018–19

SUPPORTING YOUNG AUSTRALIANS TO REACH THEIR FULL POTENTIAL THROUGH EDUCATION

Maddie

The Smith Family is committed to improving the long-term educational outcomes of young Australians living with disadvantage.

To achieve this, our support starts in a child's early years, when we work with their family and community to build those important foundational skills children need to succeed at school.

Once a child starts school, we ensure they have the everyday school essentials and extra support they need to engage fully with their education, from kindergarten to Year 12. If they go on to tertiary education, we connect them with a mentor, and provide additional resources to help them take the first steps in their chosen career.

We also support parents and families by enabling them to develop confidence and skills to engage positively with their child's education. With this assistance, parents can help their children reach their full potential.

Our long-term, targeted educational support gives children and young people opportunities to develop the tools they need to break the cycle of disadvantage and build a better future 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.

Message from the Chairman and the Chief Executive Officer	2
The cycle of disadvantage	6
Our Five-Year Strategy	9
Our approach	14
Our progress	17

Strategic priorities:

1. SCALE EFFECTIVELY	23
2. INNOVATE	33
3. ADVOCATE	37
4. FUND	41
5. DATA ENABLE AND DIGITISE	51
6. ENABLE HIGH PERFORMANCE	55

Corporate governance	63
Board of Directors	64
Financial summary	68
Contact details	71



This annual report is the second in a series reporting on our 2018–22 Five-Year Strategy.

MESSAGE FROM THE CHAIRMAN AND THE CHIEF EXECUTIVE OFFICER



The Smith Family Chief Executive Officer Dr Lisa O'Brien (L)
with Chairman Christine Bartlett

WE ARE SUPPORTING CHILDREN AND YOUNG PEOPLE TO REACH THEIR FULL POTENTIAL

Technology is changing just about every aspect of our lives, from how we communicate with each other, to the skills we need in the workplace and how we interact with services and purchase goods.

While this change provides enormous opportunities, there is also a real risk that it will make it even harder for the more than 1.1 million Australian children and young people living in poverty to break the cycle of disadvantage.¹

This means it is more important than ever to ensure that these young people are given the educational and social support they need to thrive, now and in the future.

¹ Davidson P, Saunders P, Bradbury B & Wong M (2019), *Poverty in Australia, 2019*, Australian Council of Social Services and University of New South Wales Poverty and Inequality Partnership Report, No 2. Sydney: ACOSS.

THE EFFECTS OF POVERTY ON EDUCATION

Children from disadvantaged families are particularly at risk of being behind in their development before they even start school. These children are less likely to access early learning experiences or preschool programs. As a result, they may not have developed the basic reading and numeracy skills, or the social skills to build relationships with their classmates.

When they start school, not having essential items such as sports shoes or the money to participate in excursions can make a child feel like an outsider. Over time, the gap between these children and their peers can widen. They may lose the confidence or motivation to keep attending school, and leave school before Year 12, or they may fail to achieve the results needed to go on to higher education. Some may have limited networks to help them navigate a post-school career. Breaking into an increasingly digitally focused and competitive job market will be more challenging for them. And as their opportunities contract, so do their chances of breaking out of the cycle of disadvantage and fulfilling their ambitions.

OUR SOLUTION

The Smith Family provides long-term support to break this cycle. Our programs give young people and their families tools to help them build a better future for themselves.

We begin by providing educational support to families before children start school. This continues through primary and high school and on to tertiary education. At every stage, our aim is to give students access to a range of resources they need to improve their educational outcomes. Along the way, we work with parents and carers, helping them to play an active role in supporting their child's education.

OUR STRATEGY AND AMBITION

We launched our current Five-Year Strategy in July 2017. This year was the second year of this strategy, which draws on local and international research and the knowledge of global experts in identifying key trends affecting our world.

To address these trends and ensure we are best placed to support disadvantaged young Australians, our strategy has two key focus areas: growth and innovation. With this approach, we hope to increase by 30% the number of young Australians our effective, evidence-based programs reach by 2022.

Our strategy has six priorities: scale effectively; innovate; advocate; fund; data enable and digitise; and enable high performance. These priorities provide a framework for achieving our ambition, and we have established clear targets against which to track our effectiveness. In our annual report, we highlight the progress we have made this year against each priority.

GROWTH AND INNOVATION

We have achieved strong growth over the past 12 months.

Our reach increased by 17%, with 168,404 children and young people participating in our programs by year end. There were 49,735 students participating in our *Learning for Life* educational support program, up 16% on last year. Just over 16,000 of these are new students who have joined the program since November 2016.

We also continued to work towards our goal of building an adaptable organisation that responds to the changing external environment and to feedback from our families and supporters. As part of this journey, we began a business transformation initiative using the Agile methodology. We also expanded our two flagship innovation programs: Spark and the Program Innovation Lab. Both programs, as well as the Agile transformation, use creative approaches to bring the voices of students, families, supporters and volunteers into all that we do.

Now in its second year, the Lab works closely with students and families to design and deliver relevant, effective programs that meet their needs. This year, in collaboration with students, families and schools, the Lab designed a new *Learning for Life* program called *Future Seekers*, which helps students in Years 4 to 6 explore the world of work and the skills they will need in the future. Feedback has been positive, and we will run an expanded pilot in the coming year.

Meanwhile, participants in our Spark program turned their creative problem-solving skills towards strategic challenges. The sessions resulted in some fantastic ideas to explore further in 2019–20, including how we can engage more effectively with small businesses across Australia.

Our innovation efforts were recognised with our inclusion in the *AFR* Most Innovative Companies list for 2018.

RESEARCH AND ADVOCACY

Our advocacy this year focused on ensuring that the voices of children and young people are heard. A notable contribution was the release of our snapshot research report, *Material Deprivation and Social Exclusion Among Young Australians: A child-focused approach*, produced with the University of New South Wales.

The report drew on research conducted with two groups of young people. One was from government high schools in NSW and a second was of NSW students supported by our *Learning for Life* program. The research explored what they see as essential items and activities all young Australians need to live a 'normal' life.

The research showed the proportion of these young people, including *Learning for Life* participants, who were deprived of one or more of these essentials, and the impact this has had on their lives. It found that young people experiencing higher levels of deprivation are less satisfied with life overall, less positive about the future, and feel less connected with family, friends and community. They are also generally more likely to have negative attitudes to schooling and are less likely to be doing well at school.

OUR AMBITION

Over the five years to 2022,
we will increase by
30%
the number of
young Australians
reached

with our effective,
evidence-based programs,
enabling them to break the
cycle of disadvantage and
thrive in the 21st century.

This research reflects our organisation's focus on hearing from young people themselves. It also provides a strong evidence base for discussions about why child poverty matters and for future policy development.

Another important initiative was the introduction of our new Tertiary Continuation Rate for *Learning for Life* students. This rate indicates the proportion of *Learning for Life* first-year university students who continue their studies into the second year. The rate for 2018 was 88%, which was a very good outcome, given that many first-year university students from a range of backgrounds drop out.

Over time, this measure will help us to understand how we can better support the participation of young people from disadvantaged backgrounds in tertiary education.

FAMILY ENGAGEMENT

We are frequently amazed at the resilience and ability of our children and their families to deal with what life throws at them. However, we recognise that a child's educational outcomes are strongly impacted by family circumstances. Despite parents' best intentions, life challenges such as serious illness in the family, a parent losing their job or family breakdown can make it difficult for parents to focus on supporting their child's education. At times such as these, our key focus is on maintaining support for children and their families to overcome obstacles to engagement in school.

We do this in several ways. In addition to providing financial assistance, we support parents to engage in their child's learning. We also offer them opportunities to participate in programs such as *Saver Plus*, which provide the tools to help them build savings and improve their money management skills.

The Smith Family recognises the value of having the voices of our students and families informing and guiding how we work with them. By creating opportunities to hear from our families, we are able to get a deeper understanding of the issues they face, and to use those insights to explore new solutions.

This year, we continued to work towards ensuring that all our programs are family-led, culturally responsive and user-focused. We did this in a variety of ways, including running focus groups to hear from families about how they experience the support we provide through the *Learning for Life* program. This gave us valuable insights into families' experience of and perspectives on the support and programs we offer them, our communication style and changes they would like to see us make.

RECONCILIATION ACTION PLAN

Our 2017–20 Reconciliation Action Plan (RAP) signals our commitment to collaborative engagement with Aboriginal and Torres Strait Islander Peoples, and in particular addressing the educational inequities they experience.

Participating in events involving the broader RAP community helps us to build cultural awareness and competency. This year, team members attended the inaugural Reconciliation Action Plan Conference, hosted by Reconciliation Australia, the Moondani Toombadool Centre at Swinburne University of Technology and the Korin Gamadji Institute. The conference was an opportunity to hear from speakers including our former Board member Leah Armstrong. Attending the conference allowed us to reflect on progress with our own reconciliation and culture-change journey, as well as on what needs to be done to progress to the next stage.

This year, we also increased the number of students of Aboriginal and Torres Strait Islander background participating in our *Learning for Life* program to 10,691, or 21.5% of all participants, up from 20% last year.

We are now also supporting 231 students at 22 partner schools in various states through the *Indigenous Youth Leadership Program*.

CHILD PROTECTION FRAMEWORK

We are committed to safeguarding children and young people from abuse and neglect, and to always acting in the best interests of children. In March, we launched our updated Child Protection Framework.

The Framework was updated to align with the National Principles for Child Safe Organisations derived from the work of the Royal Commission into Institutional Responses to Child Sexual Abuse. These principles now frame all our work in child

In Australia, 1.1 million children and young people live in poverty.¹ Here are some of the complex and

All of them live in
low-income families

More than half live in a
single-parent family

Around 40% of students and 50% of their parents/carers have a
health or disability issue

More than half have a parent or carer who
didn't finish Year 12

¹ Ibid

safety, and are reflected in our internal reporting in preparation for our annual reports to the National Office for Child Safety.

Ongoing work in this area will ensure we continue to honour our commitment to safeguard children and young people from abuse and neglect.

This year, we also joined the National Child Safe Sectors Leadership Group. Comprising more than 30 not-for-profit organisations across Australia, its role is to promote and disseminate information about child safety requirements and practices throughout the sectors working with children and young people. The aim is to achieve a nationally consistent and evidence-based approach to child safety throughout Australia.

RECYCLING OPERATION

Following a strategic review in 2018, we announced via an Expression of Interest process the proposed divestment of our Recycling Operation. We have been in discussion with a number of interested parties with a view to completing the process by June 2020.

OUR FINANCES AND FUNDRAISING

The commitment of our sponsors, and the generosity of our donors and partners, is vital in achieving our ambition of reaching 30% more children and young people by 2022. Our strong income growth and cost management efforts in 2018–19 will help us attain this goal.

We are therefore pleased to report that our operating result was a surplus of \$0.3 million. With the addition of the Children's Future Education Fund net income of \$1.6 million, our reported result is a surplus of \$1.9 million, which boosts our reserves and will enable us to continue to invest in the future.

Income from fundraising grew by 11% reflecting particularly strong growth in the numbers of Australians joining the sponsorship program to support students in need.

We retained 90% of our existing *Learning for Life* sponsors this year, a pleasing result given we had increased the cost of sponsorships to reflect rising education costs for our families.

Thanks to our supporters, we achieved record results for two of our appeals. The Back to School Appeal raised more than \$1 million for the first time, while our Winter Appeal raised over \$5 million. The generosity of our supporters will enable even more children and young people to receive our help.

Our major donors contributed a record \$8.5 million, a 44% increase on the previous year. Donations included \$1 million from a Victorian donor to help fund our *Learning for Life* program, and \$1 million from a Queensland donor to create a perpetual scholarship to help support *Learning for Life* students for many years to come.

We are especially grateful to those trusts and foundations that celebrated 30 years of supporting our work in 2019. These included the Joe White Bequest and the Walter Campbell Memorial Trust.

ACKNOWLEDGEMENTS AND THANKS

We are incredibly proud of what we have achieved this year.

We acknowledge all members of our Board and advisory groups, and thank them for their contributions and service. We also thank our hardworking ambassadors: joint 2019 Australian of the Year Dr Craig Challen, and television presenter Sarah Harris.

We thank our sponsors, donors and volunteers; VIEW Clubs of Australia; our corporate, trust and foundation, university and community partners; and all governments that provide vital support.

We acknowledge and thank the schools we work with and the non-governmental organisations we partner with, as well as their broader communities.

We thank the children and young people we support, as well as their families, for believing they can overcome the challenges they face and build a better future for themselves through education.

Finally, we thank our team members. Their hard work and dedication drives our work at The Smith Family, ensuring that we are able to successfully deliver our programs and help thousands of children in need every year.

We are excited to keep innovating and growing in the years to come, so that we can continue to ensure that children have the opportunity to realise their full potential through the power of education.

Christine Bartlett and Dr Lisa O'Brien

often compounding challenges faced by students receiving our support:

More than 70% of students 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**

Three in 10 students participating in our *Learning for Life* program live in families who **don't have a computer or tablet connected to the internet**

WE KNOW THE PROBLEM

The cycle of disadvantage

1

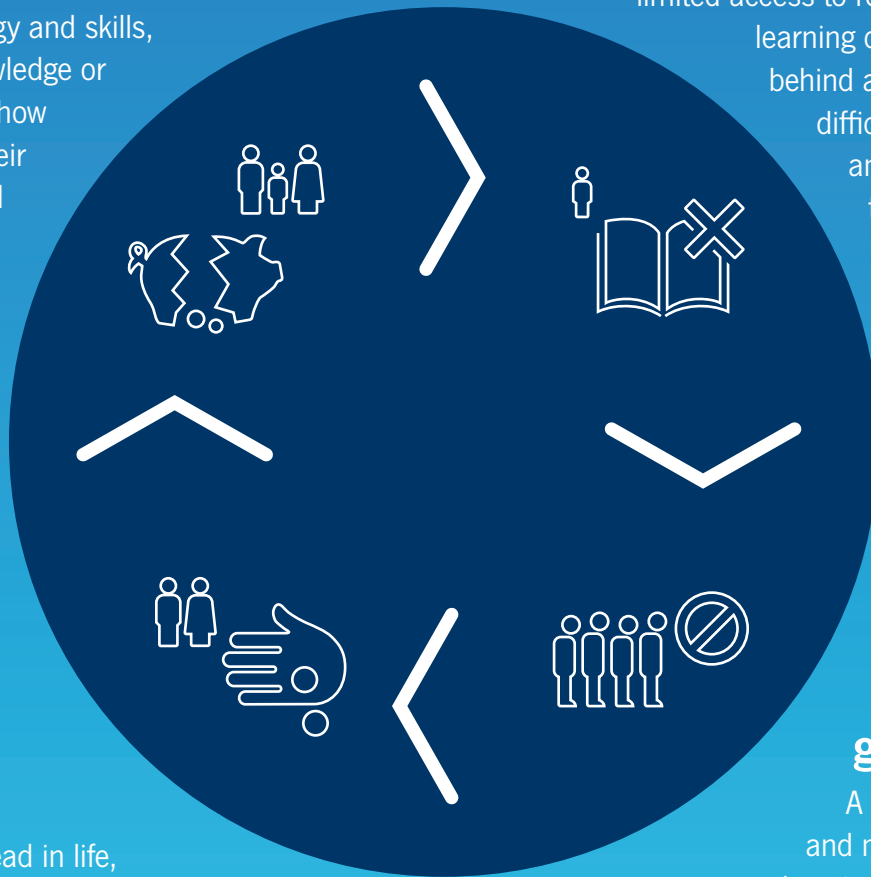
Low-income families

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

2

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 facing difficulty in catching up, and limited access to the support needed to guide study and/or career paths.



4

Poorer overall life outcomes

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

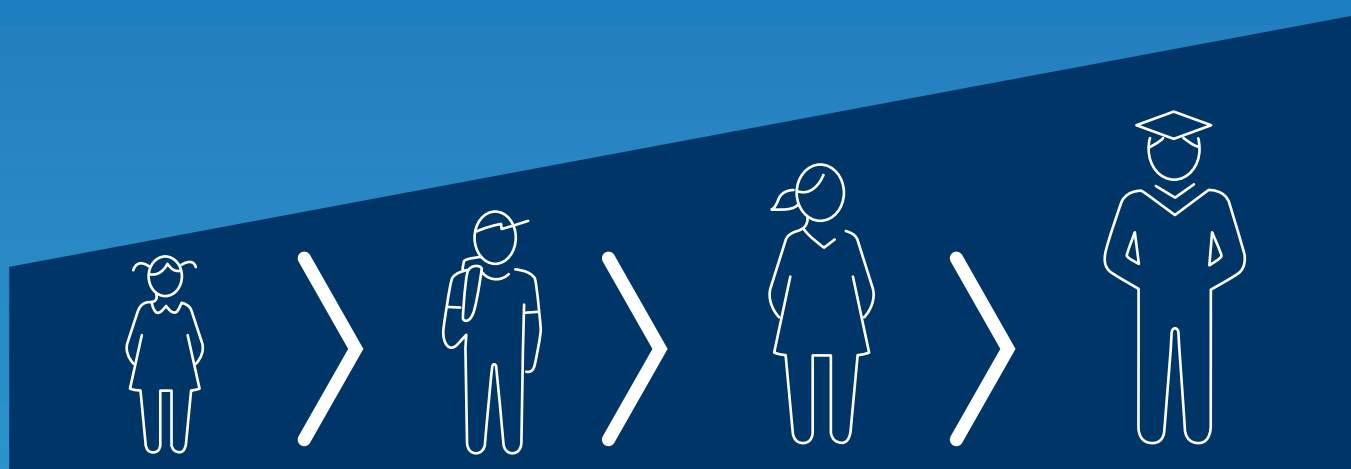
3

Difficulty getting a job

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

Disadvantage at every stage

In Australia, 1.1 million children and young people live in poverty.¹



Early years

DEVELOPMENTALLY VULNERABLE

One in three children in the most disadvantaged communities is developmentally vulnerable in one or more key areas when they start school.²

Primary years

READING

Among Year 5 students whose parents have not completed Year 12 or its equivalent, 61% achieve above the national minimum reading standard compared to 95% of Year 5 students whose parents have a university qualification.³

Secondary years

YEAR 12 COMPLETION

The cost to the community in lost earnings and tax receipts, and in health and welfare costs for each early school leaver over their lifetime is conservatively estimated at \$1 million.⁴

Post-school years

POST-SCHOOL ENGAGEMENT

Around 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.⁵

1 Davidson P, Saunders P, Bradbury B & Wong M (2019), *Poverty in Australia, 2019*, Australian Council of Social Services and University of New South Wales Poverty and Inequality Partnership Report, No 2. Sydney: ACOSS.
 2 Australian Government (2019), *Australian Early Development Census National Report 2018: A snapshot of early childhood development in Australia*, Department of Education and Training: Canberra.
 3 Australian Curriculum, Assessment and Reporting Authority (ACARA) (2018), *Naplan Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018*, ACARA: Sydney.
 4 Lamb S, Jackson J, Walstab A & Huo S (2015), *Educational opportunity in Australia 2015: Who succeeds and who misses out*, Mitchell Institute, Melbourne
 5 Ibid.



Carol

“I’ve seen each of them grow and develop their skills and abilities.”

Carol with children (L-R): Mykaylah, Lachlann and Harley

OUR FIVE-YEAR STRATEGY



APPRECIATING FINANCIAL AND EDUCATIONAL SUPPORT

"I can't thank The Smith Family enough for everything they do. I've seen the great work they undertake in the community, and I've seen the impact they have through their support of my own kids.

My family was first connected with The Smith Family in 2010. Ever since, they've always been there for us whenever we need help. I currently have three children involved in *Learning for Life* – Lachlann, Mykaylah and Harley.

The financial support for things like uniforms and school supplies is important, but my children have also benefited from their educational programs.

All three have participated in Learning Clubs and were involved in *student2student*. They loved both and, as a parent, I've seen each of them grow and develop their skills and abilities.

I'm so grateful to everyone involved with The Smith Family, from supporters to staff and volunteers. If it wasn't for them, families wouldn't get the support they need. And I know how critical that little bit of help can be.

I hope that one day, when my kids have finished their schooling, I can give back to The Smith Family in one way or another, to thank them for everything they've done for my family."

Carol, mother of Lachlann (14), Mykaylah (12) and Harley (11)

We are growing and innovating.

Our Five-Year Strategy provides a framework for better supporting children and families living with disadvantage in a changing world.

**EDUCATION IS
THE KEY TO A
BETTER FUTURE**



2018–22 FIVE-YEAR STRATEGY

Our Five-Year Strategy addresses the opportunities and challenges presented by a rapidly changing and increasingly technological world. It sees our organisation adapting and evolving so that we can continue to offer tailored, relevant and comprehensive support for children and families in need.

GROW AND INNOVATE

Our Five-Year Strategy focuses on growth and innovation to enable children and young people experiencing disadvantage to thrive.

We have an ambition to reach more disadvantaged young Australians with our evidence-based programs and our six strategic priorities provide the framework for achieving our goals.

OUR AMBITION

Over five years to 2022, we will increase by 30% the number of young Australians reached with our effective, evidence-based programs, enabling them to break the cycle of disadvantage and thrive in the 21st century.

OUR SIX STRATEGIC PRIORITIES

SCALE EFFECTIVELY	INNOVATE	ADVOCATE	FUND	DATA ENABLE AND DIGITISE	ENABLE HIGH PERFORMANCE
Grow our reach by 30% over five years while maintaining the effectiveness of our programs.	Innovate to enable the children and young people we serve to thrive in a rapidly changing and increasingly challenging environment.	Be an authoritative and influential advocate with those who shape public policy on behalf of disadvantaged children and young people.	Develop a sustainable funding base to fund our scaling up and strategic initiatives.	Amplify and accelerate our mission through digital and data.	Be a destination employer in our sector. Ensure systems are scalable and fit for purpose.
PAGE 23	PAGE 33	PAGE 37	PAGE 41	PAGE 51	PAGE 55

FIVE-YEAR STRATEGY ACHIEVEMENTS



HIGHLIGHTS FROM 2017–18

SCALE EFFECTIVELY

- ✓ We achieved 19% growth in the reach of our programs to help 143,648 children and young people.

INNOVATE

- ✓ We established a Program Innovation Lab as a research and development incubator to design programs in rapid, efficient and user-centred ways.
- ✓ We developed our internal innovation capability through workshops for team members.

ADVOCATE

- ✓ We developed 44 advocacy products including publications, policy submissions and conference presentations.
- ✓ We released an Australian-first study showing the relationship between a set of key educational outcomes as children move through school, in our research report *Attendance lifts achievement: Building the evidence base to improve student outcomes*.

FUND

- ✓ More than 34,000 Australians sponsored the education of children through our *Learning for Life* program.
- ✓ We achieved 31.4% growth in the number of *Learning for Life* sponsors.

DATA ENABLE AND DIGITISE

- ✓ We developed a new Data Enablement Strategy to accelerate our mission, deliver greater impact and improve stakeholder engagement.
- ✓ We delivered digital program enhancements including online resources for our Learning Clubs and the development of an online version of our early maths program *Let's Count*.

ENABLE HIGH PERFORMANCE

- ✓ We piloted new initiatives to support recruitment, learning and development, career opportunities and recognition.
- ✓ We developed an IT Strategy and implemented a new approach to managing technology projects.





HIGHLIGHTS FROM

2018–19

SCALE EFFECTIVELY

- ✓ We achieved 17% growth in the reach of our programs to help 168,404 children and young people.
- ✓ We calculated the Tertiary Continuation Rate for the first time. The rate for 2018 is 88%.
- ✓ We implemented our evidence-based Practice Framework for family partnership work in 14 communities across the country.

INNOVATE

- ✓ Our Program Innovation Lab co-designed a new *Learning for Life* program called *Future Seekers* to help students in the later primary school years explore the world of work.
- ✓ We ran a 12-month experiment with three Agile squads, concluding that the Agile methodology is an effective approach to delivering initiatives, reducing overall project management risks and building a more innovative and adaptable culture.
- ✓ We were ranked number 63 in the *AFR* Most Innovative Companies list for Australia and New Zealand in 2018.

ADVOCATE

- ✓ We developed 32 public policy products including publications, policy submissions and external presentations. This included an Australian-first publication on young people's views on poverty and social exclusion.
- ✓ We were a major contributor to the *It Takes A Village* campaign, focusing on the role of all community members in supporting children's education.

FUND

- ✓ We acquired 22,060 sponsorships, with almost 10,000 signed up via the website.
- ✓ We delivered a record year-end result of \$8.5 million in major donor income, up 44% on last year.
- ✓ Our corporate partners, trusts and foundations, and universities gave \$11.5 million, a total of \$3.8 million more than last year.

DATA ENABLED AND DIGITISE

- ✓ For our Data Enablement Strategy, we designed and implemented a data and information governance structure, and developed a data literacy framework and implementation plan.
- ✓ We managed 160,000 contacts with the public, including answering around 40,000 emails. We implemented new artificial intelligence software to ensure more timely support.
- ✓ We developed 15 reporting tools to help teams to monitor key operational and programmatic data.

ENABLE HIGH PERFORMANCE

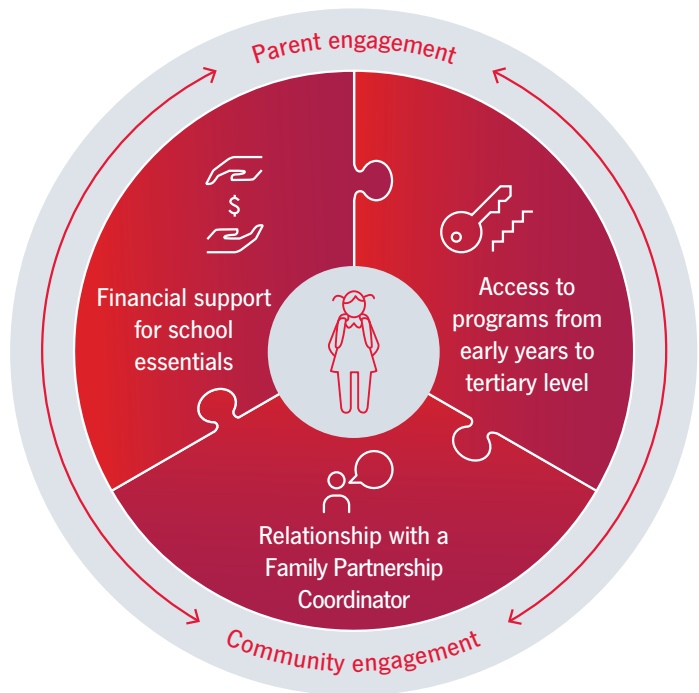
- ✓ Our upgraded national IT network was successfully installed in 51 of our state and regional offices, ensuring faster and more reliable network services.
- ✓ We implemented initiatives to create a better day at work for volunteers and staff, and to increase efficiencies. This included introducing dashboards to improve analytics and reporting, enabling all new starter paperwork to be completed online and upgrading our payroll system.
- ✓ We completed our new IT Strategy Roadmap with the generous pro bono support of Bain & Company. This roadmap sets out a clear way to manage our IT assets and service delivery model.



OUR APPROACH

We believe that every child should have the opportunity to reach their full potential and achieve their dreams, no matter their circumstances. Our aim is to help children and young people experiencing disadvantage by providing them with the long-term support they need to thrive at school and beyond.

HOW LEARNING FOR LIFE WORKS



For families facing challenges such as poor health, disability, unemployment and unstable housing, navigating the systems that might be able to help them can become an almost full time job. This often puts parents under even more pressure, taxing their ability to support their child's education. Unfortunately, when education can't be the top priority, it's easy for children to fall behind in essential skills before they even get started. Over time, they can fall further behind and lose motivation to engage at school. They may leave school early or decide not to pursue tertiary education, and this reduces their chances of finding a job.

Research shows that children who are behind when they start school can catch up and meet key educational outcomes. By providing targeted long-term support to those most at risk, we can improve their chances of achieving educationally.

We support families and community providers to nurture and develop young children's literacy and numeracy skills before they start school. When a child enters primary school, our *Learning for Life* sponsorship program links their families to sponsors who provide financial assistance to help cover their child's education-related expenses. The program also gives students access to personal support and learning programs beyond school that complement their education.

Learning for Life supports students experiencing disadvantage with:

- financial assistance from sponsors to help families meet education costs such as uniforms, books and excursions
- access to a Family Partnership Coordinator who supports the student's education journey and connects them and their family to local learning opportunities
- practical support, such as access to out-of-school learning and mentoring programs to build skills, knowledge, and positive attitudes and behaviours.

Our support is long term: it continues as a student moves through secondary school, completes Year 12 and potentially goes on to tertiary studies.

Our model also focuses on supporting parents' engagement with their child's learning. Research shows that children with parents who are deeply engaged in their education – no matter their income or background – are more likely to do well at school, graduate and go on to higher education. We support parents to set expectations of what their child can achieve and realise their aspirations for them.

Our support targets aspects of parental engagement that have been shown to most influence children's outcomes, such as reading to their child, talking to them about their learning, creating a stimulating home environment and developing positive

parent-teacher relationships. We also help parents to improve their financial skills and other capabilities so they feel more confident setting up their family for success.

We measure the progress of every student in the *Learning for Life* program against four key long-term outcomes: school attendance; advancement to Year 12 or its equivalent; tertiary continuation; and post-school engagement in employment, education or training. Analysing this data helps us refine our approach to ensure we continue to make a difference to the children and families we support. Understanding tertiary completion rates for those students who go on to study at university or TAFE also helps us learn how we can better support the participation of young people experiencing disadvantage at the tertiary level.

Young people today face a unique challenge: the jobs they are preparing for may soon become obsolete as technology rapidly changes our economy and the job market. Digital skills and the ability to innovate will be vital for today's children to succeed tomorrow. We address this need by offering a range of career support programs as well as programs that support these two key learning areas.

The Smith Family partners with families, schools, communities, businesses, governments and other agencies to achieve positive outcomes for the young people we support.

Alisha

“I always wanted to do something with my life to help others.”

CASE STUDY

CONNECTING THROUGH STORY

“I think my own background as a Smith Family student has positively impacted the way I now work and communicate with our families as a Family Partnership Coordinator.

When I was at school, I always wanted to do something with my life to help others. I became a primary school teacher when I finished. But before long, I found myself connected to The Smith Family once more – this time as a staff member.

This is my sixth year as a Family Partnership Coordinator, and I find my role working with families to help their kids reach their full academic potential just as rewarding as I did when I started. I'm also currently participating in our practice framework pilot. The project is about developing evidence-based practice for Family Partnership Coordinators so we can ensure the families we work with are at the centre of everything we do. It's an exciting time.

Sometimes I find the kids and families I work with are reluctant to tell me the full extent of the challenges they are facing, and I can really relate to their sense of shame. It takes me right back to that 13-year-old girl in the school playground.

But I'm able to tell them my own story and explain I was once in a similar situation. Often, I will see the relief on their faces. By sharing our stories, we build a strong relationship. I'm able to show them that, through the help of The Smith Family, I'm now a confident, happy woman who wants to help others.”

Alisha, Family Partnership Coordinator

“I’m a representation of the positive impact that The Smith Family support can have on a student’s education journey.”

Nathan



Nathan with his mother at The Smith Family’s Graduation Event

OUR PROGRESS



DRIVEN TO SUCCEED

“The Smith Family first became part of my life when I was in early high school. At the time, I was living with my mum, dad and younger brother. While I was in Year 8, dad moved out of house, so money got a bit tight and that put stress on my brother and me in regards to our education.

Mum had always been involved with our school and community, and one day while volunteering she heard about The Smith Family. Mum did some research and found out my brother and I were eligible for sponsorship.

Almost immediately, the support of The Smith Family had a tremendously positive effect on my studies, and alleviated a lot of the financial stress at home. It helped us buy school supplies, like uniforms, bags and new shoes. This allowed mum to focus more on managing a liveable household, which up until that point was a difficult task.

My brother and I were happier, more comfortable at school, and more focussed on our schoolwork. I was personally driven by the thought that there were people out there in the community – my sponsors – who were willing to support my education.

I was able to accomplish a lot during my high school studies, and I think the stability granted by The Smith Family played a key role in making these achievements possible.”

Nathan, *Learning for Life* tertiary student

We track the progress of the students we support to ensure our approach is working.

WE TRACK OUR RESULTS

1 ATTENDANCE

Regular attendance at school is essential for students to achieve positive educational outcomes.

2 ADVANCEMENT

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

LONGER-TERM RESULTS

LEARNING FOR LIFE STUDENTS' AVERAGE SCHOOL ATTENDANCE IN 2018:

90.7% primary school students (90.5% in 2017)

85.2% secondary school students (85.4% in 2017)

86.3% Aboriginal and Torres Strait Islander students (86.1% in 2017)

LEARNING FOR LIFE STUDENTS WHO ADVANCED THROUGH SCHOOL FROM YEAR 10 TO YEAR 12 OR ITS EQUIVALENT BY 2018:

66.7%

of *Learning for Life* students in Year 10 in 2016 advanced to Year 12 in 2018.

Over the last six years, 12,445 *Learning for Life* students across Australia have been supported to complete Year 12.

SHORT-TERM RESULTS

Improved numeracy

Increased academic engagement and achievement

Increased self-management and confidence

Improved literacy

PROGRAM RESULTS

LET'S COUNT

58%

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

LET'S READ

96%

of parents agreed that they now have more ideas about how to read, talk and sing with their child.

STUDENT2STUDENT

97%

of students improved their reading. 90% of students agreed *student2student* made it easier to do their schoolwork.

LEARNING CLUBS

87%

of participants said going to the club helped them do better in class. 85% of participants said going to the club made them try harder at school.

We are tracking the progress of nearly 50,000 students receiving *Learning for Life* support against four longer-term outcomes: school attendance; completion of Year 12 or its equivalent; tertiary continuation; and post-school engagement in education, training or employment. We are also assessing the short-term outcomes of our programs as these help put children on the path to reaching the four longer-term goals.

3 TERTIARY CONTINUATION RATE

This rate indicates the proportion of our first-year tertiary-level *Learning for Life* scholarship students who continue their studies into second year at university, while still on a scholarship.

4 ENGAGEMENT RATE

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

LEARNING FOR LIFE TERTIARY SCHOLARSHIP STUDENTS CONTINUING FROM FIRST YEAR TO SECOND YEAR STUDY AT UNIVERSITY IN 2018–19:

88.0%

Given that a significant proportion of all first-year students drop out, this is a strong outcome.

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

79.2%

Four in five students who left in Years 10 to 12 were working and/or studying 12 months after leaving the program.

Only 4.5% of former *Learning for Life* students were not in work or study, and/or looking for work and/or volunteering.

Enhanced networks and relationships

Improved knowledge and understanding of study options and career paths

Improved knowledge and understanding of financial management

iTRACK

85%

of student respondents agree their mentor helped them understand more about how they can reach their career goals. 89% of student respondents said their mentor helped them feel more positive about their future job, career, and study options.

CERTIFICATE 1 IN FINANCIAL SERVICES

79%

of participants attained the Certificate 1 qualification. 85% reported that they are confident making financial decisions.

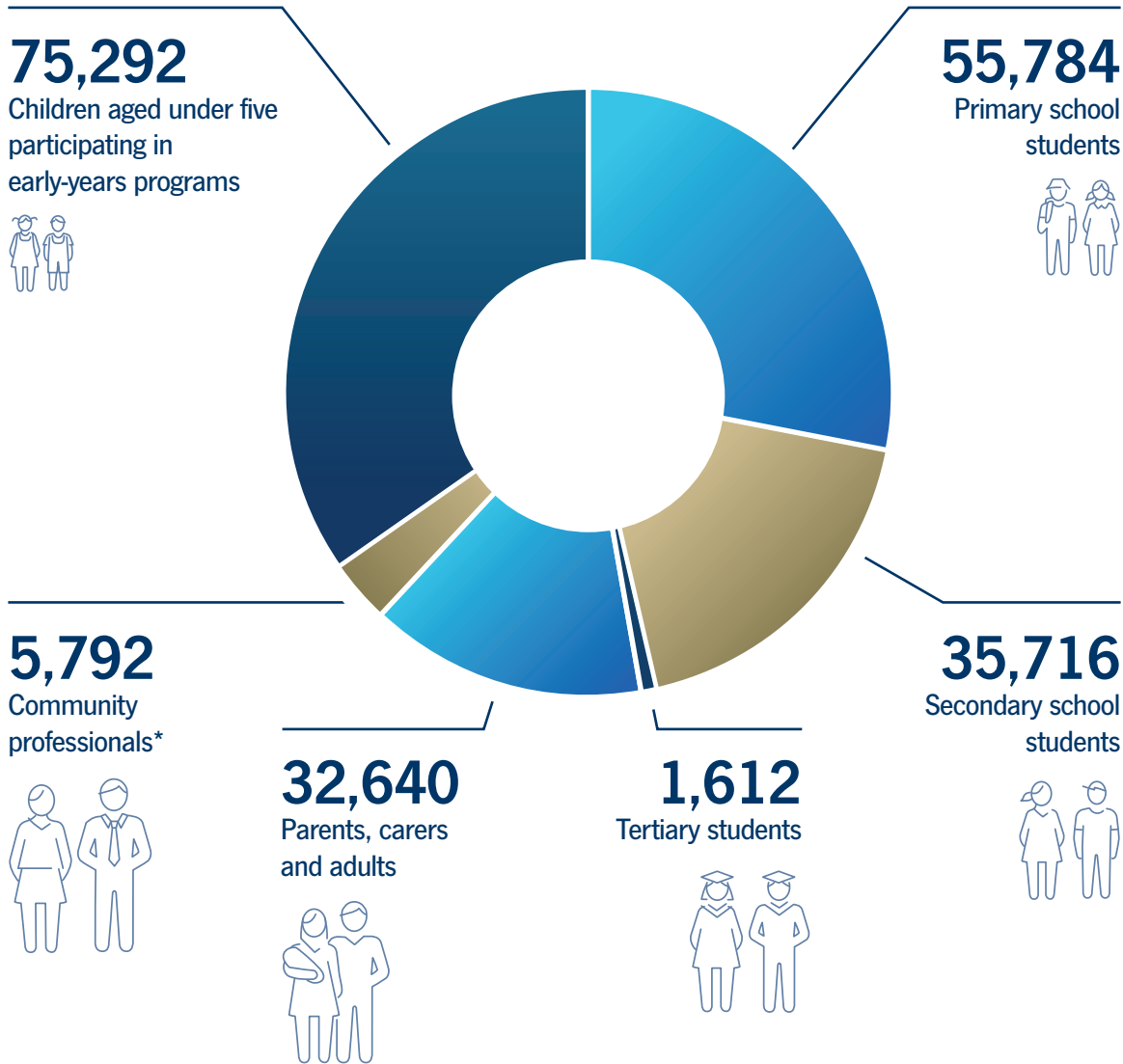
SAVER PLUS

87%

of participants were saving the same amount or more three to seven years after completing the program.

206,836 PARTICIPANTS

The Smith Family reached 206,836 children, young people, parents, carers and community professionals* in 2018–19, up 18% on the prior year.



168,404

children and young people participating in our programs in 2018–19, up 17% on the prior year.

49,735

Learning for Life sponsorship recipients, up 16.1% on the prior year.

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

91 COMMUNITIES

in which *Learning for Life* programs are delivered.



Learning for Life participation

21.5%

of students on sponsorship (10,691) in 2018–19 identified as Aboriginal and Torres Strait Islander peoples, up from 20.6% last year.

Partnerships with

694

partner schools attended by *Learning for Life* students, up from 663 schools last year, a 6% increase.

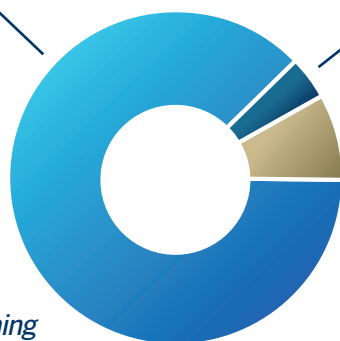
206,738 SUPPORTERS

Up from 188,031 supporters last year, a 10% increase.

182,587

Sponsors and donors

- 44,607 Sponsors of *Learning for Life* students
- 137,980 Donors funding *Learning for Life* programs



8,972

Individual volunteers

15,179

Members in 305 VIEW Clubs Australia

210

Partner organisations

- 95 Corporate partners
- 11 Universities
- 104 Trusts and Foundations



Mason

“My talent is music and the program helped me to be able to study a TAFE Certificate 3 in Sound Production”

STRATEGIC PRIORITY 1

SCALE EFFECTIVELY



SUPPORT THAT HELPED ME ACHIEVE

“Now that I’m older I have realised how much the *Learning for Life* program has impacted my life.

Nan gave up a lot to help me and eventually health problems forced her out of work. The program took so much pressure off our family, Nan and me.

It made a huge difference being sponsored with my education. Looking back, I realise we couldn’t have done it without this support. It helped with uniforms, school necessities and fees for different subjects.

I also attended the Explore Uni camps through the partnership with QUT and they were a great way to explore higher education opportunities.

My talent is music and the program helped me to be able to study a TAFE Certificate 3 in Sound Production, a Certificate 4 in Music Theory, and a Diploma of Music Industry and Performance as well. I’m also a graded drummer through the Trinity College of London.

My goal is to make a difference through my music and let young people know that there are great people like the *Learning for Life* team out there. Never give up on your dreams; don’t let your circumstances dictate who you are and what you want to achieve.”

Mason, *Learning for Life* alumnus

We are growing our reach so that we can help more young people through providing educational support.



Early years

One in three children in Australia’s most disadvantaged communities is developmentally vulnerable in one or more key areas when they start school. This compares to 15% of children in the least disadvantaged communities.¹



Logan, *Let's Count* educator and father of two

THE CHALLENGE

When a disadvantaged child starts school already behind their peers, they are more likely to struggle to catch up and stay motivated.

Developing basic language and numeracy skills, and a positive disposition to learning before they start school, provides children with a strong foundation for achieving positive educational outcomes later in life.

HOW WE HELP

Starting school is a significant milestone for any child. Our support aims to help children from disadvantaged backgrounds successfully transition to school. In the early years, we work mainly with families, childhood educators and other community professionals to help them build the skills, knowledge and confidence they need to effectively support children before they start school.

We focus on helping children build the foundational skills they need to thrive when they start 'big school'. Through our early-years programs, *Let's Read* and *Let's Count*, we provide training and resources for early childhood educators and other professionals who work with parents, to help them develop the reading and numeracy skills of young children.

This year, we launched an online version of *Let's Count*, designed to improve access to the program for educators nationally. This initiative was made possible through the generous support of our corporate partner Orica and the Australian Government.

We continued our role as the Facilitating Partner in nine *Communities for Children Facilitating Partner* sites funded by the Australian Government Department of Social Services. In this role, we facilitate local services to provide early intervention and prevention programs for children aged 0 to 12. This initiative is designed to support families when they need it and help improve long-term outcomes for children in those communities.

We also continued to run two *Child and Parent Centres* in Western Australia in partnership with local schools and community groups. The Western Australian Government provides funding for these centres, and recently extended this funding to 2022.

HIGHLIGHT PROGRAMS

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

PROGRAM OUTCOME

Parents have the skills and resources they need to support their child’s early language, literacy and numeracy development.

75,292
children aged under five participating in early-years programs

24,194 children aged from birth to five participating in *Let's Read*

42,537 children participating in *Let's Count*

6,128 children participating in *Communities for Children*

¹ Australian Government (2019), *Australian Early Development Census National Report 2018: A Snapshot of Early Childhood Development in Australia*, Department of Education and Training: Canberra.

Primary years

Even when students from disadvantaged backgrounds achieve strong Year 3 results in the National Assessments Program – Literacy and Numeracy (NAPLAN), they can be almost two years behind their advantaged peers by Year 9 in terms of reaching educational milestones.¹

Three in 10 *Learning for Life* students do not have a computer or tablet that is connected to the internet.

THE CHALLENGE

Parents and carers of disadvantaged young people may have more limited knowledge and experience of how to help their child achieve goals, and fewer contacts in their networks who might assist them.

Compounding this are significant socioeconomic hurdles – reduced financial support, complex family issues, or personal or family health problems – that may make it more difficult for disadvantaged young people to sustain and realise their aspirations.²

HOW WE HELP

Learning for Life sponsorship begins when a student starts school. Financial assistance from sponsors helps families pay for school essentials, including uniforms, books and excursions, so children can join in with everything school has to offer.

Our Programs Coordinators work with local communities and partner schools to

plan and support our learning programs. Learning Clubs are a great example of these partnerships in action. They provide safe and supportive out-of-school spaces where students can access support for their learning. For students who need extra support with their reading, our Coordinators connect them to our *student2student* program, which matches students with peer buddies who help and encourage them to improve their reading.

With digital skills set to become even more important for both participating in school and the jobs of the future, *TechPros* focuses on improving the foundational digital literacy of primary school students. This program was introduced as a pilot in April 2018, and consists of fun, interactive and self-paced sessions run over eight weeks. Along the way, students are supported by high school student mentors, known as ‘Techsperts’. The pilot was well received by students and teachers, and was rolled out to students in Years 5 and 6 this year. We are currently designing a similar program for students in Years 3 and 4.

We also offer the *Young ICT* (Information and Communications Technology) *Explorers Accelerator Program* in partnership with our corporate partner SAP, for students in Years 3 to 6. This program provides teachers with professional development, mentoring and technology hardware so they can encourage students experiencing disadvantage to explore ICT. Students can also participate in the *Young ICT Explorers* competition.

To understand the impact the *Young ICT Explorers Accelerator Program* has on students, we recently commissioned an external evaluation. This involved interviews with more than 40 teachers and focus groups at four of our partner schools. The evaluation showed that the program had a positive, and in some cases a profound, impact on participating students. The majority (96%) of teachers said their students’ confidence in using digital technologies increased, while 93% said it improved students’ capacity to solve problems.

Access to the internet remains a challenge for many of our *Learning for Life* students. This



Sahana, Learning Club participant

can affect a student’s ability to participate in classes and do homework. To increase the number of our students who have access to the internet, we partnered with Optus on the Optus Gifted initiative.

The three-month trial saw 160 students receive a free Optus Gifted SIM card for a mobile phone, with free national talk and text, and access to 10GB of data recharged every 42 days. Feedback from families who participated in the initiative was positive, with 90% of parents believing this support will help their children with their education. Following the successful trial, the decision was made to roll out this exciting offer to a broader group of *Learning for Life* students across Australia.

HIGHLIGHT PROGRAMS

- *Communities for Children*
- *Future Seekers*
- *Kidpreneur*
- Learning Clubs
- *Partnerships for Education*
- *Passport to Success*
- *TechPros*
- *Young ICT Explorers Accelerator Program*

PROGRAM OUTCOMES

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

55,784

students participating in programs

25,851 students sponsored through *Learning for Life*

16,019 students participating in *Communities for Children*

4,373 students participating at 314 Learning Clubs

¹ Goss, P, Sonnemann, J, Chisholm, C, & Nelson, L (2016), *Widening Gaps: what NAPLAN tells us about student progress*, Grattan Institute, Melbourne.
² Menzies, L (2013), *Educational aspirations: How English schools can work with parents to keep them on track*, York: Joseph Rowntree Foundation.

Secondary years

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.¹

THE CHALLENGE

Factors such as family income, parental support, the presence of positive role models, and students' motivation, mindset and ability to persevere, can influence school completion and educational outcomes for secondary school students.

Heightened awareness of the financial strain that educational costs place on their family can lead some students to choose low-cost elective subjects, regardless of their interest or academic ability. They may also opt out of school excursions.

Limited access to technology, resources or a support network can also reduce a student's motivation at school, leading to disinterest in learning, low self-esteem and poorer educational outcomes.

HOW WE HELP

In secondary school years, our key focus is on helping students link their current learning to future pathways and career options. Our aim is to help *Learning for Life* students to remain engaged in their education, so they can complete Year 12 and go on to further education or a job.

We connect students to opportunities and programs that increase their awareness of the range of career options and how to access them. We also provide students with opportunities to hear from others in the

community about the pathways they took to their chosen careers. For example, adult volunteers who are in employment, give students in Years 9 to 11 helpful support and advice about post-school options, through our online mentoring program *iTrack*.

We also organise university campus and TAFE visits and camps, and careers exposure days via our corporate partners. Our *Work Inspiration* program provides young people with meaningful and inspiring ways to experience the world of work firsthand. It also helps businesses to showcase their work and employment opportunities, engage with the future workforce and support their local community.

The *Career Coaching* program focuses on supporting young people in Years 9 to 11 who are at risk of leaving school early. We provide active career coaching to help students set goals for the future, and develop plans to achieve them. We also offer skills development opportunities such as vocational cadetships, structured referrals and community support and services. The initiative also provides significant additional resources to our Family Partnership Coordinators to help them support young people and increase the chances of them progressing to Year 12.

Of the 101 young people who participated in the pilot last year, the majority stayed at school, while others were assisted in transitioning into further study or employment. The Citi Foundation has generously provided funding to support the extension of the program through to 2020.

Research tells us that creative enrichment programs can have positive outcomes for disadvantaged children including providing opportunities to develop self-confidence, creativity and problem-solving skills. To keep young people engaged with their learning at school, and increase their creative skills and knowledge of post-school options, we run *SmArts*. This art enrichment and creative

program helps raise students' educational aspirations and knowledge of career options in the Arts. With the support of our partners, 463 students in Years 8 to 12 took part this year.

HIGHLIGHT PROGRAMS

- *Career Coaching*
- *Certificate 1 Financial Services*
- *Girls at the Centre*
- *Indigenous Youth Leadership Program*
- *iTrack*
- Learning Clubs
- *Partnerships for Education*
- *SmArts*, including Bella Art Workshops
- *Work Inspiration*

PROGRAM OUTCOMES

- Improved literacy and numeracy
- Greater understanding of available career options
- Increased knowledge of pathways to further study and a career
- Improved knowledge and understanding of financial management

Students participating in the inaugural Dry Season Music Camp, part of The Smith Family's *SmArts* program



35,716

students participating in programs

22,370

 students sponsored through *Learning for Life*

6,797

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

1,857

 students participating in *Work Inspiration*

831

 students working with 391 tutors in 82 Learning Clubs

¹ 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.

Post-school years

Around 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.¹



23-year-old *Learning for Life* tertiary student Dylan has been matched with a mentor through The Smith Family. "University only teaches you so much. Having a mentor who has graduated and worked in the field is really great for you to run ideas past. They can give you really helpful feedback."

THE CHALLENGE

Many of our sponsored students are the first in their family to complete Year 12 and go on to tertiary study. The costs of travel, textbooks and other resources required for their studies can place financial strain on their families. The lack of adequate technology at home, such as internet access or a reliable computer, can also make it harder for these students to complete their studies. Without connections to professionals in the workforce or a network to provide study and career advice, students from disadvantaged families can find it hard to manage the demands of tertiary study and grow networks to improve their career prospects.

HOW WE HELP

We know that the transition to higher education can be challenging at times. Our *Learning for Life* Tertiary Scholarship program helps school leavers from disadvantaged backgrounds to continue their studies at university or TAFE. In addition to financial support, students can access more specialised support to help them overcome factors that may prevent them from attaining their tertiary qualification. For example, we may provide a career mentor for a student in their final year of tertiary study, to help guide their transition to work.

This year, we formed a national team of Tertiary Coordinators to provide our students with additional support during their studies. Our coordinators help students to remain engaged with their studies, connect them with additional resources at their place of study, and link them to a range of programs designed to help them take the first steps into the workforce.

We also introduced a new Tertiary Continuation Rate metric. This measures the proportion of first-year *Learning for Life* tertiary students who continue their studies into the second year of university, while still on scholarship. Over time, this will help us evaluate the effectiveness of our

tertiary support programs and deepen our understanding of how we can best support our students as they enter tertiary education.

We have also seen a strong commitment from employers signing up to take cadets for the 2019 intake of our *Cadetship to Career* program. For the first time, we welcome Qantas, the Australian Securities Exchange, Pearson, HSBC, Arup, Ecotech and Jacobs as supporting employers. These companies join existing supporters SAP, Macquarie Bank, Programmed, Accenture, ANZ, Cochlear, Compass, MinterEllison, Rio Tinto, Telstra, Woodside and WSP.

These companies have agreed to support a total of 46 new cadets from our 2019 Tertiary Scholarship cohort, providing students with eight-week paid work placements every summer over the course of their studies. This will take the total number of cadets to more than 100.

This year also saw the development of a student-centred higher education strategy, which we are currently trialling in Queensland and Victoria. The strategy's aim is to develop deep, responsive and collaborative relationships with universities and vocational training providers nationally, to support our students as they continue their post-school educational journeys.

HIGHLIGHT PROGRAMS

- *Cadetship to Career*
- *Care2Achieve*
- *Learning for Life* Tertiary Scholarship

PROGRAM OUTCOMES

- Continuation and completion of study
- Enhanced networks and relationships
- Improved employability

1,612

tertiary students sponsored through *Learning for Life*

82

tertiary students participating in *Cadetship to Career*

63

 tertiary students participating in career mentoring

41

 tertiary mentoring participants

¹ Lamb, S, Jackson, J, Walstab A, and Huo S (2015), *Educational opportunity in Australia 2015: Who succeeds and who misses out*, Mitchell Institute, Melbourne.

Parents and carers

Parental engagement in children’s learning is a bigger predictor of how children do in school than a family’s socioeconomic status. Students with engaged parents, no matter what their income or background, are more likely to do well at school, graduate from school and go on to higher education.¹

THE CHALLENGE

Rather than low aspirations, families of disadvantaged young people tend to have more limited knowledge and experience of how to help their child achieve goals, as well as fewer contacts in their social networks who might assist them.²

HOW WE HELP

Our *Learning for Life* program recognises the central role parents and carers play in supporting their child’s education. As part of *Learning for Life*, the family enters into a Partnership Agreement with The Smith Family, which acknowledges the shared goal of supporting the child’s long-term participation in education and the importance of parental engagement in helping achieve this.

Our Family Partnership Coordinators build strong relationships with parents and carers, collaborating with them to develop ways to engage with their child’s learning. Through their close relationships with families, our coordinators can identify opportunities that will most benefit the families they support.

Financial literacy programs such as *Saver Plus** and *MoneyMinded* provide money management skills for families looking to develop their skills, knowledge and confidence in this area. *Saver Plus* is a financial education and matched savings program that helps families to gain financial skills, establish a savings goal and develop long-term saving habits. The program supported 2,006 participants during the year.

This year, we also expanded the delivery of our *MoneyMinded* program to more *Learning for Life* families. *MoneyMinded* is a financial education program to help people make informed decisions about using and managing their money. Workshops are held weekly over four to five weeks, with trained facilitators delivering each session. The sessions are customised to meet the needs of participants.

We also worked with parents to ensure that the ‘voice’ of our children and families continues to shape the support we offer families, so their needs are genuinely being met. We did this in a variety of ways, including surveys, roundtable forums and involving parents and children in the design of our programs.



Paula, *Saver Plus* participant with her children (L–R) Macey, Izabella and Charlotte

HIGHLIGHT PROGRAMS

- *Child and Family Centres*
- *Digital Access*
- *Let’s Count*
- *Let’s Read*
- *Engaging Parents and Community*
- *MoneyMinded*
- *Partnerships for Education*
- *Ready Set Go*
- *Saver Plus**

PROGRAM OUTCOMES

- Increased confidence
- Enhanced networks and relationships
- Improved skills and knowledge

32,640

parents/carers/other adults participating in programs

22,380 participating in *Let’s Count*

2,006 participating in *Saver Plus*

1,217 participating in *Partnerships for Education*

* *Saver Plus* is an initiative of the Brotherhood of St Laurence and ANZ, and is funded by ANZ and the Australian Government Department of Social Services.

1 Menzies, L (2013), Educational aspirations: How English schools can work with parents to keep them on track. York: Joseph Rowntree Foundation.
2 Fox, S & Olsen, A (2014), Defining parental engagement. Canberra: ACT Department of Education and Training.

Working with the community

Community partnerships are particularly important for students at greater risk of disengagement and dropping out, as they help show these students the value of learning by situating it within the contexts and communities where knowledge is applied.¹

THE CHALLENGE

In communities with lower levels of access to services and labour market opportunities, disadvantage can be entrenched in families over many generations. A young person growing up in such an environment needs to overcome a huge range of personal and community-based challenges to break the cycle. Challenges include fewer educational and employment opportunities, so children and young people need extra help and resources to support their early learning, motivate them to go to school and complete Year 12. This includes support from their family, the community, local businesses and community services working together to mitigate these challenges. Research shows that where services and people are connected and aligned, young people have a better chance of achieving improved educational and life outcomes.

HOW WE HELP

The Smith Family's work is focused on breaking the cycle of intergenerational poverty. We provide opportunities for children and young people to build better futures for themselves by achieving strong educational outcomes. We recognise that the issues faced by our families are complex, multi-dimensional and most often long term. We work to build meaningful partnerships with families and to support them to access the

services they need, when they need them. We do this by building community-based partnerships and referral networks with organisations that offer relevant skills and expertise to address these issues.

Our work in the community begins before a child even starts school. We train educators and others working in the community to present our early-years programs, *Let's Count* and *Let's Read*. These programs support parents and carers to develop their child's early numeracy and literacy skills.

We support school-aged children through our *Learning for Life* program, and out-of-school help such as our Learning Clubs. The clubs provide safe and supportive spaces where students can access support for their learning. The programs aim to encourage children and young people to fully engage with their education and create opportunities for them to reach their full potential.

The *Communities for Children Facilitating Partner* initiative recognises that a mix of factors play a crucial role in determining outcomes for children and young people. These include the availability of support networks and services, as well as community and cultural influences.

In nine *Communities for Children Facilitating Partner* sites, we facilitate a community-based approach to developing programs that help families navigate service systems

HIGHLIGHT PROGRAMS

- *Child and Parent Centres*
- *Communities for Children*
- *Engaging Parents and Community*
- *Partnerships for Education*

PROGRAM OUTCOMES

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



Nhung and son Austin attending *Communities for Children* playgroup

more easily and build closer community ties. As part of this strategy, we listen to families in our communities; establish strength-based partnerships with local service providers; and collaborate with schools, businesses and government agencies. This helps ensure that the voices of our children inform every aspect of planning, designing and implementing programs.

40,671

participants supported through community programs funded by governments.

9 *Communities for Children Facilitating Partner* sites in NSW, the NT, QLD, VIC and WA, supporting 6,128 pre-school children, 16,019 primary school students, 325 secondary students, 4,774 parents and carers, and 1,725 community professionals/educators

4,550 participants in *Partnerships for Education*, made up of 85 children, 1,675 primary students, 899 secondary students, 1,217 parents/carers/other adults and 674 community professionals/educators

¹ Pridham B & Deed C (2012), *Applied learning and community partnerships improve student engagement in Australia*, Middle School Journal, p 44, 1.

Our work with Aboriginal and Torres Strait Islander children and young people

In 2018, the average school attendance rate for Aboriginal and Torres Strait Islander students was 82.3%, compared to 92.5% for non-Aboriginal and Torres Strait Islander students.¹

22,640

program participants who identify as Aboriginal and Torres Strait Islander peoples

THE CHALLENGE

A range of complex social and cultural factors have led to an imbalance in educational achievement for Aboriginal and Torres Strait Islander students over many years. When they start school, many Aboriginal and Torres Strait Islander students can be behind their peers in basic skills, and as a result can struggle to stay motivated to attend school regularly. When students face additional challenges at home and in their community, they find it very hard to stay motivated to reach Year 12.

HOW WE HELP

We are committed to working with Aboriginal and Torres Strait Islander children and their families to help close the gap in educational outcomes.

Our approach is underpinned by our 2017–20 Reconciliation Action Plan (RAP), through which we aim to address the inequalities experienced by Aboriginal and Torres Strait Islander children and young people. The RAP includes a commitment to ensuring that a minimum of 15% of students in the *Learning for Life* program are from Aboriginal or Torres Strait Islander backgrounds.

This year, 21.5% (10,691) of the *Learning for Life* students we support are from Aboriginal and Torres Strait Islander backgrounds. We support these students by providing tailored assistance, including targeted learning and mentoring programs that help them to stay motivated at school and keep up with their peers. We also provide opportunities for students to participate in activities outside their own communities, so they can learn about options beyond their own experiences.

Our Advisory Group on Issues Concerning Aboriginal and Torres Strait Islander Peoples continued to provide essential advice and feedback to ensure that our work was culturally appropriate. This year, we explored new governance arrangements to better engage our Advisory Group members with

10,691

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

our state and territory offices. Many of our team members, including senior leaders, undertook a variety of cultural learning activities and National Reconciliation Week activities.

Team members also took part in several external forums aimed at increasing our awareness of what other organisations are doing to meet their RAP commitments.

Close collaboration with communities and families helps to ensure the support we provide makes a genuine and long-term difference.

Our work includes implementing the *Indigenous Youth Leadership Program* (IYLP), funded by the Department of the Prime Minister and Cabinet's Indigenous Advancement Strategy. IYLP supports 231 secondary students from remote communities so they can attend high-performing schools in various states. We are delighted that funding for this program has been renewed until 2023.

Consistent with the intent of the Australian Government's Indigenous Grants Policy, we transitioned a number of community-based programs to Aboriginal Community Controlled Organisations. We welcome the opportunity to continue to work collaboratively with these organisations, to support improved outcomes for families.

HIGHLIGHT PROGRAMS

- *Engaging Parents and Community*
- *Girls at the Centre*
- *Growing Healthy Families*
- *Indigenous Youth Leadership Program*
- *Ready Set Go*

PROGRAM OUTCOMES

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

4,459

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

231

participants in the *Indigenous Youth Leadership Program*

¹ Steering Committee for the Review of Government Service Provision (2018), *Report on Government services, 2018, Volume B: Child care, education and training*, Productivity Commission, Canberra.

“The program has really helped my confidence”

Jasmine

CASE STUDY

A POSITIVE JOURNEY AHEAD

“I discovered I was part Aboriginal about two years ago and when I saw the *Girls at the Centre* program advertised in the school newspaper, I was interested to find out more.

It was good timing as I was thinking of dropping out of school and getting home tutored. The girl coaches persuaded me to carry on at school.

I wasn't having problems with my studies as much as I was with the other students. I was constantly getting bullied and often walked out of class, which affected my grades.

Being part of *Girls at the Centre* has really helped my confidence. I have friends my

own age and also older, which is great.

I am now a happy and cheerful person. I've learned to consider other people's feelings too.

At the program, we have breakfast before school, afternoon activities, senior study time and excursions.

There are also guest speakers who come in to talk to us about different things, some of them cultural, and we also get girls' time.”

Jasmine, 15, *Girls at the Centre* participant

“It was great fun,
working together to
create something new.”

Lilly,
Brayden and
Shanaye



Lilly, Brayden and Shanaye
with their invention BUDDIE

STRATEGIC PRIORITY 2

INNOVATE



EXPLORING NEW IDEAS

“Young ICT Explorers was a fun way for us to work together as a team and think differently to create something new.

What happens if a non-verbal person is sick and they can't tell you? Or what happens if they need to go to the bathroom? As a carer, friend or family member – how are you supposed to know what they need or want?

To answer questions like this, we decided to invent 'BUDDIE' – which stands for *Brains, Understanding, Daily, Duties, Intelligent, Educator*.

BUDDIE is a mood/needs box that lets you know if a person is ok. It does this by letting them choose a colour to express themselves, and then the robot lights up, and each colour represents a different emotion or feeling. For example, red could mean they're angry or not feeling well; green could mean they're ok or happy; blue could mean they're sad; and pink could mean they are feeling anxious.

As part of the program, we received help from local high school students. With their help, we came up with a problem we wanted to solve, brainstormed our invention, and figured out how to build it.

We also enjoyed presenting our finished project with other students doing ICT, and we were lucky enough to be invited to the ICT state finals – where we received a merit award.”

Brayden, Shanaye and Lilly

participants in the *Young ICT Explorers Accelerators Program*

We are innovating
to provide better
support for the
children and young
people we serve.



The Smith Family is committed to innovating to better support the children and young people we serve, and help grow the skills of our people.

To do this, we have taken a three-pronged approach to fostering an innovation culture and reaching a point where innovation is commonly understood and carried out across our organisation.

This involves offering skills and competency training to team members to increase general understanding and knowledge of innovation techniques and tools. We also provide immersive training and workshop experiences for team members to solve live business problems. Progress is shared and celebrated along the way.

Our overall commitment to innovation was recognised when we were named in the 2018 AFR Most Innovative Companies list. We were ranked number 63 out of more than 1,000 Australian and New Zealand nominees.

BUILD A RESEARCH AND DEVELOPMENT INCUBATOR CAPABILITY FOR PROGRAMS

The Program Innovation Lab works to ensure that the views and voices of our students and families influence our program design. We leveraged our experience in developing and delivering high-quality programs, and created the Lab to design programs in a way that is user-centric, lean and experimental.

The Lab applies the same innovation framework as Spark, over a 10-week cycle. In each cycle, the team of designers focuses on an idea for a new program or for enhancing an existing program.

As part of this process, the team invites input from students and families. This helps to ensure that the programs being developed will meet their needs. An iterative process allows the Lab to move rapidly from researching and developing new program designs to testing them.

The Lab has also delivered a prototype for a new *Learning for Life* program, called *Future Seekers*, developed with input from students, schools and other partners. This program helps students in Years 4 to 6 explore the world of work and the skills they'll need in future. Early feedback from schools has been positive, with good outcomes for students. A full pilot of the program will be conducted in 2019–20.

The Lab has also allowed us to enhance several of our existing evidence-based programs. These include redesigning our current pilot *TechPros*, aimed at Years 5 and 6, to create a similar program for Years 3 and 4. The Lab has also considered how to improve the experience of students enrolled in *Certificate 1 in Financial Services*, revisited the strategic direction of the *iTrack* program, and explored the delivery of *Learning for Life* programs beyond schools.

ACCELERATE THE SPARK INNOVATION PROGRAM

The Smith Family's Spark innovation program applies a creative, problem-solving framework to address strategic challenges facing our organisation. To do this, we recruit innovation champions, known as 'Sparkies', from different teams and train them in best-practice innovation processes.

The methodology underpinning the Spark program takes a collaborative approach to getting to know our students, families, supporters and team members, as well as their challenges and goals, and rapidly testing creative solutions.

This year we trained 24 new Sparkies, taking the total number of people who have participated in the program to 50 since its launch in 2016.

We held six Spark Labs during the year, addressing five 'innovation missions'. These included enhancing the experience of sponsors, improving volunteer recruitment processes and strengthening the onboarding program for new team members.

This year also saw the launch of Spark Express. This program was developed in response to demand from managers who were eager for their teams to participate in the Spark process. It uses our existing innovation framework to solve business challenges in just two days. Since its launch in June 2018, we have run seven Spark Express sessions involving a total of 64 team members.

FOSTER AN INNOVATION CULTURE

As part of our journey towards developing our internal innovation capability, we ran a 12 month trial of a new Agile approach to designing and delivering digital and technology projects. This saw us establish three cross-functional squads to work on initiatives identified during our business planning process. The new way of working put a greater focus on transparency and prioritising work that would increase productivity and deliver value in small increments. These initiatives were then tested with internal 'customers' and improvements were made based on their feedback.

As a result of this trial, we decided the Agile methodology is an effective way to design, test and implement new initiatives quickly. It also reduces the overall risk associated with project management. We plan to expand the use of the methodology throughout the organisation over the coming year.

24

new Sparkies trained, taking the total number of Sparkies to 50

6

Spark Labs held during the year, addressing five innovation missions

64

team members participated in Spark Express workshops, addressing seven innovation missions

Smith Family team members participating in a Spark Express workshop session



CASE STUDY

SPARK EXPRESS

A key focus of our innovation strategy has been to upskill our team members with important customer-centric, creative problem-solving skills while also creating value by dynamically solving live business challenges.

Since we launched the Spark Innovation Program in 2016, we have reviewed and evolved it to meet the changing needs of our teams and capitalise on new opportunities.

As a result, we developed Spark Express. This is a two-day version of the longer Spark Program, which runs over 10–12 days and is focused on more complex, visionary solutions. Spark Express typically focuses on more defined challenges where significant progress can be made in two days.

This year, we worked on seven innovation missions through Spark Express. Challenges included local issues such as enhancing volunteer recruitment in northern Tasmania. They also included national challenges such as boosting participation in the annual Art and Writing Competition for *Learning for Life* students.

Spark Express is an effective and efficient way to discover new opportunities for adding value, promoting collaboration between teams and increasing individual capability.

One fundraising manager involved in the Spark Express workshop focused on the Art and Writing Competition said, “Spark Express has enabled the team to see the problem from a new perspective, generate a suite of customer-centred solutions and re-launch a 10-year-old campaign. The changes will hopefully provide a significant impact on results that are directly linked to our Five-Year Strategy.”

“The team came back from the Spark Express workshop with a revitalised sense of energy from the cross-functional relationships that were established, and the simple, yet impactful, solutions that were identified,” said a manager in our Policy and Programs team.

Lynette

“It’s so wonderful to know that people out there really want to support my family.”



Lynette with her daughter Jayde

STRATEGIC PRIORITY 3

ADVOCATE



CREATING A BETTER FUTURE FOR MY FAMILY

“Life is pretty hectic at home with three children at similar ages. My twin boys both have learning disabilities, which often results in them taking all my concentration. I’m a single mum and money is often tight. Knowing I no longer have to worry about school costs is a great relief.

Two years ago, my children’s school recommended sponsorship with The Smith Family and our lives have been transformed since.

The sponsorship means I don’t have to worry about where the money is coming from for their uniforms or schoolbooks. It’s one less stress when bills keep coming in.

When it came to helping my children with homework, I struggle to get the boys to sit still and concentrate. And Jayde has never been very confident when it came to keeping up in class. Her reading and writing were slipping behind.

But through the charity all three children have also been helped with reading programs. They take part in the *student2student* program, in which an older student phones them and reads with them.

Jayde’s latest school report shows she’s improving loads and I can tell she’s feeling more confident in class too.

It’s so wonderful to know that people out there really want to support my family.”

Lynette, mother of Jayde, 12, and Joel and Jordan, both 11.

We aim to be an authoritative and influential advocate with those who shape public policy on behalf of disadvantaged children and young people.



RESEARCH

Understanding and responding to children’s experiences of poverty and social exclusion is at the heart of our work at The Smith Family. This year, in an Australian first, we published the results of our research into what young Australians see as the ‘essentials of life’ for all young people.

International poverty expert University of New South Wales Professor Peter Saunders led the research project, which culminated in the release of *Material Deprivation and Social Exclusion Among Young Australians: A child-focused approach*. The project was undertaken in partnership with UNSW, the NSW Department of Education and the NSW Office of the Advocate for Children and Young People.

The research provides unique insights into what young people feel is important, and their experience of poverty and social exclusion. It shows that 40% of *Learning for Life* students who participated were missing out on three or more items that young people saw as essential, such as internet access at home and participating in extracurricular activities at school. In showing the link between child poverty and reduced wellbeing, school motivation and performance, the research reinforces the seriousness of child poverty. It has negative effects during childhood and, given the link to education, can lead to poorer economic, health and wellbeing outcomes throughout a person’s lifetime.

As part of our ongoing focus on program effectiveness, we also calculated our new Tertiary Continuation Rate for the first time this year. This is our fourth high-level outcome for *Learning for Life* students, alongside school attendance, school completion and post-school engagement in work or study. The Tertiary Continuation Rate indicates the proportion of first-year *Learning for Life* students who continue from first year university into the second year of university

while still on a scholarship. The rate for 2018 was 88%, which is a strong outcome given that a significant proportion of all first-year university students drop out. Over time, we will be tracking the proportion of our tertiary students who complete a qualification, as a way of assessing the effectiveness of our tertiary scholarship.

Our ongoing focus on program effectiveness was evident in the number of programs we evaluated this year. We completed an evaluation of the *Young ICT Explorers Accelerator Program*, began evaluating the *Let’s Count* online and community professional models and the *Career Coaching* programs, and continued multi-year evaluations of the *Care2Achieve* and *Partnerships for Education* (previously known as *School Community Hubs*) programs. These evaluations help us assess the effectiveness of our programs and identify ways to improve them.

ADVOCACY

A key priority within our Five-Year Strategy is to advocate for better public policy on behalf of disadvantaged children and young people. This year, we supported this objective through more than 30 public policy submissions and external presentations. Our submissions canvassed a range of topics relating to education and poverty, including intergenerational welfare dependence; NAPLAN; regional and rural education; vocational education and training; protecting Australia’s children; the future of work; and a review of the Melbourne Declaration on Educational Goals for Young Australians.

As part of our expanding focus on public policy advocacy and what helps create a better future for young people in need, we are working more closely with the Australian Council of Social Services (ACOSS), a range of non-governmental organisations and the Group of Eight universities.

This includes being a partner in the Poverty and Inequality Partnership with ACOSS and UNSW. This is a five-year partnership involving a small group of ACOSS members and UNSW’s Social Policy Research Centre. The partnership is regularly producing important new research examining the nature of inequality and poverty in Australia, and how it affects people’s quality of life.

Members of our team made various external presentations in 2018–19, including at the International Conference on Employer Engagement in Education and Training in London, the National Future Schools Expo in Melbourne and the Youth Engagement Forum. All these presentations sought to share lessons from The Smith Family’s national research and practice experience in supporting disadvantaged children through education.

A highlight of our advocacy work this year was our CEO, Dr Lisa O’Brien, delivering the prestigious Spann Oration for the NSW Institute of Public Administration. Dr O’Brien’s address focused on her observations of public policy development and how a customer-centric lens – aligned with improvements in how we use data – provides an opportunity to significantly enhance service delivery.

We also participated in the Australian Research Alliance for Children and Youth webinar series in the lead-up to the May federal election, identifying our key priorities for a new government. These priorities include national action to reduce child poverty, further action to improve education and life outcomes for Aboriginal and Torres Strait Islander young people, investment in effective career support for young people, and supporting disadvantaged children and young people in regional and rural areas to achieve educationally.

1 journal article

17 public policy submissions

16 conference papers and external presentations

1 research report launched

Material Deprivation and Social Exclusion Among Young Australians: A child-focused approach



“I wouldn’t have been able to do it without The Smith Family.”

Natalia

CASE STUDY

A BRIGHT FUTURE

“I grew up in out-of-home foster care homes. By the age of 15, with the help of a charity, I secured my own apartment.

I had always dreamed of studying medicine at university, but it didn’t seem like it would ever become a reality. Some weeks, I didn’t know where the rent money was going to come from so planning for three years of study after school seemed unrealistic.

I worked two jobs as well as staying on at school and somehow managed to keep myself above water financially.

When The Smith Family became my sponsor it took huge pressure off me financially. I didn’t have to worry about where the money for textbooks and uniforms would come from.

My sponsor’s daughter was actually a doctor so she encouraged me with lots of letters to stick it out at school and keep hold of my dream. It really helped me keep going to know that someone believed in me and would constantly offer me support. It gave me confidence in myself and my future.

I have been accepted into Newcastle University to study biomedical science and I’m really proud of my achievements.

I wouldn’t have been able to do it without The Smith Family.”

Natalia, 18, *Learning for Life* student



Jon

“I got involved with the *Learning for Life* program because I could see it worked.”

STRATEGIC PRIORITY 4

FUND



WEATHERING THE TOUGH TIMES TOGETHER

Having grown up on a farm, Jon knows what it is like to weather tough times. He's never forgotten that there are many people out there who are struggling. So, 10 years ago, Jon started helping disadvantaged students through The Smith Family. Now he is making sure students can keep overcoming barriers, by leaving a gift in his will to continue to support them.

"I tend to give to local charities because there are lots of people who need help in Australia. I must be heading towards 10 years supporting the sponsorship program now. I started with one student, and it grew from there to six now, including a university student," said Jon.

Over the years, students Jon has sponsored have achieved many milestones. But he wanted to be certain that even the youngest ones would have the chance to finish their education, so he decided to include a gift to The Smith Family in his will. Jon knows his gift will create more possibilities for disadvantaged students.

Nothing demonstrated this more than attending a graduation ceremony for 30 *Learning for Life* students last year.

"Most of the students were the first in their family to reach that level of education. Among the Year 12 graduates, there were students going on to study medical science, law, social work, teaching, event management and more. It was pretty impressive."

Jon, sponsor of *Learning for Life* students

We are developing a sustainable funding base to support our long-term growth and development.



Improving the educational outcomes of young Australians living with disadvantage is made possible through the generous help of The Smith Family's many supporters. These include sponsors, donors and volunteers, as well as our corporate, philanthropic, university and government partners. Their support helps us to create opportunities for disadvantaged students to fully engage with their education and reach their potential.

We are committed to transparency, so supporters can see how we spend funds and the lasting impact of their help on participants and their families.

SPONSORS

More than 44,600 Australians are sponsoring the education of students through The Smith Family's *Learning for Life* program.

This year, we recruited 22,060 new sponsorships, an increase of 18% on the previous year. Growth in sponsorships is essential to provide ongoing support to an increasing number of students recruited to the *Learning for Life* program.

The Smith Family periodically reviews the cost of sponsorship to ensure that it is keeping pace with the rising costs of living and education for *Learning for Life* families, as well as the cost of effectively delivering the program. Following extensive research with our supporters about a potential price increase, we increased the cost in January. Only 79 sponsorships were cancelled due to the price increase, which shows broad acceptance of the reasons for the increase among our supporters.

Sponsors are absolutely vital to our work. Their financial support enables us to provide families with funds for their children's educational essentials; to match each child to one of our Family Partnership Coordinators,

who checks regularly on their educational progress, offering support and referral when needed; as well as access to our learning and mentoring programs, should students require them. Many of our sponsors stay connected to their sponsored students for the duration of their education, and some provide much-valued personal support in that time by corresponding with them.

DONORS

The Australian public continues to respond with increasing generosity. We were extremely grateful to receive \$9.7 million from our Christmas, Back to School and Winter fundraising appeals this year.

Our Winter Appeal was once again our most successful donations campaign, raising more than \$5 million. For the first time, our Back to School campaign raised more than \$1 million to help children start the new school year.

Throughout the year, The Smith Family's messages continued to resonate strongly with the community, attracting more than 15,300 new donors.

We thank our corporate partners ANZ and Officeworks for their significant support in promoting our appeals to their staff and customers, and oOh! Media and Southern Cross Austereo for their ongoing media backing.

BEQUESTS

This year, we received 90 bequests totalling \$5.9 million. We also confirmed 292 new bequestors who plan to leave a gift in their will to support our work. The generosity of all our bequestors will help fund our learning and mentoring programs for thousands of Australian children in need long into the future.

DATA AND DIGITAL FOR GROWTH

Our multi-year digital innovation project, which started in 2013–14, has played a critical role in growing our donor and sponsor bases substantially.

Our online marketing efforts saw income growth of 34%, with \$11.7 million in donations coming through the website. This is the first time our annual income from the website has exceeded \$10 million. In 2018–19, more than 67% of all new donors and 50% of new sponsorships came through our website.

A critical component of our multi-year growth strategy has been testing and scaling new channels. Facebook in particular has proven to be a very effective channel for storytelling and acquiring new sponsors.

AWARD

The efforts of our fundraising team were recognised in the Fundraising Institute of Australia's 2019 National Awards for Excellence in Fundraising, in which we were a finalist in the 'Donor Acquisition – Over \$5 Million' category.

MAJOR DONORS

The Smith Family greatly appreciates the generous contributions from philanthropists and major donors who support our mission to enable disadvantaged children to participate fully in their education.

The very generous contributions we receive from our major donors play a key role in realising our vision of creating better futures for young Australians in need. In 2018–19, we saw the contribution from this incredible group of supporters grow by 44%.

We have also seen a rise in transformational gifts, including a donation of \$1 million towards our *Learning for Life* sponsorships. This is a first for The Smith Family.

THANK YOU TO OUR AMBASSADORS

Sarah Harris, co-host of Network Ten's Studio 10, has completed another strong year as a Smith Family Ambassador, helping to raise our profile among key audiences. Sarah continued to support all our major fundraising appeals, sharing her story and expertise at events and engaging with our students.

In February, we were delighted to get a tap on the shoulder from joint 2019 Australian of the Year Dr Craig Challen. He was recognised for his part in the international effort to rescue 12 young soccer players and their coach from a flooded cave in Thailand in 2018. Craig is now an Ambassador for The Smith Family. Since coming on board, he has been helping

us spread the message about the importance of a good education in transforming lives, and the critical role we all play in helping the next generation reach its full potential.

In a recently published opinion piece, Dr Challen wrote:

We are all of us so much better when we can draw on our collective strength and help each other... We can all achieve so much more when we do. When you get the call to help, no matter what form it may take, stand up and make it count.

We thank each of our Ambassadors for standing up for our young people and making it count!



Sarah Harris with *Learning for Life* student, Jayde

CASE STUDY

BACK TO SCHOOL SUCCESS STORY

Our corporate partner Officeworks ran its highly successful Back to School Appeal again this year, online and in stores across Australia. During the appeal, Officeworks invited its customers to support The Smith Family as they stocked up on school supplies.

Building on the previous success of this longstanding partnership, Officeworks set an ambitious target of raising \$624,000 to sponsor 1,000 *Learning for Life* students.

The response was overwhelming, with Officeworks and its customers contributing more than \$713,000 to support 1,143 students nationally through sponsorship. This result was almost double the amount raised last year.

We thank Officeworks and its generous customers for this incredible outcome!



Smith Family CEO, Dr Lisa O'Brien celebrating the Back to School Appeal results with Officeworks Lewisham team members in Sydney

CHILDREN'S FUTURE EDUCATION FUND

The Children's Future Education Fund continued to grow in 2018-19.

One source of this increase was a very generous \$1 million gift from an anonymous Queensland-based donor to create a perpetual scholarship that will support disadvantaged children and young people for the long term.

Earnings from the fund are allowing us to provide long-term support for young Australians in need.

CORPORATE PARTNERSHIPS

The Smith Family takes a strategic approach to working with our corporate partners to ensure shared value. We develop a deep understanding of why partners choose to support our work, and design the partnership so that it adds value to their business. Along the way, we create opportunities for our partners to connect to our cause. This way, they can see firsthand the impact they are making possible, not only to the individuals they support but also to our nation.

The Citi Foundation has donated \$334,000 to support the extension of our *Career Coaching* program through to 2020. The Youth Advancement and Employment Initiative will

support 400 early school leavers or young people completing Year 12 who don't have a plan for after they leave school. This means we can support them so they remain engaged in their education, or transition into work or further education.

One of our newest corporate partners, NEXTDC, went the 'extra mile' this year, engaging their network of customers, partners, suppliers and employees to ride 210km around Port Phillip Bay in Victoria as part of our Around the Bay fundraising event. Led by NEXTDC's CEO Craig Scroggie, the NEXTDC team raised an incredible \$115,000 for The Smith Family.



Dr Craig Challen with students at a school event organised by The Smith Family in Western Australia

CASE STUDY

20 YEARS OF SUPPORT FOR SOUTH AUSTRALIAN STUDENTS

We were delighted to celebrate the 20th anniversary of our partnership with The Wyatt Trust, one of Australia’s oldest philanthropic trusts.

Established in 1886 by early South Australian settler Dr William Wyatt, the trust’s vision is to ensure that all South Australians have opportunities to participate in the community and live with dignity and hope.

As part of its commitment to driving social change for those most in need, The Wyatt

Trust supports more than 120 South Australian secondary students through our *Learning for Life* program.

In a statement, The Wyatt Trust said, “We are proud to be celebrating 20 years of close partnership and investment in the education of young South Australians. By collaborating with The Smith Family, we are maximising the potential of our granting to help break the cycle of disadvantage and prevent those in need from experiencing a lifetime of poverty.”



Lochlan, 17, iTrack participant

Partners also help in other ways. Working with our long-term partner, Optus, we had the opportunity to pilot an initiative called Optus Gifted. This initiative offers eligible *Learning for Life* students the chance to receive a free Optus Gifted SIM card, which provides unlimited talk and text, and 10GB of data every 42 days. The pilot was a huge success and a decision was made to roll out this exciting offer to a broader group of *Learning for Life* students across Australia.

TRUSTS AND FOUNDATIONS

We were delighted to see growth in support from more than 100 philanthropic trusts and foundations in 2018–19. This growth came from several new trusts and foundations, as well as our many loyal long-term donors.

This year marked 30 years of generosity from several trusts and foundations, including the Joe White Bequest and the Walter Campbell Memorial Trust.

We received a significant gift from Allan &

Gill Gray Philanthropy Australasia, supporting our *student2student* reading program in NSW, and the development of the next stage of the My Smith Family portal. We also welcomed support from several other new donors, including The Salter Foundation. Meanwhile, Western Australia-based donors the Stan Perron Charitable Foundation and the Fogarty Foundation’s *Learning for Life* Fogarty Fund, increased their support. Other highlights included receiving grants from The Mary Alice Foundation to support *student2student* in Queensland, and The Jessica & Wallace Hore Foundation to support early learning programs in Tasmania. We also received significant support for our *Learning for Life* program from other trusts, including from the JLDJS Foundation.

UNIVERSITIES

During the last 12 months, we maintained formal partnerships with 11 universities and worked closely with several more to support a range of initiatives across Australia. Through these relationships, we were able to offer our

students opportunities to attend residential, on-campus and other educational events. These helped students identify and explore their career interests, and increase their awareness of options for further studies. Some partners also contributed by providing student scholarships and actively supporting program activities such as Learning Clubs.

GOVERNMENT FUNDING

Funding support from a range of government departments around Australia continues to be a vital component of our overall funding, enabling us to reach many more disadvantaged families and children.

Support received from the Australian Department of Education allowed us to increase the number of children and young people benefiting from our *Learning for Life* program to 49,735. Just over 16,000 of these were additional new students who have joined the program since funding from the Department commenced in November 2016.

44,607

sponsors of *Learning for Life* students

137,980

donors funding *Learning for Life* programs

90

bequestors leaving a lasting legacy

We continue to deliver the Department of Social Service's *Communities for Children Facilitating Partner* initiative in nine communities across Australia. This initiative works to build the capacity of service systems in those communities and to deliver better outcomes for children and their families.

Australian Government funding also enabled the continued expansion of *Let's Count* and the effective delivery of *Saver Plus*. The latter was in partnership with ANZ and the Brotherhood of St Laurence.

We successfully transitioned several projects previously funded by the Indigenous Advancement Strategy to Aboriginal-owned organisations. This is consistent with the intent of the Australian Government's Indigenous Grants Policy.

With support from the Department of the Prime Minister and Cabinet, we continue to support students from remote communities to attend high-performing secondary schools across Australia through the *Indigenous Youth Leadership Program*.

State government funding enabled us to continue the important work of the *Child and Parent Centres* in Western Australia; mentoring and support programs in Victoria; *Care to Achieve* in Queensland, supporting female tertiary students exiting out-of-home care; and the ongoing implementation of *Partnerships for Education* in Tasmania.



Participants in the 12th Annual Smith Family Challenge

EVENTS

Thousands of people support The Smith Family each year by participating in community fundraising and events such as The Smith Family Annual Challenge, the Around the Bay bike ride and our Christmas Toy and Book Appeal.

We are extremely grateful for the \$2.7 million raised by supporters of these events. We thank everyone who took part in an event or contributed in some other way to support our work.

We held the 12th Annual Smith Family Challenge in March 2019, raising more than \$1 million and attracting a record number of enthusiastic participants. Teams represented some of Australia's leading businesses, including Google, Macquarie Group, Morgan Stanley and Quantum. After completing the two-day kayaking, cycling and running event, participants were delighted to be met at the finish line by some of our *Learning for Life* students and families.

EXPENDITURE OF FUNDS RAISED

The Smith Family is on a strong trajectory for growth, with a stated ambition in our Five-Year Strategy of reaching more young Australians in need with our proven programs. This year we helped 168,404 disadvantaged children and young people, a 17% increase in our reach. We also invested a record \$82.9 million in our community programs, an increase of 11.2% on the previous year.

Because we work with children on our *Learning for Life* program for the duration of their educational journey, we need to ensure the sustainability of our funding base, particularly through the recruitment of our sponsors. This year, we invested to expand our sponsor support base. The number of sponsors grew from 34,406 last financial year to 44,607 in 2018–19, a 29.6% increase. The ongoing contributions of our sponsors will ensure the

sustainability of the *Learning for Life* program for many years to come.

We continue to manage the funds entrusted to us by our supporters effectively and efficiently. Over the five years to June 2019, 73% of revenue from individual supporters, partner organisations and governments has been available to be spent on our community programs, while expenditure on administration has averaged 2% throughout this period.

FUNDRAISING PERFORMANCE

\$82.6m

funds raised in 2018–19 from individuals, major donors, organisations, bequestors and VIEW Clubs of Australia

Individuals and VIEW Clubs of Australia gave \$55.1 million, up 16% on 2017–18.

Major donor contributions, including donations to the Children's Future Education Fund, totalled \$10.1 million.

Our corporate partners, trusts and foundations, and universities gave \$11.5 million, which was a total of \$3.8 million more than last year.

We continued to attract strong support from bequestors, with 90 generous supporters leaving legacies totalling \$5.9 million to help fund our programs.

Thank you to all our supporters for providing ongoing vital assistance for our work.

Thank you

to all our partners for working with us to help improve the educational outcomes of disadvantaged young Australians.



The Jacobsen
Family
Foundation



KING & WOOD
MALLESONS
金杜律师事务所



McKnight
Family
Foundation



Scott Williams
Foundation



The Wood
Foundation



VIEW Clubs of Australia

VIEW Clubs of Australia is the largest community sponsor of our *Learning for Life* program and a valuable partner in our mission to provide long-term educational support to young Australians experiencing disadvantage.

VIEW (Voice, Interests and Education of Women) is a national women’s organisation with 15,179 members and 305 clubs, which exclusively support the work of The Smith Family. VIEW Clubs sponsor students, and members volunteer, fundraise and advocate to help improve the life outcomes of disadvantaged Australian children and young people.

VIEW Clubs are in more than 300 communities, giving them a powerful national voice and ensuring they are uniquely placed to spread The Smith Family’s message far beyond the communities in which we work. Through their efforts, VIEW helps increase public awareness of and support for our work.

SPONSORSHIPS

The Smith Family is extremely grateful for VIEW Clubs’ generous support of the *Learning for Life* program. In September 2018, VIEW surpassed its goal of sponsoring 1,300 *Learning for Life* students, which is a significant milestone. VIEW is the largest community sponsor of this program, supporting 1,364 students nationally as at June 2019.

Many members also directly support hundreds of disadvantaged children through their work as volunteer tutors and mentors in our learning programs. They also directly assist The Smith Family team members by volunteering in local offices.

NATIONAL EXECUTIVE

VIEW Clubs’ National Executive and National President Jan Roberts, and National Vice Presidents, Patricia McRae and Annette Schlafrig, have a theme for their two-year term: Make connections, make a Difference.

‘Make connections’ sums up one of the special qualities of VIEW Clubs: their members are great connectors. The strong networks they

make in local communities play a huge role in raising awareness of The Smith Family’s work, and in increasing public support. Connecting with others also brings opportunities and rewarding results for VIEW members, from strengthening relationships with existing members to nurturing new members.

‘Make a difference’ is something all members do by being part of VIEW. The organisation makes a significant impact on the lives of the *Learning for Life* students it sponsors. Being part of VIEW also makes a difference to individual members as they volunteer, give back to their communities, contribute to society, build friendships and support The Smith Family.

VIEW FIVE-YEAR STRATEGY

To help plan future sustainability and growth, Partners for Purpose was engaged in 2018 on a pro bono basis to conduct a strategic review of the organisation. This included an online survey of members to seek feedback on the future direction of the organisation. Feedback showed that members’ key priorities were to increase their support of *Learning for Life* students, club membership and the diversity of members. As a result, VIEW has developed a five-year strategy that will be launched in 2020 to coincide with the organisation’s 60th anniversary.

CELEBRATING A NEW CLUB

The Southern Peninsula VIEW Club in Victoria opened on 14 March and the Bathurst VIEW Club opened on 18 May 2019.

15,179

members in 2018–19

1,364

Learning for Life students sponsored by VIEW Club members

305

VIEW Clubs across Australia

MAKING A DIFFERENCE AWARDS

The Making a Difference Awards were developed to recognise and acknowledge the many ways in which VIEW members contribute. These are awarded to VIEW's unsung heroes, including the quiet achievers who tirelessly help out at events, volunteers who enthusiastically support innovative fundraising activities, and those who skillfully make library bags and reading rugs to support students in their areas.

PLANNING FOR THE 60TH ANNIVERSARY

Next year marks the 60th Anniversary of VIEW Clubs. This milestone will be celebrated nationally with special Vice Regal Receptions, club functions and events planned for metropolitan and regional areas across the country.

SPREADING THE MESSAGE

VIEW continues to make connections with local communities through its many community events. These include the 'Walk with VIEW' event, expos, market days, stalls, raffles and barbecues.

VIEW's speaker's bureau became national and grew in 2018-19, with many members speaking about VIEW and its connection with The Smith Family within their communities. VIEW welcomed State politicians to VIEW events in 2018-19, further spreading the message. Community Recognition Statements were also read out in various State Parliaments, acknowledging and commending the great work of VIEW Clubs and its members.



2018-19 VIEW National Council at the National Council meeting in February 2019. L-R with Joanne Gray, Maryanne Maher, Fay Valerius, Lesley Carroll, National Vice President Patricia McRae, Leonie Green, National President Jan Roberts, Lynette Masters, Kay Underwood, Rosie McDermott. Back row: Anne-Louise O'Connor, Christine Manger, Jeanette Cassidy, Beryl Pike, Sandi Muntisov. Absent: National Vice President Annette Schlafrig, Marilynne Weston, Helen Zirn, Maria Culka, Marlene Powell.

This year, VIEW stepped up its national media presence. A highlight was the development of VIEW advertisements based on the theme 'How friendship can make an extraordinary difference'. These ads were placed at no cost in formerly Fairfax-owned regional newspapers throughout Australia. Two radio advertisements to promote VIEW were also run on a pro bono basis on regional radio stations through The Radio Sales Network.

Members were active in placing media stories about the activities of their clubs. VIEW also enhanced its social media presence, with a particular focus on attracting new members.

CASE STUDY

VIEW CLUBS OF AUSTRALIA

"I've been a member of VIEW Clubs of Australia for more than 20 years and I love the fact that I'm helping young children to achieve and improve their skills.

Education is very important to me and while VIEW is a great way to connect with like-minded women in my community, it's really rewarding to know that we are improving young people's educational outcomes.

Our club, like many others around Australia, meets once a month and always has something interesting planned. We have guest speakers, raffles, fashion parades, cake stalls, trading tables, and we like to be out in the community promoting VIEW at local volunteer exhibitions to encourage others to take part too.

Our aim is to raise money for The Smith Family but there are other ways many of us help out. For six years, I have been volunteering weekly at a Learning Club to help students with their homework after school.

Watching them grow in confidence as well as ability is simply wonderful and gives me a great connection to the children I am helping through VIEW.

I fully support The Smith Family and believe the only way to break the cycle of poverty is through education."

Toni Thomas, Springwood VIEW Club

Toni Thomas with *Learning for Life* student, Jonathan



“I have been very aware of the differences between me and the other students – because of what they have and I do not. I can see firsthand how I slipped behind because of this.”



Jacob

STRATEGIC PRIORITY 5

DATA ENABLE AND DIGITISE



BRIDGING THE EDUCATIONAL DIVIDE

“I have been sponsored by The Smith Family for nine years and while it has helped support me through my education a lot, there is still a major divide between me and the other students.

I was the only student in my class not to have a laptop during Years 10 and 11. It would take others 30 seconds to type up things from the board and then they would have to wait while I scribbled down in my notebook. I could take up to three minutes to take the same notes and would be really aware of the others watching me, waiting for me to finish.

Instead of researching online, I had to carry textbooks and visit the library often. I was relying on print-outs and help from others. It really slowed me down and affected my education.

I have been very aware of the differences between me and the other students – because of what they have and I do not. I can see firsthand how I slipped behind because of this.”

Jacob, 19, *Learning for Life* sponsored student

Drive better
organisational
outcomes with data
and technology.



USE DATA IN SMART WAYS TO ACHIEVE OUR STRATEGY

This year, we implemented several initiatives set out in our data enablement strategy, focusing on data governance and mapping baselines in data maturity, literacy and capability.

This involved engaging with stakeholders across the organisation to understand how they use data, any challenges they have in accessing it, and opportunities for improvement.

We then assessed these insights against a Data Literacy Maturity Framework. This allowed us to identify where gaps exist and where we need to improve our capability.

We also established a Data Governance Office to ensure our data and information governance processes are clear and accountable.

We released 15 new dashboards for teams across the organisation. These will help team members make better decisions about how we support students and their families. For example, which *Learning for Life* students to prioritise for follow-up, or how to meet quarterly sponsorship targets.

DIGITISING PROGRAMS AND SUPPORTING FAMILIES AND STUDENTS

This year, we refreshed our Digital Futures for Families and Students Strategy, using The Smith Family's innovation framework.

With the help of internal and external experts, the refresh culminated in identifying ways to address some of our key challenges relating to digital access, literacy, digital programs and engagement with families.

As part of our work to ensure our ongoing effectiveness, we conducted an end-to-end process review of our *iTrack* online mentoring program. This allowed us to identify current challenges and streamline processes, to enable sustainable delivery of the program and better outcomes for our students.

MY SMITH FAMILY FOR FAMILIES

We have also continued to develop the capability of the *My Smith Family for Families* online portal.

Families can use the portal to manage their *Learning for Life* scholarship quickly and easily. They can update personal details, review their payments and upload their child's school reports, all in one place.

Recent improvements have focused on streamlining processes and improving automated communication with families. For example, functionality that allows families to upload their children's end-of-year reports via the portal has saved significant processing time per report.

STRENGTHENING ENGAGEMENT WITH SUPPORTERS AND OTHER KEY STAKEHOLDERS

Finding ways to make the day-to-day work of our team and volunteers more efficient and cost-effective is a key focus for us.

This year, as part of our Agile Transformation Project, we set up a squad to explore innovative ways of reducing the time it takes for us to complete tasks. Through this work, the team identified time savings of more than 2,100 hours.

Our Digitising Volunteering initiative aims to identify opportunities to digitise and automate a range of volunteer management activities. This will lead to a better customer experience for volunteers, and increase efficiencies and time savings for our team members. This year, we consulted with a range of stakeholders to help identify technological solutions for enhancing the volunteering experience we offer.

We also developed a new suite of program training and promotion materials, to enable team members and volunteers to consistently and effectively promote and deliver programs to students, families and schools. This includes e-learning content for program coordinator inductions for *iTrack*, *Work Inspiration* and Learning Clubs, as well as online *student2student* buddy training.



CLOSING THE DIGITAL DIVIDE

Digital skills are increasingly essential for educational and employment success. Yet many disadvantaged young people don't have an opportunity to develop these skills. This can have a variety of flow-on effects. These can range from not being able to complete homework or assignments, to difficulty applying for jobs advertised online, and a lack of job readiness for roles requiring strong digital literacy.

We're helping to develop our students' digital skills through hands-on programs including *TechPros*, which was developed in conjunction with Queensland University of Technology.

TechPros is designed to increase the foundational digital literacy skills of students in Years 5 and 6. Fun, interactive, self-paced activities help students become digital citizens by building word-processing skills, learning how to use Microsoft Office, developing presentations and videos, navigating the internet safely and creating code.

We've also seen excellent results from our *Young ICT Explorers Accelerator Program*.

This program provides resources and support so schools can engage with information and communications technology (ICT) project development by getting involved in the Young ICT Explorers competition. We were delighted that two of our partner schools, Thomastown West Primary School and Villawood East Primary School, took first place in their respective state finals. Both schools came second place in their respective categories in the National Final in December 2018.

We are committed to using data and digital technology to provide faster, more personalised support for our students, families, supporters, volunteers and team members.

HELPING MORE YOUNG CHILDREN TO DEVELOP EARLY MATHS SKILLS

Let's Count is our early numeracy program designed to help educators and parents develop the mathematics skills of young children in their care.

The value of the face-to-face model of our *Let's Count* program for early childhood educators is well documented. This year,

we trialled and evaluated two other delivery methods to make it easier for early childhood educators and others to access the program – *Let's Count Online*, and *Let's Count* for community professionals who don't have early childhood education training.

For the online version, we consulted extensively with early childhood educators and others to enable the development of a highly usable

web interface, and appropriate content and resources on the site. More than 600 early-years professionals participated in the initial roll-out of the pilot, which culminated in an evaluation conducted by Monash University. Overall, the evaluation findings suggest that the e-learning platform was successful in delivering professional learning for educators associated with the *Let's Count* program.

Participants were very positive about *Let's Count Online*, and many appreciated the chance to access professional learning when opportunities for face-to-face workshops were not available in their region.

There were some important differences when comparing the *Let's Count Online* evaluation findings with those of the *Let's Count Longitudinal Evaluation*, which explored the impact of the *Let's Count* face-to-face course. These differences provide direction for refining and strengthening *Let's Count Online*, to align it with the aims of *Let's Count*.

The online version of *Let's Count* was made possible through the support of Orica and the Australian Government.



“It will be competitive when I graduate, so every bit of real-life experience counts.”

Ashley



STRATEGIC PRIORITY 6

ENABLE HIGH PERFORMANCE



ON A JOURNEY TO FULFIL A DREAM

“I’m studying political science and international relations at university. I’ve been on the *Cadetship to Career** program through The Smith Family with Rio Tinto’s community engagement team. My role involves being across the company’s partnerships.

I feel like the program gives me invaluable corporate experience – a foot in the door. They give me a wide breadth of what goes on in their workplace, in areas such as government relations, communications, heritage and agreements.

I know it will be competitive when I graduate, so every bit of real-life experience counts. I have always been intrigued by constitutional law and human rights, and Indigenous rights are extremely important to me. I hope to work in these areas one day.

The Smith Family has helped me and my siblings since I was in primary school. Now I am on a tertiary scholarship with them. It is just nice to know that someone else cares – there are people out there that don’t even know me but they help me to get ahead. I would like to pay it forward and sponsor a child once I get a job.”

Ashley, 19, *Cadetship to Career* participant

We aim to be an employer of choice.

Our systems support our work and allow us to grow.



* *Cadetship to Career* is a youth employment program jointly developed by The Smith Family and the Business Council of Australia. It links students on The Smith Family’s *Tertiary Scholarship Scheme* with employers for paid, flexible, multi-year cadetship opportunities.

896 TEAM MEMBERS

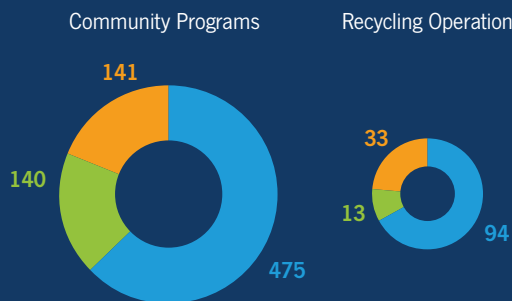
Business type as at 30 June 2019

756 Community Programs
140 Recycling Operation



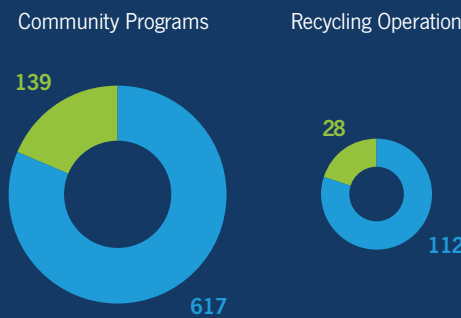
Employment status as at 30 June 2019

569 Full time
153 Part time
174 Casual



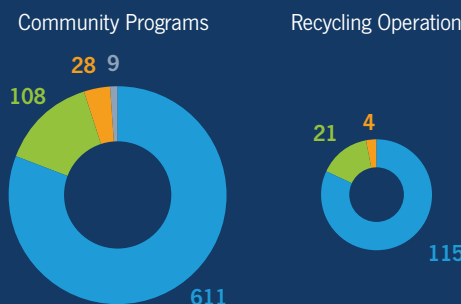
Gender composition as at 30 June 2019

729 Female
167 Male



Breakdown of roles as at 30 June 2019

726 Team members
129 Middle and Frontline Managers
32 Senior Managers
9 Executives



Our people

The Smith Family has locations in every state and territory in Australia. Team members across the country work collaboratively to achieve our vision of a better future for young Australians in need. We greatly value each person's commitment to reaching our goal of supporting the educational outcomes of even more disadvantaged students.

In the second year of our Five-Year Strategy, we have continued to focus on building an innovative culture, with an emphasis on working even more closely with our students and families, supporters and volunteers. To do this, we have adopted new ways of working that enable our team members to work even more efficiently and effectively.

Every second year, we hold team member forums to share progress on our strategy and to continue to strengthen alignment with our culture. This year, at a Culture, Growth and Evolution Forum held in each state and territory, team members came together to discuss our progress as an organisation, planned changes and the areas we will focus on to achieve our goals. The energy, positivity and enthusiasm at these forums was palpable.

In our efforts to grow great careers at The Smith Family, we are creating additional opportunities for secondments. We are also encouraging team members to expand their skills by moving into different roles. Flexible working arrangements and improvements in work practices and technology have enabled team members to work from different locations. Internal appointments have also increased in the past year, with one in every five roles filled internally.

Voluntary employee turnover across community programs was 16.7% at 30 June 2019. This is slightly more favourable than the sector average of 17%.¹

¹ Aon, May 2019, *Community, Advocacy and Social Services Remuneration Report (Australia)*.

WORK HEALTH, SAFETY AND WELLBEING

This year, we continued to make progress in our work health and safety (WHS) and wellbeing initiatives. Importantly, we reviewed our WHS Policy and WHS Management System Manual and further refined our reporting processes.

Health and wellbeing initiatives included offering flu vaccinations, providing education resources on a wide range of topics and continuing the employee assistance program. We also offered our team members the services of mental health first aiders.

LEARNING AND DEVELOPMENT

We place great importance and value on continuous growth and learning for all our team members. This year saw us continue our learning initiative for staff, called *Time to Grow*. Launched last year, this initiative provides dedicated time for team members to spend on their learning and development. We also introduced a range of resources to support learning, and introduced a social learning platform that allows team members to share learning resources, ideas and feedback on their *Time to Grow* activities.

Individual and team effectiveness is also being enhanced across the organisation Team Strengths Discovery Sessions. These workshops expand team members' awareness

of individual strengths and explore the power of focusing on our talents. Follow-up workshops help individuals leverage the team's strengths to increase engagement and productivity levels.

Learning opportunities for people managers have included a group coaching program and a program to help team members manage change. Both programs have strengthened our leadership capability.

We continued to support enhancements to people management and this year we implemented a leadership development strategy that included a new leadership framework along with resources for leaders. And, as part of the innovation-led Spark Express program, we began developing a Leadership Immersion program to help new leaders work through what it means to be a leader in our organisation. This will be implemented in the coming year.

ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT AND RETENTION STRATEGY

Our Aboriginal and Torres Strait Islander Employment and Retention Strategy has continued to guide our approach to attracting, developing and retaining Aboriginal and Torres Strait Islander people while delivering on our RAP objectives relating to employment.

We met our employment target for the year: with 20 team members identifying as being

an Aboriginal or Torres Strait Islander person, compared to 15 team members last year.

Our internal network for Aboriginal and Torres Strait Islander team members is now in its second year of operation. This highly valued forum provides feedback and guidance on employment and retention issues. It is also an opportunity for members to support and inspire one another.

TEAM MEMBER ENGAGEMENT AND RECOGNITION

As part of our ongoing work to build a positive culture in which team members feel valued and respected, we launched a new recognition and reward scheme in June 2018 called 'Kudos'.

The scheme features four different types of recognition, including thanking a colleague, congratulating a colleague on a great achievement, and recognising a colleague for demonstrating our values with a High Five award.

In the first 12 months of the scheme, many of our team members have been recognised by their peers – including 446 who received a High Five award.

We are finding Kudos is an effective way for team members to be recognised for their actions and for others to notice that recognition.

Our systems and processes

TECHNOLOGICAL UPGRADES

We have undertaken a wide range of system and process improvements during the year. These include upgrading our payroll system and enabling all new-starter paperwork to be completed online.

We also rolled out Pipeworks, a major program to replace our national network infrastructure. This initiative has introduced faster and more reliable network services for our offices, improving the speed and internet reliability for state offices accessing the internal database and financial systems. It also enables greater use of cloud-based computing services, while providing wireless capabilities in all our regional offices.

In the coming year, we will start planning for the implementation of broader technology solutions to further automate and streamline manual processes and provide better access to information and reporting.

BUSINESS PLANNING

The annual business planning process evolved in 2019 to incorporate a broader group of senior leaders in the planning process. The changes reduce risk and increase alignment through enhanced collaboration. They ensure that we deliver our portfolio of strategic investments in the most efficient way possible, while delivering maximum value to our stakeholders. Additionally, using Agile principles to identify and prioritise new initiatives provides more flexibility to shift allocation of funds based on delivering the greatest value to our stakeholders.

CHILD PROTECTION FRAMEWORK

This year saw the launch of our refreshed Child Protection Framework, reflecting our commitment to protecting children and young people from abuse and neglect, and to building a culture where child safety and protection is a standard business practice for every team member.

The framework aligns our approach with the National Principles for Child Safe Organisations derived from the work of the Royal Commission into Institutional Responses to Child Sexual Abuse, which was completed in 2017. These principles now frame all of our work in child safety, including our annual reports to the National Office for Child Safety.

An executive-level group continues to oversee the implementation of the Child Protection Framework. Work is ongoing to update key policies and procedures, ensure our risk management approach is effective, and create new information and training resources.

This work will continue to be a high priority for the Board, the Executive team and all team members of The Smith Family.

Volunteers

Volunteers are the backbone of our work, and their donation of time – amounting to 362,450 hours this year – is indispensable in enabling us to grow the reach of our programs to children across the country. A conservative estimate of the dollar value of this time is \$10.7 million – an incredible investment of time, talent and energy.

This year, we are grateful for the support of 8,972 generous individuals. This includes providing direct assistance in core mentoring and tutoring programs, as volunteers for our Christmas Toy and Book Appeal, supporting our business-critical administration activities and in specialised project roles.

During the year, we prioritised improving how we select, screen and train our volunteers. This will help The Smith Family align with child protection regulations and relevant legislative requirements.

Volunteers continue to value the training and support they receive during their time with The Smith Family. They also share with us how much they enjoy contributing towards our mission and vision.

A NEW HOME OF VOLUNTEERING

This year, our Volunteering team moved within our organisational structure, and now sits under the People and Culture function.

Like the broader People and Culture team, our Volunteering team supports the entire organisation in engaging human resources for our work and mission. The Smith Family's Volunteering function focuses on equipping functional teams within The Smith Family with the skills, knowledge and resources to manage volunteers. It also works to ensure these efforts align with sector best practices in volunteer management.

VOLUNTEER SATISFACTION

Satisfaction rates captured through our regular volunteer surveys highlight that 95% of volunteers would talk about The Smith Family positively to their friends, families and colleagues. It is clear we remain a charity of choice for volunteers who are keen to share their time and talents.

We took time to celebrate our volunteers around the country during National Volunteer Week. We highlighted the stories and faces of those who support our work through programs, projects and in-house administration.

Our Toy and Book Appeal continues to be our most popular annual volunteering activity. In 2018, we were delighted to work with our biggest team of volunteers yet. Corporate and community volunteers helped us deliver 69,378 new toys and 46,252 new books to 23,126 children, making it our largest ever Christmas delivery. We were also very pleased that 97% of Christmas volunteers said they would be happy to volunteer for this role again next year.

CREATING A BETTER VOLUNTEER EXPERIENCE THROUGH DIGITAL TRANSFORMATION

We work with almost 9,000 volunteers each year, half of whom participate in child-facing volunteer roles. These volunteers require the highest level of screening. In 2018–19, we started to work on improving the management of our volunteer systems and processes. The first step in this process was a feasibility assessment. This helped us better understand how technology might help our internal teams to manage more efficiently the high volume of work that comes with processing thousands of volunteers each year.

Along with extensive internal consultations, we also engaged an external agency to help us understand volunteers' perceptions of their experience with The Smith Family. Insights from the various workshops and discussions have helped us consider how we can enhance the volunteer experience by adopting new technology and tools.

We were heartened to hear that even as we are working to process high volumes of volunteer applicants more efficiently, volunteers continue to enjoy their roles with The Smith Family.

As one of our consultants said, "Once on board, volunteers are very satisfied with their experiences. They feel very valued, appreciated and heard, and are very complimentary of The Smith Family's inclusive and open culture – one that embraces and cares for them. This is something that The Smith Family as an organisation can be extremely proud of."

8,972

volunteers supported The Smith Family across every state and territory in 2018–19

362,450

total hours of donated service, equivalent to almost \$10.7 million

95%

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

CASE STUDY

**CONSISTENT
LEARNING SUPPORT**

Volunteer Tyra says she loves going to school once a week to help with The Smith Family's Learning Club because she says it is important that the kids have a consistent group of people helping them.

Tyra, a third-year university student studying physiology, says she wants to help children with their reading and homework.

"The thing I really like about the Learning Clubs is having consistent role models there for the children. We've been there since the start of the year, and I think it makes a big difference for them knowing that we will be there for them.

I was lucky. I came from a fairly privileged background, so I want to help kids who lacked the opportunities I have had. Learning Clubs have provided me with the opportunity to engage with children from diverse circumstances and I think we have learned from each other."

Tyra, Learning Club volunteer

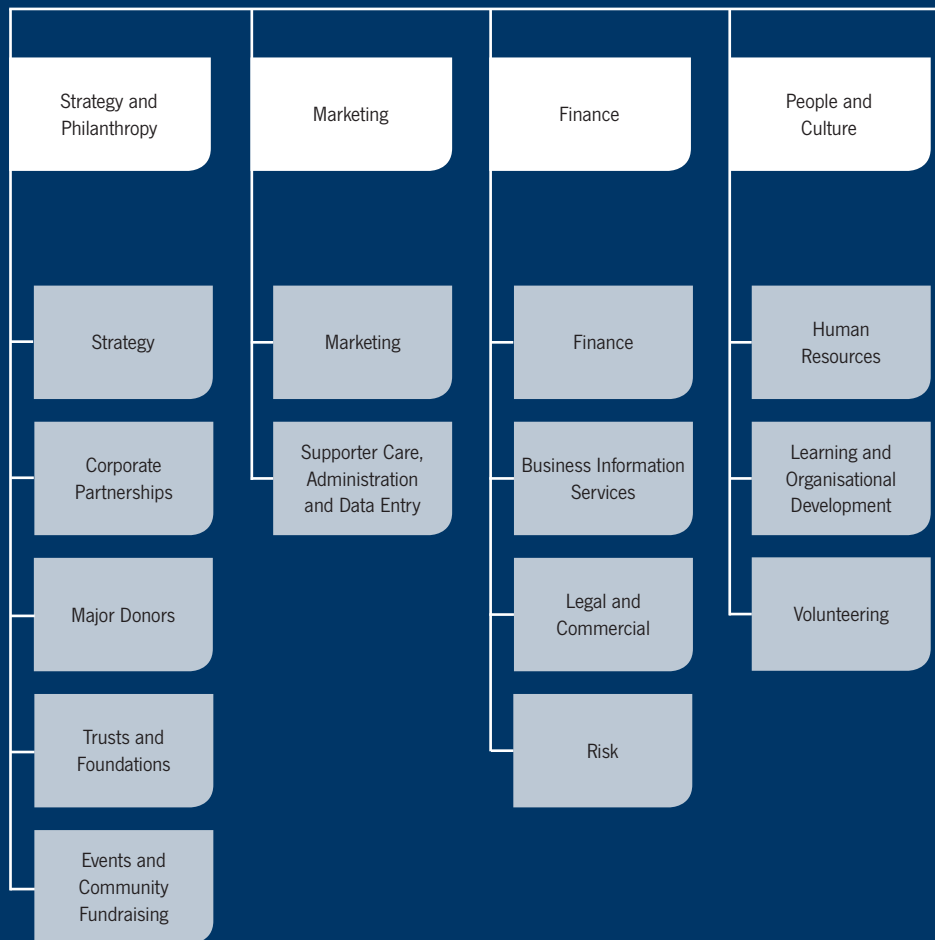
A yellow leaf-shaped graphic containing the name Tyra in a white script font.

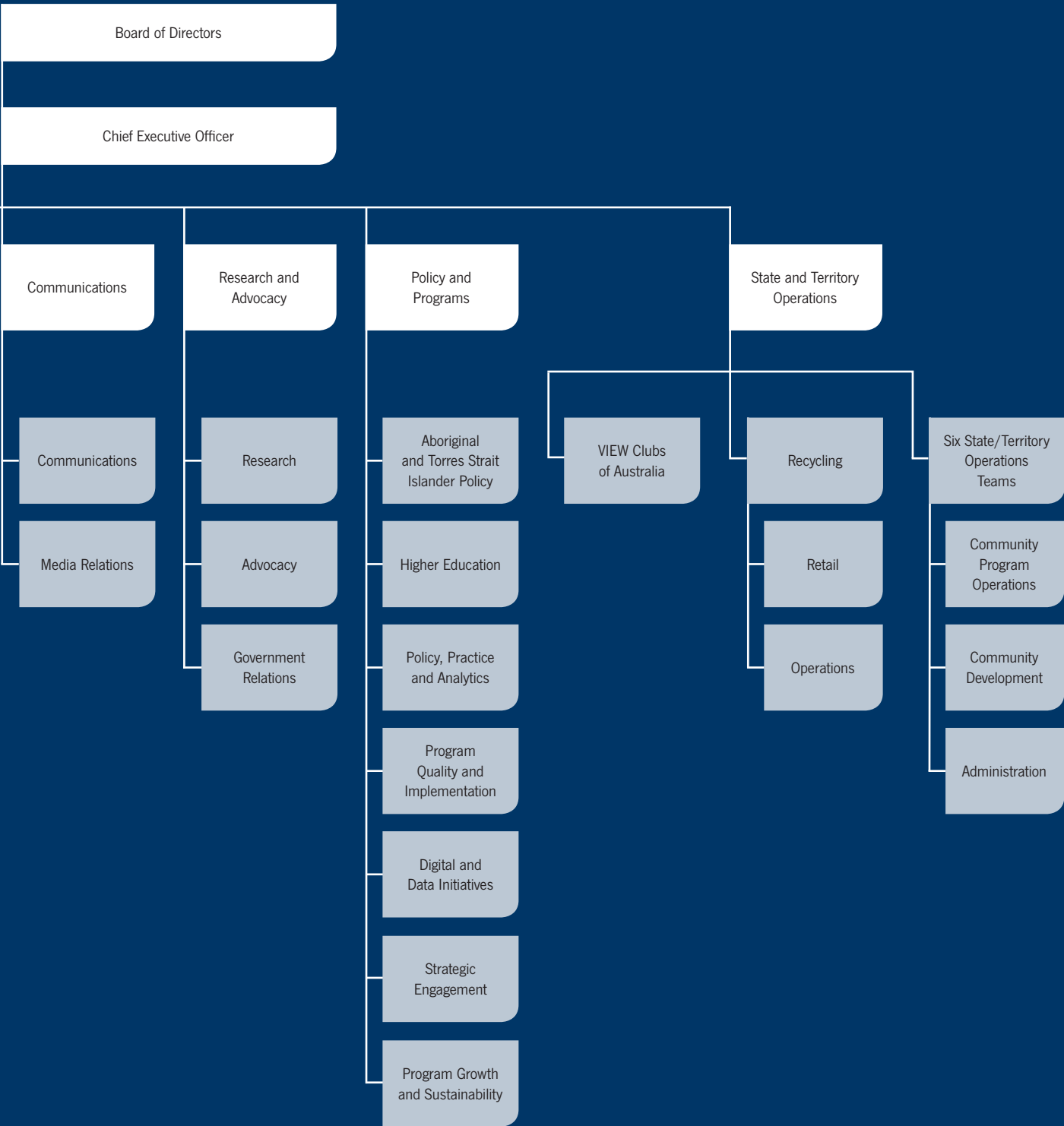
Tyra



Our organisation

The Smith Family employs 896 team members, 756 in Community Programs and 140 in the Recycling Operation.







“I feel a lot more confident about managing my finances once I leave school.”

CORPORATE GOVERNANCE



SUPPORTING FUTURE SUCCESS

“After completing *Certificate 1 in Financial Services*, I feel a lot more confident about managing my finances once I leave school – especially things like budgeting effectively so I can save money.

In the course, we learnt about things like financial planning, saving, taxes, superannuation, goal-setting and how to go about creating business plans.

The trainer who led the course was great. He used stories and drew on everyday situations to make all the topics engaging and applicable to us.

I really appreciated how relatable the course was, and this definitely helped me learn. For example, when we spoke about budgeting, there was a focus on financial planning in the years following high school.

A lot of these subjects aren't really covered at school too much. I found it really useful, and would recommend it to any student who has the opportunity to be involved. It has helped me feel a lot more positive about the future.

Looking forward, I'd love to save up and go on holiday after I finish Year 12. And the skills I picked up through the course will help me plan for this.”

Caylem, *Learning for Life* student and *Certificate 1 in Financial Services* program participant

Certificate 1 in Financial Services is a short course focusing on the essentials of money management and developing skills to achieve financial goals. Based on the *MoneyMinded* education program, the course was created with the support of ANZ.

We are responsible
and transparent
about how we
manage our
resources.

Board of Directors



Christine N. Bartlett **BSc MAICD**

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



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 Board and a member of the federal Department of Education Project Management Board to consider the recommendations for the implementation of online formative assessment and learning progressions (Gonski 2.0); co-author of *Learning for Leadership – Building a School of Professional Practice*.



Rosheen M. Garnon **BEc/LLB FCA CTA GAICD**

Non-executive Director since February 2019. Member of the Board of Taxation; Non-executive Chair of Alexium International Group Limited; Non-executive Director of Australian Rail Track Corporation Limited and Creative Partnerships Australia; former member of KPMG's Australian Executive Leadership; 29 years' experience in professional services; member of Chief Executive Women.



Mark G. Johnson **BComm FCA CPA FAICD**

Non-executive Director since 2012. Non-executive Chairman and Director of The Hospitals Contribution Fund of Australia Ltd, G8 Education Ltd and Aurecon Group Pty Ltd. A Director of Coca-Cola Amatil Ltd and Corrs Chambers Westgarth; Chief Executive Officer of PwC in Australia from 2008–12, a former Chairman of the PwC Foundation, and for 15 years held senior roles managing PwC's Assurance and Business Advisory Services, Consumer and Industrial Products team, and Audit, Technical, Risk and Quality groups; member of the UNSW Australia Business School Advisory Council.

Arun K. Abey **AM BEc BA (Hons)** **Hon DUniv (ANU) 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 AXA Asia Pacific Group; extensive experience in investment and economic market research; written extensively on investment matters in the media and academic journals; co-author of a number of books about money and wellbeing.

S.A. (Tony) Davis

Non-executive Director since 2016. Founding Director and Non-executive Chairman of Quantum, a global leader in applied data analytics and technology; background in large corporate and high-growth enterprises; Non-executive Director, investor and adviser to a range of blue-chip and early-stage ventures.

Dr Jeffrey A. Harmer **AO BA (Hons) DipEd PhD** **FAIM FIPAA FANZSOG**

Non-executive Director since 2013. Director of the John James Foundation in the ACT; Director of Capital Health Network in the ACT; Director of the Australian Housing and Urban Research Institute; Secretary of the Department of Families, Housing, Community Services and Indigenous Affairs in 2004–11, and of the Department of Education, Science and Training in 2003–04; Managing Director of the Health Insurance Commission in 1998–2003.

Adrian J. Kloeden **MSc (Business Studies)** **BSc (Hons – Forestry)** **Hon. Doc FAICD**

Non-executive Director since April 2016. Chairman of Hancock Victorian Plantations Holdings Pty Ltd and Aquasure Pty Ltd; Director of the Victorian Chamber of Commerce and Industry; extensive experience in senior management roles in 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 NSW Electricity Operations Group (Transgrid) and Port of Brisbane Pty Ltd; former Chairman and Non-executive Director of AGL Energy Ltd; former Non-executive Director of Nuplex Ltd; former Non-executive Chairman and Director of Arrium Ltd; former Managing Director and Chief Executive Officer of CSR Ltd; inaugural Chairman of Cement Australia Pty Ltd; former Senior Vice-President and Country CEO Australia and NZ of Holcim Ltd; former Member of the UNSW Australia Business School Advisory Council.



Professor Peter J. Radoll
BInfoTech MInfoTech PhD

Non-executive Director since April 2019. Professor and inaugural Dean of Aboriginal and Torres Strait Islander Leadership and Strategy, and Director of the Ngunnawal Centre, University of Canberra. Past roles include inaugural Dean of Aboriginal and Torres Strait Islander Education and Research, and Director of the Wollotuka Institute, University of Newcastle; former Assistant Professor in Information Systems, University of Canberra. Extensive experience in senior management in Indigenous higher education, including research, teaching and curriculum development. ACT NAIDOC Scholar of the Year 2012.

DIRECTORS WHO RETIRED DURING 2018–2019



Leah M. Armstrong
Adv Dip in Community Management

Non-executive Director since 2016. Director of the Wollotuka Institute; Chairperson of Supply Nation and Member of the CSIRO Indigenous Advisory Council; former member of the Prime Minister's Indigenous Advisory Council; Fellow of the University of Sydney Senate in 2013–16; Chairperson of the NSW Aboriginal Housing Office; Chief Executive Officer of Reconciliation Australia in 2010–14; co-founder of Yarnteen Ltd, a successful Indigenous enterprise operating commercial and social ventures; recognised in the inaugural *The Australian Financial Review* and Westpac 100 Women of Influence awards in 2012.

June C. McLoughlin
M Ed Studies BEd ECE Dip ID

Non-executive Director since April 2019. Executive Director of Our Place, an education initiative of the Colman Foundation in Victoria, and Non-executive Director of Goodstart Early Learning Ltd; former policy advisor in children's and family services, and early intervention in community services in Victoria; extensive experience as an educator, manager and policy developer in the public and private sectors, dedicated to understanding issues relevant to the needs of families and their children, and developing projects to refocus community services and education to provide integrated support for families and vulnerable children.

Dr Lisa J. O'Brien
**MBBS (Hons) MBA MHRM&C
 FRACMA GAICD**

Executive Director since 2011. Non-executive Director of the Community Council for Australia Ltd and BUPA ANZ; member of the Panel for the Review to Achieve Educational Excellence in Australian Schools (2017–18); founding member of Lou's Place, a drop-in centre providing respite and support for women in need; more than 25 years' experience in the health care, community services, bio-medical and information technology sectors.

Rosa Storelli
**BEd Grad Dip Stud Welf MEd Studies AACE
 FACEL AFAIM MAICD**

Non-executive Director since April 2016. Adjunct Professor in the School of Education, La Trobe 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; Educational Advisor at Mindset Learning; an independent educational consultant with 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.



COUNCIL OF GOVERNING MEMBERS

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

The Council forms the voting membership of the organisation and is responsible for electing directors and 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, Professor Ross Griffith, Jane Hemstrich, Tim Holden, John Kelly AM, Chris Leptos AM, Christine McLoughlin, James Millar AM, Linda Bardo Nicholls AO, Jan Roberts, Greg Ruddock, Rosa Storelli, Paul Tobin, Richard Turner AM, Terry Walsh, Richard Warburton AO, Geoff Willmott and Emeritus Professor Ken Wiltshire AO.

Brian France retired from the Council in 2018 after more than 20 years' service as Chairman, Director and Council Member. We thank him for his generous support during that time.

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.

In 2018–19, the Board comprised up to 12 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. During the year there were three new appointments – Rosheen Garnon, June McLoughlin and Peter Radoll; and two resignations – Leah Armstrong and Rosa Storelli.

Management conducts a detailed induction process for new Directors, to provide them with a comprehensive understanding of our organisation, strategy and programs. This enables each Director to contribute fully from the commencement of their appointments.

A change to The Smith Family's constitution in 2017 increased the maximum number of Non-executive Directors from 10 to 12, providing the opportunity for appropriately skilled replacement Directors to be recruited before the retirement of incumbents. This helps to ensure the Board's composition and skill base remain appropriate to the requirements of the organisation. Recent Board appointments reflect this intent.

BOARD COMMITTEES

The functions of the Board's sub-committees in 2018–19 are outlined below.

The Corporate Governance Committee was active in recruiting new Directors in 2018–19, focusing on maintaining the required mix of skills on the Board following retirements.

The Endowment Fund Committee oversees the investment policy and mandate for the Children's Future Education Fund. Over time, earnings will provide a secure revenue stream to fund student scholarships and community work as part of the *Learning for Life* program.

The Finance, Audit and Risk Committee continues to focus on enhancing The Smith Family's investment policy and mandate, to safeguard financial resources while earning acceptable returns. It ensures that sufficient funds are available to meet operating requirements. The committee monitors risk identification and management, particularly in the areas of child protection and cyber security.

The People and Culture Committee provides advice on remuneration policies and practices, and ensures compliance with employment-related statutory and regulatory requirements, including those related to workplace health and safety.

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

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	7			3	3			1	1
L. M. Armstrong*	0	0								
C. N. Bartlett	7	6	4	4	3	3	2	2	1	1
C. Cawsey	7	4								
S. A. Davis	7	6								
J. A. Harmer	7	7	4	4						
R. M. Garnon	3	2			1	1				
M. G. Johnson	7	5			3	3			1	1
A. J. Kloeden	7	6					2	2		
J. C. R. Maycock	7	7	4	4						
J. C. McLoughlin	2	1								
L. J. O'Brien	7	7	4	4						
P. J. Radoll	2	2								
R. Storelli	3	2					2	1		

* L. M. Armstrong was granted leave of absence from 24 May until her retirement on 14 September 2018.

VIEW CLUBS OF AUSTRALIA

This national women's organisation has approximately 15,000 members exclusively supporting the work of The Smith Family. The organisation's National Council leads the overall development of VIEW and administers policy development. The National President is Jan Roberts, whose two-year term ends in December 2019. She is supported by two National Vice Presidents, Patricia McRae and Annette Schlafrig.

The National Councillors are Lesley Carroll, Jeanette Cassidy, Maria Culka, Joanne Gray, Christine Manger, Lynette Masters, Rosie McDermott, Sandi Muntisov, Anne-Louise O'Connor, Beryl Pike, Marlene Powell, Kay Underwood, Fay Valerius, Marilynne Weston and Helen Zirn.

ADVISORY GROUPS

The following groups provide advice to the Chief Executive Officer and senior management on particular issues and projects.

The Advisory Group on Issues Concerning Aboriginal and Torres Strait Islander Peoples is chaired by John Rawnsley. Its members are Pauline Brown, Teangi Brown, Jayde Geia, Lenique George, Dr Jeff Harmer, Alara Hood, Jesse King, April Long, Professor Peter Radoll, Todd Sculthorpe, Leanne Smith, Vinny Valentine, Wanda Wellington and Jodie Wyatt. We thank them for their support.

The Digital Futures for Families and Students Expert Advisory Group is chaired by The Smith Family. Its members are Luke Briscoe, Colin Cardwell, Dr Philippa Collin, Associate Professor Michael Dezuanni, Stella Galanis, Simon Gomes and David Spriggs. We thank them for their support.

The Financial Literacy Advisory Group is chaired by Michael Herring. Its members are Robert Drake, Paul Ivers, Gregory Mowle, Irene Payne, Di Robinson and Caroline Stewart. Claudia Weisenberger stepped down from the group during the year. We thank them for their support.

The Information Systems Advisory Group is chaired by Doug Snedden. Its members are David Boyle, David Ellis, Ray Fleming and Richard McLaren. David Isaacs and Julian Wee stepped down from the group during the year. We thank them for their support.

The *Let's Count* Project Advisory Group is chaired by The Smith Family. Its members are Sean Barrett, Belinda Emms, Associate Professor Ann Gervasoni, Penny Markham, Samantha Page, Emeritus Professor Bob Perry, Gillian Pratt and Duncan Rayner. Deborah Durie, Carl McCamish, Sue West and Will Maroney stepped down from the group during the year. We thank them for their support.

The Principals Advisory Group is chaired by The Smith Family Director Christine Cawsey. Its members are Anne Denham, Malcolm Elliott, Caroline Fishpool, Terry Heath, Andrew Pierpoint, Rebekah Stapleton, Lee Sibir, Karen Snibson, Zachary Taylor and Lorna Woodley. Dennis Yarrington stepped down from the group during the year. We thank them for their support.

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 and services tax and fringe benefits tax.

The Smith Family is registered with the Australian Charities and Not-for-profits Commission (ACNC), and as required by law in the following states and territory, where it raises funds:

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 – ongoing subject to continued registration with the ACNC

Tasmania

Registration number 170 – registration is ongoing

Victoria

Registration number 10290 – renewable in 2021

Western Australia

Registration number 20352 – renewable annually

Australian Capital Territory

Registration number L19000133 – renewable in 2020

Five-Year Financial Summary

(Figures in \$'000s)

	2014–15	2015–16	2016–17	2017–18	2018–19
Gross income including Recycling Operation and VIEW revenue	106,274	107,856	118,945	132,237	144,348

INCOME

Fundraising					
Donations and corporate support	46,692	52,349	56,189	64,484	73,672
Bequests	4,813	11,131	8,262	7,110	5,882
VIEW Clubs net contribution	1,028	1,198	1,123	1,640	1,432
Government funding	22,589	19,367	26,474	33,609	37,345
Children's Future Education Fund			3,090	405	1,631
Commercial activities net contribution	2,425	1,403	1,872	396	7
Investment and other income	9,239	2,170	2,441	3,146	3,348
Total Income	86,786	87,618	99,451	110,790	123,317

EXPENDITURE

Policy and programs	(61,760)	(61,383)	(65,922)	(74,559)	(82,918)
Fundraising	(16,585)	(17,770)	(23,377)	(28,529)	(32,004)
Promotion and profiling	(1,806)	(2,309)	(2,305)	(3,277)	(3,945)
Administration	(1,725)	(1,870)	(1,865)	(2,440)	(2,569)
Total Expenditure	(81,876)	(83,332)	(93,469)	(108,805)	(121,436)
Surplus/(Deficit)	4,910	4,286	5,982	1,985	1,881

OTHER RESULTS AND INDICES

Recycling Operation and other commercial activities					
Sales and other revenue	17,357	17,911	17,354	17,965	17,173
Expenditure	(14,932)	(16,508)	(15,482)	(17,569)	(17,166)
Commercial activities net contribution	2,425	1,403	1,872	396	7

VIEW Clubs of Australia					
Revenue	5,583	4,928	5,135	5,518	5,297
Expenditure	(4,555)	(3,730)	(4,012)	(3,878)	(3,865)
VIEW Clubs of Australia net contribution	1,028	1,198	1,123	1,640	1,432

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.

	2014–15	2015–16	2016–17	2017–18	2018–19
Volunteer hours	516,750	398,978	464,614	410,742	362,450
Value of volunteering contribution	\$14.8m	\$11.9m	\$13.9m	\$12.1m	\$10.7m

Five-Year Financial Performance

INCOME

Since 2014–15, net operating income has grown by an average of 9.2% annually, rising from \$86.8 million to \$123.3 million in 2018–19.

Donations and corporate support	In 2014–15, income from individual donations and corporate support was \$46.7 million. By 2018–19, it had risen to \$73.7 million, representing average annual growth of 12.1%.
Government funding	The Smith Family received \$22.6 million in government funding in 2014–15. In 2018–19, we received \$37.3 million, representing average annual growth of 13.4%.
Children's Future Education Fund	In 2018–19 The Smith Family received \$1.6 million into our Children's Future Education Fund.

EXPENDITURE

Overall expenditure has risen from \$81.9 million in 2014–15 to \$121.4 million in 2018–19.

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 increased on average by 7.6% per year, rising from \$61.8 million in 2014–15 to \$82.9 million in 2018–19.
Fundraising	Fundraising expenditure increased from \$16.6 million in 2014–15 to \$32.0 million in 2018–19. The underlying increase in expenditure reflects our investment in regular giving initiatives, and our digital, corporate and major donor fundraising activities.
Administration	Expenditure of \$2.6 million on administration support in 2018–19 represented 2.1% of total income, which was consistent with the previous years.

OTHER RESULTS AND INDICES

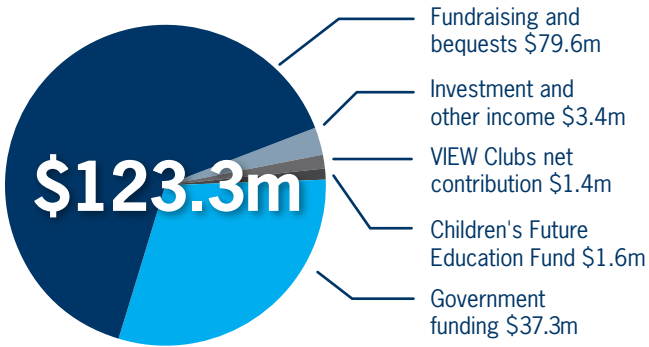
Recycling Operation and other commercial activities	Revenue from our recycling and other commercial activities has decreased by -4.4% from \$18.0 million in 2017–18, to \$17.2 million in 2018–19.
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VOLUNTEERING

Estimated value of volunteering contribution	The estimated value of the contribution of volunteers in 2018–19 was \$10.7 million compared to \$14.8 million in 2014–15.
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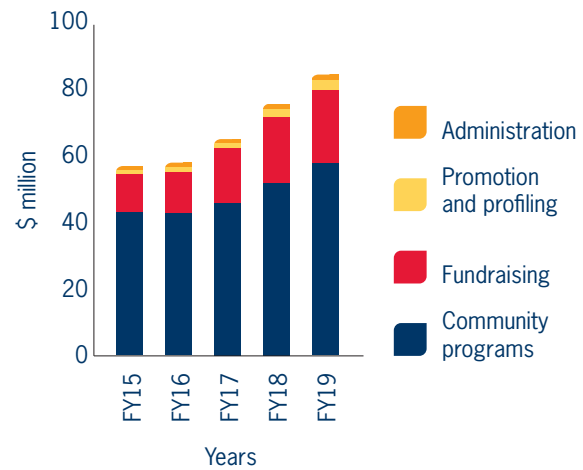
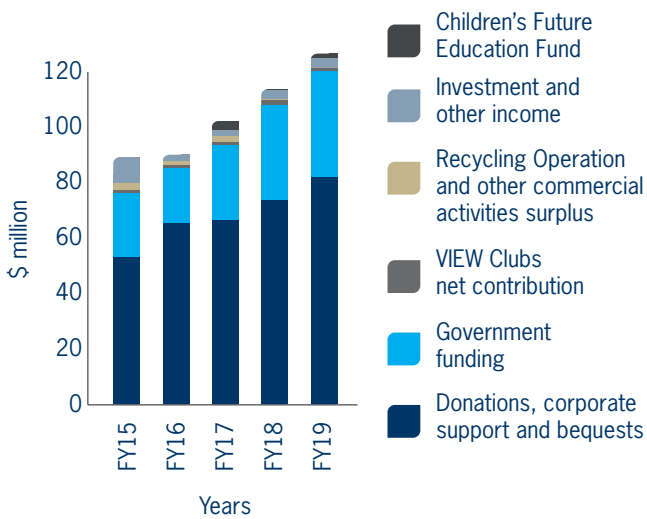
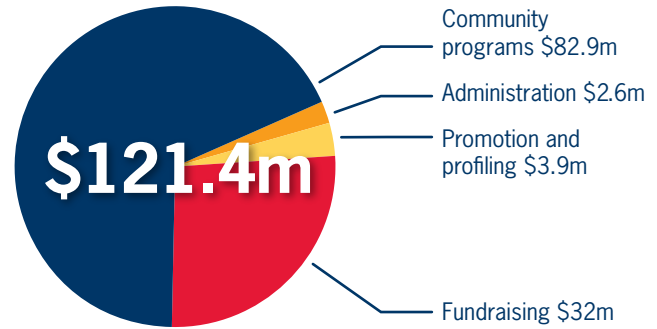
Where we obtained our financial resources

2018–19



How we applied our financial resources

2018–19



Girls at the Centre program participants, Bairnsdale, Victoria



Contact us

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

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E tsfmktg@thesmithfamily.com.au

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THE SMITH FAMILY LOCATIONS

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New South Wales

Level 3, 17–21 Hunter Street
Parramatta NSW 2150
T 02 9895 1233 **F** 02 9633 9897
Albion Park | Auburn | Bathurst
Blue Haven | 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 | Springfield
Tamworth | Taree | Tarrawanna
Tuggerah Lakes | Wagga Wagga | Warrarong
Wiley Park | Windale | Wyong

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Level 1, 6 Pavonia Place
Nightcliff NT 0810
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Darwin | Katherine | Palmerston

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Coomera | Gladstone | Inala | Ipswich
Logan | Mackay | Maroochydore | Redlands
Rockhampton | Southport | Toowoomba
Townsville

South Australia

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Elizabeth Vale | Hackham | Morphett Vale
Port Adelaide Enfield | Port Augusta
Salisbury North | Smithfield Plains | Whyalla

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Hobart TAS 7000
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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 | Frankston | Geelong
Lakes Entrance | Morwell | Shepparton
Werribee

Western Australia

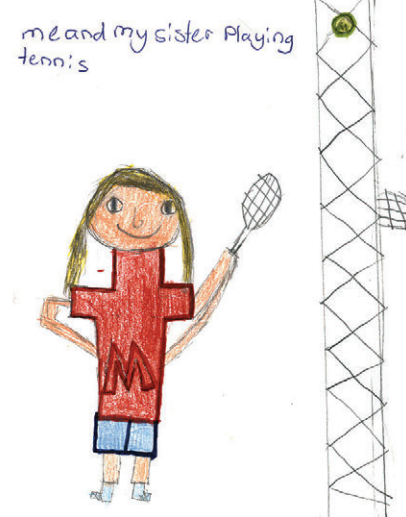
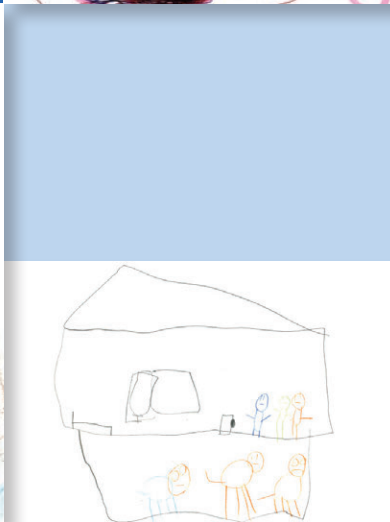
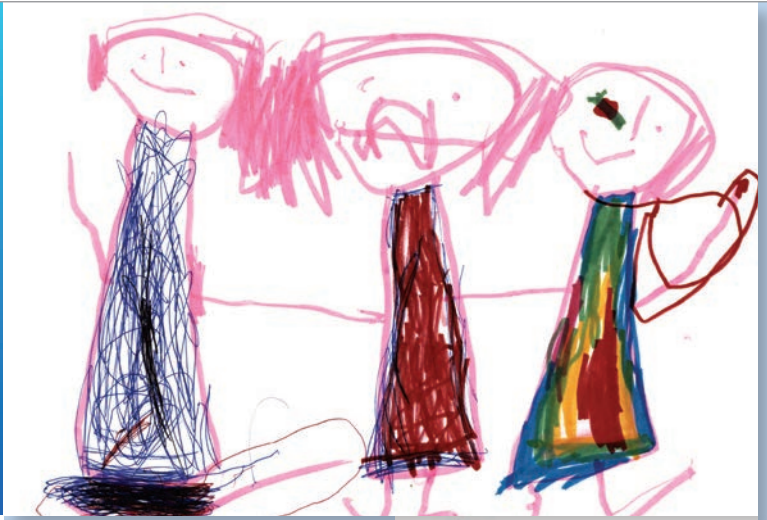
Perth
Level 8, 14–16 Victoria Avenue
Perth WA 6000
T 08 9265 5555
Armadale | Bunbury | Collie | Gosnells
Kwinana | Midland | Mirrabooka | Pilbara
Rockingham

(L-R) Andrew (1), with mother Nhung and brother Austin (4) pictured with playgroup facilitator for *Communities for Children*, Tien.

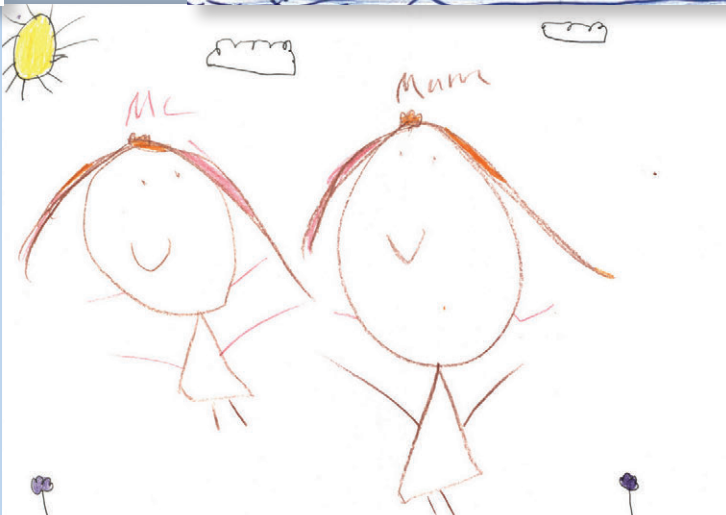
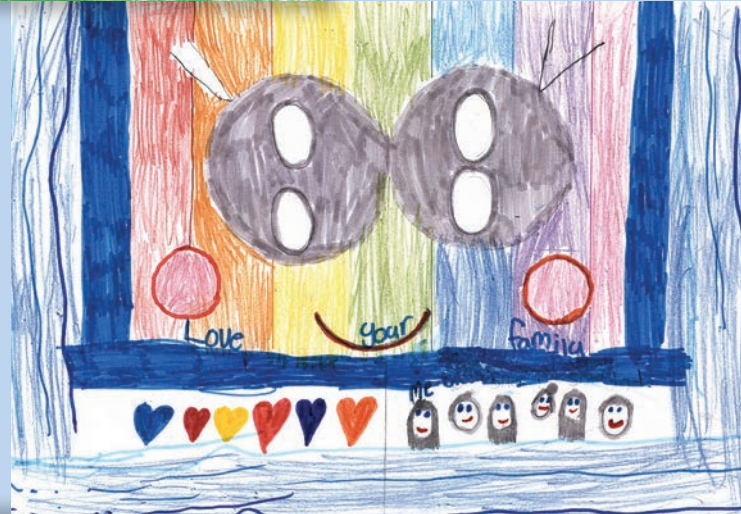
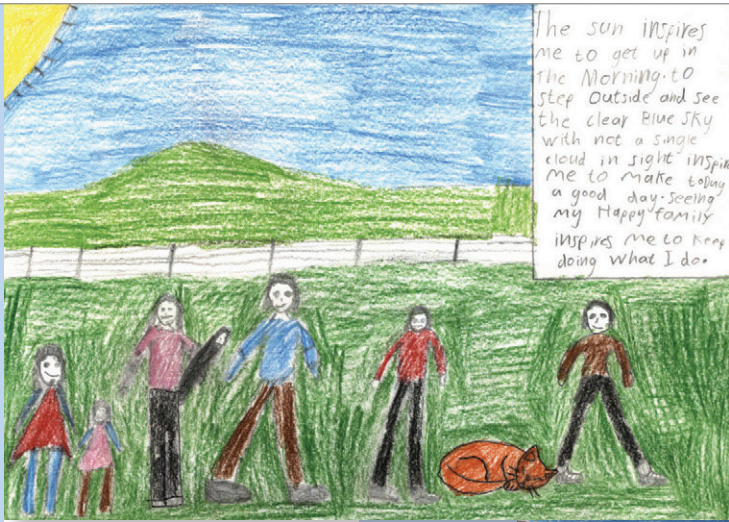


ENTRIES IN THE SMITH FAMILY'S 2018 ART AND WRITING COMPETITION

“What means the most to me”



Artwork by children participating in The Smith Family's Learning for Life program



“Two years ago, my children’s school recommended sponsorship with The Smith Family and our lives have been transformed since.

It’s so wonderful to know that people out there really want to support my family.”

Lynette

Learning for Life parent

“Now that I’m older I have realised how much the *Learning for Life* program has impacted my life.

It made a huge difference being sponsored with my education. Looking back, I realise we couldn’t have done it without this support. It helped with uniforms, school necessities and fees for different subjects.”

Mason

Learning for Life alumnus

“Giving young people a hand up is everyone’s business. So my message to others is: when you get the call to help, no matter what form it may take, stand up and make it count.”

Dr. Craig Challen

The Smith Family Ambassador and joint 2019 Australian of The Year

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 TheSmithFamilyAustralia

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everyone’s family