



# MAKING AN IMPACTFUL DIFFERENCE

Supporting young Australians  
through education



*everyone's family*

Annual Report 2020–21

**SUPPORTING  
YOUNG AUSTRALIANS  
THROUGH THE POWER  
OF EDUCATION**

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*Edward*



At The Smith Family, we believe that every child deserves a chance – no matter what their circumstances. We help children and young people to reach their full potential by providing support for their education.

This year, COVID-19 and the move to remote learning have been particularly challenging for students without the digital resources, support or quiet space they need to successfully engage with their studies at home. Our teams on the ground worked closely with families to provide extra support to students struggling with these issues.

Our support for children and their families is long term and holistic. It starts in early childhood, when we work with the child's family and community to build basic literacy and numeracy skills. Once a child starts school, we help them access school essentials and the extra support they need to get the most out of their education.

Our programs also encourage young people to connect the skills they learn in the classroom to career and educational opportunities in their post-school years. If students go on to tertiary education, we provide them with additional support and mentoring to continue their studies and, eventually, take the first steps in their chosen careers.

At every step of the journey, we also support parents and carers to develop the confidence and skills they need to help their children thrive at school – and beyond.

Overall, our long-term, evidence-based educational support gives children and young people opportunities and resources to develop the knowledge and skills they need to build a strong 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.

Strategic priorities:

## ACKNOWLEDGEMENT OF COUNTRY

The Smith Family pays respect to the Traditional Owners and Custodians of Country in the communities in which we work throughout Australia, and their connection to their lands, waters and communities. We pay respect to Aboriginal and Torres Strait Islander peoples and cultures, and to Elders past and present. We acknowledge Aboriginal and Torres Strait Islander peoples as Australia's First Peoples and Custodians of the Land. We acknowledge that the land on which our workplaces are located are the lands of the Traditional Owners and Custodians of Country.

# HELPING CHILDREN AND YOUNG PEOPLE TO REACH THEIR FULL POTENTIAL

## MESSAGE FROM THE CHAIRMAN AND THE CHIEF EXECUTIVE OFFICER

There's no doubt that we face challenging times. COVID-19 has disrupted almost every aspect of our lives, from how we work to how we socialise.

Children and young people have been among those most affected by the pandemic, with lockdowns and social distancing restrictions forcing tens of thousands of students into remote learning.

For the families we support, this has been particularly difficult. Limited access to digital devices, internet data or a quiet space to do schoolwork has left many children struggling with their learning at home during lockdowns. At the same time, parents who don't have the confidence or skills to assist with their children's studies have found supporting home learning especially tough.

While our students and families have shown great resilience during the pandemic, we know that these types of challenges increase the risk of children falling further behind and becoming disengaged from school.

It's more important than ever to ensure that the children we help get the encouragement and resources they need to achieve their full potential, so that the effects of COVID-19 aren't long-lasting.

### OUR RESPONSE TO COVID-19

To help break the cycle of poverty and enable young people to fulfil their ambitions, The Smith Family supports young Australians at every step of their educational journey, from early childhood through to the completion of their education. We work with parents and carers as well to help them play an active role in supporting their child's education.

With COVID-19 exacerbating the challenges of poverty and putting students at even greater risk of becoming disconnected from their learning, our support was even more critical this year. However, school closures and other COVID-19-related restrictions – which were in place for extended periods of time in some states – significantly disrupted delivery of our learning and mentoring programs.

As the scale of the problem emerged, we moved quickly to adapt our programs where possible, so that we could continue to support our students. We accelerated the digitisation of programs that are suited to remote engagement and expanded the delivery of our existing online learning and mentoring programs to reach more students remotely.

One in six of our *Learning for Life* students live in families that do not have a computer or a tablet connected to the internet at home. To help bridge the digital divide, this year we provided 2,149 families with a Digital Inclusion Pack that can include a laptop, internet access and technical assistance. In the previous financial year, we provided 1,200 packs to families.

The strong relationships between our Family Partnership Coordinators and the students and families they work alongside – sometimes for well over a decade – meant we were well positioned to maintain contact through the crisis and provide timely, relevant support. Throughout, we continued to work closely with over 700 schools to assist them to maintain relationships with the families of students we help and to continue to run our programs in states and territories where conditions permitted.



The Smith Family Chairman, Nicholas Moore

**OUR STRATEGY AND AMBITION**

In the fourth year of our Five-Year Strategy, we continued to focus on six key priorities: scale effectively; innovate; advocate; fund; data enable and digitise; and enable high performance.

These priorities give us a framework for achieving our ambition – a 30% increase in the number of young Australians our effective and evidence-based programs reach by 2022.

We are pleased to have achieved the targets we set for ourselves in this strategy, especially given the significant challenges many of our students and families have faced over the past few years, including catastrophic bushfires, floods and COVID-19.

With our current Five-Year Strategy coming to an end next year, we started work on the development of our next Five-Year Strategy, which will commence in July 2022.

**GROWTH AND INNOVATION**

Innovation is at the heart of the approach we take to all our work. Fundamental to innovation is understanding the changing needs of those we support.

Evidence underpins all aspects of our work at The Smith Family. We have a unique dataset through our national *Learning for Life* program. Insights from our analysis enable us to continually refine our program’s effectiveness and add to the national educational evidence base over time. The constant testing and improvements we undertake across all aspects of our work, ensure our ongoing organisational effectiveness. Importantly, they also ensure our program approach can continue to meet the ever-evolving needs of our students and families.

In response to COVID-19, we undertook a deep study to better understand how our families and students were experiencing the crisis and to learn how we can best support them. We collected information, experiences and stories about life during the pandemic from team members, *Learning for Life* families and tertiary students. This helped us to better understand the challenges faced by some families and students, including a lack of devices, connectivity and digital skills.

A high point this year was receiving \$38.2 million in funding from the Australian Government over four years for our new *Growing Careers Project*. The project is an opportunity to drive improvements in the way careers education is delivered to young people as they move through school. This important work will help to empower young people to complete Year 12 and increase their career prospects. Over time, it aims to enable better economic prospects for participants, especially in a post-COVID landscape, with young people in Australia currently experiencing high levels of unemployment and underemployment.

The Smith Family Chief Executive Officer, Doug Taylor

This year saw us partner with the South Australian Department for Education to develop an innovative data exchange project. It will enable our team members to access in real time the department’s key educational data on our *Learning for Life* students. This will help us to provide more timely and targeted support to *Learning for Life* students, with the aim of supporting improved educational outcomes.

We continued to implement a range of digitisation initiatives designed to grow capacity and make team members’ and volunteers’ experiences of our systems as simple and streamlined as possible. This included launching an upgraded customer relationship management system to enhance interactions with our customers. We continued to build customer-focused functionality in our My Smith Family for Families online portal. This has increased interactions with our families and enabled us to receive direct feedback from them, automate manual processes and digitise several of our programs.

**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.



**RESEARCH AND ADVOCACY**

Through our advocacy work, we were able to draw attention to the difficulties many children and young people living with disadvantage have experienced during COVID-19, as well as how we adapted our responses to address these challenges.

We are in a unique position to advocate with and on behalf of young Australians because of our long-term relationships with families and their children, and through the scale and depth of our community connections. We are able to draw on insights derived from many years of research to make evidence-based decisions about how best to make a meaningful and effective difference for our students and families.

This year, we continued our membership of the National COVID-19 Commission not-for-profit working group. This group was set up to advise the Australian Government on practical initiatives to support vulnerable Australians and the not-for-profit sector during COVID-19 and beyond. In addition, we continued to advocate for vulnerable families as part of the sector’s Charities Crisis Cabinet.

**RECONCILIATION ACTION PLAN**

We developed our fourth Reconciliation Action Plan (RAP) this year, which is our third Stretch RAP. It covers the period through to 2024 and underpins all our work with Aboriginal and Torres Strait Islander peoples.

Our new RAP sets out 16 practical actions, along with 92 deliverables to help build strong and trusting relationships, champion ongoing respect and understanding between cultures, and create opportunities through our corporate action over a three-year period. Focus areas include our employment strategy, procurement processes to support Aboriginal-owned businesses and promoting positive race relations through anti-discrimination strategies.

The development of this RAP involved extensive consultation with key internal and external stakeholders. These included the members of our Advisory Group on Issues Concerning Aboriginal and Torres Strait Islander Peoples. We also recognise the commitment of many team members over the 10 years since we delivered our first RAP. Their dedication will drive real change in the longer term.

Of the 58,016 *Learning for Life* students supported during 2020–21, 12,578 identify as being from Aboriginal or Torres Strait Islander backgrounds. This equates to 21.7%.

**CHILD PROTECTION FRAMEWORK**

This year, as part of our deep commitment to ensuring that we are a child safe organisation, we reviewed and updated our Child Protection Framework. This organisation-wide process confirmed we have a strong policy foundation in the context of the findings of the Royal Commission into Institutional Responses to Child Sexual Abuse. It also confirmed the effectiveness of our Framework in guiding the everyday child protection risk management approach taken in all areas of our organisation.

We established and launched a new online Child Safety Alert system, which enables us to take quick action on any reasonable suspicion that children we work with are at risk of harm. It allows us to manage and document actions taken to retain records in accordance with our Record Management Policy, among other critical activities.

Other key initiatives in 2020–21 included joining the National Redress Scheme as part of our commitment to support people who come forward seeking redress for abuse experienced as a child. We also contributed to national-level child protection developments through our membership of the National Office for Child Safety’s Child Safe Sectors Leadership Group.

**OUR FINANCES AND FUNDRAISING**

Despite the uncertainty created by the pandemic, donations in 2020–21 exceeded both expectations and the previous year’s result.

The outstanding generosity of our supporters resulted in our fundraising income increasing by 19% compared to the prior year. Most notably, our Winter Appeal generated a new record result, raising more than \$7.5 million and attracting more than 4,600 new donors to The Smith Family. This was complemented by further significant growth in our *Learning for Life* sponsorships across the year and several very large donations for our programs from supporters.

In 2020–21, we saw growth in donations from our philanthropic partners – including corporate partners, trusts and foundations, and major donors. These totalled over \$32.6 million, a 25% increase on last year. We are particularly grateful to our partners ANZ, Officeworks and the Paul Ramsay Foundation for their significant support for our work. We were also delighted to receive a significant donation from one of our long-term and very generous donors in support of our *On PAR* pilot in NSW.

Here are some of the complex and often compounding challenges faced by students supported through our *Learning for Life* program:



All live in **low-income families**



More than half live in a **single-parent family**



Around one-third of students and a similar proportion of parents and/or carers have a **disability or health issue**



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

Overall, we finished 2020–21 in a strong position with a net operating result of \$28 million. The positive outcome from our fundraising has enabled us to extend our reach and give additional support to families adversely impacted by COVID-19 through the year. This includes providing a further 2,000 Digital Inclusion Packs in August 2021, prioritising those families severely impacted by lockdowns.

However, the impact of ongoing economic uncertainty remains concerning and more so as our support for each student is long term. At the end of the financial year, we committed to support more than 58,000 *Learning for Life* students for the duration of their educational journeys. This commitment incorporates our annual support of around \$72 million per year.

This year’s net operating result will enhance our financial sustainability and our ability to support our students and families over the long term. It will also enable us to meet the objectives we set for the last year of our five-year strategy and beyond.

**ACKNOWLEDGEMENTS AND THANKS**

Firstly, we thank the children and young people we support, as well as their families. It was our privilege to work with you all in 2020–21.

We are mindful that our work cannot be done without our supporters and we are truly grateful to all of them.

We extend a special thank you to The Smith Family’s inaugural patron, the Governor General, His Excellency General the Honourable David Hurley AC DSC (Retd). We also thank his wife, Mrs Linda Hurley, who was welcomed by VIEW Clubs of Australia as its inaugural patron.

We thank the members of the Board and our advisory groups for committing their time and skills.

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 are grateful for the support of our ambassadors: television presenter and journalist Sarah Harris and joint 2019 Australian of the Year Dr Craig Challen SC OAM.

We acknowledge and thank our partner schools for their shared commitment to our mission, as well as the many non-government organisations we worked with during the year.

Finally, we acknowledge our team members. We recognise and salute you for your energy, passion and drive, which allowed us to keep on supporting thousands of children and young people in an extremely challenging year.

Collaboration is an organisational value we hold dear. In working together towards a common goal, we are ensuring that the children and young people we serve are able to become the best they can be.

**Nicholas Moore and Doug Taylor**

**FAREWELLING FORMER CEO DR LISA O'BRIEN**

In March 2021, The Smith Family farewelled outgoing Chief Executive Officer, Dr Lisa O’Brien, after 10 years of outstanding leadership.

Lisa joined us in February 2011, with a goal of ensuring The Smith Family would continue to thrive and grow into the future, and be able to demonstrate to our stakeholders the effectiveness of our work.

During Lisa’s tenure, The Smith Family went from strength to strength. We expanded our footprint to reach around 171,000 children and young people. Participation in our *Learning for Life* program increased from around 33,000 to more than 57,000 students. We saw fundraising income grow from \$38.9 million in 2011–12 to \$90.5 million last financial year. Lisa’s strategic capability and leadership of our cause has left an indelible mark on our organisation. She will be remembered for her strong commitment and passion for helping the children we support to realise their potential.

Following Lisa’s departure, Deputy Chief Executive Officer Judy Barraclough was appointed Acting CEO. The Board would like to acknowledge Judy for her exceptional leadership overseeing The Smith Family’s operations and thank her for her period of service in this role.

Former Deputy Executive Director of Uniting NSW and ACT, Doug Taylor, was appointed Chief Executive Officer in August 2021.

Doug brings extensive national and international experience in leading innovative social impact initiatives. He also has considerable operational experience managing large, complex organisations serving people experiencing disadvantage.

The Board warmly welcomes Doug to our organisation and looks forward to working with him in continuing to move forward with our goal of helping children and young people achieve better life outcomes through education.



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**



One in six students participating in our *Learning for Life* program live in families that **don’t have a computer or tablet connected to the internet at home**

# THE PROBLEM

## The cycle of disadvantage

The risk factors that can lead to educational disadvantage can begin in a child’s early years, and continue throughout their school lives. Over the years, the impact compounds and for some, it can lead to poorer overall educational and life outcomes. Despite the resilience and commitment of parents, this cycle shows that the contributors to disadvantage are complex and that without the right support at the right time, disadvantage can be long term and intergenerational.

1

### Family challenges

These 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

### Reduced educational outcomes for children

Behind in essential skills when they start school, not having the items they need to fit in, having limited access to resources for learning development, falling behind at school and facing difficulty in catching up, and having limited access to the support needed for guiding study and/or career paths.



4

### Overall life outcomes impacted

Inability to get ahead in life, health and wellbeing affected, passing disadvantage on 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 having limited connections to community networks and services.

# Disadvantage at every stage

In Australia, 1.2 million children and young people live in poverty.<sup>1</sup>



## Early years

### DEVELOPMENTALLY VULNERABLE

On starting school, one in three children in Australia's most disadvantaged communities are developmentally vulnerable in at least one key area.<sup>2</sup>

## Primary years

### READING

Just 63% of Year 5 students whose parents have not completed Year 12 surpass the national minimum reading standard for their year level. Among Year 5 students whose parents have a university qualification, this figure is 95%.<sup>3</sup>

## Secondary years

### YEAR 12 COMPLETION

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

## Post-school years

### POST-SCHOOL ENGAGEMENT

Around 49% of 24-year-olds from the most disadvantaged backgrounds are not fully engaged in work or study, compared to 18% of those from the most advantaged backgrounds.<sup>5</sup>

1 Davidson, P, Saunders, P, Bradbury, B and Wong, M (2020), *Poverty in Australia 2020*, Australian Council of Social Services (ACOSS) and University of New South Wales Poverty and Inequality Partnership report series, No. 3, Sydney: ACOSS.  
 2 Australian Government (2019), *Australian Early Development Census National Report 2018: A snapshot of early childhood development in Australia*, Canberra: Department of Education and Training.  
 3 Australian Curriculum, Assessment and Reporting Authority (ACARA) (2019), *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2019*, Sydney: ACARA.  
 4 Lamb, S and Huo, S (2017), *Counting the costs of lost opportunity in Australian education*, No. 2, Melbourne: Mitchell Institute.  
 5 Ibid.

“Without the help of The Smith Family, there is no way that I could give the children the things they need for their education and future aspirations.”



Vanessa

Vanessa with her grandchildren, from left Chevrolet, Shelby and Mercedes.

# OUR FIVE-YEAR STRATEGY



## GIVING KIDS EVERY OPPORTUNITY

“As a grandparent bringing up four young children, The Smith Family has given me the strength. They’ve given the children the opportunity to do everything they can with their education.

It’s quite a burden to try and do the best that you can for your grandkids on next to nothing. Without the help of The Smith Family, there is no way that I could give the children the things they need for their education and future aspirations.

It was a constant struggle all the time just to make ends meet. I could never, ever pay the school fees. If you didn’t pay the fees, the kids couldn’t go on camp or swimming, for instance. Those things impacted really badly on the children. It was really sad for me when I would see the kids going off to school and they would hang their heads.

Going to meet Louisa\* from The Smith Family was like a heavy burden had been lifted off my shoulders. I didn’t have to worry about school fees and didn’t have to worry about getting new uniforms.

I use the money for anything to do with their schooling. Now the children go to school in new uniforms and they have a bounce in their step.

If it hadn’t been for The Smith Family, I don’t know what I would have done.”

**Vanessa**, *Learning for Life* grandparent

\* As a Family Partnership Coordinator, Louisa works in communities with families whose children are receiving support through The Smith Family’s *Learning for Life* program.

Our Five-Year Strategy provides a framework so we can better assist children and families in a rapidly changing world.

# 2018–22 FIVE-YEAR STRATEGY

We designed our Five-Year Strategy around the opportunities and challenges presented by our rapidly changing, increasingly digital world. The strategy is helping our organisation adapt and evolve so that we can continue to offer targeted, relevant and holistic support for children and families in need.

## GROW AND INNOVATE

By focusing on growth and innovation, our strategy enables us to provide more effective help to a growing number of children and young people experiencing disadvantage. Our six strategic priorities give us the framework to achieve our goal of reaching more young Australians with our evidence-based programs.

## 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.
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# FIVE-YEAR STRATEGY ACHIEVEMENTS

## HIGHLIGHTS FROM

# YEAR 4 2020–21

### SCALE EFFECTIVELY

- ✓ 179,760 children and young people participated in our programs.
- ✓ We continued to grow our support, with 58,016 students on *Learning for Life*. 21.7% of these students are from Aboriginal or Torres Strait Islander backgrounds.
- ✓ We established the parameters for a First Nations Student Framework, a human-centred design approach to improve outcomes for Aboriginal and Torres Strait Islander *Learning for Life* students.
- ✓ To ensure children and young people had the tools they needed to adapt to online learning during COVID-19 lockdowns, we distributed 2,149 Digital Inclusion Packs.

### INNOVATE

- ✓ We continued to promote Agile practices by refreshing our performance development process to enable us to better respond to opportunities as they occur.
- ✓ We developed and ran a six-month pilot of the *Catch-Up Learning* program to address concerns that children experiencing disadvantage were at risk of falling further behind their peers because of remote learning.
- ✓ We participated in an initiative led by the Paul Ramsay Foundation and Philanthropy Australia to explore peer-led philanthropic funding innovations that can contribute to reducing disadvantage.
- ✓ For the third consecutive year, we were recognised as one of Australia and New Zealand's most innovative organisations in *The Australian Financial Review's* Most Innovative Companies list.

### ADVOCATE

- ✓ We developed 29 advocacy products, including publications, policy submissions, webinars and external presentations. Eight of these products included the direct voices of our students and families.
- ✓ After many years of public policy advocacy, we were awarded \$38.2 million in Australian Government funding over four years to trial and evaluate a new approach to careers support for secondary students, through our *Growing Careers Project*.

### FUND

- ✓ We received several significant donations from philanthropists and corporate partners to enable us to develop and deliver transformational programs, including \$3 million from a long-term donor to fund the next four years of our *On PAR* project.
- ✓ We were overwhelmed by the generosity of Australians donating to our three Appeals and we attracted 20,539 new sponsorships to support *Learning for Life* students.
- ✓ We received \$32.6 million from corporate partners, trusts and foundations, and major donors – a 25% increase on last year's result of \$26.1 million. We welcomed 12 new corporate partners.

### DATA ENABLE AND DIGITISE

- ✓ We developed the Data Exchange project with the South Australian Department for Education to access timely educational data that will enable more targeted support, in line with the Family and School Practice Frameworks. Access to this data will also enable stronger assessment of the difference *Learning for Life* makes to disadvantaged students.
- ✓ Continued enhancement of the My Smith Family portal has resulted in 88% of our families interacting with us via this portal – an increase of 21% compared to last year.
- ✓ We refreshed our digital strategy and this year focused on optimising existing digital solutions to deliver efficiency gains and better customer experiences.

### ENABLE HIGH PERFORMANCE

- ✓ To strengthen our leadership capability, we delivered our Ignite Leadership program to six groups of leaders, focusing on leadership mindsets, knowledge and skills.
- ✓ We focused on building a more inclusive culture by running workshops on diversity and inclusion for our leadership and team members, and providing access to the Diversity Council of Australia's research, best practice resources and expertise.
- ✓ We completed the migration of our enterprise data warehouse and customer relationship management system to storage in the cloud.



# FIVE-YEAR STRATEGY ACHIEVEMENTS

## CONTINUED

These priorities give us a **framework for achieving our ambition** and clear targets to track our effectiveness.



## 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-centric 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 – *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 acquired 18,764 new sponsorships to support students on *Learning for Life*.

### 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 developed 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.

## YEAR 2 HIGHLIGHTS FROM 2018–19

- ✓ 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 was 88.0%.
- ✓ 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 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 acquired 22,060 new sponsorships, with almost 10,000 signed up via the website.
- ✓ Our corporate partners, trusts and foundations, and universities gave \$11.5 million to support our programs.
- ✓ 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 and customers, including answering around 40,000 emails. We implemented artificial intelligence software to ensure more timely support.
- ✓ 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. These included introducing dashboards to improve analytics and reporting, enabling all new starter paperwork to be completed online, and upgrading our payroll system.

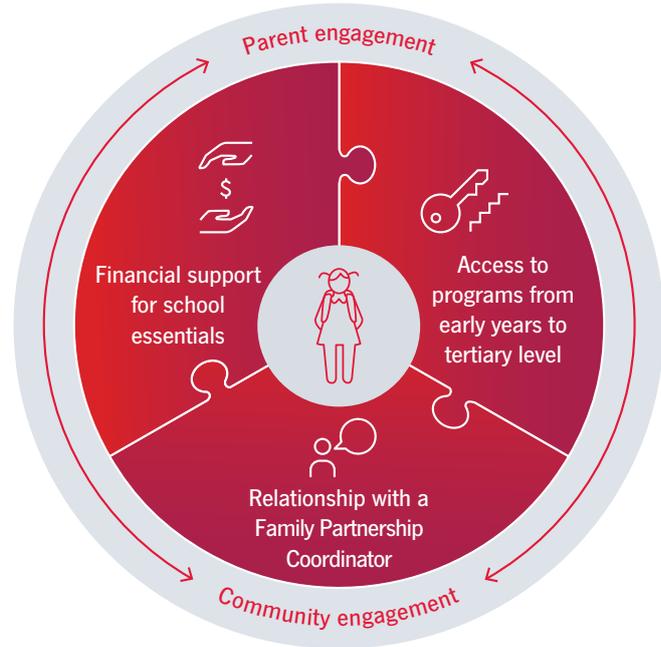
## YEAR 3 HIGHLIGHTS FROM 2019–20

- ✓ 170,901 children and young people participated in our programs.
- ✓ We achieved our four-year growth goal to support 56,000 students on *Learning for Life*. 21.5% of these students were from Aboriginal or Torres Strait Islander backgrounds.
- ✓ Our Program Innovation Lab designed the Family Experience Project, which used in-depth surveys and interviews to investigate how our families were experiencing the impacts of COVID-19 and determine how we could best support them.
- ✓ We expanded our Agile transformation to have four permanent teams or squads operating.
- ✓ We developed 35 advocacy products including publications, policy submissions and external presentations.
- ✓ We created the COVID-19 Insights Snapshot report and contributed to the ongoing public discussion around pandemic-related challenges facing Australian families.
- ✓ Our supporters dug deep during the summer bushfires and the COVID-19 crisis, with increased support overall – including two donations of \$1 million each for Digital Inclusion Packs.
- ✓ We attracted 24,408 new sponsorships to support our *Learning for Life* students and received \$26.1 million from corporate partners, trusts and foundations, and major donors – a 24% increase over the previous year's result.
- ✓ We refreshed our digital strategy to reflect the progress we'd made over the past few years and set new benchmarks for the future.
- ✓ Our work on simplifying and expanding the capabilities of the My Smith Family portal resulted in 73% of our families using the platform to stay in touch and manage their documents.
- ✓ To unlock efficiency across our organisation, we digitised sponsor communications and enquiry management processes, and launched HR Central to create a single source of truth for all team member data.
- ✓ We undertook a comprehensive scenario planning exercise in response to COVID-19 and developed a Response and Recovery Plan to ensure our teams can continue to work in a variety of possible scenarios.

## OUR APPROACH

We provide long-term educational support to children and young people who are experiencing disadvantage, so they can achieve their full potential.

### HOW LEARNING FOR LIFE WORKS



The effects of COVID-19 continued to be felt by all of us this year, with some Australians disproportionately affected. For families already dealing with limited financial resources, unemployment, disability, poor health or unstable housing, the compounding pressure has been immense.

While our students and families have shown exceptional resilience in attempting to overcome the additional challenges presented by COVID-19, the ongoing effects of the pandemic have put at risk the educational prospects of young people living with disadvantage.

A report commissioned by the Australian Government in 2020 predicted the educational impacts of COVID-19 are likely to be significantly greater for children from disadvantaged backgrounds than for their more advantaged peers.<sup>1</sup> We also know firsthand that as lockdowns forced schools to move to remote learning, the one in six *Learning for Life* students without an internet-connected device at home struggled to continue their learning.

For the many families that don't have access to digital technology at home – or that share one device between several children – remote learning is extremely challenging. And added to that, is that in many cases, parents lack the confidence or skills to assist their

children with their studies – despite their best intentions.

So, to help students and families overcome the significant challenges of COVID-19, The Smith Family worked hard this year to ensure we continued to support children and young people experiencing educational disadvantage.

Our approach supports community professionals who work with families to help develop young children's literacy and numeracy skills before they start school. For children in the primary school years, our *Learning for Life* program links the child's family to a sponsor who provides financial assistance to help cover education-related expenses. Sponsorship also gives students personal support and where needed, access to additional learning programs that complement their education.

*Learning for Life* provides:

- financial assistance to help families pay for school uniforms, books, digital tools and excursions
- access to a Family Partnership Coordinator, who supports the student's education journey and connects them and their family to relevant local services and supports
- practical support, such as access to our learning and mentoring programs.

This support continues through secondary school and potentially on to tertiary studies.

Our approach also focuses on supporting parents' engagement with their child's learning. We do this because research shows that children with parents who are engaged in their education – no matter what their income or background – are more likely to do well at school, graduate and go on to higher education.

Our support targets aspects of parental engagement that influence children's outcomes, such as reading to their child, talking to them about their learning, creating a stimulating home learning environment and developing positive parent-teacher relationships. We also help parents to improve their financial skills so they feel more confident setting up their family for success.

### HOW WE ADAPTED TO COVID-19 IMPACTS

To ensure our students and families could continue to access our support during the pandemic, this year saw us adapt how we do things at The Smith Family.

This included upgrading our online portal and modifying a number of our programs so we could continue to reach our families remotely. In states where lockdowns impacted our capacity to meet with families face to face,

<sup>1</sup> Centre for International Research on Education Systems and Mitchell Institute (2020), *Impact of learning from home on educational outcomes of disadvantaged children*, Canberra: Department of Education, Skills and Employment.

CASE STUDY

BEING THERE FOR STUDENTS AND FAMILIES

“I want to be someone who children and families see as solid. Someone who will be by their side for years.

When I started at The Smith Family in 2019, I felt I’d landed my dream job. I still do. Not only do I enjoy my work, but I feel like I’m making a difference.

Working out of the Wynyard office in north-west Tasmania, I look after the Burnie community. We currently have a caseload of 600 kids, and that’s growing quickly, which is exciting.

As a Family Partnership Coordinator, my job is to support children and families to become more independent. We have high levels of disengagement and poor attendance at school in this area. But it doesn’t take a lot to uncover what a child’s barriers are and switch their educational engagement back on.

I feel like I’m able to relate to a lot of the challenges that the families I work with face. I’m a mum with three kids and my journey has brought me to where I can chat to other mums from that point of view. I know what it’s like if a child doesn’t want to go to school or is overwhelmed.

It’s that personal connection people seem to appreciate the most. Often families don’t want answers, they just want someone to hear them. Sometimes the most powerful thing I can do is say, ‘I’m here. You’ve got my attention. What do you need?’

When people appreciate what we do, it’s a lovely feeling.”

**Karina** *Learning for Life*  
Family Partnership Coordinator

our Family Partnership Coordinators switched to telepractice to provide support to families.

We provided Digital Inclusion Packs containing digital devices, internet access and technical support to many of our families, to support their participation in home learning.

At the same time, we have continued to do many of the things that enable us to continually assess the benefits of our programs and refine our approach to better meet the needs of our students and their families. This includes measuring the progress of *Learning for Life* students against long-term outcomes such as: completion of Year 12 or its equivalent; tertiary continuation and completion; and post-school engagement in employment, education or training.

With the effects of COVID-19 likely to continue for the foreseeable future, we understand that our families will feel the impacts of this crisis for many years to come. We also know that accelerating technological change means young people will be entering a rapidly changing employment market. This makes it even more critical that we continue to adapt our approach to support our students to develop the resilience, adaptability and digital skills needed to succeed in a rapidly changing world.



“I felt I’d landed my dream job. I still do.”

Karina, *Learning for Life* Family Partnership Coordinator

“Last year I graduated from university with First-Class Honours, as well as being on the Dean’s List.”

Jade

Jade, *Learning for Life* graduate

# OUR PROGRESS



## OPPORTUNITIES TO ACHIEVE

“I wouldn’t be the first person in my family to go to university, let alone do a postgraduate degree, if not for The Smith Family.

I was on the *Learning for Life* program from Year 3. Last year I graduated from university with First-Class Honours, as well as being on the Dean’s List.

My mum was a single mum and we were in quite dire financial straits. Mum struggled quite a lot with chronic illnesses and wasn’t able to work for a long time.

I definitely remember [missing out]. I didn’t quite understand what poverty meant or looked like, but I just knew other kids had things that I didn’t. Then suddenly we had the money to buy a new school jumper, and to go on a school excursion rather than missing out. I could see the stress gone from my mum when it came to being able to afford school supplies.

Without The Smith Family, I wouldn’t have been able to afford textbooks or to properly engage with my education. Doing The Smith Family’s *iTrack* mentor program was a really fantastic part of my high school experience. I didn’t know anyone in my life who had been to university or had a professional career, like my mentor. It was a really pivotal moment in me deciding that I wanted to go to university.

I feel like my life is completely transformed by the opportunities The Smith Family has given me.”

**Jade**, *Learning for Life* graduate

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

# WE TRACK OUR RESULTS

We track the progress of students receiving *Learning for Life* support against four longer-term outcomes: school attendance; completion of Year 12 or its equivalent; continuation through and completion of tertiary studies; and post-school engagement in education, training or work. We also assess the short-term outcomes of our

programs, as these help to put children on the path to reaching the four longer-term goals.

In 2020–21, the evolving COVID-19 situation disrupted our ability to deliver some programs and report on several of our measures. In particular, school attendance was impacted by a lack of available data from schools due to COVID-19.

## 1 ATTENDANCE

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

## 2 ADVANCEMENT

Each year of schooling a child completes leads to better overall life outcomes and improves their ability to contribute economically and socially to the community.

## 3a TERTIARY CONTINUATION RATE

Our Tertiary Continuation Rate measures the proportion of first-year *Learning for Life* tertiary students who continue into their second year at university, while still on a scholarship.

**LEARNING FOR LIFE STUDENTS' AVERAGE SCHOOL ATTENDANCE IN 2020:**

We are unable to report on this figure due to the data being inconsistent and unavailable in some states because of COVID-19 disruptions.

**LEARNING FOR LIFE STUDENTS WHO ADVANCED THROUGH SCHOOL FROM YEAR 10 TO YEAR 12 OR ITS EQUIVALENT BY 2020:**

**67.9%**

of *Learning for Life* students in Year 10 in 2018 advanced to Year 12 in 2020.

Over the past eight years, 16,255 *Learning for Life* students across Australia have been supported to complete Year 12.

**LEARNING FOR LIFE TERTIARY SCHOLARSHIP STUDENTS CONTINUING FROM FIRST-YEAR TO SECOND-YEAR STUDY AT UNIVERSITY IN 2020–21:**

**93.7%**

(94.5% in 2019–20)

Improved numeracy

Improved literacy

Increased academic engagement and achievement

Increased self-management and confidence

**LET'S COUNT**

**89%**

of early-years professionals felt that they had increased confidence in engaging with parents/carers about their children's mathematical development.

**LET'S READ**

**89%**

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

**STUDENT2STUDENT**

**94%**

of students improved their reading.

**PASSPORT**

**83%**

of students stated *Passport* helped them learn skills that would assist them in high school. 82% of students increased their knowledge and understanding of high school.

LONGER-TERM RESULTS

SHORT-TERM RESULTS

PROGRAM RESULTS

Student survey responses were also down, invalidating some of the assessments for programs. We continue to review our reporting process with a view to simplifying and streamlining the process for future years.

This is the first year our Tertiary Completion Rate has been calculated. This is the proportion of students who

were on a tertiary *Learning for Life* scholarship for the first time in 2017 and completed a qualification by the end of 2020. This rate, along with continued longitudinal analysis of *Learning for Life* attendance and Year 12 completion rates, is contributing to the ongoing refinement of the program and the Australian educational evidence base.

## 3/4 TERTIARY COMPLETION RATE

Our Tertiary Completion Rate measures the proportion of students who complete a qualification in four years.

## 4 ENGAGEMENT RATE

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

**LEARNING FOR LIFE TERTIARY SCHOLARSHIP STUDENTS WHO COMPLETED A QUALIFICATION BY 2020:**

**47%**

of students who commenced a *Learning for Life* Tertiary Scholarship in 2017 completed a qualification by the end of 2020.

A further 22% of the 2017 cohort are still studying.

**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**

**84%**

of student respondents stated that their mentor gave them more ideas about possible plans after leaving school. 81% reported that they know more about what career opportunities are available to them after leaving school.

**CERTIFICATE 1 FINANCIAL SERVICES**

**88%**

of participants attained the Certificate 1 qualification.

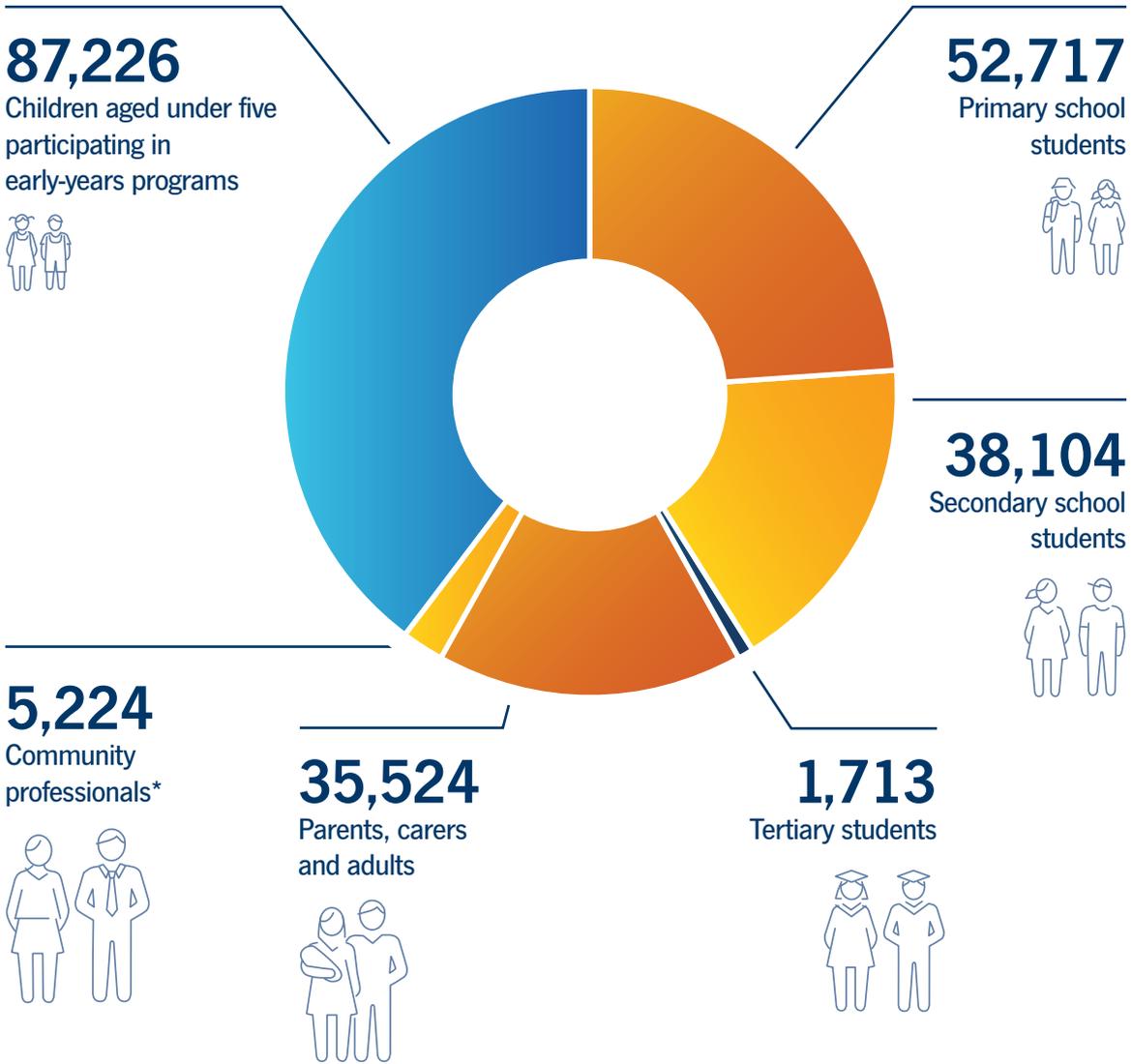
**SAVER PLUS**

**87%**

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

# 220,508 PARTICIPANTS

The Smith Family reached 220,508 children, young people, parents, carers and community professionals in 2020–21, up 5.4% on the previous year.



**179,760**  
children and young people participating in our programs in 2020–21, up 5.2% on the prior year

**58,016**  
*Learning for Life* sponsorship recipients.

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

# 90 COMMUNITIES

in which *Learning for Life* programs are delivered.



*Learning for Life* participation

## 21.7%

of students on sponsorship (12,578) in 2020–21 identified as Aboriginal and Torres Strait Islander peoples.

Partnerships with

## 736

partner schools attended by *Learning for Life* students.

# 231,587 SUPPORTERS

Up from 216,078 last year – a 7% increase

## 209,610

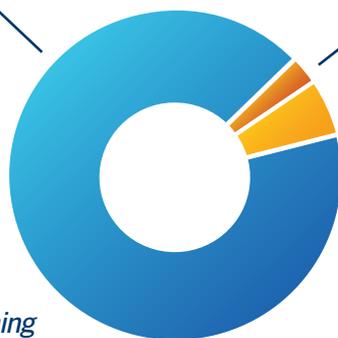
Sponsors and donors

66,469

Sponsors of *Learning for Life* students

143,141

Donors funding *Learning for Life* programs



## 7,683

Unique volunteers

## 14,294

Members in 295 VIEW Clubs of Australia

## 228

Partner organisations

- 83 Corporate partners
- 134 Trusts and Foundations
- 11 Universities or other tertiary institutions



Krystal

“I’m grateful for the opportunities our Smith Family sponsors have given my family and children.”

*Learning for Life* parent Krystal and daughter Stormii-Lee. Photo: Paul Jeffers, *The Age*



## READING SUPPORT TO GROW CONFIDENCE

“We connected with The Smith Family about five years ago. Neither me or my partner were employed at the time.

It was a really big sigh of relief. Being on a Centrelink payment, the cost of living, plus everything for two kids at school and a new baby, was a lot of stress.

If we didn’t have [the sponsorship], the kids may not have had as many supplies for school. They wouldn’t have had that confidence to be who they wanted to be or to interact with other children as much as they did.

Two of my kids have done the *student2student* reading program because they were falling behind in their reading level. I would get frustrated reading with them, and it was hard for me to help them.

*Student2student* really boosted the kids’ confidence in reading out loud and in front of people. Because it was another child that was reading with them, I think they didn’t feel as pressured into having to get it right. They ended up doing a lot better than when they felt pressured by an adult.

The whole *Learning for Life* program, with the funding and having the ability to buy my kids a new uniform that’s the right size and has logos, makes them feel included – that’s a big boost for their confidence as well.

I’m grateful for the opportunities our Smith Family sponsors have given my family and children.”

**Krystal**, parent of children on *Learning for Life*

# STRATEGIC PRIORITY 1

## SCALE EFFECTIVELY

We are supporting young people to fulfil their potential in life, using education as the key.



## Early years

On starting school, one in three children in Australia’s most disadvantaged communities are developmentally vulnerable in at least one key area. In the least disadvantaged communities, this figure is just 15%.<sup>1</sup>

### THE CHALLENGE

Starting school is a big step for any child. But for children who have had limited or no access to early learning opportunities, it can be even more of a challenge. Children who start school at a disadvantage, behind others in their skills and development, often struggle to catch up with their peers or have difficulty staying motivated with their learning.

Young children explore and talk about weight, size, measurement and balance with *Let’s Count*.



This makes it even more crucial to ensure that all children have the opportunity to develop basic language, literacy and numeracy skills before they step into their first year of school, so they can have the best possible start.

### HOW WE HELP

To make the transition to ‘big school’ as successful as possible, our early numeracy and literacy programs help educators and community professionals build the skills and confidence they need to provide effective support for parents and children in the pre-school years.

In 2020–21, our early years numeracy program, *Let’s Count*, received funding from the Department of Education, Skills and Employment to continue expanding its reach to early years professionals until 2024.

As with many of our programs, we needed to adapt *Let’s Count* to online delivery due to COVID-19. We continue to build on and improve the program and make it appropriate for all cultural backgrounds. This work is being done in partnership with the Stronger Smarter Institute and Professor Bob Perry and Professor Sue Dockett of Peridot Education, with funding from The Ian Potter Foundation and Equity Trustees’ James Raymond Hartley Charitable Trust. We also continue to explore flexible options for delivery.

We continued to deliver our early years reading program, *Let’s Read*, in many communities across Australia. In 2022, we will review and refresh this program to ensure that it aligns with contemporary evidence and quality implementation practice. Our goal is to update the program to reflect current research into emergent literacy and incorporate the advice of leading educators. We also want to ensure the program can be implemented in communities that most need early childhood literacy support.

In 2020–21, we completed our *Early Years Attendance Project*. This project has enabled us to add to the evidence base on what communities can do to increase pre-school participation levels, especially for children experiencing disadvantage. The project focused on the lived experience of families and practitioners. It was funded by the Department of Education, Skills and Employment, with outcomes reported in *Small Steps, Big Futures: Community Insights Into Preschool Participation*. We consider this to be phase one of a larger body of work that we are keen to undertake in the early years area, and we will continue to advocate for it.

### HIGHLIGHT PROGRAMS

- *Child and Parent Centres*
- *Communities for Children*
- Early Years Attendance Project
- *Let’s Count*
- *Let’s Read*

### PROGRAM OUTCOMES

- Children start school ready to learn
- Parents and community workers have skills and resources to support children’s early language, literacy and numeracy development

**87,226**

children aged under five participating in early-years programs

**28,885** children aged from birth to five participating in *Let’s Read*

**51,109** children participating in *Let’s Count*

**4,746** children participating in *Communities for Children*

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

## Primary years

Even when students from disadvantaged backgrounds achieve strong Year 3 NAPLAN results, they can be nearly two years behind their advantaged peers by Year 9 in terms of reaching educational milestones.<sup>1</sup>

### THE CHALLENGE

The primary school years are fundamental to creating strong foundations for ongoing learning. But for children experiencing disadvantage, it's particularly important to establish strong patterns of school attendance and learning engagement right from the start.

However, the move to remote schooling imposed by COVID-19 lockdowns created significant additional challenges for many of the children we support. These challenges included inadequate or non-existent digital resources, limited or no access to the internet, and lack of a quiet space at home to study. Additionally, some parents' low levels of confidence or skills meant they couldn't support their child's learning effectively. These challenges can be compounded by families' lack of access to broader support networks that are so critical for positive family functioning.

### HOW WE HELP

Our *Learning for Life* education support program helps to mitigate some of these challenges for students. Through the program, students receive guidance and support from a *Learning for Life* coordinator who works with the family to understand the specific needs of each child. Where needed, children are connected to our out-of-school learning and mentoring programs, which help them to build the key skills they need to thrive at school

and beyond. Sponsorships also help families pay for school essentials so that children can participate at school just like their peers.

In 2020–21, the impacts of COVID-19 meant we adapted programs for online delivery, where possible. At the same time, our Family Partnership Coordinators continued to work closely with *Learning for Life* students and families to provide much-needed personal support during this difficult time.

The lack of digital resources was a significant barrier to education for many families during COVID-19 lockdowns. So, in 2021, we provided 2,149 Digital Inclusion Packs to families, containing a laptop, internet access and technical support. This was on top of 1,200 packs provided in 2020.

Our major corporate partner Optus helped thousands of students to stay connected during the pandemic. Optus also extended its campaign Donate Your Data™ to encourage its customers to donate their excess mobile data to *Learning for Life* students who might otherwise struggle to have reliable internet access at home. So far, the initiative has provided data to around 22,000 *Learning for Life* primary, secondary and tertiary students.

We developed our *Catch-Up Learning* program to address concerns raised during the pandemic that children experiencing disadvantage were at risk of falling even further behind their peers because of remote learning. Around 100 *Learning for Life* students in years 4, 5, 7 and 8 participated in the pilot program, receiving one-on-one online tutoring with a trained teacher, up to three times a week over 20 weeks.

In 2020–21, with the support of the Paul Ramsay Foundation, we extended the *On PAR* pilot to an additional community – Onkaparinga in South Australia. *On PAR* is an intensive, primary years program that aims to improve the educational outcomes of students through case management support and provision of tailored resources.



Children take part in Harmony Day celebrations, Western Australia.

*On PAR* is also focused on addressing the structural and systemic barriers to these students engaging with the education and support system. The last 12 months of piloting *On PAR* in the communities of Onkaparinga and Mount Druitt in NSW has demonstrated the need for this kind of individualised and intensive support for students with complex, compounding needs. It has also shown the important role that a case worker plays as both a navigator and a connector for students and their families.

### HIGHLIGHT PROGRAMS

- *Catch-Up Learning*
- *Communities for Children*
- *Future Seekers*
- *Kidpreneur*
- Learning Clubs
- *On PAR*
- *Passport*
- *student2student*

### PROGRAM OUTCOMES

- Children enhance their literacy and numeracy skills
- Primary school students start to think positively about the future world of work
- More children get access to online resources and opportunities

**52,717**

students participating in programs

**29,484** students sponsored through *Learning for Life*

**13,816** students participating in *Communities for Children*

**22,000** students and families receiving data from Optus' *Donate Your Data™*

**2,683** students participating at 211 Learning Clubs

<sup>1</sup> Goss, P, Sonnemann, J, Chisholm, C, and Nelson, L (2016), *Widening Gaps: What NAPLAN tells us about student progress*, Grattan Institute, Melbourne.

## Secondary years

Around 67% of young people from the lowest socioeconomic backgrounds complete Year 12, compared to around 92% for those from the highest socioeconomic backgrounds.<sup>1</sup>

### THE CHALLENGE

Young people experience a lot of change during their secondary school years – physically, socially, emotionally and intellectually. It is when they start to define themselves as young adults.

It can also be a time of great uncertainty, especially for students already facing financial hardships, complex relationships and family health issues at home. In 2020–21, this was compounded for many young people by sudden COVID-19-related lockdowns, with remote learning and isolation from peers, teachers and other support networks.

### HOW WE HELP

To ensure we could support our students, we continued to demonstrate innovation and flexibility in adapting our programs for delivery despite the constraints imposed by a pandemic.

Programs that relied heavily on face-to-face learning were harder to adapt than those that already included elements of remote learning. However, where plans were already in place for moving to remote delivery, program teams were able to make resources available online. This meant, for example, that we were able to quickly adjust material for *Certificate 1 Financial Services* for online delivery to support students to complete the qualification.

We also continued to deliver our *Work Inspiration* program online in 2020–21. *Work Inspiration* helps students to learn more about the world of work and get a feel for career options by introducing them to a variety of roles and workplaces. The program is usually delivered over two to three days, with worksite visits. We were able to continue to give *Learning for Life* students firsthand, meaningful exposure to the world of work by running the program virtually. In 2020, we delivered more than 35 sessions to 349 students across 31 communities in collaboration with our corporate partners.

The risk of students falling even further behind their peers because of remote learning led to the development of our new *Catch-Up Learning* program for students including in years 7 and 8. The program's evaluation showed that 20 weeks of one-on-one online tutoring with a trained teacher helped to markedly increase students' literacy and numeracy skills.

In 2021, we commenced implementation of our *Growing Careers Project*, which will provide more than 76,000 opportunities for secondary students to participate in careers programs and activities over four years. This project is supported by funding from the Australian Government and is based on evidence that young people who have multiple opportunities for meaningful exposure to the world of work while at school, are far more likely to be in work, training or further study in their 20s. By exposing young people to these positive experiences, the aim over time is to help increase their job and career prospects.

### HIGHLIGHT PROGRAMS

- *Catch-Up Learning*
- *Career Coaching*
- *Certificate 1 Financial Services*
- *Girls at the Centre*
- *Indigenous Youth Leadership Program*
- *iTrack*
- *Learning Clubs*
- *SmArts*
- *Work Inspiration*

### PROGRAM OUTCOMES

- Secondary students improve their literacy and numeracy skills
- Students learn about available career options and pathways to further study
- Students improve their knowledge and understanding of financial management

Aiden, *Learning for Life* student



**38,104**

students participating in programs

**26,823** students sponsored through *Learning for Life*

**6,717** students participating in post-school planning activities, including careers workshops and university experience days

**649** students participating in *Work Inspiration*

**428** students in Years 8 to 12 participating in *SmArts*

**134** students working with tutors in *Learning Clubs*

<sup>1</sup> Lamb, S, Huo, S, Walstab, A, Maire, Q, Doecke, E, Jackson, J and Endekov, Z (2020), *Educational opportunity in Australia 2020: Who succeeds and who misses out*, Melbourne: Centre for International Research on Education Systems, Victoria University for the Mitchell Institute.

## Post-school years

Around 49% of 24-year-olds from the most disadvantaged backgrounds are not fully engaged in work or study, compared to 18% of those from the most advantaged backgrounds.<sup>1</sup>



Tareeqe, *Learning for Life* Tertiary Scholarship student

### THE CHALLENGE

For some of the students we support, the transition from secondary school to tertiary education can entail additional difficulties. The cost of travel, textbooks and other resources needed for their studies can place additional financial pressure on their families. The lack of a computer or reliable internet access can also make it harder for these students to pursue higher education. Meanwhile, the lack of access to career networks and professional opportunities limits their ability to seek study and career advice, and improve their career prospects.

### HOW WE HELP

The *Learning for Life* Tertiary Scholarship program helps school leavers continue their studies at university or TAFE. The program gives students financial support as well as specialised help tackling other obstacles that get in the way of their tertiary education.

Our national team of Tertiary Coordinators plays an important role in assisting our students to remain engaged with their studies, and provides them with additional resources and programs to help them take their first steps into the workforce.

This year, we developed the *Job Read-e* app, a set of online modules designed to support young people to develop skills and capabilities in searching, applying and interviewing for jobs. In support of the *Cadetship to Career* program, *Job Read-e* is being used as a learning tool to prepare Tertiary Scholarship

students with resumé writing and STAR (situation, task, action and result) statement skills to support their cadetship applications.

In our *Cadetship to Career* program we worked with employers to support a new intake of Tertiary Scholarship students, who each received paid work placements over the summer. New participating employers AECOM and Position Partners joined existing supporters Accenture, ANZ, ASX, Australian Unity, BCG, Cochlear, Jemena, Macquarie Group, MinterEllison, Pearson, Programmed, Rio Tinto, Woodside and WSP.

This year, we continued to develop our student-centred higher education strategy, which we are trialling in Queensland and Victoria. The strategy aims to develop deep, responsive and collaborative relationships between The Smith Family and universities and vocational training organisations.

### HIGHLIGHT PROGRAMS

- *Cadetship to Career*
- *Care2Achieve*
- *Career Mentoring*
- *Job Read-e*
- *Learning for Life* Tertiary Scholarship

### PROGRAM OUTCOMES

- Students stay engaged with their studies and attain a qualification
- Students benefit from supportive networks and relationships in their post-school years
- Students develop the skills they need to achieve success in the job market

1,709

tertiary students sponsored through *Learning for Life*

229

students using the *Job Read-e* app

82 tertiary students participating in *Cadetship to Career*

25 tertiary students participating in *Career Mentoring*

<sup>1</sup> Op. cit. Lamb et al. (2020).

# Parents and carers

Parental engagement in a child’s learning is a bigger predictor of academic performance than a family’s socioeconomic status. Regardless of background, students with engaged parents are more likely to do well at school, graduate from Year 12 and go on to higher education.<sup>1</sup>

## THE CHALLENGE

Parents and carers play a central role in a child’s education. However, some families face multiple, compounding and interconnected challenges that mean they need extra and ongoing support to help them achieve the best educational outcomes for their children.

## HOW WE HELP

Parents and carers of our *Learning for Life* students enter into a Partnership Agreement with us. This agreement acknowledges our shared goal of supporting their children’s long-term education and the importance of parental engagement in this endeavour.

To give children every chance of success, our Family Partnership Coordinators work closely with parents and carers to help them develop skills to support their children’s learning. These close relationships help our coordinators identify issues as they arise, as well as opportunities that will most benefit children and their families.

Our Family Practice Framework takes a relationship-based partnership approach with strategies that help families to respond effectively to the complexity in their lives. We work in partnership with families to support and enhance their role as their children’s first and most significant educator.

This year, in response to consistent feedback from our families, and building on emerging evidence regarding the effectiveness of peer-to-peer parent programs, we started the early design stages of a peer-to-peer network for our *Learning for Life* families.

Consistent with existing research on peer support programs, parents and carers told us that they would value support for social connections with their peers. Such a network could offer parents beneficial emotional support and peer-to-peer knowledge sharing to overcome practical challenges. We will continue to build on this work in 2021–22.

We also continued to expand the features and capabilities of our portal for families – My Smith Family – focusing on helping *Learning for Life* families to participate in our programs and connect with us during the pandemic.

## HIGHLIGHT PROGRAMS

- *Child and Family Centres*
- *Engaging Parents and Community*
- *Let’s Count*
- *MoneyMinded*
- *Saver Plus\**

\* *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.



*Learning for Life* parent Puspa with children Sam and Isabella.

## PROGRAM OUTCOMES

- Families feel more confident to support their children’s learning
- Parents and carers benefit from helpful networks and relationships
- Families receive practical financial management skills and knowledge

# 35,524

parents/carers/or other adults participating in programs

# 26,880

participating in *Let’s Count*

# 3,778

 participating in *Communities for Children*

# 2,621

 participating in *Saver Plus*

<sup>1</sup> Fox, S and Olsen, A (2014), *Defining parental engagement*, Canberra: ACT Department of Education and Training.

## Working with the community

School–community engagement helps students broaden their knowledge and develop new skills. It provides access to new networks – broadening students’ outlook and understanding of future employment opportunities – and encourages a positive attitude to life. Students from disadvantaged backgrounds particularly gain from community engagement.<sup>1</sup>

### THE CHALLENGE

In communities with limited access to services and fewer job opportunities, disadvantage can impact many generations. Young people from these communities often need extra support to overcome the obstacles they face as a result of their disadvantage.

Supporting these young people requires whole-of-community responses. Families, school communities, local businesses and community services must work together to provide the extra assistance and resources students need throughout their early, primary and secondary years.



Tyson and Tyrell enjoy NAIDOC activities in Morwell, Victoria – a community supported by The Smith Family.

### HOW WE HELP

To help parents and carers access the support and services they need, we work to build meaningful relationships between families and other community organisations.

By training educators and other community workers to deliver our early-years programs, such as *Let’s Count* and *Let’s Read*, we reach parents and carers through trusted networks and providers to develop their children’s early numeracy and literacy.

Factors like the availability of support networks and services play a major role in determining educational outcomes for children and young people. That’s why we help families navigate service systems more easily and build closer community ties through the *Communities for Children Facilitating Partner* initiative.

This year, we were delighted to be informed by the Department of Social Services that *Communities for Children Facilitating Partner* contracts will be renewed to June 2024, providing an opportunity for deeper strategic work with community partners and families in funded communities.

In nine *Communities for Children Facilitating Partner* sites, we take a community-based approach to program development that involves listening to families, establishing strengths-based partnerships with local service providers, and collaborating with local schools, businesses and government agencies. This helps ensure that the voices of children and families inform every aspect of planning, designing and implementing programs.

### HIGHLIGHT PROGRAMS

- *Child and Parent Centres*
- *Communities for Children*
- *Engaging Parents and Community*
- *Let’s Count*
- *Let’s Read*

### PROGRAM OUTCOMES

- Improved collaboration and integration between community service providers
- Families can access community resources with confidence
- Communities across sectors partner to produce better outcomes for local children

# 27,411

participants supported through community programs funded by governments.

# 9

*Communities for Children Facilitating Partner* sites in NSW, the NT, Qld, Vic and WA, supporting 4,746 pre-school children; 13,816 primary school students; 291 secondary students; 3,778 parents and carers; and 1,869 community professionals and educators

<sup>1</sup> Gonski, D et. al. (2018), *Through growth to achievement: Report of the Review to achieve educational excellence in Australian schools*, Canberra: Department of Education and Training.

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

While the proportion of Aboriginal and Torres Strait Islander school students at or above national minimum standards in reading has improved over the past decade, about one in four of these children in years 5, 7 and 9, and one in five in Year 3, remain below the national minimum standards.<sup>1</sup>

### THE CHALLENGE

Aboriginal and Torres Strait Islander students can face a range of additional social and cross-cultural challenges that impact on their educational outcomes. These can result in poorer outcomes compared with their peers at school. When students find it difficult to attend school regularly or stay engaged while there, it becomes very challenging 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. To do this, we work closely with students and their families to design culturally safe, tailored and sustainable support initiatives that work for them and their communities.

Our *Engaging Parents and Community* program in Morwell and Darwin continues to focus on collaborating with Aboriginal and Torres Strait Islander students and their parents, leveraging broader school and community networks to support positive engagement with learning. *Girls at the Centre* takes a student-centred approach to engaging Aboriginal and Torres Strait Islander girls in their learning and supporting retention to Year 12. The program is tailored to the

specific needs of young women, supporting them through coaching, evidence-based programs, activities and events.

In 2020–21, we continued to work on ensuring Indigenous knowledge is woven into our programs. With funding from The Ian Potter Foundation and Equity Trustees’ James Raymond Hartley Charitable Trust, we partnered with the Stronger Smarter Institute to include Aboriginal and Torres Strait Islander learning systems in our *Let’s Count* program.

This year, we developed our third Stretch RAP, which sets out a framework for the actions we will take to help build strong and trusting relationships, champion ongoing respect and understanding between cultures, and create opportunities through our corporate action.

The development of this RAP involved extensive consultation with many key internal and external stakeholders. These included our Advisory Group on Issues Concerning Aboriginal and Torres Strait Islander Peoples. Their valuable insights helped us design and develop the targets set out in the new plan.

Working with this advisory group, we have also developed new governance frameworks. These will be used to review The Smith Family’s work and generate suggestions on how to deliver culturally appropriate resources for Indigenous children.

To grow our cultural competency further, our team members, including senior leaders, participated in a range of cultural learning initiatives, as well as activities for this year’s National Reconciliation Week.

With funding from the National Indigenous Australians Agency, we continued to run our *Indigenous Youth Leadership Program* in 2020–21. The program supports 205 secondary students from remote communities to attend high-performing schools in several states.

### HIGHLIGHT PROGRAMS

- *Engaging Parents and Community*
- *Girls at the Centre*
- *Indigenous Youth Leadership Program*

### PROGRAM OUTCOMES

- Students of all ages improve their confidence, skills, knowledge and understanding
- Students stay motivated to attend school and complete Year 12
- School leavers engage in further study, training or work

**21,859**

program participants who identify as Aboriginal and Torres Strait Islander Peoples

**12,578** students sponsored through *Learning for Life* who identify as Aboriginal and Torres Strait Islander Peoples

**4,353** Aboriginal and Torres Strait Islander participants in *Communities for Children*

**205** participants in the *Indigenous Youth Leadership Program*

<sup>1</sup> Steering Committee for the Review of Government Service Provision (2020), *Report on government services, 2020, Childcare, education and training*, Canberra: Productivity Commission.

“Helping these girls achieve their goals and be that role model and mentor for their families and for the community is really special.”

Maxine, Senior Girls Coach, *Girls at the Centre*



Girls Aboriginal dance group, performing during NAIDOC week for the school, community and local Elders.

## CASE STUDY

### ***GIRLS AT THE CENTRE SUCCESS***

*Girls at the Centre* is a support program for Aboriginal and Torres Strait Islander girls who may be struggling with school attendance and engagement. The program runs at Mt Austin High School in Wagga Wagga, NSW where participants have access to mentors and daily activities to keep them engaged with school.

This year, there were 61 participants from years 7 to 12, including 22 who identify as Aboriginal and 36 who are on the *Learning for Life* program. Senior Girls Coach, Maxine supports students in years 11 and 12, and for one year after they leave school to pursue further education or employment.

The program aims to encourage a positive attitude to learning and build confidence in the girls through activities, bonding sessions and excursions, and by engagement with local Aboriginal Elders on country through women’s business dance and women’s sacred sites. A sense of community is also promoted through participating in events such as NAIDOC Week, Sorry Day, Refugee Week and R U OK Day.

“I watch our girls develop in many ways, from enhancing their attendance at school, building relationships with other peers and other year groups, to growing in self-confidence, finding their voice and speaking up and stepping out of their comfort zones and challenging themselves,” says Maxine. “This year, we had six girls graduate from Year 12. All these girls also got their driver licence through *Girls at the Centre*, in partnership with the Red Cross. Five girls have got part-time or full-time jobs and three have been given early entry into university.”



Oasiz

“I want to go to art school or university one day to get my art degree.”

*Learning for Life* student Oasiz participating in SmArts.

## STRATEGIC PRIORITY 2

## INNOVATE



## INSPIRING FUTURE PLANS

“I’m really grateful that I’ve had different opportunities with The Smith Family and that I have a sponsor.

This year, I participated in [the creative arts program] *SmArts*. I’ve always loved art, all forms of it, but I really enjoy painting. I thought the concept of going to university and meeting the professors was really interesting because I want to go to art school or university one day to get my art degree.

I thought having an insight on how art school might look would be good. I liked the chance to get input from some people who have been working there.

Over the three-day program, we explored different art mediums to create artworks and sculptures. One of the professors who was leading us taught us ways to fix our technique and improve. On the third day, we set up a gallery and an exhibition and our parents and carers came to look at our artworks.

I think the best thing about the experience was being exposed to the art school, and seeing the artworks of students who go there. I loved being in the environment where I want to be when I get older. I also enjoyed talking to some of the professors there.

I have wanted to be an art teacher for a while, but I was also juggling the idea of whether I wanted to work in hospitality. This has definitely set in stone that I do want to be involved with the arts in the future.”

**Oasiz**, *Learning for Life* student  
and *SmArts* participant

We are innovating  
to help students  
reach their potential  
through education.



Innovation is one of our core values. It is evident right across our organisation and we constantly seek to create a culture in which our team members' innovation supports children to thrive in a rapidly changing and increasingly challenging world.

To deepen and embed innovation at The Smith Family, we invest in focused innovation programs. These include our Design and Insights Team (previously called the Program Innovation Lab), the *Spark* innovation program and our Agile squads.

This year, we continued developing the innovation capability of all our team members. As a result of our efforts, 80% of respondents to our most recent Employee Engagement Survey said they know how innovation happens at The Smith Family and they regularly contribute to their team's innovation efforts.

**INNOVATING FOR OUR STUDENTS' FUTURES**

We continued to adapt our support this year in response to emerging evidence and research, address feedback from our families, and reach families that might require different support than what is provided by *Learning for Life*.

During the year, we tested and piloted four new delivery models to build on the evidence of our *Learning for Life* model.

**On PAR**

We worked with families in two communities, in NSW and South Australia, that might benefit from more intensive levels of support. The program assists primary school children whose families experience a range of complex and compounding challenges that put their children at high risk of disengaging from learning. The program provides two years of case management support to help stabilise the children's environment and establish attendance and learning patterns early in their education journey.

**Catch-Up Learning**

We piloted a new online tutoring program, which takes place in the home. Qualified teachers provide one-on-one support in literacy and numeracy over a 20 week period for *Learning for Life* students who are behind in these subjects.

**Peer to Peer Network**

This approach builds on evidence about the effectiveness of connecting people who, in sharing similar lived experiences, can provide a type of support for one another that a service or institution may not be able to. With funds from the Paul Ramsay Foundation, we tested a new approach to connect *Learning for Life* parents and caregivers with each other so they could support one another in their children's education journey. With human-centred design principles underpinning the model, we engaged parents, caregivers and school leaders in Broadmeadows and Dandenong in Victoria.

**Early Childhood Attendance Project**

This took a participatory design approach to engaging families and early childhood practitioners to bring their experiences and insights to developing solutions to help address barriers to pre-school participation for families. The Smith Family undertook this research project to add to the evidence base on what works to raise pre-school participation for children experiencing disadvantage.

This year was also the first year of our Pathways Engagement Transition Project, which successfully surveyed 4,600 *Learning for Life* students to better understand their pathways through the latter years of school and beyond.

Other significant projects included early-stage development of a First Nations Student Framework, a human-centred design approach to hear from Aboriginal and Torres Strait Islander families about their experiences navigating their educational journey and to seek their advice on how we can best support them to stay engaged in education. Initial work undertaken in 2020–21 has informed our approach to moving forward in 2021–22. We also piloted our new School Practice Framework – a best-practice guide for working in partnership with schools that includes planning tools and coaching.

**IMPROVING OUR SUPPORTER EXPERIENCE**

The relationship between a sponsor and their sponsored student is a key part of the supporter experience and a major driver of whether they remain as a sponsor for a longer duration.

Our data shows that sponsors who communicate with their students are almost three times as likely to remain sponsors as those who do not. In looking to further improve sponsor–student communication opportunities, this year we turned our attention to the student birthday pack mailed to sponsors. The pack includes a birthday card and the option to order a gift voucher for their student. In response to sponsors' preference for an online option, we developed and launched our first digital birthday pack.

The new online process reduces administration time and is much quicker for sponsors to action. Since its launch, we've received overwhelmingly positive feedback from sponsors and there has been a 24% increase in the number of sponsors sending birthday packs to their sponsored students.

We are using innovation in our behind-the-scenes processes as well. For example, we are using artificial intelligence (AI) to increase the stability and security of our website. AI is helping us to better detect fraudulent web traffic and increase the security of the integration between our website and customer database. Keeping our supporters' data secure remains a critical and ongoing focus for our organisation.

**INNOVATING FOR THE FUTURE**

Our innovation approach focuses on creating change that adds value. To do this, we embed the voices of our students, families, supporters and volunteers into our problem-solving processes, and rapidly test creative prototypes and solutions based on their ideas. The insights we get from their diverse viewpoints allow us to re-imagine our internal processes, address specific stakeholder needs and reach our organisational goals faster.

The *Spark* innovation program applies a creative, problem-solving framework to the strategic challenges we face as an organisation. This includes recruiting innovation champions from across The Smith Family and training them as our 'Sparkies' in best-practice innovation processes.

35

new Sparkies trained, taking the total number of Sparkies to 116

4

*Spark* innovation programs held during the year, focusing on a range of strategic challenges

5

Agile delivery teams (squads) focused on innovations that build value for those we support

This year, we refined *Spark* in line with our refreshed innovation strategy. These improvements included using both virtual and face-to-face *Spark* missions to allow the program to continue to operate effectively in the COVID-19 environment. It also included expanding the *Spark* program by offering an express version carried out over an intense five-day period and applying our Innovation Framework end to end on a longstanding problem.

During the year, there were 35 *Spark* participants, bringing the total number to 116 since the program's launch in 2016. We hosted four *Spark* programs, focusing on a range of strategic challenges. These included optimising our annual Toy and Book Appeal for future sustainability; better partnering with parents and carers to support their children's future careers; and improving the way we capture and tell the transformational stories of our students and families so it is an empowering and efficient experience for everyone involved.

### FOSTERING AGILE WAYS OF WORKING

Since starting our Agile ways of working transformation in 2018–19, we have restructured some roles into cross-functional delivery teams known as squads. These use the Agile scrum methodology to deliver faster, more efficient, and more reliable services to our customers.

In the third year of our Agile transformation, we reflected on our progress so far and identified a roadmap for the next stage of this transformation journey. In addition, we fine-tuned our strategy to support more dynamic business planning and budgeting. This will enable The Smith Family to quickly pivot in response to new and emerging opportunities or challenges.

### INNOVATING THROUGH NEW MEDIA OPPORTUNITIES

This year we innovated a new way to communicate to our audiences — through a Smith Family podcast commissioned and produced by Podcast One Australia (the podcast arm of our partner Southern Cross Austereo) and presented by Walkley-award winning journalist and author Adam Shand.

We received fantastic support from our families for this podcast as they share incredible stories, we're hugely grateful for their support. The podcast titled, *Breaking Poverty* also features the voices of our team members and a Smith Family Board director to help bring to life how we're working to break the cycle of poverty via education.

You can listen to *Breaking Poverty* here on our website or wherever you subscribe to your Podcasts.

[FIND OUT MORE >](#)



### CASE STUDY

## INNOVATION AWARD

For the third year in a row, The Smith Family was recognised in *The Australian Financial Review's* Most Innovative Companies List. We ranked seventh in the Government, Education and Not-for-Profit category.

The list recognises the most innovative organisations in Australia and New Zealand, as judged by the expert panel assembled by *The Australian Financial Review* and Inventium.

The rigorous assessment process is based on a recent innovative product or service, an organisation's innovation program and its innovation culture. This year, our showcase innovation was our *Future Seekers* program, which helps students in later primary school years to explore the world of work, and our

innovation culture was assessed through a team member survey.

Innovation is embedded across all teams in our organisation. Our ongoing aim is to create a culture in which team member innovation enables the children and young people we serve to thrive in a rapidly changing and increasingly challenging world.

Making it onto the Most Innovative Companies list is recognition of the creativity, hard work, dedication and innovation efforts of our team members, volunteers, partners, donors and young people, who are all working towards the vision of a better future for young Australians in need.



Courtney

“That’s the great thing about The Smith Family. They don’t forget anyone in the family.”

Courtney and Stephen, *Learning for Life* parents with their children Imogen, Cassidy and Jason. Photo: Edwina Pickles, Sydney Morning Herald

## STRATEGIC PRIORITY 3

# ADVOCATE



### HELPING KIDS THRIVE AT SCHOOL

“My kids have so many more opportunities thanks to being sponsored through The Smith Family.

When we first started on the *Learning for Life* program, I was a full-time single mum and we’d just returned to Sydney to live with my dad. It was hard times, and the support was a life saver.

My son Jason, who has behavioural issues, started *Learning for Life* in kindy, and my daughter Imogen started in Year 1. They’re 10 and 11 now, and The Smith Family has supported them that whole time. My youngest daughter Cassidy is only three and will start the program when she starts school. But she never gets left out. She still gets books at Christmas from The Smith Family and all that, just like the other kids.

That’s the great thing about The Smith Family. They don’t forget anyone in the family.

*Learning for Life* has saved me so much stress. It’s such a relief to know my kids needs can be met. I can now afford textbooks and uniforms for them. My kids can get involved in sports and have more opportunities at school. And I’d never have been able to afford to send my kids on excursions without that extra support.

*Learning for Life* has given my kids courage and confidence, and it’s helped me fund them to go further with their education. To the wonderful people who make this program possible, I’d like to say thank you for the opportunities you’ve given my children.”

**Courtney**, parent of children on *Learning for Life*

We advocate on behalf of children and young people experiencing disadvantage.



**RESEARCHING BETTER WAYS TO SUPPORT FAMILIES AND STUDENTS**

Evidence is at the heart of our work at The Smith Family. With a unique longitudinal dataset tracking the progress of over 58,000 students in our *Learning for Life* program, we can monitor students' educational outcomes over time. It also allows us to keep refining the program's effectiveness to ensure it continues to meet the needs of our students and families.

As part of this approach, in 2020, we started a new nationally significant three-year longitudinal research project, the Pathways Engagement and Transition Project. Funded by the Paul Ramsay Foundation, it will provide new insights on the pathways that *Learning for Life* students make in the latter years of school and as they move beyond school.

The aim of the project is to help us better understand the pathways that young people experiencing disadvantage take post school, the factors that influence those pathways and how The Smith Family and other organisations can more effectively support positive pathways.

Over time, the project will give us a new Engagement Rate measure, indicating the extent to which *Learning for Life* students who have left school are in employment, education or training. The project involves surveying all *Learning for Life* students who were in Year 10 and Year 12 in 2020, each year from 2021 until 2023. Interviews with 60 of these young people will help us to better understand the factors influencing their pathways.

The 2021 survey saw an excellent response rate of 80%, with 4,600 young people participating. This data will be combined with data collected on these young people as they moved through school on the *Learning for Life* program to help identify additional strategies to support young people's transitions.

This unique research will complement the *Growing Careers Project* and be a major input to our advocacy in coming years.

We have also started work on a new Australian Research Council Linkage project looking at advancing digital inclusion in low-income families. Led by Queensland University of Technology and involving several other universities and non-government organisations, the aim of the project is to better understand how low-income families use technology.

Families from six diverse communities from Far North Queensland to Tasmania will be interviewed up to six times over an 18-month period, with topics including the digital inclusion implications of children's home and school learning experiences and school leavers' transitions into work.

Insights from the research will help to shape programs and policies that better support digital inclusion.

**USING DATA INSIGHTS TO IMPROVE OUR APPROACH**

This year, we were delighted to partner with the South Australian Department for Education (DfE) on a data exchange project that will give our team members real-time access to key educational data DfE holds on our *Learning for Life* students.

This will help our staff to provide more timely and targeted support to *Learning for Life* students, with the aim of improving their educational outcomes. We will also have access to comparative, anonymised data about South Australian students with similar backgrounds to our *Learning for Life* students but who are not on the program, allowing us to assess the efficacy of our *Learning for Life* program more effectively.

We are grateful to the DfE for its exceptional work on this project. Following the success of this pilot, we hope to expand this initiative to several other jurisdictions.

We also commenced or continued evaluations of our *On PAR*, *Care2Achieve*, *Money Talks*, *Growing Careers Project* and *Catch-Up Learning* programs in 2020–21. The insights derived from these evaluations will help us to further improve these programs.

The *Catch-Up Learning* program was prompted by concerns that children experiencing disadvantage were at risk of falling even further behind their peers because of remote learning necessitated by COVID-19. Around 100 *Learning for Life* students in years 4, 5, 7 and 8 participated in the pilot program, receiving one-on-one online tutoring with a trained teacher, up to three times a week over 20 weeks.

Our evaluation of the program showed promising evidence of the capacity of the program to engage students and support

greater-than-expected progress in literacy and numeracy. As a result, the program has been refined and a second-stage pilot will run in 2022 with more students.

We saw our new outcome measure, the Tertiary Completion Rate, calculated for the first time in 2020. The Tertiary Completion Rate is the proportion of students who began a tertiary *Learning for Life* scholarship in 2017 and who had completed a qualification by the end of 2020.

This rate, along with continued analysis of other *Learning for Life* data, contributes to the ongoing refinement of our *Learning for Life* program and the Australian educational evidence base.

**ADVOCATING WITH AND FOR FAMILIES**

Given the challenges presented by COVID-19, being an active public policy advocate was particularly important in 2020–21. We focused on the effects of poverty on children's educational outcomes and highlighted strategies to strengthen the educational, training and employment opportunities of disadvantaged young people.

During the year, our advocacy efforts included 10 policy submissions, 12 external presentations, three external webinars, two podcasts and two Insight Snapshots to highlight the experiences of our families during COVID-19.

After many years of public policy advocacy on the need for better career support for young people as they move through high school, we were delighted to learn through the October 2020 Budget that the Australian Government Department of Education, Skills and Employment had allocated \$38.2 million over four years for The Smith Family's *Growing Careers Project*.

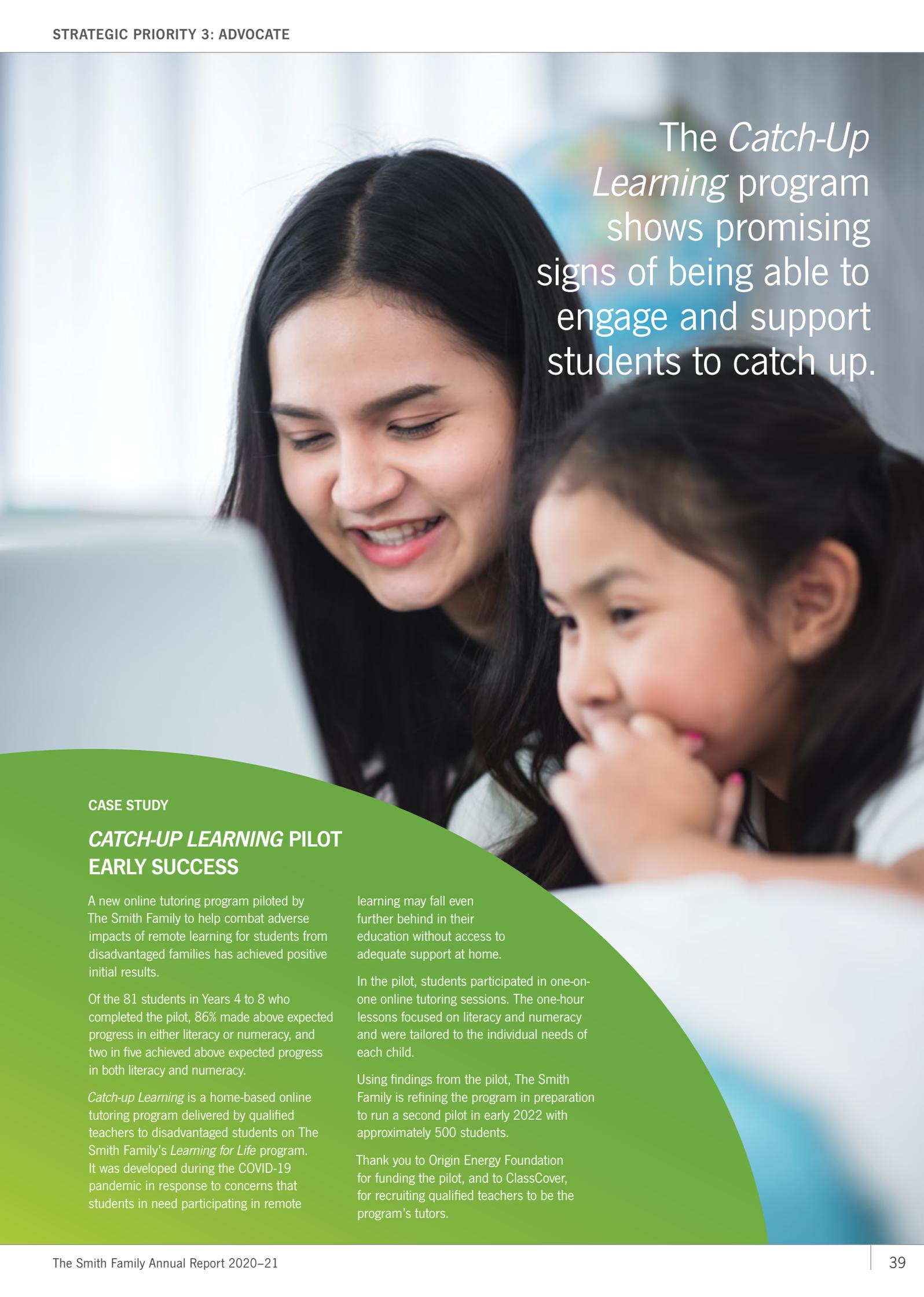
This project will enable us to support over 76,000 opportunities for students from disadvantaged backgrounds through an integrated approach to careers support. Our aim is that more of these young people will complete Year 12 or its equivalent and move into employment, training or further education after leaving school. We have started a four-year evaluation of this new approach.

We were also pleased to learn that the Australian Government Department of Education, Skills and Employment allocated \$4.1 million over four years to our high-quality and effective early numeracy program, *Let's Count*.

**10**  
policy submissions

**17**  
external presentations

**2**  
Insight Snapshots



The *Catch-Up Learning* program shows promising signs of being able to engage and support students to catch up.

CASE STUDY

**CATCH-UP LEARNING PILOT  
EARLY SUCCESS**

A new online tutoring program piloted by The Smith Family to help combat adverse impacts of remote learning for students from disadvantaged families has achieved positive initial results.

Of the 81 students in Years 4 to 8 who completed the pilot, 86% made above expected progress in either literacy or numeracy, and two in five achieved above expected progress in both literacy and numeracy.

*Catch-up Learning* is a home-based online tutoring program delivered by qualified teachers to disadvantaged students on The Smith Family's *Learning for Life* program. It was developed during the COVID-19 pandemic in response to concerns that students in need participating in remote

learning may fall even further behind in their education without access to adequate support at home.

In the pilot, students participated in one-on-one online tutoring sessions. The one-hour lessons focused on literacy and numeracy and were tailored to the individual needs of each child.

Using findings from the pilot, The Smith Family is refining the program in preparation to run a second pilot in early 2022 with approximately 500 students.

Thank you to Origin Energy Foundation for funding the pilot, and to ClassCover, for recruiting qualified teachers to be the program's tutors.

“The sense of difference that you’re helping perpetuate is really exciting.”

John



John, *Learning for Life* sponsor



## CARING TO MAKE A DIFFERENCE

“When I receive a letter from one of my sponsored students, it’s a real highlight. It allows me a real sense of we’re in this together.

If I think about my experience at school and what I see of my children’s experience, at that age all you want to do is be like everyone else. You want to be in the playground, you want to have the right play lunch, you want to sit in a classroom. You want to learn as quickly as everyone else, and you want to do really well. You just want to be part of it. You don’t want to be left behind.

My belief is education is the circuit breaker; education breaks that poverty cycle.

As a sponsor, the difference we’re making is that a student is at the same starting line as everybody else when they come to school. It doesn’t matter their background. It doesn’t matter how they’ve gotten there. They are there, and they are ready to go.

All it takes for a child [to thrive] is to think there’s someone else out there, not just mum, not just dad, not just a teacher, not just their coach, but someone else who really cares.

To me, that’s all that you’re being asked to do as a Smith Family sponsor. You’re just being asked to care. And the rewards from caring, and from being part of the greater Smith Family community, will outstrip any sense of commitment that you’re making. The sense of difference that you’re helping perpetuate is really exciting.”

**John**, *Learning for Life* sponsor

We are developing  
a strong, diversified  
supporter base  
to ensure the  
sustainability of  
our work with  
children and young  
people in need.



The Smith Family enjoys strong and ongoing support from individuals who sponsor children and donate to our work, and from Australia's corporate sector, trusts and foundations, universities and governments.

We are grateful for the financial and pro bono support we receive from all who share our drive to create better futures for children and young people through education.

### SPONSORS

Our sponsors enable the sustainability of our work with children in need. This is particularly critical during times of crisis when educational disadvantage can increase. Our sponsors' ongoing support ensures we can continue to help students practically and tangibly, for the duration of their education.

By the end of June 2021, there were over 98,000 active sponsorships supporting students on the *Learning for Life* program. Individual sponsors made up 84% of this group and together donated over \$47.6 million for the sponsorship program.

Our annual Back to School Appeal continues to be our largest sponsorship drive. Our fundraising activity includes advertising, which allows us to stay top of mind with the Australian public and attract new support throughout the year. This year, we developed a special campaign to help Australians to better understand the benefits of our child sponsorship program. It featured a group of passionate, dedicated sponsors explaining why they sponsor a child through The Smith Family. We thank these sponsors for giving us their time in support of our *Learning for Life* program.

### DONORS

Australians donated an incredible \$25.6 million in cash and monthly gifts to support our learning and mentoring programs.

Despite COVID-19, our Back to School, Winter and Christmas appeals all performed beyond expectations. Over the past 10 years, these direct marketing appeals have seen solid year-on-year growth. And in the last two years, more donors have responded generously to the increasing needs of students resulting from COVID-19. In 2020–21, total individual giving exceeded expectations, growing by 12%, or just under \$3 million. Thanks to our generous

donors we were able to ensure our learning support programs reached even more students during the pandemic.

More than 30,000 donors contributed to our Christmas Appeal despite the challenging year leading up to the festive season. With their support, \$5.8 million was raised and this goodwill continued into the new year, with the Back to School Appeal raising \$1.87 million.

Our Winter Appeal raised \$7.5 million, exceeding our target by \$2.4 million, making this the largest appeal result ever for The Smith Family. Current donors played a vital role in achieving this generous result, with over 80% of the donations coming from them.

### BEQUESTS

Once again, we are incredibly grateful to the growing number of supporters who choose to leave a gift in their Will to support children in need to achieve their full potential.

Most notably, we were honoured to receive a very generous gift from one of our sponsors, the late Peter Scott. Peter became a sponsor in 1997, a commitment he maintained until his recent death. We are very appreciative of Peter's legacy, which will enable ongoing support for children on our *Learning for Life* program in the years ahead.

### GROWTH IN DIGITAL GIVING

This year, we received a record \$19.6 million in annualised donations via our website – a 28% increase on the previous financial year. Driving this increase is a growing preference for donors to give online, as well as year-on-year growth in the average value of gifts.

### MAJOR DONORS

The Smith Family greatly appreciates the generous contributions from philanthropists and major donors who support our mission to enable disadvantaged children to fully participate in their education. We build strong, long-term relationships with major donors and in 2020–21 we saw the contribution from this group grow by more than 28% on the previous year.

In 2020–21, our major donors gave a combined \$12.1 million, \$2 million of which was from first-time major donors. This support included increased generosity from some of our most loyal supporters during the COVID-19 crisis.

While the financial pressure created by COVID-19 meant that some donors had to reduce or stop their giving, we were humbled to see so many donors increase their support for our *Learning for Life* program, including responding to the need for additional assistance for families during the pandemic.

We were most grateful to receive a significant gift from one of our long-term and very generous major donors to support the delivery of our *On PAR* pilot in NSW.

We also celebrated one of our longstanding Victorian supporters, who reached a giving milestone of \$1 million in June 2020. The donor provides significant support to our *Learning for Life* program.

A very generous new major donor from Victoria gave \$400,000 to support our *Girls at the Centre* program in Bairnsdale and *student2student* program in Tasmania.

In June, one of our longstanding supporters, Kennards Hire Foundation, sponsored our inaugural Dream Run event and matched giving days, offering a \$120,000 commitment over two days, which matched donations made by event participants and their supporters.

The very significant contributions of philanthropists and major donors play a key role in realising our vision of creating better futures for more young Australians in need. We continue to be inspired by their generosity, time and advocacy for our students and families.

### CHILDREN'S FUTURE EDUCATION FUND

The Smith Family's endowment fund, known as the Children's Future Education Fund, continued to grow in 2020–21. At the end of the financial year, the corpus of the fund had reached \$9.6 million. The Fund will provide ongoing, long-term funding to support young Australians in need.

We are incredibly grateful to the many visionary Australians who chose to leave a gift in their Will or who made a Lifetime Gift to the Fund in 2020–21. The generosity of philanthropists who have established Perpetual Scholarships will support *Learning for Life* students in perpetuity.

### CORPORATE PARTNERSHIPS

We continue to take a strategic approach in working with our corporate supporters to ensure a high level of mutual benefit from these partnerships.

We do this by understanding what drives our partners and using this knowledge to design a partnership that provides value to their business. We also ensure that partners stay connected to the cause, by providing regular updates on the achievements their support enables.

Our partnerships involve a wide range of collaborations. These include partners contributing time and expertise to assist us with delivering and improving our programs, sustaining our organisation, and supporting growth and innovation.

CASE STUDY

OUR TRULY REMARKABLE PARTNERSHIP JOURNEY WITH SCA

In June 2021, our partnership with one of our major corporate supporters, Southern Cross Austereo (SCA) concluded after two and a half years.

SCA's charity partnerships usually run for a maximum period of two years, but fortunately for us, they extended their support for an additional six months.

Our partnership with SCA couldn't have come at a more crucial time. Over the last two years, the Australian community has faced many significant challenges, including drought, bushfires and a global pandemic. Sadly, the children, young

people and families we support have been disproportionately affected.

To help The Smith Family help our families, SCA provided us with more than \$56 million worth of pro bono advertising and digital, social and research support across their television, radio and digital networks.

This support helped us increase our brand awareness and fundraising income. Importantly, SCA helped us to deepen public awareness of poverty in Australia and its direct impact on a child's education.

The team at SCA were also extremely generous, volunteering their time and sharing



SCA's Black Thunder pilots with Santa at our Toy and Book Appeal

their skills and resources to assist our students and their families in a myriad of ways.

We extend our heartfelt thanks to the entire team at SCA for everything they have done to support young Australians in need.

The generosity of our corporate partners saw our income from this area grow to \$15.3 million, a 30% increase on the previous year. This increase reflects strategic growth from existing partners, additional support received from partners in response to the COVID-19 crisis, and customer-activated donations from cause-related marketing campaigns. These campaigns link product sales to donations, supporting our cause and helping to increase awareness of the impacts of poverty on children's educational outcomes.

After eight successful years of the Officeworks Back to School Appeal, this year Officeworks and its customers broke all previous records, contributing more than \$2.2 million, a 57% increase on the previous year.

Our partnership with ANZ has provided far-reaching support for children and young people on Smith Family programs for more than 30 years. We were especially grateful for an extraordinary donation from the bank in 2020 to enable fast-tracking of initiatives designed to support students and families during the pandemic.

The support of Optus, a long-time partner, was once again invaluable, with the company continuing its successful Donate Your Data™ program. This initiative saw more than 9,000 eligible *Learning for Life* students activate their free SIM card to receive 10GB of data and unlimited calls and texts to help support their learning and homework. They join close to 13,000 students already benefiting from the program. Each student also received an additional 40GB of data each month, kindly donated by Optus customers.

This year, we refreshed our Workplace Giving program. Through the program, partners make it simple for their employees to support a cause they care about by enabling them to make small, regular donations from their pre-tax pay. Employers can also boost the impact of their Workplace Giving program through donation matching.

THANK YOU TO AMBASSADORS

The Smith Family greatly appreciates the tremendous work of our ambassadors, who continued to raise awareness of our work and spread our education message across the community.

Sarah Harris, co-host of Network Ten's *Studio 10*, continued her longstanding connection with our charity. In another successful year, Sarah proved a passionate and vocal supporter of our appeals, promoting our profile among key national audiences, and inspiring and engaging our families, students and supporters through the media and social media.

Her fellow Ambassador, Dr Craig Challen SC OAM, continued his affiliation with The Smith Family, lending his profile and inspirational voice to help increase awareness of our work and continuing with his fundraising, which we warmly appreciate.

We extend our thanks to Sarah and Craig for their help in promoting the work of The Smith Family.

Dr Craig Challen SC OAM



Sarah Harris meeting students at a western Sydney primary school.



Photo: reprinted with the kind permission of Stellar

CASE STUDY

HELPING YOUNG AUSTRALIANS TO PURSUE BRIGHTER FUTURES

Global engineering firm Arup is a long-term partner of The Smith Family, supporting us since 2007. It currently sponsors 21 of our tertiary scholarship students pursuing careers in STEM-related fields or professional services related to Arup's business.

Arup supports The Smith Family's work in a multitude of ways, including through volunteering, fundraising for our Toy and Book Appeal, and more. Some of its employees also directly sponsor students on *Learning for Life* through Arup's Workplace Giving program.

Arup is a passionate supporter of our *Work Inspiration* program, an employer-led initiative that ensures young Australians' first experience of the world of work is positive,

meaningful and inspiring. Our *Learning for Life* students had the opportunity to visit Arup's workplaces and hear from employees about their personal career journeys, to help broaden their perspectives and aspirations about the jobs they can pursue themselves in future.

Through our partnership, Arup has hosted more than 20 *Work Inspiration* programs across the country, including four in 2020 that were delivered digitally due to COVID. This year, Arup generously provided funds to help us develop a roadmap for a natively digital version of our *Work Inspiration* program. This will allow more students from remote communities to access the program



Arup employees hosting a *Work Inspiration* event in Brisbane in June 2021.

and connect with organisations beyond their geographical and physical boundaries.

We extend our sincere thanks to the Arup team for their generosity and long-term commitment to helping young Australians experiencing disadvantage to create better futures for themselves.

TRUSTS AND FOUNDATIONS

More than 130 philanthropic trusts and foundations contributed to growth in overall philanthropic support for The Smith Family in 2020–21.

This year, we continued to see many support our *Learning for Life* program, as well as provide additional assistance for our families experiencing difficulties due to the ongoing COVID-19 situation. These donors include Dobson Mitchell Allport through the Allport Bequest in Tasmania, The Anthony Costa Foundation, the Geelong Community Foundation, the JLDJS Foundation, the Joe White Bequest, the Matana Foundation, The Maria Vasas Foundation, the Mary Alice Foundation, the Orloff Family Charitable Trust, the Tardalote Trust and The Walter and Eliza Hall Trust.

We also continued our multi-year partnership with the Paul Ramsay Foundation. Its generous support is helping us to generate insights into how to better support young people who are transitioning out of high school, and funding an expanded pilot of *On PAR* for our work with children who have complex needs. An additional grant in

response to COVID-19 allowed us to conduct initial testing of a Peer to Peer Network model with *Learning for Life* families.

In a year of ongoing lockdowns across Australia and reduced ability to meet in person, our positive working relationships with professional trust managers have been more important than ever. We are grateful to have seen increases in donations from many of the trusts we've worked with previously, as well as donations from trusts that are new to The Smith Family. These include trusts that are managed by Perpetual, Equity Trustees and the State Trustees Australia Foundation.

Finally, 2021 marks 20 years of The Smith Family's work in Western Australia. This work has been generously supported by many Western Australian trusts and foundations partnering with us over the long term. These include the Fogarty Foundation, The JEM Foundation and the Stan Perron Charitable Foundation. We're also delighted to highlight that 2021 marks the 20th year of support for The Smith Family from The Northcote Trust in Victoria.

UNIVERSITIES

Since early 2020, the tertiary sector has absorbed sudden and substantial income shocks arising from COVID-19. This has forced many of our university partners to make staffing and funding changes. For this reason, we are very grateful for their continued support at such a difficult time. Through their generosity, we have been able to deliver tertiary *Learning for Life* scholarships and community Learning Clubs, as well as initiatives for our students such as *Exploring Education Pathways* and *Work Integrated Learning*.

This year saw some of our programs with university partners move online. When traditional on-campus and local community events were postponed due to lockdowns and other COVID-related restrictions, we were able to quickly pivot with our university partners to provide similar experiences for students and families via webinars. These modified programs have enabled our *Learning for Life* students to continue to connect with academic preparation programs, learn about tertiary options, and access the tools and other support they need to embark on their post-school education journeys.

66,469

sponsors of *Learning for Life* students

143,141

donors funding *Learning for Life* programs

228

Partner organisations

**GOVERNMENT FUNDING**

Support from the Australian Government and several state and territory governments enables us to reach many more disadvantaged families and children than would otherwise be possible.

This year, significant funding from the Department of Education, Skills and Employment has allowed us to start our *Growing Careers Project*, focused on providing structured, evidence-based support for secondary school students over four years.

We were also delighted to learn that the Australian Government has extended funding for our early years numeracy program, *Let's Count*, and financial capability program, *Saver Plus*, delivered in partnership with ANZ and the Brotherhood of St Laurence.

Meanwhile, we were able to conclude phase one of the *Early Childhood Attendance Project*, focused on increasing pre-school participation among children from disadvantaged families.

With support from the National Indigenous Australians Agency, our *Indigenous Youth Leadership Program* continued to help students from remote communities attend high-performing secondary schools across Australia.

State government funding has also helped support our programs across Australia. This funding has allowed us to continue our *Learning for Life* support for students, the important work of the *Child and Parent Centres* in Western Australia, and learning support programs in Victoria and Tasmania.

Funding also continues to enable us 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 to deliver better outcomes for children and families.

**EVENTS**

Every year, thousands of people support The Smith Family by participating in community fundraising and events such as The Smith Family Challenge, Around the Bay, and our Christmas Toy and Book Appeal.

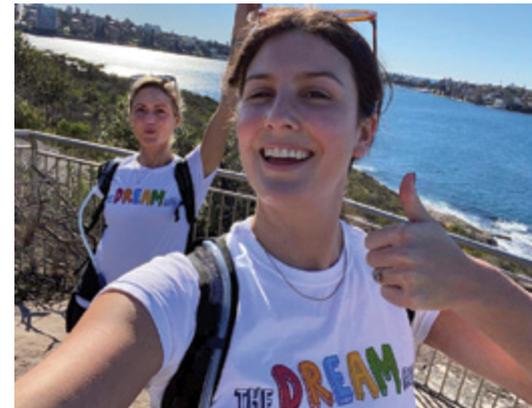
This year, despite the COVID conditions, there was fantastic fundraising support from community groups, schools and individuals around the country.

With many fun runs and events having to be postponed or cancelled due to the pandemic, our supporters were able to adapt and come up with innovative new fundraising ideas including head shaves, physical steps challenges, school-themed mufti days, virtual trivia nights and more. This resulted in our

community fundraising efforts achieving a 12% increase on the previous year's income.

Fortunately, we were able to hold the 14th annual Smith Family Challenge, in March 2021. The two-day off-road cycling and running event attracted 15 teams, with a total of 64 participants, and raised \$1.36 million. This is the highest amount ever raised and testament to the dedicated fundraising efforts of the event's participants.

We also launched our Dream Run event, a month-long fitness event that challenges participants to walk or run 25, 50 or 100 kilometres. The virtual fundraising event attracted more than 5,167 entries – including 74 members of The Smith Family team – and raised \$802,000.



Smith Family team member Saskia and her friend, Belle logging some kilometres for The Dream Run.

**FUNDRAISING PERFORMANCE**

**\$123.1m**

in funds raised from individuals, major donors, organisations, bequestors and VIEW Clubs of Australia in 2020–21.

Supporters and VIEW Clubs of Australia gave \$80.1 million, up 21% on 2019–20. Major donor contributions, including donations to the Children's Future Education Fund, totalled \$12.6 million. Our corporate partners, trusts and foundations, and universities gave approximately \$20 million, an increase of \$3 million on last year.

Benefactors continued to provide substantial donations, with 91 generous bequestors leaving legacies totalling \$9.8 million to help fund our programs.

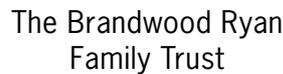
A sincere thank you to all our supporters for providing vital ongoing assistance for our work.

**EXPENDITURE OF FUNDS RAISED**

In the five years to June 2021, 71% of donations and funding from individual supporters and partner organisations has been spent on our community programs. This excludes revenue and expenses related to a short-term funding agreement with the Australian Government that enabled us to invest in the growth of our flagship program, *Learning for Life*, to support our long-term sustainability. Our expenditure on administration averaged 1.6% of total income throughout the year.

# Thank you

The support of our partners is integral to the success of our work with children, young people and their families. We are enormously grateful for their ongoing commitment to our cause.





Maple-Brown Family Foundation

McKnight Family Foundation

Morgan Stanley



Scott Williams Foundation



Suitters Foundation



## VIEW Clubs of Australia

This year, members of 295 VIEW (Voice, Interests and Education of Women) Clubs of Australia volunteered, fundraised and advocated in communities across the country, spreading awareness of The Smith Family’s mission and helping to improve the lives of young Australians experiencing disadvantage.

### SPONSORSHIPS

As it was not possible to hold traditional fundraising activities for most of the year, VIEW members looked for innovative ways to continue to sponsor their *Learning for Life* students. Initiatives included holding online raffles and selling items such as celebration cookbooks and face masks. This commitment and dedication to our cause enabled VIEW nationally to increase its sponsorships to a record high of 1,482 *Learning for Life* students.

### NEW CLUBS

A significant highlight in 2020–21 was the opening of four new VIEW Clubs. These are Ocean Grove Day and Point Lonsdale in Victoria, Wangi Wangi in NSW, and Maryborough in Queensland, which was the first to open in that state in 10 years.

### WELCOMING VIEW’S INAUGURAL PATRON

In March 2021, VIEW was delighted to welcome Her Excellency Mrs Linda Hurley, wife of the Governor-General of Australia, as its inaugural Patron. Mrs Hurley was a school teacher for more than 30 years and is passionate about the transformational power of education for young people. The appointment is significant for VIEW as the organisation looks towards further growth and increasing awareness of its work with The Smith Family in communities across Australia.

### DIAMOND JUBILEE CELEBRATIONS

Despite the upheaval of COVID-19, VIEW celebrated its 60th anniversary with a variety of special events.

These included an afternoon reception hosted by the Governor-General, His Excellency General the Honourable David Hurley AC DSC (Retd) at Government House, Yarralumla. His Excellency congratulated past and present VIEW members on their significant contribution to changing the lives of children and young people over many years. Her Excellency Mrs Linda Hurley recognised members’ contributions by writing and performing a song about VIEW.

To ensure every VIEW member could participate in the celebrations, VIEW held an online Diamond Jubilee Raffle in April. With a stunning solitaire diamond pendant as a prize, purchased with a generous donation from a VIEW member, the raffle raised more than \$35,000. VIEW members in Western Australia also held their own opal pendant raffle.

VIEW partnered with women’s fashion brand Black Pepper, which designed a special commemorative VIEW 60th anniversary scarf for sale. A percentage of these sales was donated to The Smith Family.

### INTERNATIONAL WOMEN’S DAY

Due to COVID restrictions, there were fewer large International Women’s Day (IWD) events this year. Before stepping down as The Smith Family’s CEO, Dr Lisa O’Brien attended VIEW’s Central and South Sydney IWD luncheon. It was Lisa’s last attendance at a VIEW event and in her farewell speech she warmly thanked members for their generous ongoing support for The Smith Family’s work to help students.

### MAKING CONNECTIONS IN THE COMMUNITY

VIEW was one of 23 charities invited to participate in the 2021 iconic TelethonSA lottery.

In October, Victorian VIEW Club Ocean Grove Day established a two-year partnership with local retirement village provider Ryman Healthcare. The partnership gave the club financial assistance to start sponsoring students in its first year as its fundraising activities were affected by the pandemic lockdown. Two *Learning for Life* students were initially sponsored with additional funds raised to sponsor two more students.

14,294

members in 2020–21

1,482

*Learning for Life* students sponsored by VIEW Clubs

295

VIEW Clubs across Australia



“Lisa was instrumental in strengthening VIEW’s connection with The Smith Family.”

Former Smith Family CEO Dr Lisa O'Brien with VIEW National Vice President Joanne Gray at VIEW's Central and South Sydney International Women's Day luncheon.

**REFLECTIONS ON A SPECIAL LEADER**

“VIEW Clubs of Australia thank The Smith Family’s outgoing CEO, Dr Lisa O’Brien, for her support and leadership over the past decade.

Lisa was instrumental in strengthening VIEW’s connection with The Smith Family. At Lisa’s farewell, current and past members of the VIEW National Executive reflected on her leadership, achievements and impact on VIEW. They acknowledged Lisa’s role in steering The Smith Family to the professional and trusted charity it is today.

Lisa always showed great respect and genuine gratitude for VIEW Clubs, inspiring the women of VIEW with her warmth and sincere appreciation of VIEW members’ support of children on the *Learning for Life* program.”

**Anne-Louise O’Connor**  
National President, VIEW Clubs of Australia



VIEW National Councillors – Australian Capital Territory: June Weise; New South Wales: Elizabeth Birch, Sally Cronberger, Rosemary Day, Judith Hemmingway and Gail Tooth; Queensland: Evelyn Berg, Margaret Elliott and Betty Van Heeswijck; South Australia: Anne Strangway; and Victoria: Marg Woodhouse. (Brenda Caligeros New South Wales and Janice Spraakman South Australia not present). VIEW National Executive: Anne-Louise O’Connor VIEW National President; and National Vice Presidents Joanne Gray and Beryl Pike.

**CASE STUDY**

**A FULFILLING EXPERIENCE**

“When I joined Maroochydore VIEW Club (Queensland) in 2014, I hadn’t heard of VIEW. When I learnt that funds were raised for The Smith Family and Australian children, I thought that was terrific.

I became a Learning Club volunteer tutor five years ago. I was attracted by being able to interact with and learn from children who were also participating in the *Learning for Life* program, of which VIEW Clubs is the largest community sponsor.

I like the informality of Learning Club, which makes the children feel special, while also endeavouring to assist with each one’s learning preferences. This approach has made some results feel especially rewarding for us as tutors.

As I’ve shared at VIEW meetings, it’s particularly rewarding when withdrawn children, after a time, bound into the room chattering away to us as they arrive, dump their bags and keep sharing with us.

I also like to see the expression on a child’s face when they discover the delight of learning something and knowing that they know it.

Being the *Learning for Life* liaison officer at my VIEW Club is very meaningful for me. As well as the pleasure of maintaining contact with our sponsored students, it enables me to easily keep my fellow VIEW members focused and interested.

While there is always controversy and debate about education, it is vital not to lose sight of



what basic education means to people who don’t have it. It is very important programs like *Learning for Life* and Learning Club continue and expand.”

**Mary**, Maroochydore VIEW Club member and Learning Club volunteer tutor



Justyn

“Through The Smith Family’s *Cadetship to Career* program I got a vocational placement for eight weeks. At the end, I was offered a part-time role.”

Justyn, *Learning for Life* Tertiary Scholarship student

## STRATEGIC PRIORITY 5

# DATA ENABLE AND DIGITISE



### FOCUSED ON A BRIGHT FUTURE

“I always did well academically, but coming from a low socioeconomic background made it difficult. There was a lot of contrast with other kids. The Smith Family support helped me to be able to fit in.

My mum signed up to The Smith Family when I was in Year 2. She is a single mother, raising three children. For a long time she was out of work.

The Smith Family was a big financial aid for our schooling. I saw that the money was going to school supplies and uniforms, which we wouldn't have been able to afford.

I'm now in my second year of an electrical engineering degree. The Smith Family Tertiary Scholarship covers the out-of-pocket costs associated with going to uni – public transport, my laptop, internet access, stationery, printing.

Through The Smith Family's *Cadetship to Career* program I got a vocational placement for eight weeks. At the end, I was offered a part-time role. Going through the cadetship helped me get some skills before going into the workforce, like resume writing and how to handle an interview. It was great having the opportunity to get an interview and now to have a part-time position. Life would be incredibly different without that.

Overall, The Smith Family has provided me a lot of opportunities. I'm not stressing as much. I can focus on my uni work and not how am I going to eat. It has had a massive impact on my education, pretty much from primary school.”

**Justyn**, *Learning for Life*  
Tertiary Scholarship student

We are using  
technology to respond  
to customers'  
needs in a rapidly  
changing world.



We're using data to learn how we can better support our families through the pandemic and beyond. We're also stepping up our digitisation efforts to ensure our families, supporters and team members have the tools needed to engage and transact in an increasingly digital world.

At The Smith Family, we recognise that the data we collect, hold and generate plays an important role in strengthening our capacity to deliver our mission.

As part of our Data Enablement Strategy implementation, we developed a principles-based Data Governance Framework to ensure we always operate with integrity and ethical purpose regarding data, and that data decision-making continues to be considered and transparent.

To develop our data governance principles, we consulted with key stakeholders from across the organisation, as well as members of the data management community. We also took steps to gain a better understanding of data processes and workflow, and apply data management best practices.

As a result, our data policies and documents align with best practice. We continue to look for opportunities to improve and futureproof our data practices.

This year, we enhanced the data tools our team members need to work. This included upgrading our organisation-wide customer database, CONNECT. We also refined the way we collect team members' views on their satisfaction with core data sources and platforms, along with their progress in developing data literacy.

For a second consecutive year, we ran the Data @ TSF survey. This survey helps us to

understand how our team members access data and learn about their views on the data used in their work. This reflects our goal that team members should be confident they have the data they need to make good decisions. The survey is a key opportunity to hear from them as to whether we are meeting this goal. We use the feedback to shape our data-related initiatives and improvements.

Survey results indicated that team members feel The Smith Family values data, operates with integrity and keeps data secure and private. This reflects the strength of our evolving data culture. The results highlight as well that a structured and agile approach to training and support is required to realise the full value of our investment in our data platforms.

Looking ahead, we will further enhance the way we work with data by implementing clear structures of data ownership and accountability. This will enable key decision-making about datasets and data rules. We will also continue the journey of building data capability across our teams. We were pleased that the survey showed a 2% increase in data confidence, literacy and capability among team members, lifting the overall score to 79%.

This year saw The Smith Family partner with several external organisations on data-based projects. These included the development of the data exchange project in partnership with the South Australian Department for Education. This will give our team members real-time access to key educational data the department holds on our *Learning for Life* students. This will enable our staff to provide more timely and targeted support for *Learning for Life* students.

We worked with the Commonwealth Bank's data and analytics team to create propensity models for our marketing team. These models allow us to take a more innovative, personalised approach to communicating with our supporters.

Meanwhile, subject matter experts from our volunteering team supported Microsoft's global Tech for Social Impact team by providing insights during the development of a new Volunteer Management App. This functionality sits within Microsoft's CRM Dynamics platform and is intended to help not-for-profit organisations better manage the complexities of volunteer management. We also showed our support for this new development by acting as the not-for-profit 'customer voice' during one of Microsoft's global webinars.

### MY SMITH FAMILY FOR FAMILIES

In 2020–21, we continued to digitise our online services for our families through our online portal My Smith Family, to help *Learning for Life* families participate and connect with us during COVID-19.

We were delighted to see a 21% increase in families using My Smith Family in 2020–21, taking the total percentage of registered families to 88%. We've implemented new tools to listen to feedback from our families, with 94% of families saying they were either satisfied or very satisfied with their online experience.

In addition to existing functionality, *Learning for Life* families can now complete their Christmas Toy and Book ordering and participate in the annual Creative Showcase competition via the portal. These new features allow our families to stay connected and informed via personalised updates.

### STREAMLINING TO STRENGTHEN OUR SUPPORTER RELATIONSHIPS

We enhanced our operations to reduce manual processes, provide access to real-time and higher-quality data, improve the user experience and achieve time savings.

This year, we continued to expand our use of customer service platform Zendesk. In response to donor feedback, we rolled out simplified electronic forms equipped with live chat. We also implemented new tools to enable our Customer Service team to manage conversations through one central platform.

## 8

Programs transformed to digital delivery: *Let's Count\**, *Exploring Education Pathways*, *Certificate 1 Financial Services*, *iTrack*, *MoneyMinded\**, *Saver Plus\**, *SmArts* and *student2student\**

\*These programs had some online capacity during the prior year.

We are improving our supporter experiences using data and digital tools to streamline our work.





## CASE STUDY

### DIGITISING OUR PROGRAMS

We continued to refresh our digital strategy in 2020–21, focusing on optimising existing digital solutions to increase efficiency and improve customer experiences.

Throughout the year, our teams on the ground worked closely with families and children to support their educational needs. With lockdowns closing schools and forcing tens of thousands of students to learn remotely, we shifted to delivering our mentoring, literacy and numeracy programs online to help students stay engaged in their studies remotely.

While programs that relied heavily on face-to-face learning were more difficult to adapt than others, we had already begun to refocus programs such as *Let's Count*, *student2student* and *iTrack* for remote delivery before the pandemic hit. For other programs, the program team quickly pivoted to make resources available online.

Material for our *Certificate 1 in Financial Services* program, for example, was quickly adapted to allow for online delivery, ensuring that close to 3,000 students could benefit from the program this year. The team also adapted our *Work Inspiration* program – usually a two–three-day program that includes worksite visits – by developing three core activities for online delivery.

We continued important work digitising and automating our program processes with our student squad creating additional value for our students and school partners. We were able to digitise several processes including online registration for the *Certificate 1 in Financial Literacy* program.

With support from ANZ, we also partnered with Nous Consulting to develop a program digitisation roadmap for continuing our digitisation journey.

The digital divide is a key issue for children participating in our *Learning for Life* program, with one in six living in families that don't have a computer or tablet connected to the internet at home. With remote learning continuing to challenge students, this year, we worked to enable our families to receive our Digital Inclusion Packs, which can include a laptop, internet access and technical support.

“I think the best part of The Smith Family is that they make you feel like you can achieve anything.”

A dark blue, teardrop-shaped graphic containing the name 'Sobur' in a white, handwritten-style font.

Sobur

## STRATEGIC PRIORITY 6

# ENABLE HIGH PERFORMANCE



### SUPPORT TO ACHIEVE ANYTHING

“Without the Tertiary Scholarship, my life would be different. I’d be under more financial pressure and I might not feel as motivated.

I was four years old when my parents came to Australia from a refugee camp in Kenya. The Smith Family has supported my education since I was in primary school. I’m now in my last semester at university.

I’m the second oldest. I have eight siblings. Growing up, there were always financial issues, but my parents had support and managed it really well.

I’ve felt the impact of The Smith Family most in my tertiary studies. There’s the immediate financial relief – not having to worry about travel costs, my textbooks, internet data or office supplies lets me concentrate more on performing at my best. There’s the emotional support as well. Knowing that somebody out there is sponsoring me and believes in me, that pushes me.

Being stuck in quarantine last year, not having the time to study on my own and battling the noise, made it hard to focus. At one point, there weren’t enough devices [for my siblings]. I would help my younger brother on my laptop and then I would study at night time. That was really taxing on my physical and emotional health.

I think the best part of The Smith Family is that they make you feel like you can achieve anything. I feel like I have a scholarship that’s going to lead me to the future that I want for myself.”

**Sobur**, *Learning for Life*  
Tertiary Scholarship student

We support our  
team members  
and volunteers by  
providing the tools  
they need to succeed.



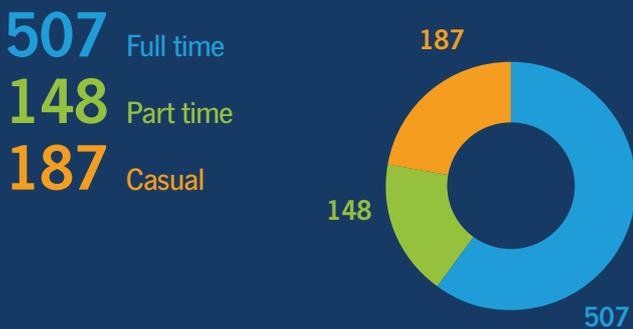
# OUR TEAM MEMBERS

All data as at 30 June 2021

For the past decade, we have experienced higher employee retention than the average for organisations in the not-for-profit sector. In 2020–21, voluntary employee turnover was 13.5%, compared to the sector average of 15.5%.<sup>1</sup>

**842** Smith Family Team members

## Employment status

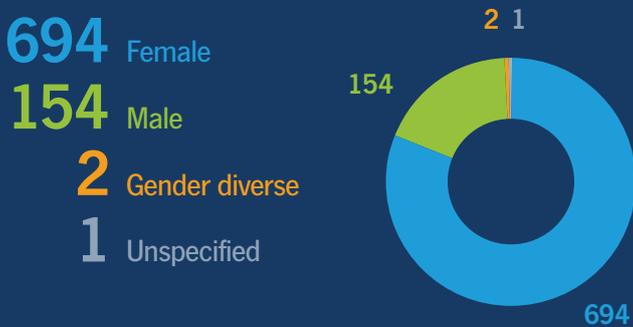


## Breakdown of roles

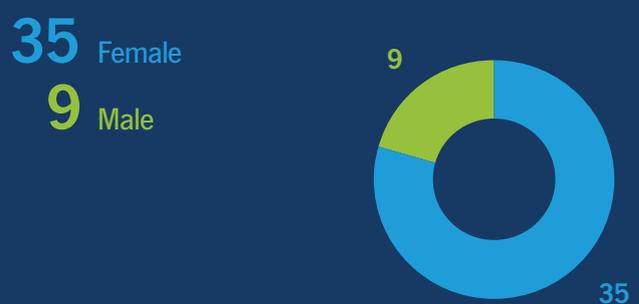


## Gender composition

(including Board of Directors)



## Executive and Senior Leader gender composition



<sup>1</sup> Aon (2021), Aon Community Advocacy and Social Services Remuneration Report (Australia), Aon: Sydney

## Our people

This year was a challenging one for The Smith Family, as COVID-19 continued to cause immense upheaval for our students, families, supporters, volunteers and team members.

Fortunately, our ongoing work digitising our operations and our flexible working policy meant our team could quickly transition to remote work as the crisis unfolded. This allowed team members to continue working with each other and on delivering programs to our students and families, and services to our supporters.

Our primary focus was on ensuring the safety of all team members by minimising the risk of exposure to COVID-19, and understanding the procedures in relation to reporting COVID-19 symptoms, and quarantine and testing requirements. We rolled out infection control training to all team members.

With the situation evolving rapidly and information from state and territory governments and health authorities changing frequently, we provided regular updates to team members.

We gave all team members and managers support to help them adapt to working from home. We asked everyone to complete working-from-home risk assessments and encouraged them to talk to their manager if they had any questions or concerns about the new arrangements.

In recognition of the additional pressures our team members were experiencing during the pandemic, we provided a variety of mental health and wellbeing initiatives. These included mindfulness sessions and resilience training delivered remotely, as well as individual and group counselling through our external Employee Assistance Program. We also provided our leaders with tools to support team members, while continuing our regular communications on a range of health and wellbeing topics. Drawing on feedback from team members, we refreshed our flexible working arrangements policy to support them to meet their own wellbeing needs and to care for and support others.

During this period, we undertook three surveys to seek feedback on COVID-19 and other health and wellbeing topics. This enabled our leadership team to make fast decisions about these important issues and quickly address the concerns and needs of our team members. These regular check-ins allowed us to track team members' confidence about how leaders were responding during the pandemic.

The surveys revealed very high levels of confidence in The Smith Family's response to the pandemic (96%). A similar proportion (95%) agreed that The Smith Family is supporting team members during the pandemic.

### SAFETY AND WELLBEING

To ensure we can continuously improve our work health and safety (WHS) performance, we engaged an external auditor to conduct a WHS standards audit. The audit looked at performance against standards that encompass best-practice elements of occupational health and safety systems widely used in Australia and New Zealand.

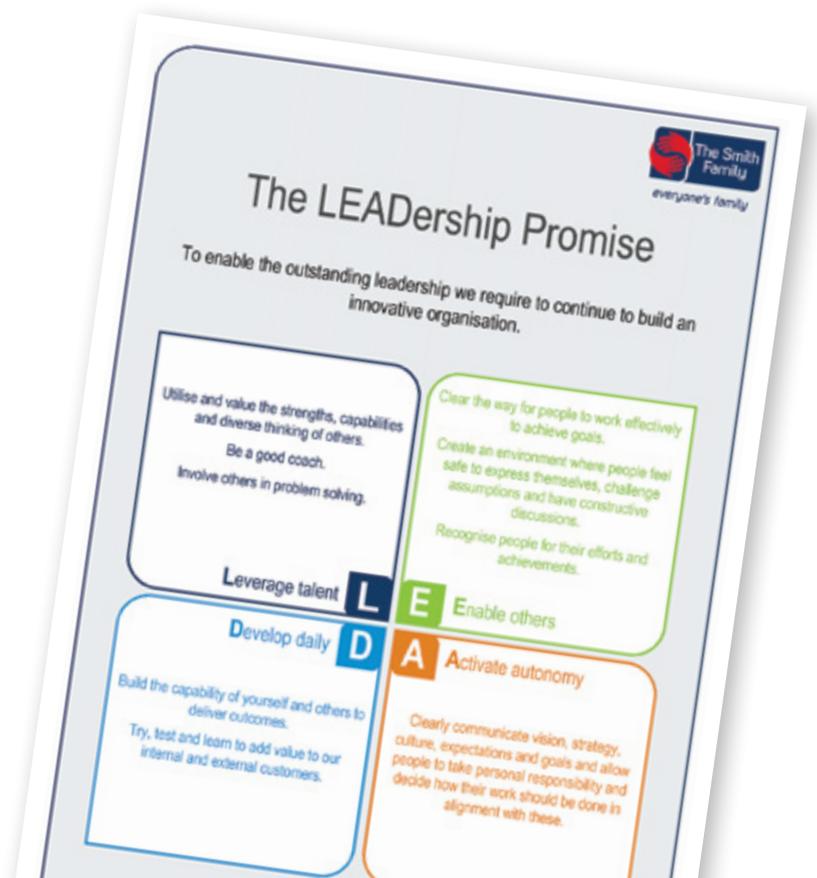
The audit assessed the legislative compliance and effectiveness of our health and safety management systems. It found there have been significant improvements since our last audit, with WHS conformance rising 46 percentage points from 2016 to 2021. The auditor also found that commissioning the audit showed The Smith Family's commitment to WHS.

While these results are positive, there remains an opportunity for us to continue improving our effectiveness in managing WHS risks and striving for best practice. This year, we analysed a range of data and feedback from team members and leaders to identify current key WHS risks and prioritise activities to address them. Future areas of focus include formalising our approach to WHS consultation, clarifying the WHS responsibilities of team members and leaders, increasing WHS training and improving our hazard identification and management process.

### LEADERSHIP EFFECTIVENESS

At The Smith Family, we understand that leaders have the greatest influence on culture and performance in our organisation. To support their efforts to become outstanding leaders, we've continued helping leaders to embed our LEADership promise into their daily practice. This consists of four elements: leverage talent, enable others, activate autonomy, and develop daily.

To put our LEADership promise into action, we delivered six workshops to groups of leaders and team members. These focused on developing the mindsets, knowledge and skills of leaders.





Smith Family team members working together during lockdown enjoy a moment of levity.



**ENGAGING AND DEVELOPING OUR PEOPLE**

Team member engagement has a positive impact on performance, retention and attraction of talent, as well as innovation and customer satisfaction. By understanding our team members’ experiences through our Employee Engagement Survey, we gain valuable insights into how we can continue to improve engagement across the organisation.

Our most recent survey, conducted in February 2021, showed our overall engagement remained at 73%, which was consistent with our 2019 result. Pleasingly, we saw higher scores in around two-thirds of the questions repeated in the survey.

The survey showed the impact of initiatives to improve two-way communication – our key focus area from 2019 – with improvements in three areas: collaboration and communication, feedback and recognition, and leadership.

In January 2021, we reflected on progress made against our Employee Engagement Action Plan to lift the level of employee engagement, with a particular focus on ensuring open and honest two-way communication. These actions included:

- continuing to embed our LEADership promise framework through one-on-one conversations, a monthly online newsletter for leaders and introducing a recognition program for leaders;
- offering training to leaders to give them the tools and mindsets to meet their responsibilities, in alignment with the framework;

- running virtual workshops and providing resources for leaders, to enhance their capability and confidence in giving and receiving feedback; and
- ensuring the business planning process increases opportunities for teams to share, discuss and provide input into proposed roadmaps for the 2022 financial year.

This year, we also developed our inaugural roadmap for creating a more inclusive culture and it was positively received by both our leaders and team members. Actions taken included delivering diversity and inclusion workshops for leaders and team members, and taking up organisational membership with the Diversity Council Australia. This membership gives leaders and team members access to research, best-practice resources and expertise.

In 2020, we launched our new Human Resource Information System. We estimate that since then The Smith Family has captured the equivalent of \$1.1 million in time saved by team members and leaders. We have also received positive feedback from many managers about the system.

This year saw us pilot a 24-hour ‘Shoutout2us’ initiative in which team members were invited to share things from the previous year to celebrate and thank publicly those they have interacted with across the year. Facilitated by Yammer, this collaborative and fun online initiative was provided as an alternative to our previous approach of showcasing team members’ achievements and was incredibly well received. The campaign resulted in 1,040 posts – the highest number of posts we’ve seen for any internal campaign to date.

**CREATING AN INNOVATION CULTURE**

We continued to strengthen the agility of our culture in 2020, with our cross-functional delivery teams, known as squads. Squads are committed to delivering innovation through digital initiatives that improve the overall experience for each customer group.

One initiative has further embedded Agile values and scrum principles in our organisational ecosystem – including our business planning and budgeting processes – so we can respond more quickly to the changing needs of students, families and supporters.

We have developed a playbook to give team members information about Agile ways of working. Running squads has increased the quality and outputs of our work, so this year we began setting up a new squad to focus on improving the experiences of our team members and volunteer groups.

**WORKPLACE GENDER EQUALITY ACT REPORTING**

We continue to meet our obligation under the *Workplace Gender Equality Act 2012* to participate in annual reporting. This process helps us to continue to assess the gender equality of our team members in the workplace. This includes equal remuneration between genders. It also helps us to identify and remove barriers to the full and equal participation of women in the workforce and ensure a person’s gender does not influence remuneration levels, access to leave and flexibility options.

**DISCRIMINATION, BULLYING AND HARASSMENT POLICY**

We remain committed to ensuring our workplaces are free from discrimination, bullying and harassment. These unacceptable forms of behaviour will not be tolerated under any circumstances. We will take all reasonable steps to prevent and eliminate discrimination, bullying and harassment, and ensure that team members who raise genuine concerns are not victimised in any way.

Our Discrimination, Bullying and Harassment Policy contains definitions of discrimination, bullying and harassment, an outline of team members’ responsibilities in relation to reporting incidents, and information about the complaints procedure. All leaders and team members receive training on this policy, both during their onboarding program and when the policy is updated.

**WHISTLEBLOWING POLICY**

Our Whistleblowing Policy is available on our intranet for team members and on our website for the public. The policy is reviewed every two years, with the latest review occurring in September 2020. Following this review, minor changes were made to provide clarity on the definition of ‘reportable conduct’ and update contact information for the Whistleblower Contact Officer. In 2020–21, we developed training resources to enhance leaders and team members’ awareness and understanding of the policy. No whistleblowing reports were received during this period.

**Our systems and processes**

**CUSTOMER RELATIONSHIP MANAGEMENT SYSTEM UPGRADE – D365 PROJECT**

The technology modernisation initiative underway at The Smith Family is enabling a modern, connected and increasingly automated workplace. When completed, this will provide anywhere, anytime access to systems and data, giving team members and volunteers more time to work directly with students and families.

This year, we migrated our legacy customer relationship management system to Dynamics 365, a cloud-based system that delivers enhanced security, access to frequent innovation, ability to scale up and down on demand, and reduced administrative overheads. This gives our IT team more time to focus on value-adding activities, enabling the organisation to move away from paper-based and manual processes to a data-enriched and more digital operation.

With this migration, about two-thirds of our technology platforms now reside in the cloud. This minimises the cost and complexity of our IT operating environment, so that we can scale our evidence-based programs

sustainably, while also fostering agility and encouraging ongoing innovation.

A significant effort has also been put into automating software testing, deployments and ongoing monitoring, to deliver services faster, cheaper and more reliably to our stakeholders.

We were already in a good position to transition to remote work, with remote connectivity and collaboration tools well embedded into our day-to-day operations before COVID-19. We accelerated the migration of file servers to the Microsoft cloud, providing the tools to work effectively from home. This initiative is expected to be completed by the end of the next financial year.

Given the growing risk of cyber threats in remote working environments, we continue to integrate more systems with our 24/7 managed security detection and response service. This service gives us visibility of security incidents and provides security support outside business hours. During the year, we conducted a detailed risk review to inform the Board about The Smith Family’s process for responding to a cybersecurity critical incident by walking through a staged ransomware attack.



Our newly upgraded customer relationship management system is called ‘CONNECT’.

## Volunteers

While the number of volunteers supporting our work remained high in 2020–21, COVID-19 continued to have a significant impact on the ability of those people to participate, with volunteers contributing fewer hours per person than the previous year.

Overall, the individual contribution of volunteers averaged 18 hours in 2020–21, compared to an average of 23 hours in 2019–20. This resulted in a 22% decrease in the total hourly contribution of volunteers year on year. Unsurprisingly, volunteer hours in Victoria decreased by 59% due to that state's multiple extended lockdowns.

The cumulative impact of the pandemic on Smith Family volunteers' ability to participate has seen the average hourly rate of volunteer contribution decrease by a total of 55% in the last two years.

During lockdowns, some volunteers were able to continue their activities remotely. However, this was not possible for many others. Office closures, program activities paused due to lockdowns or school closures, and other COVID-related constraints also prevented many volunteers from contributing.

Other factors that contributed to the decline in volunteering rates this year included the discontinuation of some volunteer roles and a trend towards shorter periods of engagement.

Amidst a challenging time, our volunteer managers ensured volunteers remained connected and cared for, and ready to

participate again when restrictions eased.

Towards the end of the financial year, when new COVID-19 outbreaks led to further lockdowns, we reached out to all our volunteers, reaffirming our commitment to their health and safety. We also provided resources to support their mental health and wellbeing during this difficult time.

### MEASURING VOLUNTEER SATISFACTION

Despite the impacts of COVID-19, we were delighted to learn from our volunteer satisfaction surveys that our volunteers felt well supported throughout the year. Almost all (96%) of our volunteers said they were satisfied or very satisfied with the support they received from our team. Meanwhile, 94% said they would speak positively to others about their volunteering involvement with The Smith Family.

Our continued focus on retention saw 88% of surveyed volunteers indicate that they intended to continue volunteering with us. Having access to these volunteers at a time when there are fewer volunteers available put us at an excellent advantage leading into 2021's peak program time.

Pleasingly, 99% of the office volunteers who responded to our survey indicated they were very happy with the support they received, with one volunteer commenting: "I have been offered opportunities for professional and personal development and have been made to feel like an integral part of the team".

### RECOGNISING OUR VOLUNTEERS

This year, we continued to publicly recognise and show our appreciation for our valued volunteers during National Volunteer Week. This year's theme, "Recognise. Reconnect. Reimagine", presented an opportunity for us to celebrate the essential role our volunteers

play in ensuring The Smith Family can continue to support Australian communities. It also gave us a platform to encourage volunteers to reconnect with us as soon as COVID-19 restrictions allowed.

During National Volunteer Week, we recognised our volunteers on social media and through recorded messages of thanks from our National Manager of Volunteering and Acting CEO. Local volunteer managers also came up with creative and meaningful ways to thank volunteers for their time and talent.

### SUPPORT FOR VOLUNTEER MANAGERS AND BEST PRACTICE

Our Volunteer Engagement Advisors are a national network of team members whose role is to support local volunteer managers to successfully recruit, manage and retain volunteers.

A continued focus for our Volunteer Engagement Advisors during 2020–21 was to ensure ongoing compliance with sector best practice and state legislation, particularly supporting volunteer managers and volunteers through the onboarding process. The team also developed a variety of resources for volunteer managers.

A new initiative this year was the launch of Volunteer Vitals, a new regular communication providing team members with updates, helpful tips, resources and interesting insights to support their volunteer management practice.

This year, we continued to engage with other organisations working with volunteers at scale, and attended regular knowledge-sharing discussions with peers from The Salvation Army, Red Cross and Uniting. In NSW, this included facilitating the Effectively Managing Volunteers forum, in partnership with the Centre for Volunteering.

# 8,511

volunteer roles were filled by 7,683 unique volunteers (with some volunteers taking on more than one role) in 2020–21.

# 152,596

hours were donated by our volunteers, equivalent to nearly \$4.7 million.<sup>1</sup>

# 96%

of volunteers were satisfied with the support they received, with our office-based and Christmas volunteers being the most satisfied (99% and 98%, respectively).

<sup>1</sup> The volunteer contribution amount is based on a wage replacement model commonly used in the volunteering sector. This year, we adapted our model for calculating the equivalent dollar value of volunteer contributions. After consultation to determine rates of pay, the equivalent dollar values have been updated to reflect current rates, with a 4% increase applied to all role categories except the skilled support category.

**CHRISTMAS DURING COVID**

Christmas 2020 remained one of our biggest volunteering opportunities with over 3,010 volunteers participating. Volunteers supported us to pack, sort and deliver toy and book packs to our *Learning for Life* families across the country. As in previous years, our Christmas volunteers (or ‘elves’) were our most highly satisfied group of volunteers, with 98% indicating in our volunteer survey that they would speak positively about their volunteering involvement to others.

As one volunteer commented, “I can’t think of any way that you could improve this event, truly – it was an amazing experience.”

**DIGITISING FOR TOMORROW**

This year, we continued delivering new digitisations that will help The Smith Family to better manage our volunteer workforce.

This included continuing to embed our use of a new email management tool to help our volunteering team better manage its administrative workload. This enabled a more streamlined approach to managing re-engagement of returning volunteer mentors, improved coordination of Christmas volunteering interest and delivered new reporting capabilities.

We also continued to drive change in the way we manage high-volume volunteer screening tasks, while still upholding the robust processes required by our Child Protection Framework. This included 1,350 referee checks conducted by our Volunteer Coordination Unit. We started using the third-party screening agency fit2work to help process volunteers’ national police checks. In the first four months of fit2work’s introduction, volunteers submitted more than 500 applications for police checks through its online portal, with most cleared checks being returned within just over a day.

This year, we continued redesigning our volunteer retention and communication strategy, with the aim of creating an enhanced customer experience. Once implemented, volunteers will be better informed and engaged during the recruitment and onboarding journey.



**CASE STUDY**

**GIVING BACK TO HELP KIDS DEVELOP**

“Being part of a Smith Family Learning Club appealed to me because, in a small way, you can encourage kids to explore new things and develop new skills.

I started volunteering about six months after I retired. I wanted to maintain a connection with younger people and give something back.

The importance of education was really driven home to me over 20 years working as a nurse and midwife. It really is the foundation for everything, not just managing your physical and mental wellbeing, but also empowering you to achieve what you want in life.

It’s great seeing the kids develop and gain confidence. It’s also really interesting

being connected with kids and seeing how differently they see the world.

Last year there was a Year 6 student who lacked confidence and wasn’t one of the influential kids in the group. I encouraged him to lead an activity and I could really see that by using his knowledge and expertise that really helped him become more confident in himself.

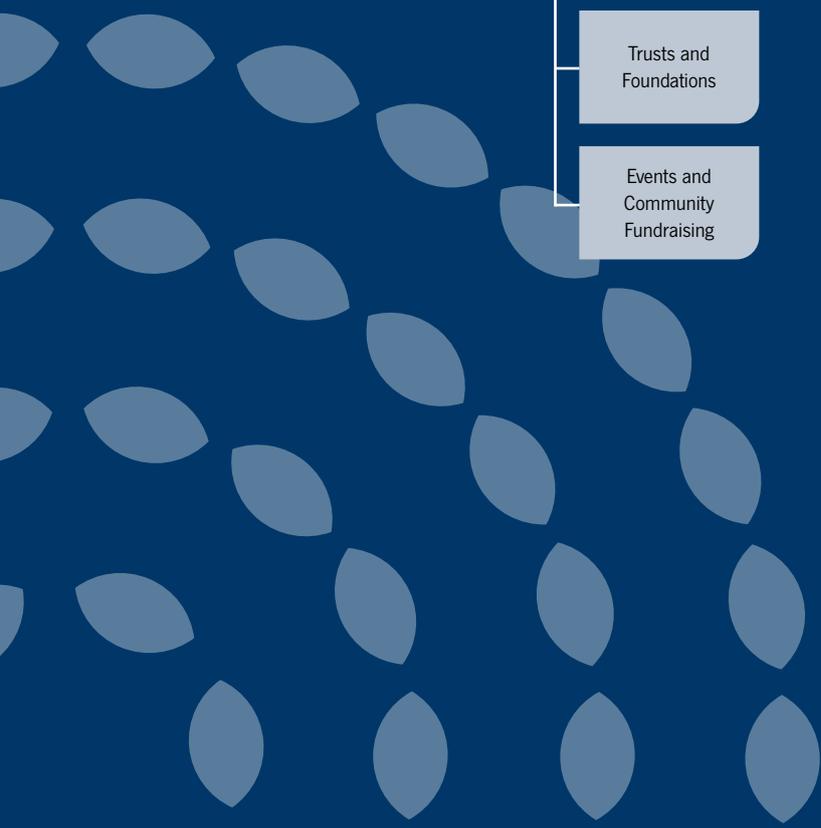
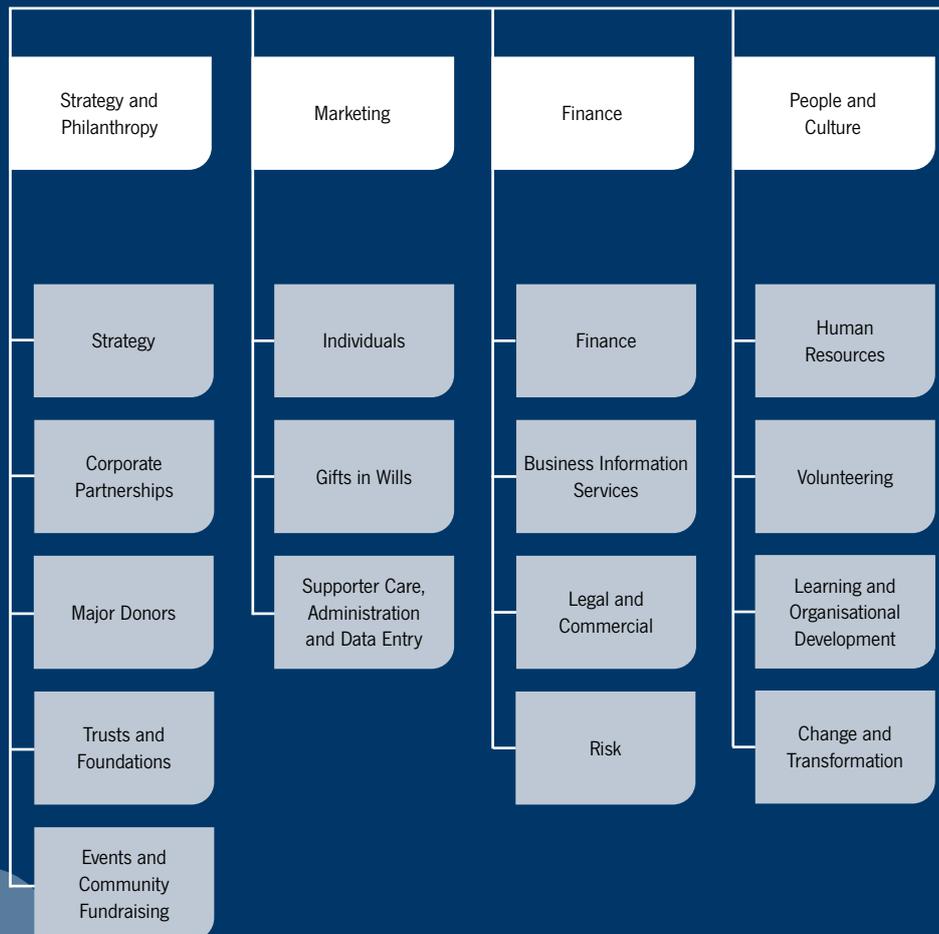
I enjoy being a tutor because every week is different. I find the insights and the stories from the kids really interesting. It’s also a lot of fun and you are well supported.

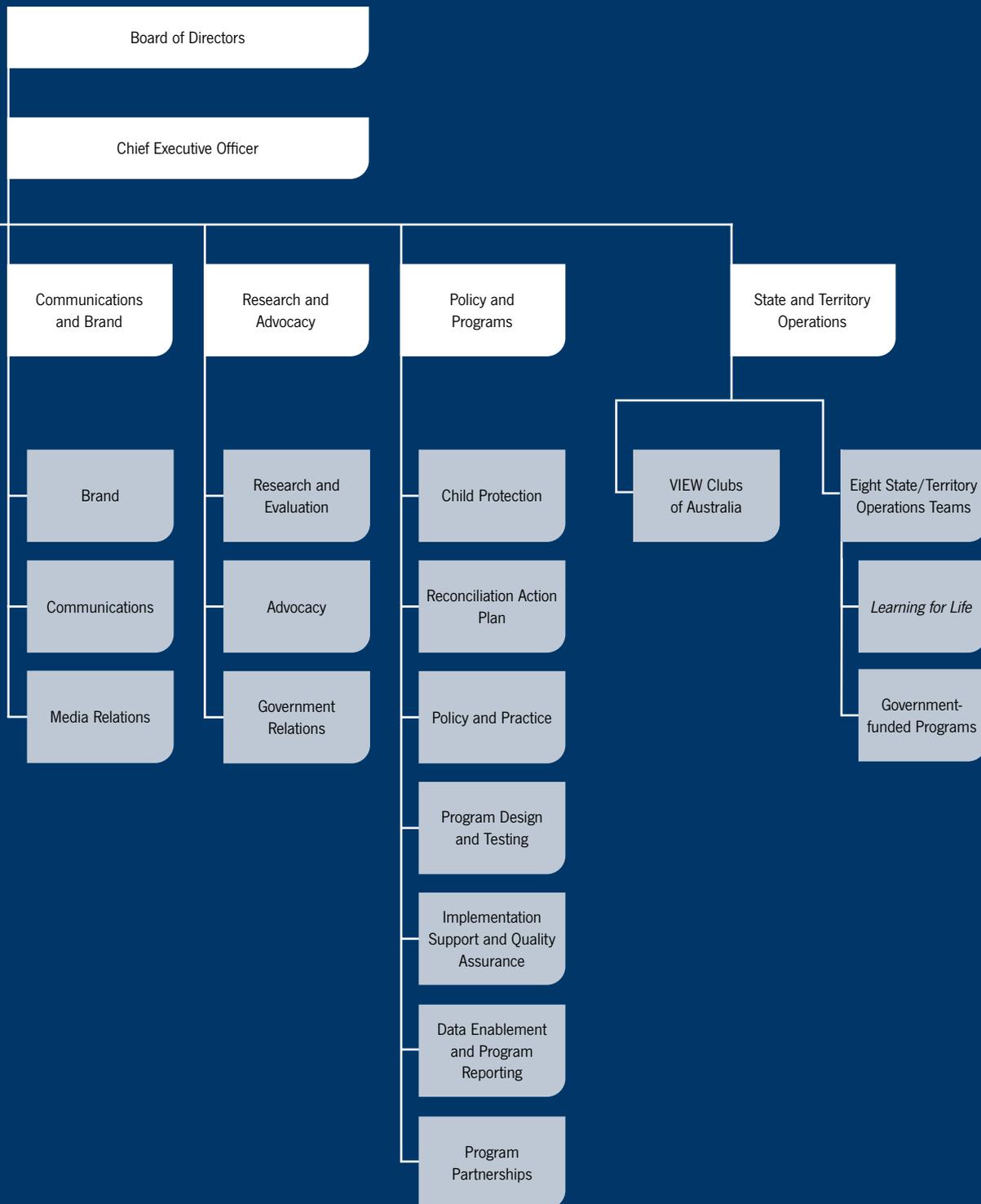
You feel like you are making a difference. With The Smith Family, you are never in doubt that your contribution is appreciated.”

**Cate**, Learning Club volunteer tutor

# Our organisation

The Smith Family employs 842 team members.





Mem

“The reality is I can’t do it all myself and I need help from organisations like The Smith Family.”



*Learning for Life* parent Mem and daughter Caitlyn.

# CORPORATE GOVERNANCE



## SUPPORT TO THRIVE AND ACHIEVE

“Being with The Smith Family means my kids’ experiences are normalised. They don’t stand out as being poor. This has allowed them to thrive and grow.

I was poor myself growing up. I remember having scruffy shoes and wearing skirts with holes in them. Without The Smith Family, things like that would have happened more to my kids.

I connected with The Smith Family when my oldest daughter was in primary school. She’s in Year 11 now. I was a single parent pensioner. My marriage had broken down. Life was full of problems. I applied for *Learning for Life* because every dollar counts when you’re in that situation. The reality is I can’t do it all myself and I need help from organisations like The Smith Family.

The *Learning for Life* sponsorship really helps. Without that, my kids would have been singled out more. They wouldn’t have been able to go on excursions or do music programs because you have to pay extra for the instruments and lessons.

The other really beneficial thing is the Optus partnership with The Smith Family. Optus gave my three kids a SIM card each and pay for their mobile phone data.

If my kids spoke to their sponsors, I think they would say: ‘Thank you. I know that my mum does whatever she can, but without your help, we actually wouldn’t be where we are today. We may not be confident enough to apply for things, or to strive, or to know that there’s more out there.’ ”

**Mem**, parent of children on *Learning for Life*

Our value of integrity underpins our work and we govern our operations in a responsible and transparent way.

## Board of Directors



### **Nicholas W. Moore BComm LLB FCA**

Chairman and Non-executive Director since 2019. Chairman of Screen Australia, The Centre for Independent Studies, Willow Technology Corporation and the National Catholic Education Commission; member and former Chairman of the UNSW Business School Advisory Council; part-time Chairman of the Markets Taskforce Expert Advisory Board and the Financial Regulator Assessment Authority within the Department of the Treasury; former Chief Executive Officer of Macquarie Group Limited; and former Chair of Police Citizens Youth Club (PCYC) NSW.



### **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; member of the Project Management Board for the Department of Education, Skills and Employment's Online Formative Assessment Initiative; member of the Teachers Mutual Bank Educational Advisory Panel; former board member (2011–21) and life member of the Greater Western Sydney Giants AFL club.



### **S.A. (Tony) Davis**

Non-executive Director since 2016. Advisor and investor in a range of early-stage tech ventures; founding Director and past Chairman of Quantum, a global leader in applied data analytics and technology; Director of Seaford Foundation; and former Chairman and Director of peak marketing body the Association for Data-driven Marketing and Advertising (ADMA).

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

Non-executive Director since 2016. Chairman of Hancock Victorian Plantations Holdings Pty Ltd and Aquasure Pty Ltd; Deputy President of the Victorian Chamber of Commerce and Industry; and extensive experience in senior management roles in agribusiness, manufacturing, distribution, retail, technology and transport companies in Australia and overseas.

### **Jeremy C.R. Maycock BEng (Hons) FAICD FIPENZ**

Non-executive Director since 2013. Chairman of NSW Electricity Operations Group (TransGrid); former Chairman and Non-executive Director of AGL Energy Ltd, Port of Brisbane Pty Ltd and Arrium Ltd; former Non-executive Director of Nuplex 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; and former member of the UNSW Business School Advisory Council.

### **Professor Peter J. Radoll BInfoTech MInfoTech PhD**

Non-executive Director since 2019. Pro Vice-Chancellor, Indigenous, and Director of the Ngunnawal Centre and Professor of Information Technology at the University of Canberra; Deputy Chairperson of Capital Health Network and the Australian Indigenous Leadership Centre; Non-Executive Director of UCX; Advisory Board member of CSIRO's Young Indigenous Women's STEM Academy; Fellow of the Royal Society of NSW; Member of the Golden Key Society; and Visiting Fellow at the Centre for Aboriginal Economic Policy Research, ANU.





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

Non-executive Director since 2019. Chair of the Board of Taxation; Non-executive Chair of Alexium International Group Limited; Deputy Chair of the Australia Council for the Arts; Non-executive Director of Australian Rail Track Corporation, Resolution Life Australasia, Venues NSW and Creative Partnerships Australia; former senior partner with KPMG; over 29 years' experience in professional services; and member of Chief Executive Women.



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

Non-executive Director since 2013. Director of the John James Foundation; former Secretary of the Department of Families, Housing, Community Services and Indigenous Affairs (2004–11), and of the Department of Education, Science and Training (2003–04); and Managing Director of the Health Insurance Commission (1998–2003).



**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 (HCF), Aurecon Group Pty Ltd and G8 Education Ltd; Non-executive Director of Goodman Ltd and Goodman Funds Management Ltd; member of the Board of Partners of Corrs Chambers Westgarth and the UNSW Council; former Non-executive Director of Coca-Cola Amatil Ltd, Westfield Corporation and HSBC Bank Australia; Chief Executive Officer of PwC Australia from 2008 to 2012; former Chairman of PwC Foundation; 15 years in senior roles managing PwC's Assurance and Business Advisory Services, its Consumer and Industrial Products team, and its Audit, Technical, Risk and Quality groups; and member of the UNSW Business School Advisory Council.

**Douglas D. Taylor BMin BA (Hons)**  
**GradCertM GAICD**

Chief Executive Officer and Executive Director since 9 August 2021. Former Deputy Chief Executive Officer at Uniting NSW and ACT; Chairperson Warakirri College; Non-executive Director of WorkVentures and The Australian Centre for Social Innovation; Advisory Board member of the Centre for Social Impact; and a Community Fellow with Western Sydney University.

## DIRECTORS WHO RETIRED DURING 2019–20

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

Chief Executive Officer and Executive Director from February 2011 to March 2021. Non-executive Director of BUPA ANZ; council member of the University of Technology Sydney; former Director of the Community Council for Australia Ltd; founding member of Lou's Place, a drop-in centre providing respite and support for women in need; and more than 30 years' experience in the health care, community services, biomedical and information technology sectors.



## COUNCIL OF GOVERNING MEMBERS

The Council of Governing Members consults with the Board of Directors on the operations of The Smith Family, ensuring they align with the objectives 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, the members of the Council are Arun Abey AM, The Hon. Bruce Baird AM, Christine Bartlett, Barbara Cail AM, Professor Ross Griffith, Jane Hemstritch, John Kelly AM, Chris Leptos AM, Christine McLoughlin, James Millar AM, Linda Bardo Nicholls AO, Anne-Louise O'Connor, Greg Ruddock, Doug Snedden, Rosa Storelli, Paul Tobin, Richard Turner AM, Terry Walsh, Richard Warburton AO, Geoff Willmott and Emeritus Professor Ken Wiltshire AO.

We thank them all for their support during the year.

Sadly, former Director and Council Member Tim Holden passed away during the year. He joined the Board in 2003 and served as a Director and a member of the Finance and Audit Committee until his retirement in 2011. We offer our condolences to his family.

## BOARD OF DIRECTORS

The Board of Directors is the decision-making body of The Smith Family, responsible for governance and oversight of management. Its role and responsibilities are governed by the constitution and a comprehensive Board charter.

In 2020–21, the Board consisted of nine honorary Non-executive Directors and the Chief Executive Officer, with each person

offering a range of skills in addition to their board-level experience in various sectors.

Dr Lisa O'Brien retired as Chief Executive Officer and Executive Director in March 2021 after 10 years of dedicated service. She guided the organisation through significant growth in the scale and depth of the programs we offer to our families, and in generating funds to support those programs. We wish her well in her new endeavours.

Lisa's replacement as Chief Executive Officer and Executive Director is Douglas Taylor, whose appointment commenced in August 2021.

Christine Cawsey, Jeff Harmer and Jeremy Maycock successfully stood for re-election as Directors at the Annual General Meeting in November 2020.

No new Directors were appointed during the year under review.

The Smith Family's management conducts a detailed induction process for new Directors to ensure they have a comprehensive understanding of our organisation, strategy and programs. This enables each Director to start contributing as soon as they are appointed.

## BOARD COMMITTEES

The functions of the Board's sub-committees in 2020–21 are outlined below.

The Corporate Governance Committee supports the Board in developing governance principles; identifying candidates for membership of the Board, its committees and the Council of Governing Members; and reviewing The Smith Family's constitution.

The Endowment Fund Committee oversees our investment policy and mandate for the

Children's Future Education Fund. Over time, our earnings will provide a secure revenue stream to fund student scholarships and community work as part of our *Learning for Life* program.

The Finance, Audit and Risk Committee continues to focus on enhancing The Smith Family's investment policy and mandate, safeguarding our financial resources while seeing that we earn acceptable returns. The committee ensures that funds are available to meet our operating requirements. It also identifies, monitors and manages risk, particularly in the areas of child protection and cyber security.

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

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

## VIEW CLUBS OF AUSTRALIA

This national women's organisation, with 14,294 members, exclusively supports the work of The Smith Family. The organisation's National Council leads the overall development of VIEW and administers policy. The National President is Anne-Louise O'Connor, whose two-year term commenced in 2020. She is supported by two National Vice-Presidents, Joanne Gray and Beryl Pike.

The National Councillors are Evelyn Berg, Elizabeth Birch, Brenda Caligeros, Sally Cronberger, Rosemary Day, Margaret Elliott, Judith Hemmingway, Janice Spraakman, Anne Strangway,

## 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
C. Cawsey	6	5					2	2		
S.A. Davis	6	6								
J.A. Harmer	6	6	1	1						
R.M. Garnon	6	6			3	3			1	1
M.G. Johnson	6	6			3	3			1	1
A.J. Kloeden	6	6					2	2		
J.C.R. Maycock	6	6	1	1						
N.W. Moore	6	6			3	2			1	1
L.J. O'Brien	4	4								
P.J. Radoll	6	5					2	–		

Gail Tooth, Betty Van Heeswijck, June Weise and Margaret Woodhouse.

### ADVISORY GROUPS

The following groups provide advice to the Chief Executive Officer as well as offering their expertise to 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 AO, Alara Hood, Jesse King, April Long, Professor Peter Radoll, Kieran Ryan, Todd Sculthorpe, Wanda Wellington and Jodie Wyatt. Meetings are also joined by The Smith Family's Aboriginal and Torres Strait Islander team members, Karen Parter and Leanne Smith.

The Financial Capability Advisory Group is chaired by Michael Herring. Its other members are Robert Drake, Paul Ivers, Janet Liu, Gregory Mowle, Irene Payne, Di Robinson and Caroline Stewart.

The Information Systems Advisory Group is chaired by Doug Snedden. Its other members are David Boyle, David Ellis, Richard McLaren and Anthony Robinson. Ray Fleming stepped down from the group during the year.

The *Let's Count* Project Advisory Group is chaired by The Smith Family. Its members are Sean Barrett, Alan Dougan, Belinda Emms, Associate Professor Ann Gervasoni, Penny Markham, Emeritus Professor Bob Perry and Sarah Swain. Samantha Page and Duncan Rayner stepped down from the group during the year.

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), as required by law in the following states and territory, where it raises funds:

The Principals Advisory Group is chaired by The Smith Family Director Christine Cawsey. Its members are Anne Denham, Malcolm Elliott, Caroline Fishpool, Andrew Pierpoint, Lee Sibir, David Samaha, Karen Snibson and Zachary Taylor. Terry Heath and Rebekah Stapleton stepped down from the group during the year.

We thank all members of our advisory groups for their ongoing service and support.

### GOVERNANCE STANDARDS

The Smith Family, as a registered charity, is required to meet the Australian Charities and Not-for-profits Commission (ACNC) Governance Standards. The Board is supported by management and oversees the ongoing development and implementation of a policy framework that ensures our governance practices are aligned with:

- the ACNC Governance Standards, which includes our obligation to act consistently with Australian laws
- our contractual commitments, including those under key government funding arrangements
- community expectations, with particular regard to our stakeholders
- our Values.

Key areas of focus during the past 12 months included:

- updating our Privacy Policy and related privacy and consent processes
- enhancing our records management framework within the context of broader work we are undertaking in relation to data governance
- adopting a Supplier Code of Conduct that identifies our commitment to child safety and fair work practices, and minimises the risk of modern slavery in our supply chain and operations

- updating our donations acceptance policy framework to address modern slavery risks and consider community expectations more generally
- acting in the best interests of children and young people by ensuring we have robust child safe processes and, in October 2020, voluntarily joining the National Redress Scheme, which was formed as a recommendation of the Royal Commission into Institutional Responses to Child Sexual Abuse.

### RECOGNISING AND MANAGING RISK

The Smith Family's Risk Management Framework guides us in managing risks at the organisational, functional and programs levels. Customised risk management processes and controls at each level support our ability to identify, analyse, evaluate and manage risks.

The work of our Risk Management function is aligned with ISO 31000 *Risk Management – Guidelines*. The results of regular risk reviews are reported to management; the Finance, Audit and Risk Committee; and the Board.

This year, we continued to develop the governance risk and compliance software that our team members use nationally for risk management and governance processes. The platform helps us manage external formal complaints, incident reporting and internal child safety alerts.

The Risk Management function also manages privacy matters and the organisation's Data Breach Response Plan. This year, management staged a serious cyber security breach to demonstrate to the Board its processes for dealing with such incidents.

#### New South Wales

Registration number  
CFN 11049  
– renewable in 2024

#### 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  
– ongoing subject to continued registration with the ACNC

#### Western Australia

Registration number 20352  
– renewable annually

#### Australian Capital Territory

Registration is ongoing subject to continued registration with the ACNC

## Five-Year Financial Summary

(Figures in \$'000s)

	2016–17	2017–18	2018–19	2019–20	2020–21
<b>INCOME</b>					
Fundraising					
Donations and corporate support	56,189	64,484	73,672	92,152	111,197
Bequests	8,262	7,110	5,882	9,090	9,773
VIEW Clubs	5,135	5,518	5,297	5,300	2,856
Government funding	16,649	23,450	26,563	35,814	26,366
Children's Future Education Fund	3,090	405	1,631	1,169	836
Commercial activities net contribution	1,872	396	7	10,702	31
Investment and other income	2,441	3,146	3,348	1,831	3,297
<b>Total Income</b>	<b>93,638</b>	<b>104,509</b>	<b>116,400</b>	<b>156,058</b>	<b>154,356</b>

### EXPENDITURE

Policy and programs	(56,097)	(64,400)	(72,136)	(82,325)	(87,247)
Fundraising	(23,377)	(28,529)	(32,004)	(32,598)	(30,251)
Promotion and profiling	(2,305)	(3,277)	(3,945)	(4,358)	(4,852)
Administration	(1,865)	(2,440)	(2,569)	(2,314)	(2,507)
VIEW Clubs	(4,012)	(3,878)	(3,865)	(4,198)	(1,516)
<b>Total Expenditure</b>	<b>(87,656)</b>	<b>(102,524)</b>	<b>(114,519)</b>	<b>(125,793)</b>	<b>(126,374)</b>
<b>Surplus/(Deficit)</b>	<b>5,982</b>	<b>1,985</b>	<b>1,881</b>	<b>30,265</b>	<b>27,981</b>

### OTHER RESULTS AND INDICES

Recycling Operation and other commercial activities					
Sales and other revenue	17,354	17,965	17,173	24,911	46
Expenditure	(15,482)	(17,569)	(17,166)	(14,209)	(15)
<b>Commercial activities net contribution</b>	<b>1,872</b>	<b>396</b>	<b>7</b>	<b>10,702</b>	<b>31</b>

### 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.

	2016–17	2017–18	2018–19	2019–20	2020–21
Volunteer hours	464,614	410,742	362,450	214,000	152,596
Value of volunteering contribution	13.9m	12.1m	10.7m	6.3m	4.7m

## Five-Year Financial Performance

### INCOME

Total income has risen from \$93.6 million in 2016–17 to \$154.4 million in 2020–21, at an annual compound rate of 13.3%.

Donations and corporate support	In 2016–17, income from individual donations and corporate support was \$56.2 million. By 2020–21, it had risen to \$111.2 million, representing average annual growth of 18.6%.
Government funding	The Smith Family received \$16.6 million in government funding in 2016–17. In 2020–21, it received \$26.4 million, representing average annual growth of 12.2%.
Children's Future Education Fund	In 2020–21, The Smith Family received \$0.8 million into its Children's Future Education Fund.

### EXPENDITURE

Total expenditure has risen from \$87.7 million in 2016–17 to \$126.4 million in 2020–21.

Policy and programs	Our income growth has enabled us to significantly extend the reach of our work. Expenditure on community programs in the past five years increased on average by 11.7% annually, from \$56.1 million in 2016–17 to \$87.2 million in 2020–21.
Fundraising	Fundraising expenditure increased from \$23.4 million in 2016–17 to \$30.3 million in 2020–21. This expenditure reflects our investment in regular giving initiatives and our digital, corporate and major donor fundraising activities.
Administration	Expenditure of \$2.5 million on administration support in 2020–21 represented 1.6% of total income, and is broadly in line with last year.

### OTHER RESULTS

Recycling Operation and other commercial activities	The Recycling Operation ceased in 2019–20.
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### VOLUNTEERING

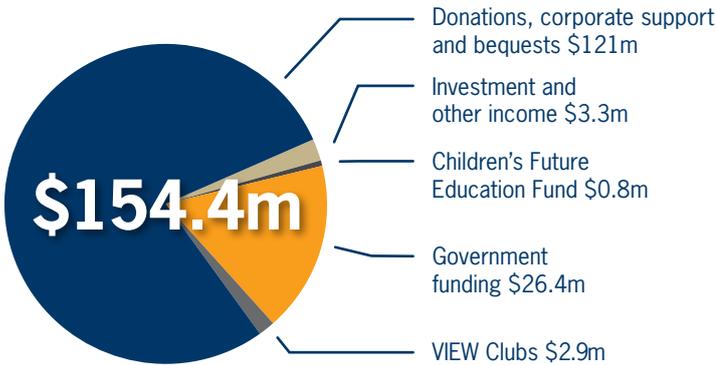
Estimated value of volunteering contribution	The estimated value of the contribution of volunteers in 2020–21 was \$4.7 million, compared to \$13.9 million in 2016–17.
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Jasmine, participant in The Smith Family's creative enrichment program *SmArts*, at a Bangarra *SmArts* workshop.

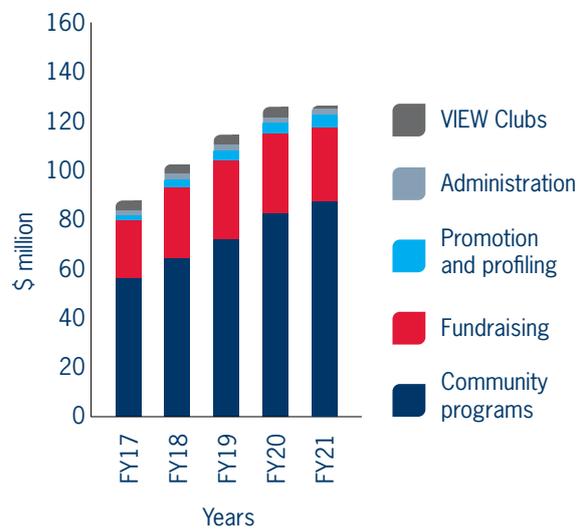
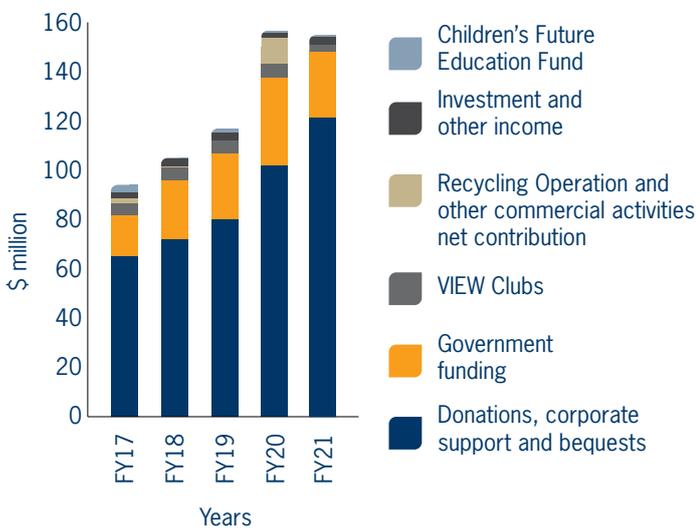
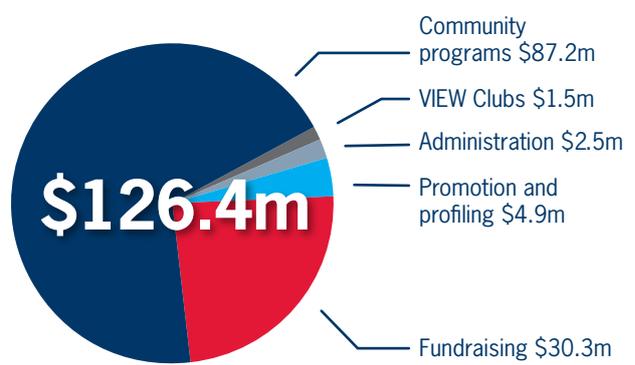
## Where we obtained our financial resources

2020–21



## How we applied our financial resources

2020–21



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



**AWARDS**

2020 *The Australian Financial Review's* Most Innovative Companies list – The Smith Family ranking seventh in the Government, Education and Not-for-Profit category

2020 Australasian Reporting Awards – Silver Medal for our 2019–20 Annual Report

2021 Fundraising Institute Australia's National Awards for Excellence in Fundraising – finalist, with Officeworks, in the Best Strategic Partnership category

2021 Fundraising Institute Australia's National Awards for Excellence in Fundraising – finalist in the Best Supporter Experience category for The Smith Family Digital Birthday Packs

2020 Workplace Giving Excellence Awards – Gold award for the Best Launch or Refresh (Charity)

2020 Workplace Giving Excellence Awards – Silver award, with ANZ, in the Most Innovative Charity and Employer Partnership category

**Contact details**

**GENERAL ENQUIRIES**

GPO Box 10500  
 Sydney NSW 2001  
 Website: [thesmithfamily.com.au](http://thesmithfamily.com.au)  
**T** Freecall: 1800 024 069  
**E** [tsfmktg@thesmithfamily.com.au](mailto:tsfmktg@thesmithfamily.com.au)

Volunteer Co-ordination Unit  
**T** 1300 397 730

**NATIONAL OFFICE**

Level 17, 2 Market Street  
 Sydney NSW 2000  
**T** 02 9085 7222 **F** 02 9085 7299  
**E** [tsfmktg@thesmithfamily.com.au](mailto:tsfmktg@thesmithfamily.com.au)

**VIEW CLUBS OF AUSTRALIA**

Level 17, 2 Market Street  
 Sydney NSW 2000  
**T** 02 9085 7178  
 1800 805 366  
**E** [view@thesmithfamily.com.au](mailto:view@thesmithfamily.com.au)

**THE SMITH FAMILY LOCATIONS**

**Australian Capital Territory**

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

**New South Wales**

Level 5, Westpoint Office Tower,  
 17 Patrick Street, Blacktown  
**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 | Warrawong  
 Wiley Park | Windale | Wyong

**Northern Territory**

Darwin  
 Level 1, 6 Pavonia Place  
 Nightcliff NT 0810  
**T** 08 8985 6841  
 Darwin | Katherine | Palmerston

**Queensland**

Brisbane  
 Level 13, 340 Adelaide Street,  
 Brisbane, QLD 4000  
**T** 07 3115 6200 **F** 07 3337 6424  
 Brighton | Brisbane | Caboolture | Cairns  
 Coomera | Gladstone | Inala | Ipswich  
 Logan | Mackay | Maroochydore | Redlands  
 Rockhampton | Southport | Toowoomba  
 Townsville

**South Australia**

Adelaide  
 Level 2, 187 Rundle Street  
 Adelaide SA 5000  
**T** 08 8224 1400  
 Christie Downs | Elizabeth Downs  
 Elizabeth Vale | Hackham | Morphett Vale  
 Port Adelaide Enfield | Port Augusta  
 Salisbury North | Smithfield Plains | Whyalla

**Tasmania**

Hobart  
 Suite 4, Level 3, 'Galleria Building'  
 31-35 Salamanca Place  
 Hobart TAS 7000  
**T** 03 6223 2627  
 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 1, 16 Victoria Avenue  
 Perth WA 6000  
**T** 08 9265 5555  
 Armadale | Bunbury | Collie | Gosnells  
 Kwinana | Midland | Mirrabooka | Rockingham

“Being part of a Smith Family Learning Club appealed to me because, in a small way, you can encourage kids to explore new things and develop new skills.”

*Cate*

**Volunteer tutor, Learning Club**

“As a grandparent bringing up four young children, The Smith Family has given me the strength. They’ve given the children the opportunity to do everything they can with their education.”

*Vanessa*

**Learning for Life participants’ grandmother**

“I think the best part of The Smith Family is that they make you feel like you can achieve anything. I feel like I have a scholarship that’s going to lead me to the future that I want for myself.”

*Sobuv*

**Learning for Life tertiary student**

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 TheSmithFamilyAustralia

 SmithFamily\_org

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*everyone's family*