

IMPROVING EDUCATIONAL OUTCOMES OF DISADVANTAGED CHILDREN AND YOUNG PEOPLE

Presentation by
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The Smith Family



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.

OUR HISTORY

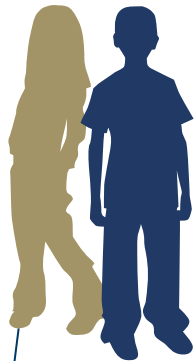
Established in 1922 by a group of businessmen

OUR FINANCES

\$86.8 million in 2014–15

- \$52.5 m from donations, corporate support and bequests
- \$22.6 m from government
- \$2.1 m from commercial recycling operation

Our history



Our beginnings

Founded by five anonymous businessmen, known as “The Smiths”, on Christmas Eve 1922



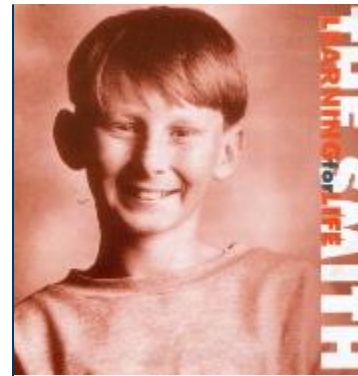
For humanity

During the Depression, The Smith Family assisted thousands of Australians with food and clothing; later established hospitals for children recovering from rheumatic fever



Funding our work

Since 1963, the sale of used clothing in our retail stores has offset our infrastructure costs



Education transformation

In the 1990s we changed our focus – moving from welfare assistance to helping children break the cycle of poverty through supporting their education.



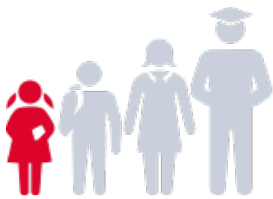
Today

For nearly 95 years The Smith Family has been changing lives.
Today we are the largest children's education charity in Australia.
2016 SIMNA Award for Excellence in Social Impact Measurement

When we asked clients what they believed would end intergenerational disadvantage, they replied “help us help our children to get an education.”

Australia's educational challenge: young people are behind at each stage

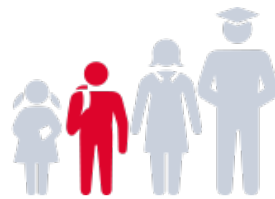
EARLY YEARS



Developmentally vulnerable

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

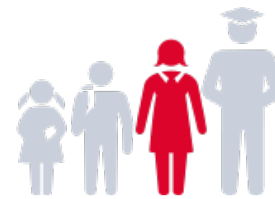
PRIMARY YEARS



Numeracy

94% of Year 5 students with a parent who has a uni qualification are above the national minimum standard, compared to **61%** of children whose parents did not complete Year 12.

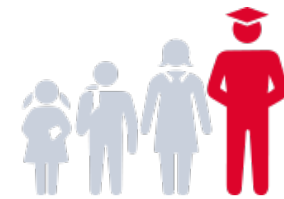
SECONDARY YEARS



Year 12 completion

Around **30%** difference based on socioeconomic status of students.

POST-SCHOOL YEARS



Post-school engagement

41% of 24 year olds from most disadvantaged backgrounds were not fully engaged in work or study, compared to **17%** among most advantaged.

Learning for Life scholarship



Parent and community engagement

Measuring
matters...



Measures of effectiveness

LONGER-TERM OUTCOMES

- Young people are in education, training, and/or work
- Young people complete Year 12 or equivalent
- Young people stay engaged with learning

**ENGAGEMENT
ADVANCEMENT
ATTENDANCE**

SHORT-TERM OUTCOMES

- Improved literacy and numeracy
- Improved confidence (self-efficacy)
- Improved motivation and aspiration
- Enhanced networks and relationships
- Improved knowledge/understanding
- Improved or sustained school attendance

PROGRAMS
Build skills & knowledge & influence attitudes & behaviours

Let's Count, Let's Read, Learning for Life, Student2Student, iTrack mentoring, Learning Clubs, Creative enrichment, Careers/post-school options workshops, Work Inspiration, Tertiary Mentoring, Tech Packs, Financial literacy

Measures of effectiveness of *Learning for Life*



- Improve **school attendance** over time to 90%
- Increase the proportion of students who advance to **Year 12**
- Increase proportion of students engaged in **employment and further education** after they leave the program

Successful post-school transitions



84.2% of former *Learning for Life* students are in work or study 12 months after leaving the program

Fully engaged

Partly engaged

65.8%

18.4%



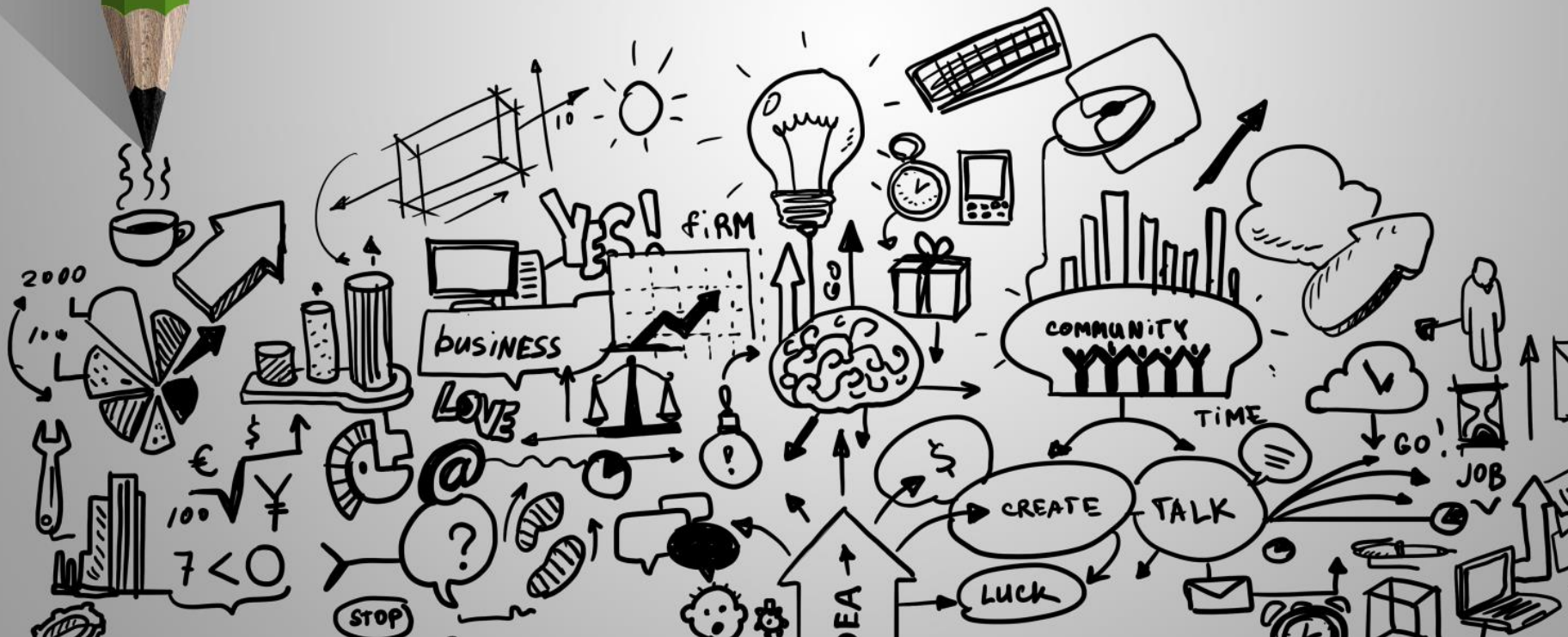
For **Aboriginal and Torres Strait Islander** young people, **74.2%** were engaged – 54.6% were fully engaged and 19.6% were partially engaged.

For both Aboriginal and non-Aboriginal former students who were not engaged, 80% were actively **seeking employment** and one in six was **volunteering**.

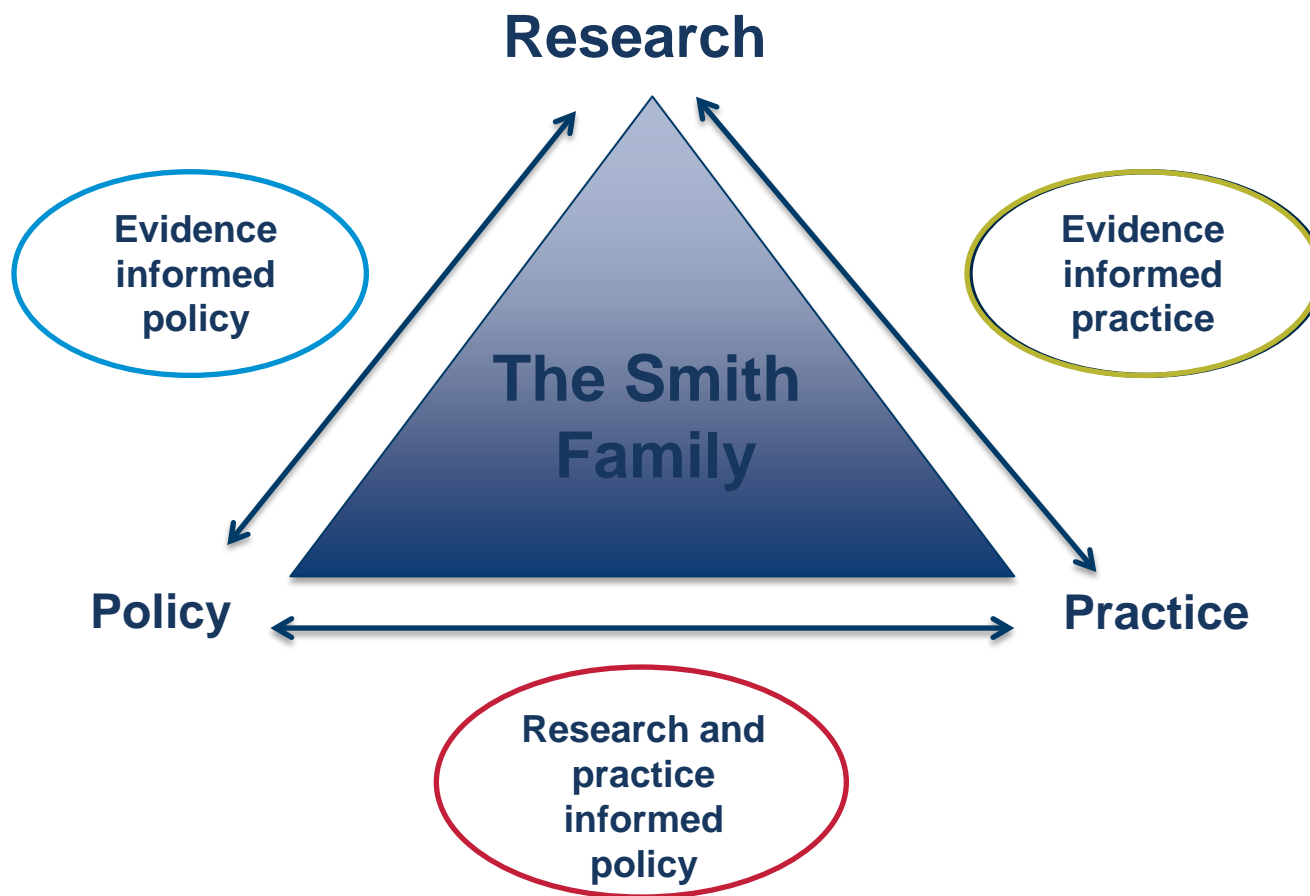
Note: 'Fully engaged' means former students were in employment, education and/or training for 35 hours per week. 'Partly engaged' means they were in employment, education and/or training for less than 35 hours per week. All data is for students who left *Learning for Life* in Years 10, 11 or 12.

INNOVATION ...

Change that adds value



Our approach to innovation



Measuring impact is not easy ... but it is vital



- Enables continuous improvement; drives innovation
- Ensures that limited resources are being used to best effect;
- Enables us to provide feedback to teams and to our supporters that their support and time is being well invested

As a minimum we do no harm, as an optimal, we're making a difference!

Our shared purpose – making a measurable difference...



everyone's family



*"I would like to thank
The Smith Family first and
foremost for giving my kids the
opportunity to participate in
programs and activities, and the
same with sponsors out there.*

*Without you I don't know where
my kids would be now. Having
that extra support behind me
makes me not give up on them
and shows the kids they are
special and important."*

- David, parent of
Learning for Life students



everyone's family

THANK YOU