

# Reaching more young Australians in need

**INNOVATING TO CREATE  
LASTING CHANGE**



*everyone's family*

# IMPROVING EDUCATIONAL OUTCOMES FOR YOUNG AUSTRALIANS

---

Brandon

Timmi

The Smith Family provides long-term educational support for Australian children and young people in need. Our support starts in a child's early years, when we collaborate with their family and community to prepare them for school. When the child is at school, we help them to have the resources and support they need to attend regularly and stay motivated to complete Year 12. If they enter tertiary education, we help connect them to a mentor in their chosen field to help them with their career aspirations.

We also support parents and families by giving them opportunities to develop the skills and confidence to engage positively with their children's education and to encourage learning at home. Because we track and measure the results of our work, we know our long-term, targeted approach is helping disadvantaged students build a better future for themselves.

We are working to improve young people's educational outcomes so they can thrive in the 21st century. With the help of our supporters, we are reaching more young people than ever before and creating a better future for young Australians.

**OUR VISION** A better future for young Australians in need.

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

**OUR BELIEF** Every child deserves a chance.

**VALUES**

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

Message from the Chairman and the Chief Executive Officer	2
About disadvantage in Australia	6
Our Five-Year Strategy	8
Our progress	14
Strategic priorities:	
<b>1. SCALE EFFECTIVELY</b>	<b>20</b>
<b>2. INNOVATE</b>	<b>30</b>
<b>3. ADVOCATE</b>	<b>34</b>
<b>4. FUND</b>	<b>38</b>
<b>5. DATA ENABLE AND DIGITISE</b>	<b>48</b>
<b>6. ENABLE HIGH PERFORMANCE</b>	<b>52</b>
Corporate governance	60
Board of Directors	62
Five-year financial summary	66
Contact details	69



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

## MESSAGE FROM THE CHAIRMAN AND THE CHIEF EXECUTIVE OFFICER



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

# WE ARE HELPING CHILDREN AND YOUNG PEOPLE TO THRIVE IN THE 21ST CENTURY

More than 1.1 million children and young people<sup>1</sup> are living in poverty in Australia today.

For the children we work with at The Smith Family, the effects of family poverty go beyond their home lives. It also affects their educational opportunities and outcomes. One in six young people<sup>2</sup> may not have the things they need for school, like textbooks, uniforms and shoes, or aren't able to go on a school camp because of their circumstances.

As globalisation and technology create an ever more challenging and uncertain future, it is more important than ever to help these young people thrive in the 21st century.

<sup>1</sup> Davidson P, Saunders P, Bradbury B, & Wong M (2018) *Poverty in Australia, 2018. ACOSS/UNSW Poverty and Inequality Partnership Report, No. 2*. Sydney: ACOSS.

<sup>2</sup> Ibid.

## THE EFFECTS OF POVERTY ON EDUCATION

Many disadvantaged children start school already behind. Without access to early learning experiences and resources, children living in poverty may not have the opportunity to develop basic skills in reading or numeracy. And at school, not having the essential items they need can make a child feel like they don't fit in or can't keep up with what's going on in class.

As each year passes, poverty widens the gap between these children and their classmates. Not being able to keep up at school diminishes young people's self-belief and confidence. Children become disengaged from their learning and may drop out early. They may miss out on achieving the results they need to attend university or the chance to build a personal network and gain work. For these young people, breaking into an increasingly competitive job market is extremely challenging. As their opportunities contract, the likelihood of the poverty cycle continuing into the next generation increases.

## OUR SOLUTION

The Smith Family provides long-term support to break this cycle.

Our evidence-based programs give young people and their families the tools they need to build a better future for themselves.

We begin by providing resources and educational support to families when their children are in their early years. Our work continues through school and on to tertiary education, all with the aim of supporting children to achieve educationally every year we work with them. Along the way we work closely with parents and carers, supporting them to engage in their child's learning, given the critical role they play in their child's orientation to learning, including their motivation, aspirations and confidence.

## 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.

## OUR NEW STRATEGY AND AMBITION

The Smith Family launched a new Five-Year Strategy in July 2017, which builds on the strong foundations established in our previous strategy.

In developing our new strategy, we drew on the work of global experts and on local and international research to help us identify trends impacting our world. To address these trends and to ensure we continue to support disadvantaged young Australians in the best possible way, our strategy has two key areas of focus: growth and innovation.

We are focused on growth because there are so many children in need of educational support. We are focused on innovation because the world is changing faster than ever before and we must continually adapt and evolve to ensure we can equip the young people we serve to thrive in this dynamic environment.

We have set a bold ambition in our new strategy to grow our programs to reach more disadvantaged young Australians. Over five years to 2022, we will increase by 30% the number of young Australians reached through our effective, evidence-based programs, enabling them to break the cycle of disadvantage and thrive in the 21st century.

We have set six strategic priorities: scale effectively; innovate; advocate; fund; data enable and digitise; and enable high performance. These priorities provide a framework for achieving our ambition and we have established clear goals to track our effectiveness in these areas. In our annual report we highlight the progress we have made this year against each priority.

## GROWTH AND INNOVATION

We are delighted with the growth and innovation we have achieved in this first year of our new strategy.

We grew the number of students participating in our *Learning for Life* program by 10% to 42,841. We also attracted an incredible 18,667 new sponsorships – 80% more than in the previous year. A particular highlight this year has been the expansion of *Learning for Life* to a new community: Gladstone, Queensland. With the generous financial support of our partner, Orica, 300 Gladstone students will be participating in the program by the end of June 2020.

We have recognised that achieving our growth ambitions requires a shift in the way we work. This year we continued embedding innovation principles and practices throughout our organisation to support our growth, while ensuring our programs continue to fulfill the needs of those we support.

Our definition of innovation is 'change that adds value'. This year, we applied innovation principles to our work in many ways including starting a new Program Innovation Lab with a dedicated team to support the design of new programs and improve our existing ones. Importantly, it uses creative processes to bring the voices of our students and families into the heart of our program design.

The Smith Family recognises the ever increasing importance of digital and data in our world. Accordingly, this year we focused on using our data in more innovative ways and digitising our programs. We collaborated with Nous Group consultants to develop our Data Enablement Strategy, identifying the initiatives and actions that will help us maximise the value of the data entrusted to us by the young people and families we support, as well as by supporters and volunteers. We have continued to digitally enhance many programs, including publishing online resources for Learning Clubs and developing a *Let's Count* online program, to increase our reach and provide more flexible delivery options.

It's crucial we not only digitally transform ourselves, but empower young people to thrive in this world. This year, we implemented the program *TechPros* – named by the young participants themselves – which is designed to increase primary school students' foundational digital literacy skills with the help of high school mentors or 'Techsperts'. We're excited to be helping a new generation of young people learn to code, create digital media, and exercise a wide range of other digital skills, making their educational experiences more valuable.

## RESEARCH AND ADVOCACY

One of the most notable of our contributions for the year was the launch of our pioneering research report, *Attendance lifts achievement: Building the evidence base to improve student outcomes*. The report drew on more than seven years of longitudinal data from over 30,000 disadvantaged students participating in The Smith Family's *Learning for Life* program. We are committed to using this nationally unique dataset not only to improve our own programs but also to contribute to building an Australian educational evidence base.

This report is the first Australian study to demonstrate the relationships between students' school attendance, achievement in English or Maths, school completion, and post-school work or study. In other words, it connected the dots for the first time between attendance and longer-term outcomes such as their participation post-school in work or study.

There's a strong message of hope in this research. It shows that improving the educational outcomes of highly disadvantaged young Australians is absolutely possible. If this evidence is used by all those involved in the education of young Australians we will see many more achieving improved educational outcomes.

Our advocacy this year continued to be underpinned by our practice and research knowledge, and included policy submissions to key inquiries, a wide range of speaking engagements and contributing to relevant panels, including our participation on the Commonwealth Government's Review to Achieve Educational Excellence in Australian Schools.

In keeping with our focus on supporting those moving from Year 12 to tertiary education, this year we developed a new measure to track the outcomes of our tertiary scholarship students. This will help evaluate the effectiveness of our tertiary support programs and deepen our understanding of how to better support the participation of young people from disadvantaged backgrounds in tertiary education.

## FAMILY ENGAGEMENT

The Smith Family recognises that poverty has a range of causes including changing trends in the economy, serious illness in the family, a parent losing a job, or mental health challenges and disability. These are all issues that make it difficult to find and keep work. Children's educational outcomes are strongly impacted by the circumstances of their families. Regardless of the challenges being experienced, our support to improve children's educational outcomes is always provided within the context of supporting their families.

To achieve this, The Smith Family goes on a journey with families for the longer term. We support parents to engage in their child's learning, provide financial assistance and enhance their financial skills through programs such as *Saver Plus*, which reached more families than ever this year.

Families living in poverty are often highly mobile, moving for better employment opportunities or more affordable housing. This can disrupt not only a child's education, but also a family's ability to reliably receive correspondence and financial support. Often, a mobile phone is the only consistent connection families have.

To address this challenge, The Smith Family created an online family portal, optimised for mobile use, where families can manage their interactions with us quickly and easily. We are now transacting with 31% of our families online, allowing them to interact with us at a time and in a way that suits them.

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

All of them live in  
**low-income families**

More than half live in a  
**single-parent family**, with  
6% living with another  
relative or in foster care

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

Around 60% have a  
parent or carer who  
**didn't finish Year 12**

<sup>1</sup> Op. cit. Davidson et al. (2018)



### RECONCILIATION ACTION PLAN

Our third Reconciliation Action Plan (RAP), signals our commitment to collaborative and respectful engagement with Australia’s First Peoples and to addressing the educational inequities experienced by Aboriginal and Torres Strait Islander peoples.

An important action from our RAP is for our team members to participate in face-to-face cultural learning activities. This year, team members attended Introduction to Aboriginal Cultural Awareness workshops to deepen their understanding of Australia’s First Peoples.

This year, we also increased the number of students of Aboriginal and Torres Strait Islander backgrounds participating in our *Learning for Life* program to 20%, exceeding our RAP target of 15%.

### OUR FINANCES AND FUNDRAISING

The ongoing commitment of our supporters and sponsors, and the generosity of our donors and partners is vital for achieving our ambition of reaching 30% more children within the next five years. Our strong income growth and cost management efforts in 2017–18 will help to make this goal attainable.

We are therefore pleased to report our operating result was a surplus of \$1.6 million, which boosts our reserves, enabling us to invest in the future. Income from fundraising grew by 7.2%, which mainly reflects significant growth in sponsorship income.

We’re looking forward to working with Kevin McCann AM, who was appointed in 2018 as Chair of the Centenary Council, to lead a campaign to build The Smith Family’s Children’s Future Education Fund. This endowment fund will provide scholarships for disadvantaged children in perpetuity.

We are especially grateful to Clare and Morton Lamborn, who have generously pledged to provide a bursary for *Learning for Life* tertiary scholarship students. This perpetual scholarship has been established to honour the memory of Morton and Clare’s son, Michael James, who passed away when he was very young. The first Michael James Lamborn Memorial Scholarship was awarded this year to an exceptional tertiary *Learning for Life* student based in regional Victoria.

### ACKNOWLEDGEMENTS AND THANKS

We are incredibly proud of our progress this year, but our achievements are only possible because of our families and our supporters. We would therefore like to acknowledge those who have helped make our work possible.

We thank the children and young people we support, and their families, for their commitment to achieving better futures for themselves through the power of education.

We acknowledge all members of our Board and Advisory Groups, and thank them for their contributions and service.

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

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

Finally, we thank our Smith Family team members. Your work has meant that more children in need have been able to benefit from our proven programs. Every one of you has made a difference to their lives. Now, as we look to the future, we are excited to keep growing and implementing innovative solutions that will ensure every child has dreams to hope for, ambitions to reach for and the chance to make them happen.

**Christine Bartlett and Dr Lisa O’Brien**

often compounding challenges faced by students receiving our support:

More than 70% of students have a parent or carer who is **not in paid employment**

One in five students in Years 5–12 have **attended four or more schools**

Three in 10 *Learning for Life* families/children **do not have a computer or tablet connected to the internet**

# WE KNOW THE PROBLEM

## The Cycle of Disadvantage

1

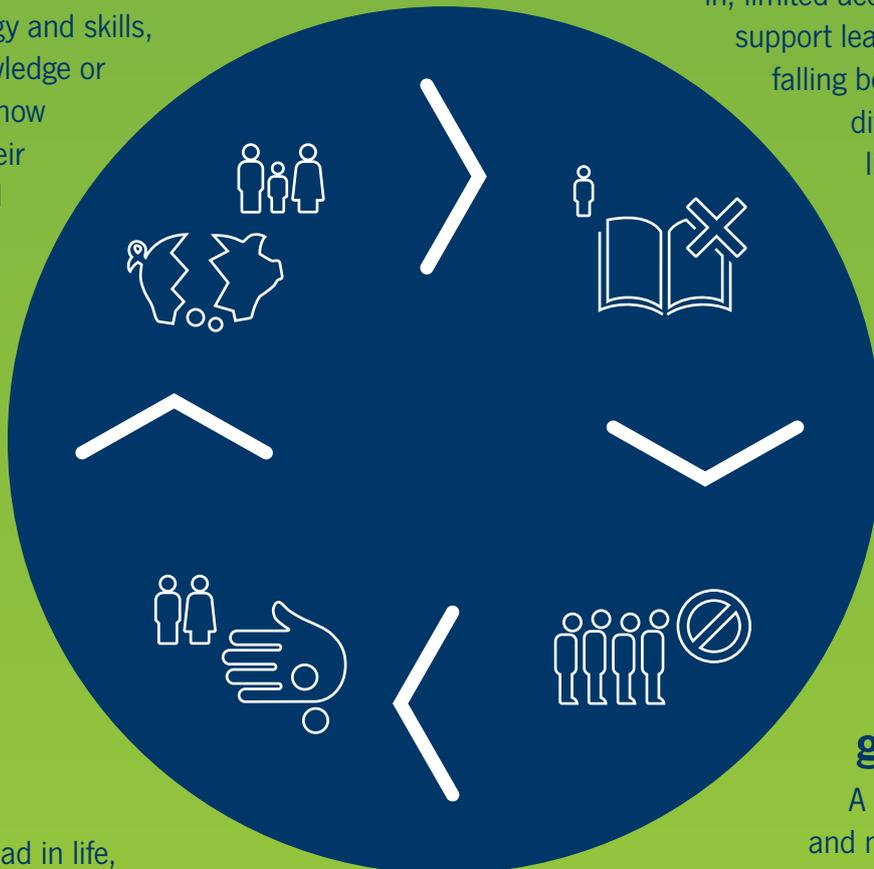
### Low-income families

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

2

### Poorer educational outcomes for children

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



4

### Poorer overall life outcomes

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

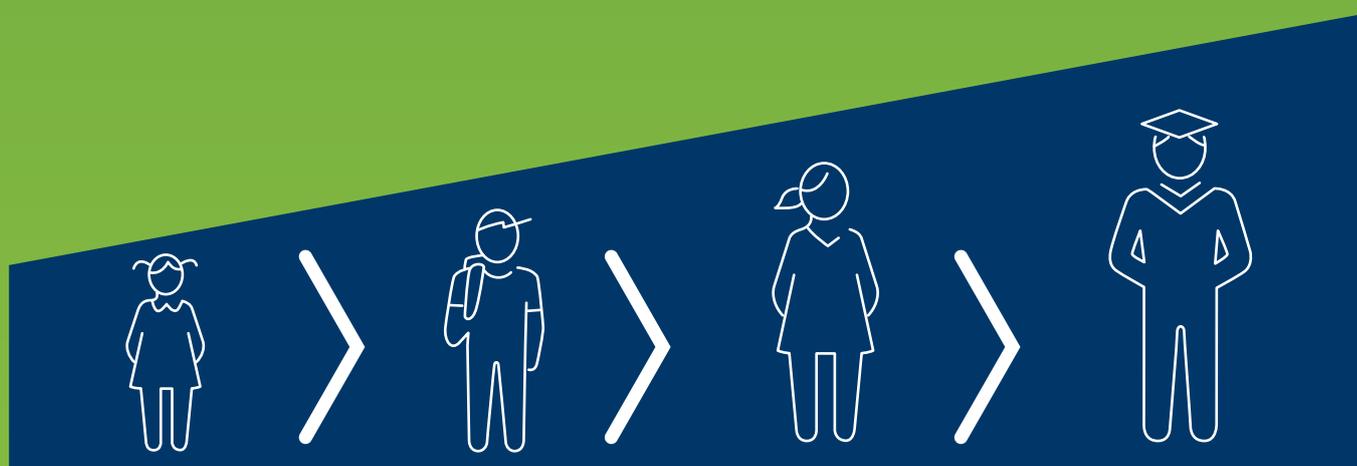
3

### Difficulty getting a job

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

# Disadvantage at Every Stage

In Australia, 1.1 million children and young people live in poverty.<sup>1</sup>



## Early years

### DEVELOPMENTALLY VULNERABLE

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

## Primary years

### READING

Among Year 5 students whose parents have not completed Year 12 or its equivalent, 60% achieve above the national minimum reading standard compared to 94% of Year 5 students whose parents have a university qualification.<sup>3</sup>

## Secondary years

### YEAR 12 COMPLETION

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

## Post-school years

### POST-SCHOOL ENGAGEMENT

Around 41% of 24-year-olds from the most disadvantaged backgrounds are not fully engaged in work or study, compared to 17% of those from the most advantaged backgrounds.<sup>5</sup>

1 Op. cit. Davidson et al. (2018)

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

3 Australian Curriculum, Assessment and Reporting Authority (ACARA) (2017), National Assessment Program: Literacy and Numeracy, ACARA: Sydney.

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

5 Ibid.



Tegan

“The *Learning for Life* program has been so significant.”

# OUR FIVE-YEAR STRATEGY



## GROWING AND LEARNING

“As a single parent of five, I can’t imagine what life would be like without The Smith Family being there for us.

“My mother passed away years ago from motor neurone disease and I don’t have any family around to help me support my kids, so that’s why the *Learning for Life* program has been so significant. Books, backpacks, uniforms and excursions – all those little but really important things are made possible.

“My son Dylan has especially benefitted. Before he joined the *student2student* reading program, he was a shy, quiet little kid. But now his confidence is through the roof – he’s even on the student representative council.

“Both he and his sister, Kirra, take part in Learning Club every Wednesday and they absolutely love it. My other daughter Harmony even told me she wants to be a teacher one day!

“I cannot thank The Smith Family enough for everything they do. My children are happy and, as students, I’ve seen them grow in front of my eyes.”

**Tegan**, mother of Caitlin (16), Harmony (13), Kirra (11), Dylan (9) and Amelia (2)

We are growing and innovating.

Our Five-Year Strategy provides a framework for us to grow and innovate, helping focus our work with children and families experiencing disadvantage.

## OUR STRATEGY

# ENABLING BETTER FUTURES FOR CHILDREN IN NEED

### 2018–22 FIVE-YEAR STRATEGY

In today’s rapidly changing world, technological advances are influencing how people live, learn and work.

This changing environment presents a host of new opportunities, but also some challenges for The Smith Family and those we support. We must adapt and evolve if we are to continue to provide effective, relevant support for children and families in need.

To develop our strategy, we explored trends and issues affecting the world in which we operate, drawing from experts, research and best practice around the world.

### GROW AND INNOVATE

Our new Five-Year Strategy is focusing on growth and innovation to enable children and young people to overcome emerging challenges posed by the 21st century.

We have defined a bold new ambition to reach more disadvantaged young Australians with our evidence-based programs. And we have set six strategic priorities that provide a framework for achieving our goals.

Continuing to improve the educational outcomes for children in need is at the core of this strategy.

## 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

<p><b>SCALE EFFECTIVELY</b></p> <p>Grow our reach by 30% over five years while maintaining the effectiveness of our programs.</p> <p><b>PAGE 20</b></p>	<p><b>INNOVATE</b></p> <p>Innovate to enable the children and young people we serve to thrive in a rapidly changing and increasingly challenging environment.</p> <p><b>PAGE 30</b></p>	<p><b>ADVOCATE</b></p> <p>Be an authoritative and influential advocate with those who shape public policy on behalf of disadvantaged children and young people.</p> <p><b>PAGE 34</b></p>	<p><b>FUND</b></p> <p>Develop a sustainable funding base to fund our scaling up and strategic initiatives.</p> <p><b>PAGE 38</b></p>	<p><b>DATA ENABLE AND DIGITISE</b></p> <p>Amplify and accelerate our mission through digital and data.</p> <p><b>PAGE 48</b></p>	<p><b>ENABLE HIGH PERFORMANCE</b></p> <p>Be a destination employer in our sector. Ensure systems are scalable and fit for purpose.</p> <p><b>PAGE 52</b></p>
---	---	---	--	--	--

## FIVE-YEAR STRATEGY – YEAR 1

# HIGHLIGHTS OF OUR ACHIEVEMENTS IN 2017–18

### SCALE EFFECTIVELY

- ✓ We achieved 19% growth in the reach of our programs to help 143,648 children and young people in 2017–18.
- ✓ We developed a new Tertiary Scholarship Continuation and Completion measure to benchmark long-term outcomes for our tertiary-level *Learning for Life* students.

### INNOVATE

- ✓ We established a Program Innovation Lab as a Research and Development incubator to design programs in rapid, efficient and user-centred ways.
- ✓ We completed the first two rounds of our Spark Innovation program to generate new ideas to address business challenges.
- ✓ We developed our internal innovation capability through workshops for team members. These generated ideas to expand opportunities and experiences for students and sponsors.

### ADVOCATE

- ✓ 44 advocacy products were developed, including publications, policy submissions and conference presentations.
- ✓ The Smith Family CEO, Dr Lisa O'Brien participated as a panel member on the *Review to Achieve Educational Excellence in Australian Schools*.
- ✓ We released an Australian-first study showing the relationship between key educational outcomes with our research report *Attendance lifts achievement: Building the evidence base to improve student outcomes*.

### FUND

- ✓ More than 34,000 Australians sponsored the education of children through our *Learning for Life* program.
- ✓ We achieved 31.4% growth in the number of *Learning for Life* sponsors
- ✓ Our overall income grew by 11.1% to \$110 million in funds

### DATA ENABLE AND DIGITISE

- ✓ We developed a new Data Enablement Strategy to accelerate our mission, deliver greater impact and improve stakeholder engagement.
- ✓ We delivered digital program enhancements including online resources for our Learning Clubs and the development of an online version of our early maths program *Let's Count*.
- ✓ 31% of *Learning for Life* families registered to use the *My Smith Family for Families* online portal.

### ENABLE HIGH PERFORMANCE

- ✓ We piloted new initiatives to support recruitment, learning and development, career opportunities and recognition.
- ✓ We completed a comprehensive review of our Child Protection Framework and developed a supporting implementation plan.
- ✓ We developed an IT Strategy and Roadmap and implemented a new approach to managing technology projects.



## OUR APPROACH

We believe all children and young people deserve dreams to hope for, ambitions to reach for and the chance to make these happen. Our aim is to create opportunities for disadvantaged children to do so. Our work has shown that one of the most effective ways to do this, is to provide young people with targeted long-term support that helps them achieve educationally.

### HOW LEARNING FOR LIFE WORKS



When families face prolonged challenges such as sickness, disability or unemployment, it can affect their ability to support their children’s education. If children are behind in essential skills when they start school and lack resources or support to catch up, over time they can fall further behind and lose motivation to engage with their education. This diminishes their chances of securing employment, as they may leave school early and may not enter tertiary education. As the next generation emerges, the cycle repeats.

Research shows that children who are already behind when they start school can catch up and meet key educational outcomes. By providing targeted long-term support to those most at risk of not achieving educationally, we can improve their life outcomes.

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

*Learning for Life* integrates three components of support for disadvantaged students, helping them fully participate at school so they can achieve educationally. We provide:

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

Our support is provided over the long term, continuing as a student moves through secondary school, completes Year 12 and goes on to tertiary studies.

Our model also focuses on supporting parents’ engagement with their children’s learning. Research shows that children with parents who are deeply connected to their education, no matter their income or background, are more likely to do well at school, graduate and go on to higher education. We help parents realise their own aspirations for their child and set

expectations of what the child can achieve. Our support in this area targets aspects of parental engagement such as reading to their child and talking to them about their learning, creating a stimulating home environment and developing positive parent-teacher relationships. We also help parents to improve their financial skills and develop other capabilities so they feel more confident setting up their family for success.

We measure the benefits our support provides to students, which helps increase our effectiveness. We track the progress of every student in the *Learning for Life* program against three key longer-term outcomes: school attendance, completion of Year 12, and post-school engagement in employment, education or training. Analysis of this data helps us refine our approach to ensure we continue making a difference to the children and families we support.

The Smith Family’s approach is to collaborate closely with our partners to achieve mutually positive outcomes for the young people we support. These include families, schools, communities, businesses, governments and other agencies.



Karen has been with The Smith Family since 2015.

Karen

“We put the student and their family at the centre of everything we do.”

## CASE STUDY

### MAKING A WORLD OF DIFFERENCE

“I love working so closely with families. Occasionally a parent will get quite emotional because our help comes at just the right time for them. It really does make a world of difference.

“As a Family Partnerships Coordinator, I work with families, students and schools to help our *Learning for Life* students reach their full educational potential.

“I’m also involved in The Smith Family’s National Community of Practice Group, which has team members across Australia. The group is an opportunity for us to share our different experiences and evaluate our work.

“The group is also helping to develop a new framework for Family Partnerships Coordinators to draw on when working in our communities. Based on best-practice principles, the framework will empower us to critically evaluate everything we do in our day-to-day tasks. This could involve subtly changing the way we speak with families or adapting the way we conduct a recruitment or partnership renewal to make the process more family-centred.

“Once launched, the framework will help ensure the practices of every Family Partnerships Coordinator are consistent across every state and office. I’m in one of the early implementation sites, so I’m looking forward to trialling and testing the framework before it’s rolled out further.

“It’s a really exciting time – and reflects The Smith Family’s ambition to put the student and their family at the centre of everything we do.”

**Karen**, Family Partnerships Coordinator, Ballarat, Victoria

“I’ve worked hard and been persistent to follow my passion.”

*claive*

Photo: Dylan Coker

# OUR PROGRESS



## SUCCESSING IN FOLLOWING HER DREAM

“My parents divorced when I was 12, and things were pretty tight for me and my four siblings. We had Christmases where there were no presents.

“When I became sponsored by The Smith Family, I received my first pair of sports shoes, along with a school backpack.

“I valued the shoes so much. They enabled me to participate in sport, and to assimilate and fit in with my peers. I was so grateful for that.

“I always wanted to work with animals and eventually, after studying media for two years at university, I decided to study veterinary nursing through TAFE.

“I worked at a vet clinic and kept gaining qualifications until I was a zoo keeper. I’ve looked after raptors, birds, koalas, reptiles in wildlife parks and zoos. I’ve worked hard and been persistent to follow my passion.

“I have also started my own business, The Little Animal Co, styling and chaperoning pets for special occasions such as weddings. So far it has mainly been dogs, but given my background, I’m sure one day it will be a python or something else a bit left field!”

**Claire**, *Learning for Life* graduate

We are measuring the difference we make.

We track three key measures of effectiveness to ensure our approach is working.

# WE TRACK OUR RESULTS

## ATTENDANCE

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

### LONGER-TERM RESULTS

LEARNING FOR LIFE STUDENTS' AVERAGE SCHOOL ATTENDANCE IN 2017:

**90.5%**

primary school students  
(91.0% in 2016)

**85.4%**

secondary school students  
(86.3% in 2016)

**86.1%**

Aboriginal and Torres Strait Islander school students  
(86.8% in 2016)

### SHORT-TERM RESULTS

Improved numeracy

Increased academic engagement and achievement

Improved literacy

Increased self-management and confidence

### PROGRAM RESULTS

*LET'S COUNT*

**58%**

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

*LET'S READ*

**94%**

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

*STUDENT2STUDENT*

**96%**

of students improved their reading ability. 90% reported that they now find reading more enjoyable.

We are tracking the progress of around 43,000 students receiving *Learning for Life* support against three longer-term outcomes: school attendance; completion of Year 12 or its equivalent; and post-school engagement in education or work. We are also assessing the short-term outcomes of our programs as these help put children on the path to reaching the three longer-term goals.

## 2 ADVANCEMENT

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

## 3 ENGAGEMENT

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

**LEARNING FOR LIFE STUDENTS WHO ADVANCED THROUGH SCHOOL FROM YEAR 10 TO YEAR 12 OR ITS EQUIVALENT BY 2017:**

**69.2%**

of *Learning for Life* students in Year 10 in 2015 advanced to Year 12 in 2017

Over the last five years, 10,529 *Learning for Life* students across Australia have been supported to complete Year 12.

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

**79.0%**

Four in five *Learning for Life* students who left school in Years 10–12 were working and/or studying 12 months after leaving the program.

Of those not in study, four in five were looking for work, and one in eight was volunteering.

**Enhanced networks and relationships**

**Improved knowledge and understanding of study options and career paths**

**Improved knowledge and understanding of financial management**

**LEARNING CLUBS**

**86%**

of students agreed that going to a club helped them do better in class. 88% of participants said that going to the club makes them try harder at school.

**iTRACK**

**82%**

of students agreed their mentor helped them understand more about how they can reach their career goals. 85% agreed that their mentor helped them feel more confident about their future job, career and study options.

**CERTIFICATE 1 FINANCIAL SERVICES**

**80%**

of participants attained the Certificate 1 qualification. 89% reported that they are confident making financial decisions.

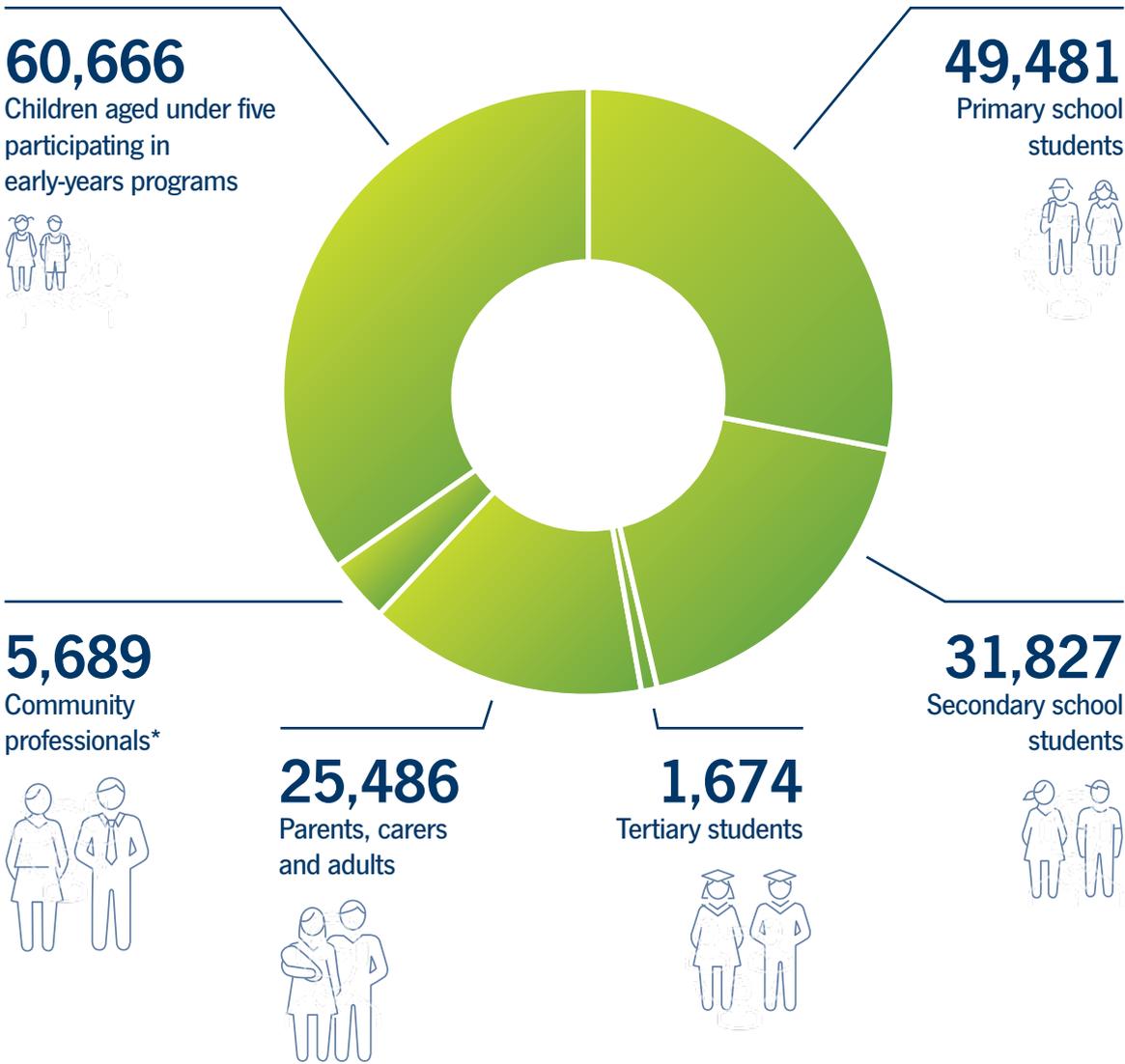
**SAVER PLUS**

**87%**

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

# 174,823 PARTICIPANTS

The Smith Family reached 174,823 children, young people, parents, carers and community professionals\* in 2017–18, up 15% on the prior year.



## 143,648

Children and young people participating in our programs in 2017–18, up 19% on the prior year.

## 42,841

Learning for Life sponsorship recipients, up 10% on the prior year.

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

# 94 COMMUNITIES

in which *Learning for Life* programs are delivered.



## Learning for Life participation

# 20.6%

of students on sponsorship (8,822) in 2017–18 identified as Aboriginal and Torres Strait Islander peoples, up from 19.6% last year.

# 188,031 SUPPORTERS

Up from 167,066 supporters last year, a 13% increase.



“I was six years old when my mum and I fled to Australia.”

Shiva



## STRATEGIC PRIORITY 1

# SCALE EFFECTIVELY



### A BRIGHTER FUTURE

“I was six years old when my mum and I fled to Australia from an Indian refugee camp so we could have a better life. I couldn’t speak a word of English. It was just the two of us with no other family support.

“Now I’m one of the top students in Year 6, and School Captain.

“*Learning for Life* not only helps with my school costs (books, uniforms and activities) but also gives me access to programs to improve my studies.

“Mum wasn’t able to help with my studies, so that’s where the Learning Club and *student2student* (reading program) provided the extra education support.

“In two years, my reading age went from eight to 12. I understand my homework now, and can complete it in one day instead of five thanks to the Learning Club.

“The help from my teachers and The Smith Family has inspired me to become a teacher. I also want to be a student buddy and help other kids learn to read, like they helped me. My mum is so proud – she’s always smiling now. She sees a better future for us now thanks to our Smith Family sponsor.”

**Shiva**, aged 12, *Learning for Life* student

We are growing  
– the smart way.

We ensure that  
we grow our reach  
while maintaining  
the effectiveness of  
our programs.



## Early years

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



The *Connect and Grow Playgroup* in action as part of the *Communities for Children Facilitating Partner* initiative facilitated by The Smith Family in Rockhampton, Queensland.

Credit: Sylvia Liber Fairfax Syndication

### THE CHALLENGE

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

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

### HOW WE HELP

Beginning when children are young, our support aims to help them build vital skills to support their first years of schooling. In the early years, we work mainly with families and community professionals to equip them with the skills, knowledge and confidence to effectively support children before they start school.

We focus on building vital foundational skills so that when children start school they have the skills and dispositions to help them thrive in the classroom. Through our early-years programs, *Let’s Read* and *Let’s Count*, we provide training and resources for early childhood educators and other community professionals who work with parents, helping them develop reading and maths skills in young children.

This year, we developed an online version of our numeracy program, *Let’s Count*, to improve access for educators across Australia. Our corporate partner, Orica, continued to provide funding for online training support for early-years educators. Orica’s funding also allowed us to introduce *Let’s Count* to kindergarten teachers, Orica staff and education department representatives in overseas communities where Orica works.

We continued to provide Facilitating Partner services in nine Australian Government *Communities for Children Facilitating Partner* sites. In this role, we work strategically with the local child and family service system to provide early intervention and prevention programs, including for children aged from birth to 12. These programs are designed to increase social connections and improve educational and life outcomes for children and their families.

We continued to run two *Child and Parent Centres* in Western Australia in partnership with schools and community professionals. The Centres are funded by the Western Australian Government and provide early learning programs as well as maternal and child health services for families with children aged up to eight.

### HIGHLIGHT PROGRAMS

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

### PROGRAM OUTCOMES

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

**60,666**

children aged under five participating in early-years programs

**24,322** children aged from birth to five participating in *Let’s Read*

**29,238** children participating in *Let’s Count*

**4,439** children participating in *Communities for Children*

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

## Primary years

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

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

### THE CHALLENGE

Primary school students' engagement in learning is strongly associated with long-term academic success. On average, primary students from low socioeconomic backgrounds report lower levels of engagement than their more advantaged peers. Students from disadvantaged backgrounds begin to lower their educational and career expectations during primary school.<sup>2</sup>

### HOW WE HELP

*Learning for Life* sponsorship begins when students start school. Financial assistance from sponsors helps families pay for school essentials, such as uniforms, books and excursions, so children can participate more fully in their education and fit in at school.

Our Programs Coordinators work with partner schools and local communities to plan and support our learning programs. These programs offer the extra help young people need to boost their engagement at school. In this age group, our key programs include *student2student*, which supports students who are behind in their reading to improve, and Learning Clubs, which provide safe and supportive out-of-school learning spaces where students can obtain after-school learning support.

With one of our major corporate partners, SAP, we also run the *Young ICT* (Information and Communications Technology) *Explorers Accelerator Program* for students in Years 3–6. This program gives teachers extra support so they can encourage disadvantaged students to explore technology and equip themselves with skills for the future. It also provides professional development, industry mentors and technology hardware to teachers and schools. In addition, students can participate in the Young ICT Explorers competition.

This year, The Smith Family, in partnership with the Queensland University of Technology, implemented a pilot program, *TechPros*, to increase primary school students' foundational digital literacy. Students helped design the program's curriculum-focused lessons, where they complete fun, interactive and self-paced activities. Along the way, they were supported by high school student mentors – what the students called 'Techsperts'.

Moving from primary to secondary school is a key transition in a student's educational journey. This year, we launched *Passport to Success*, a program that aims to ease the transition from primary to high school. It helps children prepare for the social and structural changes they will experience in a new learning environment.



(L-R) Learning Club volunteer Athena with students Jake, Shakira and Jai at Mount Warrigal Learning Club.

To strengthen students' skills and provide opportunities for them to build positive connections and attitudes, the *Communities for Children Facilitating Partner* initiative ran a broad range of evidence-based programs in local communities and schools. An example was the Respect program, a school-based arts program for boys in Years 5 and 6 that promotes respectful attitudes and behaviour towards girls and women.

### HIGHLIGHT PROGRAMS

- *Communities for Children*
- Learning Clubs
- *Passport to Success*
- *School Community Hubs*
- *student2student*
- *Young ICT Explorers Accelerator Program*
- *TechPros*

### PROGRAM OUTCOMES

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

**49,481**

students participating in programs

**20,882** students sponsored through *Learning for Life*

**16,880** students participating in *Communities for Children*

**4,077** students participating at 282 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.  
<sup>2</sup> Centre for Education Statistics and Evaluation (2016), *Primary school student engagement and wellbeing in NSW*, CESE, Sydney.

## Secondary years

Around 60% of young people from the lowest socioeconomic backgrounds complete Year 12. This compares to around 90% for those from the highest socioeconomic backgrounds.<sup>1</sup>

### THE CHALLENGE

Factors influencing school completion and educational outcomes for secondary school students include family income, parental support, the presence of positive role models, early achievement, and students' motivation, mindset and ability to persevere. For a disadvantaged student, awareness of the financial strain that educational costs place on their family, can lead some to choose low-cost elective subjects, regardless of their interest or academic ability, or opting not to attend school excursions. Limited or no access to technology, resources, and a support network, can also reduce a student's motivation at school, leading to disengagement with learning, decreased self-esteem, and ultimately poorer educational outcomes.

### HOW WE HELP

In the secondary school years, we focus on helping students link their current learning to future pathways and career options. Our aim is to help *Learning for Life* students stay engaged in learning and stay at school until they complete Year 12.

Because young people growing up in disadvantaged communities have less access to supportive networks or role models, we provide students with opportunities to hear from others in the community about the pathways they took to their chosen careers.

Our Programs Coordinators also connect students to opportunities and programs that increase their awareness of the range of career options and how to access them. Our online mentoring program *iTrack* gives students in Years 9–11 support and advice about post-school options. We also facilitate university campus visits and camps, and careers exposure days via our corporate partners. A program such as *Work Inspiration*, a business-led initiative, provides young people with meaningful and inspiring ways to experience the world of work first hand. It also helps businesses to showcase their work and employment opportunities, engage with the future workforce and support their local community.

Our research into what prompts young people to leave school early has informed our new *Early School Leavers* initiative. It focuses on supporting young people in Years 9–11 who are at risk of leaving school early. Currently being piloted in New South Wales and Victoria, the initiative provides career coaching to help students set goals for the future and develop plans to achieve them.

*Learning for Life* student Nemanja says taking part in *Work Inspiration* was an eye-opening experience.

It also offers skills development opportunities such as vocational cadetships, and structured referrals to community supports and services. Thanks to the support of Citi Foundation, we will be able to extend this program in the coming year.

### HIGHLIGHT PROGRAMS

- *Certificate 1 Financial Services*
- *Early School Leavers Initiative*
- *Girls at the Centre*
- *Indigenous Youth Leadership Program*
- *iTrack*
- Learning Clubs
- *School Community Hubs*
- *SmArts*, including *Bella Art Workshops*
- *Work Inspiration*

### PROGRAM OUTCOMES

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



**31,827**

students participating in programs

**20,287** students sponsored through *Learning for Life*

**5,686** students participating in post-school planning activities, including careers workshops and university experience days

**1,670** students participating in *Work Inspiration*

**934** students working with 391 tutors in 64 Learning Clubs

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

## Post-school years

Around 41% of 24-year-olds from the most disadvantaged backgrounds are not fully engaged in work or study, compared to 17% of those from the most advantaged backgrounds.<sup>1</sup>



The *Cadetship to Career* program provided Zahra with opportunities she never anticipated.

### THE CHALLENGE

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

### HOW WE HELP

Our *Learning for Life Tertiary Scholarship* program supports disadvantaged young people to pursue tertiary studies at university or TAFE. We provide financial assistance with the help of sponsors. As part of the program, students can access more specialised support to help them overcome factors that may prevent them from completing their tertiary studies. For example, we may provide a career mentor for a student in their final year of study to help guide their transition to work.

Throughout their studies, our Tertiary Coordinators stay connected to students, linking them to opportunities to build their confidence, stay engaged with their studies, and to gain skills to manage university and adult life.

This year, we developed a new outcome measure for our *Learning for Life Tertiary Scholarship*. The Tertiary Continuation and Completion measure will help us to evaluate the effectiveness of our tertiary support programs and add to our understanding of how to overcome the unique challenges young people from disadvantaged backgrounds face as they enter tertiary education.

We also introduced Facebook groups for recipients of tertiary scholarships. These closed groups support communication between coordinators and students via a popular platform, and facilitate distribution of helpful resources and information about events and workshops.

We continued our exciting partnership with the Business Council of Australia (BCA) this year, with 51 *Learning for Life* students receiving cadetships with a BCA member company.

### HIGHLIGHT PROGRAMS

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

### PROGRAM OUTCOMES

- Enhanced networks and relationships
- Improved knowledge and understanding of study options and career paths

# 1,674

tertiary students sponsored through *Learning for Life*

# 71

tertiary students in the *Tertiary Mentoring* program

# 51

tertiary students participating in *Cadetship to Career*

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

# Parents and carers

Greater parent and carer involvement in children’s learning has been shown to improve students’ cognitive and non-cognitive skills.<sup>1</sup> The more parents and carers engage in learning, the greater the chance that their children will be engaged, motivated and confident learners.<sup>2</sup>

## THE CHALLENGE

Parents from disadvantaged backgrounds may lack the specific knowledge, skills or confidence to participate positively in their child’s education, including providing a supportive learning environment at home.

## HOW WE HELP

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

Our Family Partnerships Coordinators build strong relationships with parents and carers, collaborating with them to develop ways to engage with children’s learning. Through their close relationships with families, our coordinators work with families to support children’s educational outcomes.

We run programs that connect parents to educational opportunities in their community and at their child’s school. Community professionals deliver our *Let’s Read* and *Let’s Count* programs, targeting parents of younger children so they can support their child’s learning and development before they start school. To help parents with budgeting and to enhance their money management skills, we run financial literacy programs *Saver Plus*<sup>3</sup> and *MoneyMinded*. We also train community professionals who work with parents and children in other settings so they too can support parents to develop the skills and confidence to assist their children.

*Digital Access* continued to help *Learning for Life* families attain the skills and knowledge needed to use digital technology, with 412 students and their families accessing affordable low-cost internet services and computers, as well as technical support.

This year, we established a new online portal, My Smith Family for Families, to meet the changing needs of our highly mobile families. The portal is designed for mobile use, as this is the primary mode of communication for our families. They can use the portal to manage their *Learning for Life* scholarships quickly and easily.

Tahleah learned how to take control of her money and save for things her children needed for school through the *Saver Plus* program.



## HIGHLIGHT PROGRAMS

- *Digital Access*
- *Let’s Count*
- *Let’s Read*
- *Engaging Parents and Community*
- *MoneyMinded*
- *Ready Set Go*
- *Saver Plus*
- *School Community Hubs*

## PROGRAM OUTCOMES

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

**25,486**

parents/carers/other adults participating in programs

**15,375** participating in *Let’s Count*

**2,257** participating in *Saver Plus*

**2,255** participating in *School Community Hubs*

<sup>1</sup> Borgonovi, F and Montt, G (2012), *Parental involvement in selected PISA countries and economies*, OECD Education Working Papers, No 73, OECD Publishing: Paris.  
<sup>2</sup> Fox, S and Olsen, A (2014), *Education Capital: Defining parental engagement*, ARACY: Canberra.  
<sup>3</sup> *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.

## Working with the community

Young people's educational and social outcomes are strongly influenced by the resources available in the communities they live in. School–community engagement helps students broaden their knowledge, develop new skills and expand their outlook through access to new networks. It also brings resources into disadvantaged communities.

Students from disadvantaged backgrounds particularly benefit from community engagement, as they might have limited access to employment networks, career advice, positive role models and enrichment activities.<sup>1</sup>

### THE CHALLENGE

In Australia's most disadvantaged communities, low levels of education, high unemployment rates, poor infrastructure, a lack of facilities and limited job prospects make it difficult for young people to believe they have a chance to build better futures for themselves. Disadvantage is often entrenched in families over many generations, and a young person growing up in such an environment needs to overcome a broad range of family and social issues to break the cycle.

### HOW WE HELP

We forge strong partnerships among families, schools and community professionals in the communities where we deliver our programs and provide our support. Our team members work on the ground, interacting with children, families, teachers, schools, other organisations, local businesses and community members.

Our work begins in the early years of a disadvantaged child's life, before they start school. We train educators and others working in community settings such as libraries and community centres to present our early-years programs, *Let's Count* and *Let's Read*. These programs teach parents and carers how to develop their children's early numeracy and literacy skills.

We support disadvantaged students who have started school with the *Learning for Life* program. We work with teachers to connect students, and their parents, to out-of-school help, including our own programs. The aim is to encourage students to attend school regularly and help them keep up with their peers.

Our *School Community Hubs* and *Child and Parent Centres* help develop deeper connections between families, primary and secondary schools, and local agencies and community services, to support parents in positively influencing children's educational outcomes.

In nine *Communities for Children Facilitating Partner* sites, we facilitate whole-of-community responses, working with local organisations to deliver programs that respond to community need and help improve outcomes for children aged from birth to 12, and their families. At each site, we have developed practices and activities, backed by evidence, to address specific challenges identified in each community.

We have continued to work with our community partners to collect data on outcomes for reporting results to the Australian Government Department of Social Services to inform future practice, policy and innovative solutions.

### HIGHLIGHT PROGRAMS

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

### PROGRAM OUTCOMES

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

# 42,230

participants supported through community programs funded by governments.

**9** *Communities for Children Facilitating Partner* sites in New South Wales, the Northern Territory, Queensland, Victoria and Western Australia, supporting 21,319 children aged from birth to 12, and 181 aged 13–17; 3,887 parents and 1,547 community professionals

**9,945** participants in *School Community Hubs*, made up of 1,208 children, 5,408 students, 2,255 parents and 1,074 community professionals

<sup>1</sup> Australian Government (2018), *Through Growth to Achievement: The Report of The Review to Achieve Educational Excellence in Australian Schools*, Department of Education and Training: Canberra.

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

In 2017, the average school attendance rate for Aboriginal and Torres Strait Islander students was 83.2% compared to 93.0% for non-Aboriginal and Torres Strait Islander students.<sup>1</sup>

## THE CHALLENGE

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

## HOW WE HELP

We continue to work collaboratively with Aboriginal and Torres Strait Islander children and their families to help close the gap in educational outcomes.

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

This year 20% (8,822) of the *Learning for Life* students we support are from Aboriginal and Torres Strait Islander backgrounds. We provide tailored assistance, including learning and mentoring programs that help them better engage with school life and keep up with their peers. We also provide opportunities for students to participate in activities outside their local communities so they can learn about options beyond their own experiences and grow their aspirations.

Guidance from and collaborations with Aboriginal and Torres Strait Islander people support our appreciation and celebration of the richness of the world’s oldest living culture, and helps us to support Aboriginal and Torres Strait Islander children and families to prosper.

Our team members undertake face-to-face cultural learning activities, which this year included attending an Introduction to Aboriginal Cultural Awareness workshop to deepen their understanding of Australia’s First Peoples.

Our Advisory Group on Issues Concerning Aboriginal and Torres Strait Islander Peoples continued to provide advice and feedback to ensure that our work is culturally appropriate.

*Elders in School* has proven a powerful way to bring Aboriginal culture into schools. An Elder visits students in school, sharing their knowledge and creating a connection to culture with which students can engage.

Our work includes facilitating the *Indigenous Youth Leadership Program* (IYLP) funded by the Department of the Prime Minister and Cabinet’s Indigenous Advancement Strategy. IYLP supports secondary students from remote communities to attend high-achieving academic schools. Through IYLP, students can access opportunities and experiences that teach them about career pathways and help them aspire to a better future.

Our *Girls at the Centre* program assists young Aboriginal and Torres Strait Islander women as they move through high school. This program provides wraparound support, including mentors, to encourage them to stay in school to Year 12 and move on to post-school employment and education.

We also collaborate with communities and families to ensure the support we provide makes a long-term difference. For example, *Ready Set Go*<sup>2</sup> takes a collective impact approach to improving school readiness for Aboriginal children by increasing the capabilities of those involved in a child’s life, such as families, schools and local services.

## HIGHLIGHT PROGRAMS

- *Engaging Parents and Community*
- *Girls at the Centre*
- *Growing Healthy Families*
- *Indigenous Youth Leadership Project*
- *Learning for Life*
- *Ready Set Go*

## PROGRAM OUTCOMES

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

# 19,350

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

# 8,822

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

# 3,535

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

# 237

participants in the *Indigenous Youth Leadership Program*

<sup>1</sup> Australian Government (2018), *Closing the Gap: Prime Minister’s Report 2018*, Department of the Prime Minister and Cabinet.  
<sup>2</sup> *Ready Set Go* is funded through the Australian Government Department of Prime Minister and Cabinet’s Indigenous Advancement Strategy.

“I really love going to school. I haven’t missed a day for two years now.”

Shontae

## CASE STUDY

### AIMING TO GIVE BACK TO THE COMMUNITY

“I’m hoping to study medicine at university and work in rural communities.

“My mum passed away when I was five years old and my dad suffered brain damage in a car crash, so health and medicine are really important to me.

“The Smith Family started helping me when I was in Year 7 at school. We had some financial difficulties at home.

“Year 7 was rough. I was struggling a bit and three days before Christmas our house burnt down. It was embarrassing coming back to school because I had no school uniform. I had to borrow one.

“The Smith Family helped me with buying school things. Without that I would not be able to go.

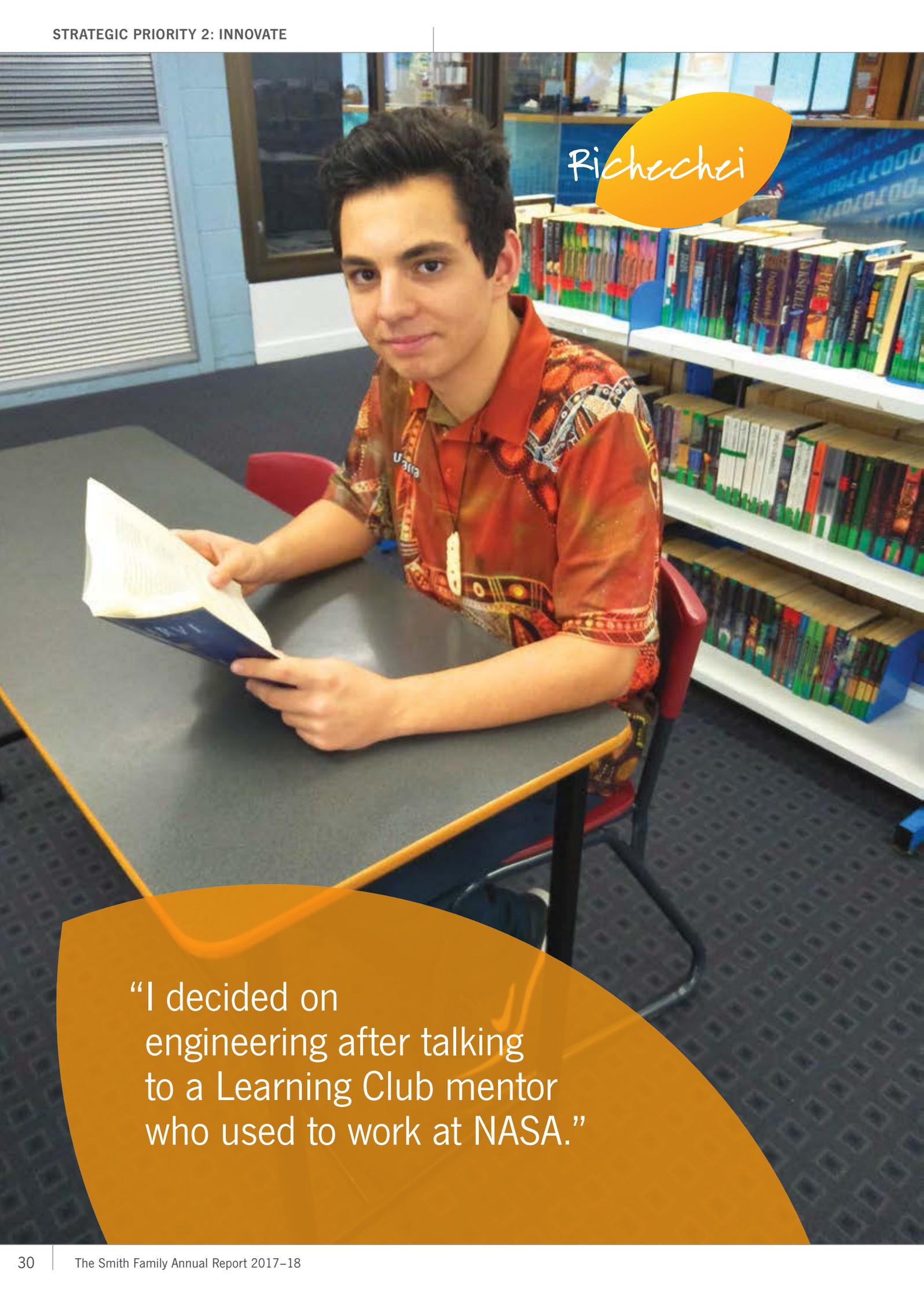
“We have also been given a laptop and internet access by The Smith Family, which has really helped with homework.

“I am now in Year 10 and I really love going to school. I haven’t missed a day for two years now.

“When I leave school, I want to help close the medical health gap between Indigenous and non-Indigenous people. I volunteered in a rural community during the school holidays helping children, and I really fell in love with the people.

“I think I would like to be a paediatrician. I want to give something back to the community.”

**Shontae**, Year 10 student



Richechei

“I decided on engineering after talking to a Learning Club mentor who used to work at NASA.”

## STRATEGIC PRIORITY 2

# INNOVATE



### FEELING PART OF THE SCHOOL COMMUNITY

“I’m the eldest of five children. Both my parents were working to pay the bills, but it wasn’t enough for them to afford all our school costs.

“Since we received a *Learning for Life* scholarship from The Smith Family three years ago, we don’t miss out on the things we need for school. I get new uniforms when they get too small, and we can participate in school activities, excursions and swimming lessons. I have also participated in the Learning Club after school and *student2student*, as I needed help with my reading.

“Thanks to The Smith Family and the sponsors, our family is less stressed and happier. I feel more part of the school community. We’re so grateful.

“I previously didn’t really like school much because I couldn’t read very well. Now I’ve improved by two levels, so I’m reading at my year level with the extra learning support.

“My dream is to be a robotics engineer and play basketball professionally. I actually decided on engineering after talking to a Learning Club mentor who used to work at NASA.”

**Richechei**, Year 9 student

We are innovating for a better future.

We enable the children and young people we serve to thrive in a rapidly changing and increasingly challenging environment.



### BUILD AN R&D INCUBATOR CAPABILITY FOR PROGRAMS: OUR PROGRAM INNOVATION LAB

Our programs must evolve to stay relevant, effective and targeted. To ensure our *Learning for Life* programs reflect the latest research and innovation principles, this year we developed our Program Innovation Lab. We collaborated with external experts and worked with our teams, volunteers, students, families and partners to develop the Lab.

The Lab leverages our experience in designing and delivering high-quality programs to design programs in a more agile and user-centred way to support our growth. Our innovation model supports an iterative process of creation and testing of a range of solutions. The Program Innovation Lab seeks input from our students and families, and partner schools, to ensure that what is developed is appropriate to their needs. The Lab is streamlining our program design process, allowing us to move rapidly from researching and developing new program designs to trialling them. As a result, we will be able to deliver value to our students and families faster than ever before.

The first innovation scheduled for testing through the Program Innovation Lab in 2018 will be a career-related learning program for primary school years, co-designed with schools, students and other partners.

### ACCELERATE THE SPARK INNOVATION PROGRAM

The Smith Family's Spark program builds innovation within our organisation. We recruit Innovation Champions – or Sparkies – internally from different teams and train them in our best-practice innovation processes. They are then tasked with a mission to create dynamic solutions based on specific cross-functional priorities.

This year, we held seven Spark Labs focused on key strategic issues related to career development for our team members, engaging with our past students and enhancing our *student2student* program.

The methodology underpinning the Spark program is all about understanding and solving problems for students, families, supporters and team members. It provides a systematic approach to seeing these groups in a new light, understanding their challenges and ambitions, and rapidly testing creative solutions. The methodology allows us to step into others' shoes to develop new perspectives.

Spark reflects The Smith Family's commitment to strengthening our innovation capability and improving the skills of our people.

We are committed to strengthening our organisation's innovation capability and improving the skills of our people.

### FOSTER AN INNOVATION CULTURE

Our innovation culture journey is about enabling the best ideas to flourish. Fostering a dynamic culture that encourages collaboration, creative thinking and bold, new ideas is vital for achieving this. At The Smith Family, innovation is a mindset that can be applied by anyone within the organisation as needed.

## The Program Innovation Lab

brings in the views of our students and families to ensure that what is developed is appropriate to their needs.

## 7

Spark Labs were held this year, focusing on career development for our team members, engaging with our former *Learning for Life* students and enhancing our *student2student* program.



Sparkies collaborating at a lab session to identify innovation opportunities to grow our *student2student* program.

CASE STUDY

SPARK INNOVATION PROGRAM

A key element of our innovation strategy, the Spark program brings together groups of Innovation Champions, or Sparkies, from all levels and functions of our organisation. Sparkies collaborate on ‘innovation missions’ to solve strategic challenges through a series of intensive lab sessions over two months.

26

Sparkies (team members) have participated in Spark since its launch in 2016.

Since its launch in 2016, a total of 26 Sparkies have participated in this highly collaborative and intensive program.

Missions have focused on finding better ways to engage with former students, and enhance the *student2student* reading program.

Sparkies also collaborated on strategies to enable our team members to develop their careers at The Smith Family, which led to the *Time to Grow* initiative. This initiative encourages our people to dedicate a portion of their work time to learning and development activities to boost their effectiveness in their current or future roles with The Smith Family.

Being a Sparky provides rewarding opportunities to work with team members from different teams across the organisation. “It has been a lot of work, but I’ve learnt invaluable innovation and design-thinking skills that are practical across all areas of The Smith Family, not just my own work,” says a policy manager from our Sydney office. “I can’t wait to see the ideas produced come to fruition.”

Another Sparky, who works as a Family Partnerships Coordinator in Tasmania, says, “The Spark program was very different to my everyday role in my community. It was exciting to bounce ideas around with others across the organisation and feel like I could contribute something of value to our evolving practices.”



Fran

“They really thrive with the one-on-one time with their tutor.”

## STRATEGIC PRIORITY 3

# ADVOCATE



### CREATING A BETTER FUTURE FOR GRANDCHILDREN

“For the past eight years I’ve been the primary carer for my three grandchildren who are in primary school.

“I’m single and unemployed, so the financial assistance part of *Learning for Life* has helped pay for their books, school uniforms, excursions, camps and activities. Without that help over the past four years, the kids would have missed out.

“Our *Learning for Life* Coordinator has provided access to programs and resources for my grandkids’ education. They can’t wait to go to Learning Club every Tuesday. We never miss it.

“They now love books. Mykayla (who’s in Year 3) has come such a long way with her reading and writing. Emmelynn (Year 4) writes plays and wants to make movies, so she’s been reading about it at Learning Club. Aidan (Year 6) was falling behind in maths but is back on track thanks to his Learning Club tutor explaining the maths concepts really clearly to him.

“They really thrive with the one-on-one time with their tutor. To have that attention from an adult means a lot.

“I really appreciate everything The Smith Family has done to create a better future for my family.”

**Fran**, grandmother and carer

We seek to influence public policy.

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



**RESEARCH**

The main focus of our research is the unique national longitudinal dataset of students on our *Learning for Life* scholarship program. We regularly collect demographic, administrative and educational outcomes data on all students on the program, who numbered close to 43,000 in 2017–18.

Our research aims to better understand what improves the educational outcomes of highly disadvantaged children and young people. The findings directly inform our programs and practice, and underpin our advocacy.

This year we released the research report *Attendance lifts achievement: Building the evidence base to improve student outcomes*, which uses seven years of *Learning for Life* data. In an Australian first, the research shows the relationships between school attendance, school achievement in English or maths, Year 12 completion and post-school engagement in work or study. While these relationships are what one would expect, they haven't been established before in the Australian context. This research is therefore contributing to the Australian educational evidence base. It is possible because each *Learning for Life* student has a Unique Student Identifier which allows us to track their progress, even if they move schools or states.

We added an important new measure to our core outcomes suite: the Tertiary Continuation and Completion measure. The measure will enable us to better assess the effectiveness of our *Tertiary Scholarship* program. We will be measuring the proportion of our tertiary students who continue to study, semester on semester, and ultimately the proportion who attain a tertiary qualification.

To undertake large-scale, multi-year, innovative research, we partner with universities, governments and non-government organisations through the Australian Research Council (ARC) Linkage grants program.

One grant enabled the *Kids in Communities* project, led by Professor Sharon Goldfeld of Melbourne University, which was completed this year. In an Australian first, it explores the critical community-level factors which influence the educational, health and life outcomes of children. A report from this project is available at: [thesmithfamily.com.au/research/reports](http://thesmithfamily.com.au/research/reports).

Another of our Linkage grants was led by Associate Professor Caroline Jones of Western Sydney University. It explored the perspectives of Aboriginal parents in remote communities whose young children experience hearing difficulties that affect their language and educational development. The perspectives gathered from this qualitative research will guide collaborations across the education and health sectors, focused on supporting children's development.

We also continued our partnership on the *Creating pathways to child wellbeing* project, led by Professor Ross Homel of Griffith University, and involving multiple non-government organisations and Commonwealth and state departments. We were delighted that the ARC provided a second grant for this significant initiative, which seeks to improve the educational, health and wellbeing outcomes of children living in disadvantaged communities.

We continued or commenced key program evaluations of our *School Community Hubs*, the *Care2Achieve* program and our school attendance app. These evaluations help to ensure the effectiveness of our programs and build a body of knowledge on how to better support disadvantaged children and young people to achieve educationally.

**ADVOCACY**

Our goal is to be an authoritative and influential advocate with those who shape and make public policies affecting children and young people in need.

As part of our advocacy agenda we engage extensively with Commonwealth, State and Territory governments on key issues of relevance to disadvantaged children, young people and their families. Through public policy submissions, participation in relevant inquiries and reviews, and regular meetings with members of Parliament and departmental officials, we share our policy perspectives on the actions required to improve the lives of disadvantaged young Australians.

This year we made 14 public policy submissions. These related to school-to-work transitions; regional, remote and rural education; financial literacy; Closing the Gap; and the work of the Australian Charities and Not-for-profits Commission. We also made policy submissions within the context of two key international frameworks: the Convention on the Rights of the Child; and the United Nations Sustainable Development Goals. These submissions can be accessed at: [thesmithfamily.com.au/research/policy-submissions](http://thesmithfamily.com.au/research/policy-submissions).

We also conducted a policy audit of all Commonwealth, State and Territory jurisdictions to enhance the effectiveness of our ongoing advocacy.

A major focus of our advocacy was the Commonwealth Government's *Review to Achieve Educational Excellence in Australian Schools*, which examined Australia's educational performance and Australian and international evidence on improving student outcomes. In addition to formally submitting to the review, our CEO, Dr Lisa O'Brien, was appointed to the review panel. This provided a significant opportunity to help shape public policy that affects the lives of all young Australians, particularly those from disadvantaged backgrounds. We were particularly pleased that the final report and recommendations focus strongly on parental and community engagement, accelerating the introduction of a national Unique Student Identifier for all school students, and initiatives to support the coordination and promotion of educational evidence to improve student outcomes.

**Research report launched**

*Attendance lifts achievement: Building the evidence base to improve student outcomes*



14

public policy submissions

30

conference papers and external presentations

Underpinning our advocacy is our openness to collaborating with like-minded organisations to maximise our impact. We collaborated with the Community Council for Australia on the educational dimension of its *The Australia We Want* initiative, which brought together leaders from across the sector.

We established two important new advocacy partnerships this year to support our collaborative approach. We joined other non-government organisations in the Australian Council of Social Service (ACOSS) and University of New South Wales Poverty Partnership, which will produce a range of high-quality research on the multi-dimensional nature of poverty and inequality in Australia, and advocate for policy reform to tackle these challenges. We also joined the ACOSS Group of Eight Education and Equity Group. This partnership aims to influence policies affecting access to education across the life cycle, particularly for children and young people from disadvantaged backgrounds.

These new partnerships mark an important development in our advocacy work, and we look forward to their development over the next few years.

We also extended the reach of our advocacy messaging through news media and our own

digital channels. The launch of our *Attendance lifts achievement* research report generated extensive media coverage in major news outlets (*The Australian*, ABC News Breakfast, ABC Online, ABC Radio, *The Conversation*, *The Courier Mail*) plus the publication of an opinion piece calling for a national Unique Student Identifier for all Australian students (*Australian Financial Review*). Video content produced for the report and published on Twitter and LinkedIn was shared by key influencers.

Other highlights included national coverage on issues such as education costs (Studio 10, TEN Eyewitness News, *The Canberra Times*, *The Sun-Herald*), the achievement gap between children from advantaged and disadvantaged backgrounds (SBS World News, Nine News, ABC Radio, 6PR), the digital divide (Sky News Business) and the changing world of work for young people (ABC's *The Business*, CEDA Blog), a series of stories on poverty in Australia (SBS Online), and a student opinion piece on the challenges of getting a good education in remote communities (IndigenousX).

**LEADERSHIP**

Throughout 2017–18 our team members shared our research, policy and practice

experience with diverse audiences by delivering 30 conference papers and presentations.

A major focus was sharing the findings of our new research report, *Attendance lifts achievement*, and our ongoing research with students on the *Learning for Life* program. Smith Family team members gave presentations in a range of forums throughout 2017–18. We also spoke at the Australian Social Policy Conference, the Family and Relationship Services Australia National Conference, and the Australian Association for Research in Education Conference. These presentations explored how disadvantaged students can be supported to achieve educationally; the compounding effects of health, disability and financial disadvantage; and the importance of family–school partnerships. Our presentations can be accessed at: [thesmithfamily.com.au/research/industry-presentations](https://thesmithfamily.com.au/research/industry-presentations).

Our CEO, Dr Lisa O'Brien, spoke at significant events, including the launch of CEDA's State of the Nation 2018 report, the Business Council and World Economic Forum, the SAP Digital Skills Forum and thought leadership events hosted by our corporate partner, Perpetual.

**CASE STUDY**

**SUPPORTING STUDENTS AT RISK OF LEAVING SCHOOL EARLY**

"With maths now I feel more confident," says Year 11 student Lee. "I am still struggling at times with the workload of school assignments and TAFE, but I know I have support to keep going.

"I'd struggled with maths since primary school, and then in high school I had a mix of teachers I didn't like and I had lots of stresses.

"By the end of Year 9 I told my mum I needed extra help. Mum called our Smith Family *Learning for Life* Coordinator and that's how I joined Learning Club."

Lee's mum Karen had noticed that her daughter was increasingly feeling down on herself and finding excuses to be absent from school. But with the help of a trained volunteer tutor, Lee got the specific support she needed to improve her marks, which in turn encouraged her to keep going to school. Lee's experience illustrates the research findings in *Attendance lifts achievement*:



Lee (L) with her Learning Club tutor Ann.

*Building the evidence base to improve student outcomes*, which analyses seven years of longitudinal data from more than 30,000 students on the *Learning for Life* program.

The research shows school attendance and achievement in English or maths in a child's early years of high school can help identify students at risk of not completing Year 12. Importantly, the report also finds if a student is supported to improve their attendance or

achievement as they move through school, they are much more likely to finish Year 12 and go on to further study or work.

This research is underpinning a new pilot program supporting students in Years 9, 10 and 11 who are at risk of leaving school early. The *Early School Leavers* initiative is being trialled in NSW and Victoria, with the support of the Citi Foundation.



“By partnering with The Smith Family, Holden is proud to leave a lasting legacy.”

## STRATEGIC PRIORITY 4

## FUND



## SUPPORTING LOCAL FAMILIES IN NEED

“By partnering with The Smith Family, Holden is proud to support and nurture the education of young Australians.

“Holden and The Smith Family have a long history. We first began our support of *Learning for Life* in Elizabeth, South Australia, in 2001.

“Before long we expanded our relationship with The Smith Family to support young people with a range of initiatives across South Australia, Victoria and Northern Territory.

“When we transitioned from manufacturer to a national sales company last year, it was important for us to give back to the community that had given us so much, so we announced a major partnership with The Smith Family to sponsor 55 young people living in Adelaide’s northern suburbs.

“For 55 years Holden had been an important part of life in Adelaide’s north and we want that to continue, so this partnership is a terrific way for us to say ‘thank you’ to South Australian families, and allow us to continue to share in supporting some local families and children in need.”

**Richard Phillips**, GM Holden Executive Director of Manufacturing

Holden’s partnership with The Smith Family helps local South Australian families like Nathan and his children Jaydan and Skye access support through the *Learning for Life* program.

We are developing a sustainable funding base to fund our scaling-up and our strategic initiatives.



Our shared vision of a better future for disadvantaged young Australians is made possible through the ongoing commitment of our supporters.

The generous contributions of The Smith Family's myriad supporters are vital. We receive a range of assistance from sponsors, donors and our corporate, philanthropic, university and government partners. This helps us create opportunities for disadvantaged students to participate fully in their education.

Ensuring our supporters see the outcomes of our work allows them to understand the lasting impact it can have. Our transparent reporting shows how we use our funds efficiently, providing a social return on their investment.

In the years ahead, we will continue to need ongoing whole-of-community support, especially if we are to meet our five-year goal of reaching 30% more young people with our programs.

**SPONSORS**

This year, our marketing efforts saw 18,667 new sponsorships recruited, 80% more than in the previous year. Today, more than 34,000 Australians are sponsoring the education of 42,841 children through The Smith Family's *Learning for Life* program.

Poverty can be the result of unfortunate changes within a family, such as a carer becoming sick or injured, or a parent leaving the family, or becoming unemployed. When faced with this situation, families need to make difficult choices about how to allocate what finances they have. For instance, they might need to choose between paying bills or buying school essentials for their children.

Sponsors provide the practical things that children and young people need to feel confident at school at the most basic level. These include shoes, uniforms, books and

the opportunity to go on an excursion. But this financial assistance has more profound effects, helping young people feel that they fit in with their peers and belong at school.

Many of our sponsors support their sponsored child over the long term, helping them from kindergarten right through to tertiary education. Their support enables us to match to the family a *Learning for Life* Family Partnerships Coordinator to provide personalised assistance. Where needed, a sponsored student can also access our learning programs, including mentoring – thanks to the financial support of the sponsor. Our holistic, long-term approach is more effective than concentrating support over a short time period. It also helps increase the number of participants graduating from high school and enrolling in tertiary education.

From providing shoes for a kindergarten student to seeing them start university, a sponsor's investment in a young Australian's education has long lasting and powerful effects.

**DONORS**

Our messages about the positive impact of our work with children are resonating strongly with the wider community.

Each year we run three major public appeals – this year our Winter Appeal was our most successful donations campaign, followed by our Christmas Appeal.

For our Back to School Sponsorship Drive, The Smith Family secured a High Commendation in the 2018 Fundraising Institute of Australia Awards for Excellence in Donor Acquisition.

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

**BEQUESTORS**

This year we received nearly 1,000 bequest enquiries and confirmed 200 new bequestors who plan to leave a gift in their Will to The Smith Family. By changing the life outcomes of children in need, our bequestors are leaving a lasting legacy.

**DATA AND DIGITAL FOR GROWTH**

This year, The Smith Family investigated how to strengthen the relationship between sponsors and the young people they support. Our analysis showed that frequent communications with their sponsored student made it 40% more likely that sponsors would continue to support The Smith Family, as well as report higher satisfaction rates. This year we worked on increasing the opportunities for sponsors to learn about their student's hopes, dreams and goals. We processed an incredible 36,741 pieces of correspondence from sponsors to students – a 59% increase on the year before. Sponsors sent 13,299 birthday gift vouchers to their sponsored students, and volunteers reviewed and processed all of the correspondence.

With the increasing popularity of transacting online, we are seeing significant increases in digital donation activity. A total of 31,290 transactions were completed through our website, up from 26,173 transactions last year. We also used a range of online and digital channels to interact with current and potential supporters, including Facebook, which allows for greater audience engagement with our work.

This year we also introduced artificial intelligence software to improve turnaround times for standard correspondence from supporters. The new software does not require extensive manual intervention, and it distributes information to sponsors automatically.

**34,406**

sponsors of *Learning for Life* students

**129,840**

donors funding *Learning for Life* programs

**94**

bequestors leaving a lasting legacy

**CASE STUDY**

**SHOWING KIDS THAT THEY MATTER**

“I grew up with a single mother, so money was quite tight. Having come from that background, I know from first hand experience how important education is.

“Education really is the foundation on which you build your life. I was lucky enough to have a mother who supported me to get a quality education, but there are so many young people not able to have that same opportunity. Education gives you a decent job. It gives you a way to get out of that hole of disadvantage, and it creates a bit more of a level playing field as everybody else.

“When I first got involved with The Smith Family, I sponsored a child’s general educational needs – be it school fees, backpacks or uniforms. Now my support has expanded to help my student pursue their passion as well: dance. Just like education, I truly believe that being able to pursue and nurture your interests and aspirations is important to developing you as a person.



“I would recommend becoming a Smith Family sponsor to anyone who may be considering it. If you want to improve society in a real way, then you can do it by giving someone an education.

“I get a lot of personal satisfaction from sponsoring my student. It’s not just the financial support that matters. It’s about showing them there is someone else out there who wants them to know they matter.”

**Chris**, sponsor

**MAJOR DONORS**

The Smith Family greatly appreciates 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. These relationships are geared to help them achieve their philanthropic goals. About 10% of our major donors have given to The Smith Family for more than two decades.

Support from our major donors continues to grow, and in 2017–18 we have again seen an increase in donations from this group of supporters.

**CHILDREN’S FUTURE EDUCATION FUND**

We are pleased to report that the Children’s Future Education Fund is growing in value. We welcomed Kevin McCann AM, as Chair of the Centenary Council, a group that will help the fund to attract substantial gifts. This year we received new generous gifts from significant supporters who have established named perpetual scholarships that will help break the cycle of intergenerational poverty in Australia. The 2017–18 donations bring the total corpus to \$4.8 million.

**OUR AMBASSADOR THANK YOU!**

Our Ambassador, Sarah Harris, co-host of Network Ten’s Studio 10, continues to be a fantastic advocate for our work, helping to raise our profile among key audiences. Sarah supported our major fundraising appeals through news media and her own social media channels, and a PR campaign with Optus to promote the *student2student* program which achieved national coverage.

Sarah also lent her time for our inaugural ‘Sharing your story’ media and public speaking workshop with 50 *Learning for Life* students and family members in Western Sydney. As well as sharing her own story and career journey, Sarah conducted mock interviews with students using broadcast equipment so they could experience being on camera in front of an audience. We thank Sarah for her ongoing support.

Sarah Harris and student at our media and public speaking workshop.



**CORPORATE PARTNERSHIPS**

The Smith Family takes a strategic approach to working with our partners to ensure that there is shared value. We develop a deep understanding about why partners choose to support our work, and design the partnership so it adds value to their business. Along the way we make sure there are opportunities for our partners to connect to our cause, so they can see first hand the impact they are making possible. Our work delivers social and economic benefits for our nation, which is a key driver for our partners, along with the importance of reporting the outcomes of our work.

This year we received record donations from our corporate partnerships, achieving significant growth in support from our existing partners. We also acquired 12 new long-term high-value partnerships.

Partners help in a myriad of ways. Long-term partner Orica committed \$500,000 over three years for a new *Learning for Life* site at Gladstone, Queensland, which opened in April 2018.

ANZ Bank allowed us to insert information in its customer statement envelopes. This boosted our Winter Appeal donations by over \$106,000 and our Christmas appeal donations by around \$44,000. Retailer David Jones also sent out donation inserts on our behalf at Christmas.

Officeworks joined with us for the fifth year to run its annual back-to-school appeal in stores across Australia and online, inviting their customers to support The Smith Family as they stocked up on school supplies. The response was overwhelming, with over \$460,000 being raised, which was more than double last year's result. These funds were used to sponsor disadvantaged primary school students.

**TRUSTS AND FOUNDATIONS**

Almost 100 philanthropic trusts and foundations funded our work through program-specific grants, *Learning for Life* sponsorships and other generous donations. This vital support stems from many longstanding relationships, some established more than two decades ago. Many of our supporters reached significant cumulative giving milestones this year, including The William Angliss (Victoria) Charitable

Fund, the Fogarty Foundation, the Orloff Family Charitable Trust and the JEM Foundation. We were also delighted to welcome a new philanthropic partner, the Zagora Foundation (managed by JBWere). A highlight was The Smith Family receiving three grants as part of Perpetual's 2018 IMPACT philanthropy program, which will fund programs in Queensland, Victoria and Tasmania.

**UNIVERSITIES**

This year we maintained formal partnerships with 11 universities. We worked closely with a range of university partners to create opportunities for students to be involved in post-school education. These included campus visits and mentoring opportunities to help our students discover their passions and build their skills and confidence. Universities also supported our programmatic activities, in particular our Learning Clubs which benefit from the provision of teaching students as volunteers. We also continued our strong research collaborations with a number of our university partners, results of which inform our practice and advocacy.

**CASE STUDY**

**PROUDLY SPONSORING 894 CHILDREN**

In May 2018, The Smith Family welcomed a team of volunteers from across Australia as part of the Rodan + Fields Changemakers program. These volunteers gave their time over two days to mentor the students on their career choices and to help out at Learning Clubs.

"A big part of what we do at Rodan + Fields is create life-changing opportunities, and we are thrilled to bring this commitment to Australia through our partnership with The Smith Family.

"In 2008 we started the *Prescription for Change Foundation* in the US, with a mission to serve youth with life-changing empowerment programs where they live. And now, through this endeavour, we are delighted to sponsor The Smith Family's *Learning for Life* program and help build a better future for young Australians in need.



The Rodan + Fields Changemakers team visit a Smith Family partner school in New South Wales.

"Last year, we proudly sponsored 894 children, and we aim to fund more in the coming years so that youth in Australia have the education programs and support they need to succeed at school and create a brighter future for themselves.

"At the core of Rodan + Fields' DNA is a passion for giving back – so we look forward to our ongoing partnership with The Smith Family and the positive impact it will have for Australian students."

**Melissa Seitz**, General Manager of Rodan + Fields Australia

**GOVERNMENT FUNDING**

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

Support received from the Commonwealth enabled the significant expansion of our *Learning for Life* program this year, increasing the number of students receiving support through this program to 42,841.

We continued to deliver the *Communities for Children Facilitating Partner* initiative, working with and through local community networks and members to strengthen the capacity of the service system and deliver important early intervention and prevention programs to families and children.

The Department of the Prime Minister and Cabinet funded projects that improve educational outcomes for Aboriginal and Torres Strait Islander students, including the *Indigenous Youth Leadership Program*. During the year, we contributed to consultations on the development of an Indigenous Grants Policy. We look forward to finalisation of that work which will provide clarity around the future of programs such as these.

Commonwealth funding also contributed to a substantial expansion of our *Let's Count* program, and the continuing delivery of *Saver Plus*, in partnership with ANZ and the Brotherhood of St Laurence.

State Government funding enabled the continuation of the important work of *Child and Parent Centres* in Western Australia, mentoring and support programs in Victoria and the ongoing implementation of *School Community Hubs* in Tasmania.

We acknowledge and thank the many individuals from government departments who work with us through contract development and delivery.



Participants in The Smith Family Challenge 2018.

**EVENTS**

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

In 2017–18, these events raised \$2.4 million, an increase of 7% over 2016–17. We are grateful to everyone who cycled, ran, swam, organised an event or contributed in another way to support our work.

**The Smith Family Challenge**

In March 2018, individuals representing some of Australia's best known businesses, including Cisco, Google, Macquarie Group and Morgan Stanley, raised over \$1 million by participating in the 11th Smith Family Challenge. A total of 65 executives competed in the two-day team event at Jervis Bay, NSW. After kayaking, cycling and running their way through the challenge, they were met at the finish line by some of our *Learning for Life* students and families. We raised 25% more than in 2017, with the help of a \$100,000 donation from Macquarie Group to match its team's fundraising.

**EXPENDITURE OF FUNDS RAISED**

The Smith Family is on a strong trajectory for growth with a stated ambition in our Five-Year Strategy to reach more young Australians in need with our proven programs. This year we helped 143,648 disadvantaged children and young people, a 19% increase in our reach. We also invested a record \$74.6 million in our community programs, an increase of 13.2% on the previous year.

Because we work with children on our *Learning for Life* program for the duration of their educational journey, we need to ensure the sustainability of our funding base, particularly through the recruitment

of sponsors. This year, we invested to expand our sponsor support base. The number of sponsors grew from 26,184 last financial year to 34,406 in 2017-18, an increase of 31.4%. The ongoing contributions of our sponsors will ensure the sustainability of the *Learning for Life* program for many years to come.

We continue to manage the funds entrusted to us by our supporters effectively and efficiently. Over the five years to June 2018, 75% of revenue from individual supporters, partner organisations and governments has been available to be spent on our community programs, while expenditure on administration has averaged 2.1% throughout this period.

**FUNDRAISING PERFORMANCE**

**\$73.7m**

Funds raised in 2017–18 from individuals, major donors, organisations, bequestors and VIEW Clubs of Australia

The ongoing generosity of our donors and partners increased our overall fundraising by \$5 million or 7.2% over 2016–17.

Individuals and VIEW Clubs of Australia gave \$47.6 million, up 19.4%. Major donor contributions including donations to our endowment fund, totalled \$6.3 million up 3%. Corporate partners, trusts and foundations, and universities gave \$12.7 million, 5.3% more than the previous year.

We continued to attract strong support from bequestors, with 94 generous supporters leaving a lasting legacy to help fund our programs. In 2017–18, these legacies totalled \$7.1 million.

# Thank you

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



Kel and Rosie Day Foundation



KING & WOOD MALLESONS 金杜律师事务所



Michael Page



OPTUS



The Wood Foundation



## CASE STUDY

## MAKING A DIFFERENCE IN CHILDREN'S LIVES

"I have made some lovely friendships through the VIEW Club. It's such a fun, sociable place with a great cause at its heart.

"I joined the Kiama Evening VIEW Club in 2014 after contacting The Smith Family to see how I could volunteer. I had just retired from 45 years of shift work and I couldn't just sit still at home.

"Through the club, I help organise fundraising events such as fashion shows, luncheons and social events. We meet every month for a meeting and social event, and it's great to be part of something so exciting.

"I've also taken part in lots of volunteer work for The Smith Family that I have heard about through VIEW Club. I've been a coordinator for the *student2student* program, packed books for the *Let's Read* program, distributed toys to our *Learning for Life* students at Christmas time, and helped with an after-school Learning Club.

"The Learning Club is great because you can really see the good work you are doing. I had one student tell me I was the only reason he gets his homework done. I told him that he was the one who put all the effort in and he replied: 'But you're always there to help me, Miss.' That made me feel very special."

**Ann**, VIEW Club member and The Smith Family volunteer

## VIEW Clubs of Australia

VIEW Clubs are valuable partners in our mission to support disadvantaged children succeed at school.

VIEW (Voice, Interests and Education of Women) is a national women's organisation with more than 15,000 members who exclusively support The Smith Family. VIEW Clubs sponsor students, and members volunteer, fundraise and advocate to improve the life outcomes of disadvantaged Australian children and young people.

VIEW Clubs are in 312 communities across Australia, giving them a powerful national voice and ensuring they are uniquely placed to spread The Smith Family's message far beyond the communities in which we work. They raise awareness about us and increase support for our work.

## SPONSORSHIPS

The Smith Family is extremely grateful for VIEW Clubs' generous support of the *Learning for Life* program. VIEW is the largest community sponsor of this program, supporting 1,281 students nationally as at June 2018.

Members also directly support hundreds of disadvantaged children by volunteering as tutors or mentors for our learning programs, and assisting The Smith Family team members by volunteering in local offices.

## NATIONAL CONVENTION

In September 2017, more than 600 VIEW members attended the organisation's three-day National Convention in Tamworth, NSW. Resolutions voted on at the convention will guide the focus of VIEW's advocacy and lobbying work over the next two years. This year, the focus was on the transition from school to the workplace for young people with disabilities.

VIEW's outgoing 2016–17 National Executive – Toni Thomas, Gloria Walter and National President Gwen Wilton – were also recognised and thanked at the National Convention.

## PATHWAY SCHOLARSHIP

For the third year running, VIEW Clubs formed a partnership with the University of Wollongong College (UOWC) to provide a scholarship for a local disadvantaged school leaver to attend the UOWC. This year, a three-year Diploma of Nursing scholarship was awarded to a disadvantaged young student from the Wollongong area.

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

## MAKING A DIFFERENCE AWARDS

The Making a Difference Awards were developed to recognise and acknowledge the many ways in which VIEW members contribute to their clubs, VIEW and The Smith Family. These are awarded to VIEW's unsung heroes including the quiet achievers who tirelessly help out at events, volunteers who enthusiastically recommend and support innovative fundraising activities, and those who skilfully make library bags and reading rugs to support students in their areas. These amazing women were acknowledged on VIEW's website and listed on the VIEW Honour Roll at the National Convention 2017.

**15,442**  
members in 2017–18

**1,281** *Learning for Life*  
students sponsored by VIEW  
Club members

At 30 June 2018, 963 of these students were at school, 290 at senior school and 28 at tertiary institutions.



Ann with a Learning for Life student at a Learning Club.

**CELEBRATING A NEW CLUB**

The Bairnsdale VIEW Club in regional Victoria was opened on 1 November, supported by the local Smith Family team and the VIEW development teams.

**VIEW FIVE-YEAR STRATEGY**

A five-year strategy for VIEW is being developed in consultation with its members. The chief aim is to grow VIEW's membership and we look forward to working closely with VIEW to help plan for sustainability and growth.

**NEW NATIONAL EXECUTIVE**

In January, the new National Executive began its two year term in office. National President Jan Roberts is supported by National Vice Presidents Pat McRae and Annette Schlafrig. The National Executive's theme is: 'Make connections, make a difference'.

**Our recycling operation**

In 2017–18, the Recycling Operation generated \$18.0 million in revenue, yielding a contribution of \$442,000. This contribution offsets The Smith Family's organisational costs, allowing us to spend more donated funds on programs that benefit disadvantaged children and young people.

We now have 950 collection bins across NSW and the ACT, with intake supplying 19 retail stores with donated clothing and accessories. Major retailers and longstanding partner Stewart House continue to be significant sources of good-quality clothing donations. More than 600 schools donate around 120,000 kilograms of clothes each year via a program run in conjunction with Stewart House.

At our processing centre in Villawood in NSW, we set new safety records by improving work practices and providing more training. In 2017–18, there were no lost-time injuries again, taking our performance to over 1,000 days without a lost-time injury.

We opened a new store in Neutral Bay, NSW, and continued to upgrade existing stores with modern technology and a fresh new look to better promote our mission and improve the shopping experience. We also launched a Facebook page to improve customer engagement.

We continued to export clothing to more than 22 countries, and reviewed the export market to find ways to better meet demand. This led to the introduction of a well-received new product mix.

Reducing impact on the environment remains a priority. This year we diverted about eight million kilograms of textiles from going to landfill.

**\$442,000**

Recycling Operation surplus in 2017–18 goes toward meeting infrastructure costs

**950** clothing collection bins

**20** business partners donate good-quality clothing

**19** retail stores in NSW and the ACT sell new and recycled clothing and accessories

“The program encouraged me to pursue my dream of completing a law degree at university.”



Michelle

## STRATEGIC PRIORITY 5

# DATA ENABLE AND DIGITISE

Amplify and  
accelerate our  
mission through  
digital and data.



### FULFILLING A DREAM OF STUDYING LAW

“I was eight years old when we left everything to escape domestic violence and relocated from a remote town to Toowoomba. *Learning for Life* allowed us to start a new life without Mum suffering the financial burden of our education.

“The scholarship paid for school uniforms, stationery and excursions, which we weren’t able to afford. Having all the requirements for school helped us to fit in with everyone else at school.

“The program encouraged me to pursue my dream of completing a law degree at university.

“When I found out I was having a daughter myself straight after completing year 12, I was overwhelmed with the difficulty of balancing full-time university with motherhood. However, with the support of The Smith Family, I didn’t feel as financially stressed, and I had the extra support and motivation from my sponsor to do my best.

“I’m now finishing my degree a year early while raising my daughter and working part time. I’m thankful for the support from The Smith Family over the last ten years, which has enabled me to pursue my career and provide a better future for my family.”

**Michelle**, graduating university student

## USE DATA IN SMART WAYS TO ACHIEVE OUR STRATEGY

Advances in digital data and technology have opened the door to a world of possibilities for not-for-profits in serving their communities and measuring their impact.

The Smith Family is custodian of an extensive and significant data set. Given the number of young people living in poverty in Australia, our ability to collect, store, analyse and disseminate this data in ways that further our mission and can inform broader social policy, remains as important as ever.

This year, we completed our organisation-wide Enterprise Information Project, which is the foundation for our ambition to 'democratise our data', by enabling team members to access relevant data and improve their day-to-day decision-making. Achievements included the delivery of an Enterprise Data Warehouse with eight years of historical data, nearly 60 reports, and dashboards for a range of teams across The Smith Family.

We also partnered with the Nous Group to develop a Data Enablement Strategy that will help us use data to deliver greater impact, measure our effectiveness and improve stakeholder engagement. The project engaged more than 70 stakeholders from across the organisation through interviews and workshops.

The resulting strategy focuses on improving our abilities in four key areas: data and information governance; data culture; data literacy and capability; and data systems and tools. Together with Nous, we identified clear, pragmatic steps we can take as an organisation to achieve these improvements.

The Smith Family now has the data and information management foundation we need to truly turn to the future and accelerate our ability to make better, faster and smarter decisions.

## DIGITISE OUR PROGRAMS AND SUPPORT FOR FAMILIES AND STUDENTS WHERE RELEVANT

We made significant progress in digitally enhancing our communications, programs and services this year. We published online resources for Learning Clubs, developed *Let's Count* online to improve access for educators, and continued to digitise elements of *Learning for Life*. We launched an online self-service portal that has transformed how families and supporters connect with us.

We know families living in poverty are highly mobile, which can disrupt not only a child's education but also a family's ability simply to receive correspondence and financial support consistently.

Our new online portal launched this year. My Smith Family for Families is designed for mobile use. Families can use it to manage their *Learning for Life* scholarship quickly and easily. They can update personal details, review their payments and upload their child's school reports all in one place. The portal was an immediate success, with over a third of families we support registered to use it already.

As well as enhancing our current programs and services, we are using the power of digital to pilot new programs. This year we trialed an innovative new mobile application to encourage school attendance. We gained many learnings through this trial which will improve our development of future apps for students.

## STRENGTHENING OUR ENGAGEMENT WITH SUPPORTERS AND OTHER KEY STAKEHOLDERS

Digital technology has greatly expanded the ways individuals and institutions can fund and participate with the organisations they support. The Smith Family is committed to embracing this technology to grow and enhance our relationships with supporters and other stakeholders.

This year we increased the functionality of our website. When supporters sponsor a child online, they can choose the gender, age and home state of the sponsored child. The new website functionality was developed following consumer insights showing potential sponsors sought a greater emotional connection at the sign-up point, as well as a simpler donation process. This initiative has had a very positive response from new sponsors.

**“The Smith Family is committed to embracing technology to grow and enhance our relationships with supporters and other stakeholders.”**

## CLOSING THE DIGITAL DIVIDE

To succeed in the world of work today, digital skills are essential. Digital capability needs will only increase into the future as it is predicted that 90% of future jobs will require digital literacy.<sup>1</sup> Yet many disadvantaged young people don't get the opportunity to develop these skills, often lacking access to the technology required.

Missing out on developing digital literacy can have a wide range of flow-on effects. Some of the students we support do not have the basic computer skills needed to complete their homework or assignments. This affects their ability to confidently engage in their education, which is being increasingly digitally-oriented from primary school through to tertiary education. As a result, their readiness to take on jobs that require strong digital literacy is diminished, substantially limiting their options in the workforce.

But digital skills aren't only critical for job-readiness. They're increasingly important to stay connected with friends, the local community and the wider world, receive services, and for having one's voice heard on issues. We want to ensure young people and their families have the chance to be digitally included in these online spaces.

This year, The Smith Family implemented a pilot program to help close the digital divide. Our 'digital basics' program, *TechPros*, developed in conjunction with Queensland University of Technology, is designed to increase primary school students' foundational digital literacy skills. In the curriculum-focused lessons, students complete fun, interactive and self-paced activities. The activities allow students to build their word processing skills, use Microsoft Office, develop presentations and videos, navigate the internet safely, create code, and become a digital citizen.

For participating students we expect to see a reduction in digital disadvantage and a higher level of engagement as a result of *TechPros*. So far, we have received very positive feedback on the program.

1 FYA (2015) *How are young people faring in the transition from school to work?* Melbourne: FYA.

## MY SMITH FAMILY FOR FAMILIES

The online portal My Smith Family for Families was developed in response to the evolving needs of students and families supported through the *Learning for Life* program. The portal is adding value to thousands of families from disadvantaged communities by providing parents and carers with 24/7 access to manage their child's scholarship details and payments through a smartphone or computer.

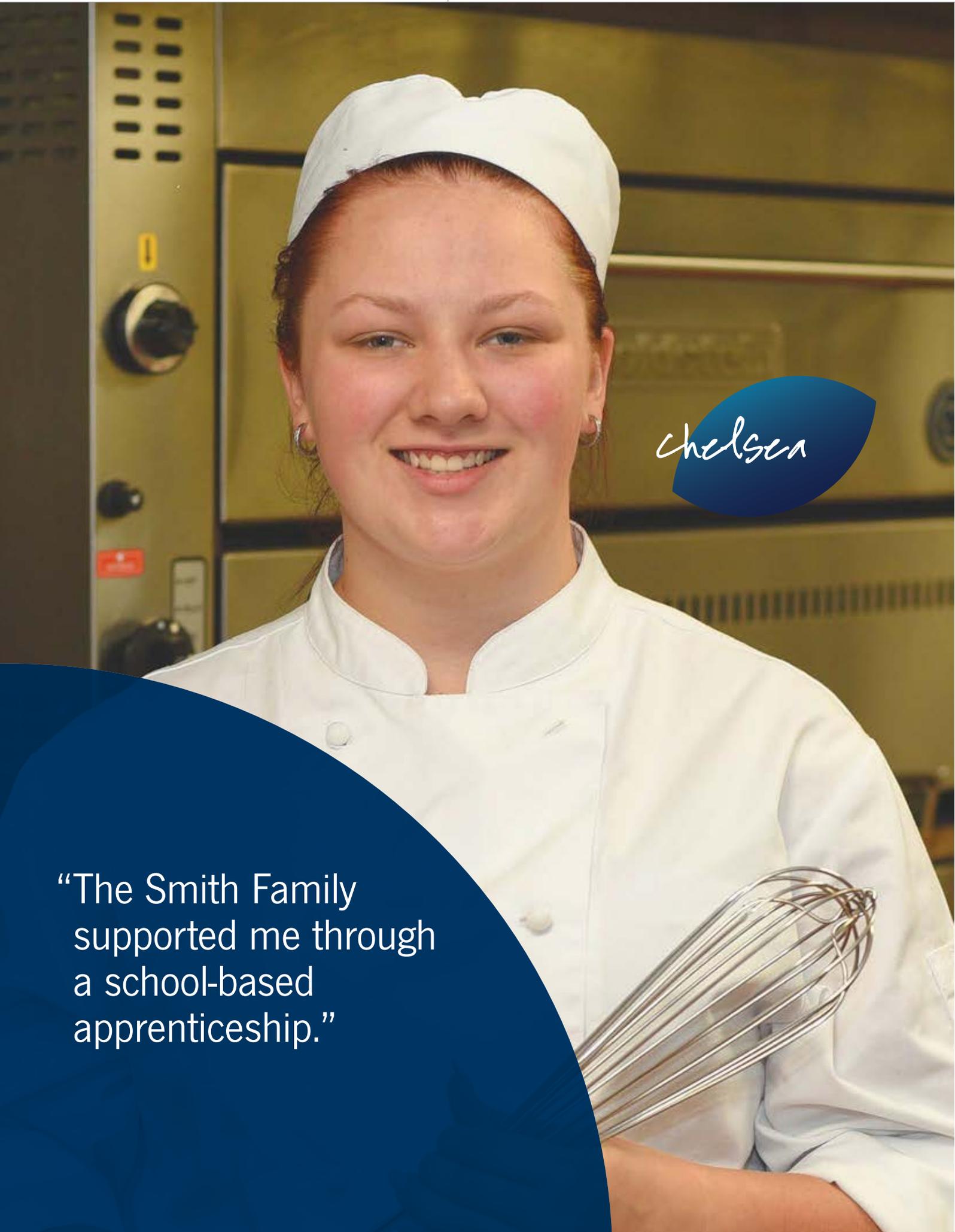
This allows families to reduce the time taken to process their scholarship payments by uploading documents from their smartphones that they would have previously submitted via post, a process that could take up to five to 10 working days.

The portal has also led to significant efficiencies for The Smith Family's own operations by saving time, reducing costs and decreasing double handling of paper documents by our volunteer teams.

By empowering families to access this system with our support, we are also building their digital literacy and confidence, and opening up a whole new approach to supporting our families in the future.



“...providing parents and carers with 24/7 access to manage their child's scholarship details and payments through a smartphone or computer.”



chelsea

“The Smith Family supported me through a school-based apprenticeship.”

## STRATEGIC PRIORITY 6

# ENABLE HIGH PERFORMANCE



### CONTINUING EDUCATION POST SCHOOL

“I have a passion for cooking, and if it wasn’t for The Smith Family, I would never have been able to follow my dream of being a chef.

“I really struggled at school and I was ready to drop out. The Smith Family helped me to transfer to a technical college, so I could study and work towards becoming a chef.

“Mum would never have been able to afford to send me there without the financial support. She is a single parent and school can be really expensive.

“The Smith Family supported me through a school-based apprenticeship and I am now completing a post-school apprenticeship as a chef.

“I never really liked school, so to be able to gain my Year 12 qualifications while also starting my career early was fantastic.”

**Chelsea**, apprentice chef

We aim to be a destination employer in our sector.

We ensure our systems are scalable and fit for purpose.



# 785 TEAM MEMBERS

## Business Type as at 30 June 2018

**636** Community Programs  
**149** Recycling Operation



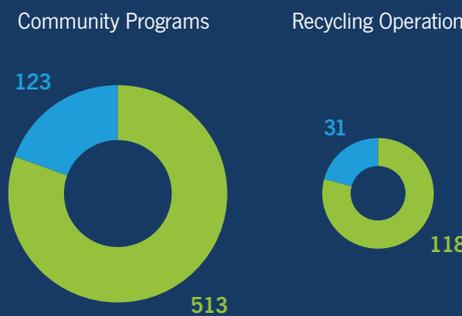
## Employment Status as at 30 June 2018

**523** Full time  
**143** Part time  
**119** Casual



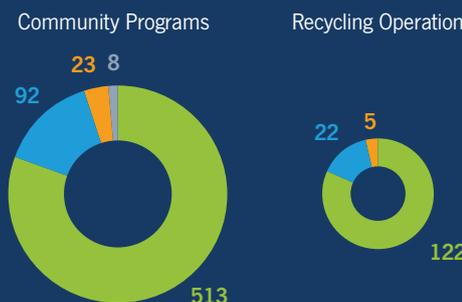
## Gender Composition as at 30 June 2018

**631** Female  
**154** Male



## Breakdown of Roles as at 30 June 2018

**635** Team members  
**114** Middle and Frontline Managers  
**28** Senior Managers  
**8** Executives



## Our people

The Smith Family is located in every state and territory with team members in every capital city and in 94 communities. Team members work collaboratively to achieve our vision of a better future for young Australians in need. We greatly value each person's commitment to reaching our goal of supporting the education of even more disadvantaged students.

In this first year of our new strategy, we have focused on enhancing innovation, developing a culture for sustainability, and enabling team members to confidently navigate new systems, processes and frameworks. These activities will lay a solid foundation for our growing organisation.

### WORK HEALTH, SAFETY AND WELLBEING

This year, we continued to make progress in our work health, safety (WHS) and wellbeing initiatives. Importantly, we reviewed and updated our WHS Policy and undertook a major review of our WHS Management System manual.

Our health and wellbeing initiatives included providing education resources on relevant topics, offering flu vaccinations and continuing the employee assistance program. We also offered our team members the services of external mental health professionals.

### SUPPORTING CULTURE CHANGE AND INNOVATION

We continued to hold Mastering Change workshops this year for our team members. These workshops enable us to adapt quickly to changes, inform our innovation and change strategy, and develop a culture for sustainability.

The Smith Family strives to enhance innovation within our processes. For example in developing an IT strategy fit for our future, we have started to experiment with new ways of working on large technology projects that we expect to deliver major efficiency gains.

This year, we partnered with external human resources specialists to identify technology options that would create improvements to our people processes. We also established a centralised recruitment function supported by a specialist recruiter within the People and Culture team.

## LEARNING AND DEVELOPMENT

We continued to build our effectiveness in implementing our programs on the ground.

During the year we engaged the Parenting Research Centre to co-design an evidence-based practice framework that will underpin the work of our Family Partnerships and Programs Coordinators who connect regularly with our families and students. The framework specifies the approaches, techniques and strategies used at a behavioural level and makes explicit the connection between activities and program results. In the coming year, we will test and trial the practices identified in the framework in some of our *Learning for Life* communities.

This year, we created a new leadership development strategy and leadership framework, along with tools to enhance leadership capability.

To help new team members settle in at work, we refreshed our onboarding program. We also developed a range of learning resources to enhance the capabilities of team members, including a new online learning module to help team members understand the issues surrounding data breaches. As part of the onboarding program, 94% of new team members completed the Interactive Ochre online cultural awareness training program.

## ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT AND RETENTION STRATEGY

Consistent with our RAP commitments, we have developed an Aboriginal and Torres Strait Islander Employment Strategy as our roadmap for moving towards our vision for attracting, developing and retaining Aboriginal and Torres Strait Islander people.

We met our employment target for the year, with 15 team members identifying as being an Aboriginal and Torres Strait Islander person. An internal network for these team members was established with the group meeting twice during the year.

## EMPLOYEE ENGAGEMENT AND RECOGNITION

We're delighted to report that our Employee Engagement Survey revealed a very strong employee engagement score of 68%. This is in the top quartile of Australian and New Zealand organisations, and significantly higher than many other not-for-profit organisations.

Survey data highlighted key strengths that are vital for sustaining high levels of employee engagement. The survey showed that team members believe our senior leaders make good business decisions, connect team members to The Smith Family's strategy and build excitement for what the future holds.

The survey also showed that our team members are proud to work at The Smith Family and believe that we have an excellent reputation in the community.

In response to survey feedback, in the year ahead we will focus on building career development opportunities and ensuring that team members have the support, tools and resources they need to do their job well.

As part of our ongoing work to build a positive culture in which every team member feels valued and respected, this year we launched a new recognition and reward scheme: Kudos. The scheme features four different types of recognition including thanking a colleague, congratulating a great achievement, and acknowledging a colleague for demonstrating our values.

## CULTIVATING CULTURE INITIATIVE

To ensure The Smith Family continues to be a great place to work and provides the best possible experiences for disadvantaged students and their sponsors, we have continued to work on strengthening our culture.

This year we focused on our key stakeholders: our families and supporters, and bringing their voices into our decision-making; and our people, in recognising and leveraging the strengths of our team members. In our practice we strived to ensure accountability by focusing our efforts on our highest priorities and doing what we say we will do. We developed team members' innovation capability and also ran workshops to create alignment around our culture priorities.

# Our systems and processes

## IT ROADMAP

A key area of focus in 2017–18 has been the development and delivery of an IT roadmap. This was completed with the support of a number of IT experts, and resulted in the implementation of enhanced IT governance and security processes.

## BUSINESS PLANNING

The annual business planning process was redesigned in 2018. The portfolio of major initiatives for the next twelve months will be implemented using agile principles to ensure that each initiative is delivered in the most efficient way possible, while delivering maximum value to our stakeholders.

## CHILD PROTECTION FRAMEWORK

When the Royal Commission into Institutional Responses to Child Sexual Abuse presented its final report in 2017, The Smith Family had already begun work on reviewing its Child Protection Framework and developing an implementation plan. Acknowledging our obligation and commitment to safeguard children and young people from abuse and neglect, we continued to build on that work to refresh our framework and ensure its alignment to the Principles recommended by the Royal Commission.

Our implementation plan ensures that our child protection documentation complies with legal requirements and integrates with other organisational systems and processes. It reflects our commitment to providing accessible, understandable documentation which allows all team members and volunteers to make safeguarding children and young people our highest priority.

## Volunteers

Every year, we are grateful that so many compassionate people choose to help The Smith Family by volunteering their time and skills.

This year, an extraordinary 8,389 volunteers helped bring our programs to more children and young people than ever before. Our volunteers collectively donated 410,742 hours of their time – the equivalent of \$12.1 million – to help young people in need.

### A NEW WORLD OF VOLUNTEERING

The volunteering sector is changing. Volunteers are increasingly seeking flexible, convenient and accessible ways to volunteer that fit within their busy lifestyles.

The Smith Family is thriving in this changing landscape. Many of our programs are well suited to the changing needs of volunteers. We continue to engage high numbers of dedicated volunteers in programs such as *iTrack* and Learning Clubs; for large projects such as our Christmas Toy and Book Appeal; and to support our day-to-day operations in administration and project roles.

However, change comes with challenges. This year, funding for our Home Tutor Scheme program ended after 12 years of delivery by The Smith Family. The program assisted newly arrived migrants and refugees to develop their English language skills. We thank all our home tutors for their dedicated service.

This year, the Volunteer Coordination Unit's relocation from our National Office to Parramatta, NSW, affected our volunteer numbers. While the move allowed extra space for our volunteering team members, it also meant losing those who were unable to easily access this new location. We thank these volunteers for their contributions over the years.

### VOLUNTEER SATISFACTION AND GROWTH

Throughout this year our volunteers have remained passionate about working with The Smith Family. Our annual survey revealed 92% of volunteers would talk positively about The Smith Family to their friends, family and colleagues, a great result and consistent with last year.

The Christmas Toy and Book appeal attracted the highest number of volunteers in recent years. We had 1,500 corporate and community volunteers join us to ensure that 60,000 new toys and 40,000 new books were delivered to 20,000 children throughout Australia, our largest Christmas delivery ever.

We celebrated our volunteers during National Volunteer Week around the country, highlighting the stories and faces of some of those who support our work in programs, projects and in-house administration.

This year, we prioritised enhancing the selection, screening and training of volunteers. This is critical to ensure that processes are aligned with the updated requirements of our Child Protection Framework.

### SUSTAINABILITY

The Smith Family's volunteering function has evolved significantly over the last few years. It has focused increasingly on equipping other areas of the organisation with the skills, knowledge and resources to be excellent managers of volunteers. We also ensure we follow best practice in volunteer management to engage our volunteers successfully, as set out by peak body, Volunteering Australia.

This year we implemented a number of initiatives to support volunteer-reliant activities. A highlight was the collaborative approach we took with The University of Melbourne to resource a new Victorian Learning Club. The club now has nearly 20 tutors from the university.

# 8,389

volunteers supported The Smith Family in every state and territory in 2017–18

# 410,742

total hours of donated service, equivalent to nearly \$12.1 million

# 92%

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



## CASE STUDY

### HELPING STUDENTS AS THEY LEAVE SCHOOL

“Everyone at The Smith Family has been so inclusive and really made me feel part of the team. I really enjoy going to work,” says Cathy.

After retiring as a high school teacher, Cathy wanted to continue using her skills and experience. The former careers advisor turned to volunteer work at The Smith Family where, after a few other roles, she’s now with a team that supports students about to leave school.

“The area I volunteer in helps those students on *Learning for Life* scholarships who might otherwise leave school without a job, apprenticeship or further education lined up,” says Cathy.

Cathy’s tasks include carrying out research, booking appointments and interviews, and generally helping out in a busy team. She says she’s been delighted by how the organisation has valued her contribution. She has also been impressed by The Smith Family evaluation of its work.

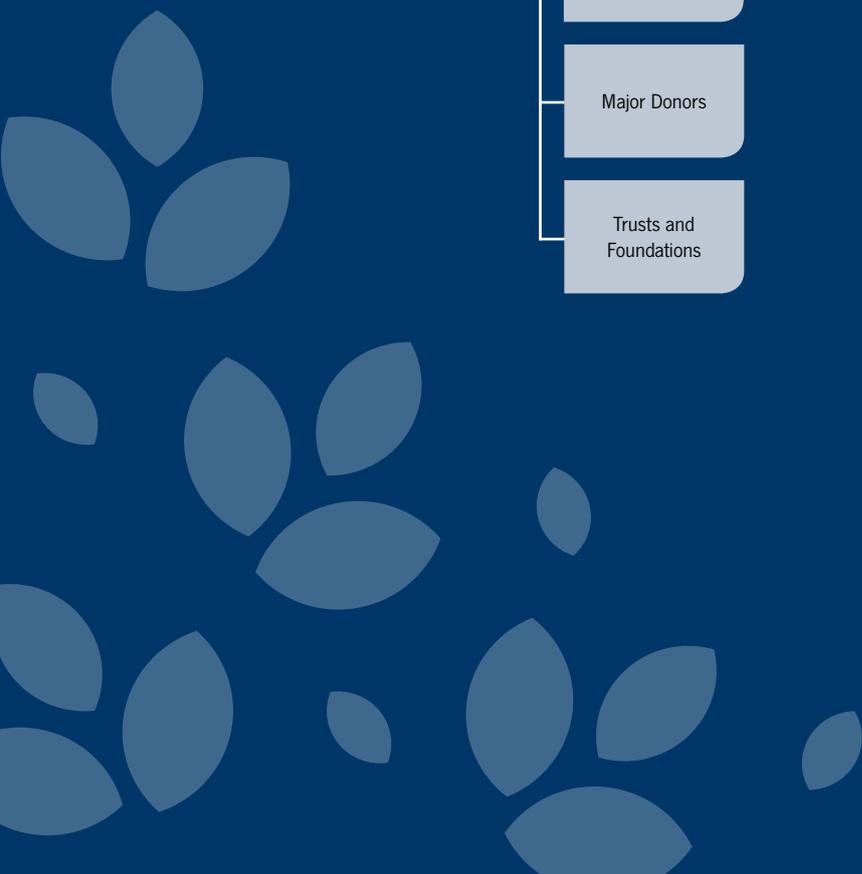
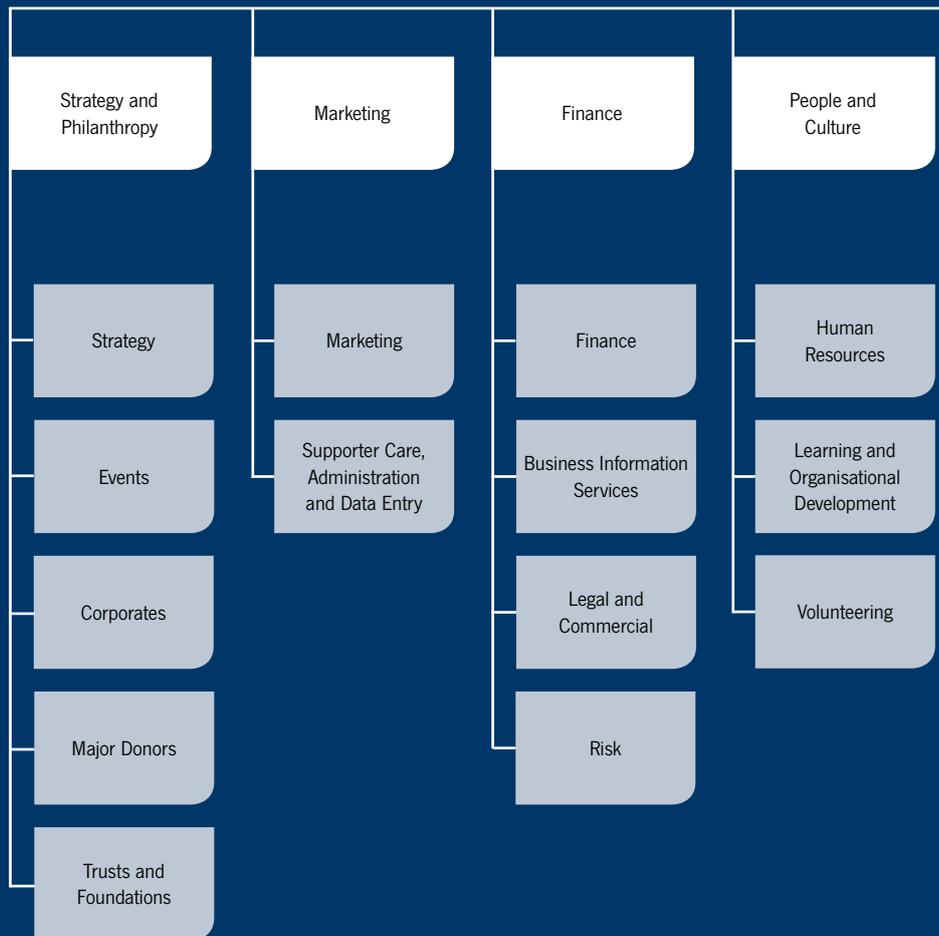
“It’s great to work for an evidence-based charity. I know I can find statistics whenever I need them and that’s helped with my work no end.”

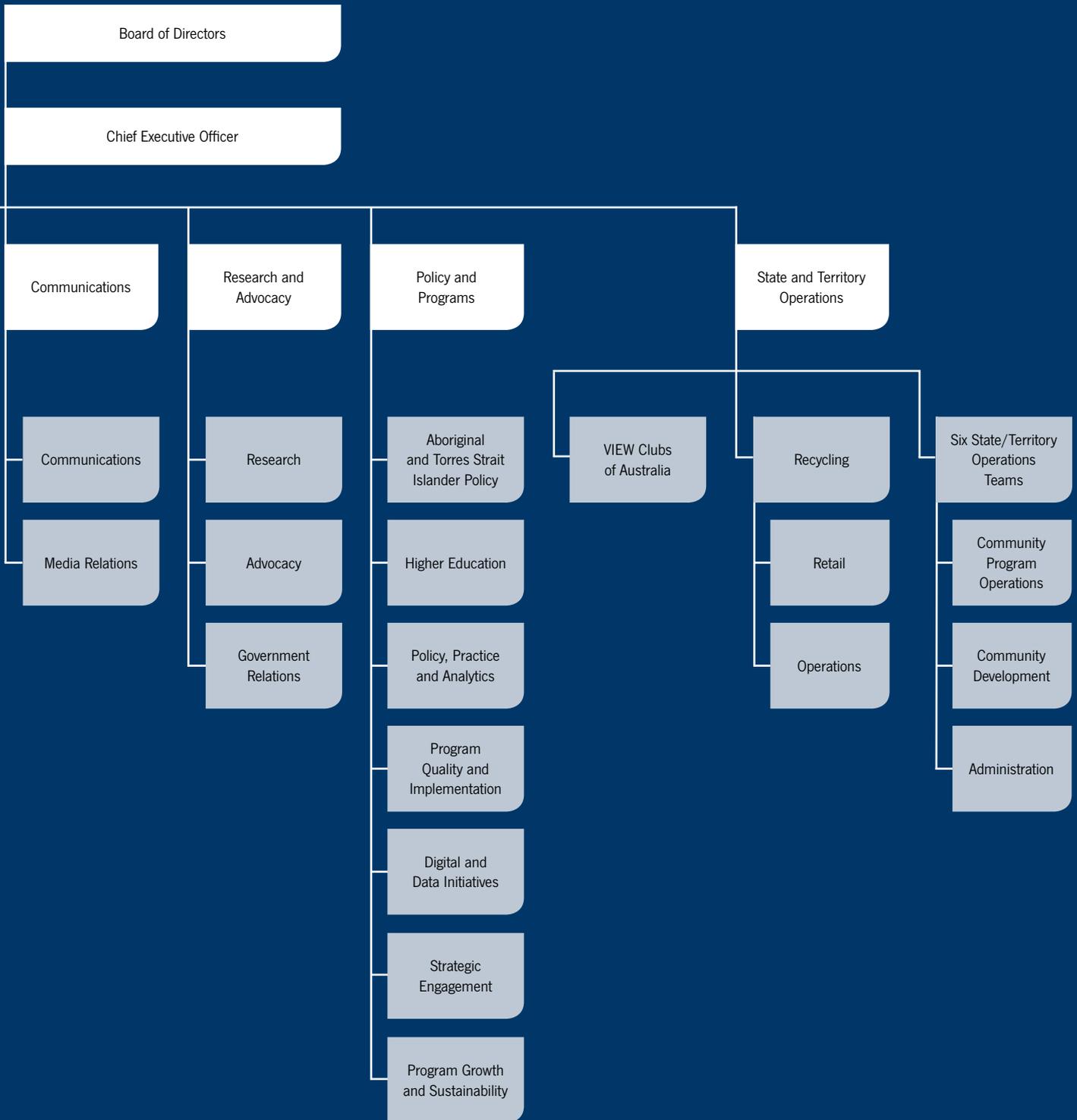
Working for Australia’s largest children’s education charity also resonates for Cathy. “It’s been a real gift of a role for me because it’s a return to a field I loved before my retirement.”

**Cathy**, volunteer

# Our organisation

The Smith Family employs 785 team members, 636 in Community Programs and 149 in the Recycling Operation.







Alice

*“Learning for Life gives me more motivation to keep going to school.”*

# CORPORATE GOVERNANCE



## MORE CONFIDENCE AND OPTIONS

“Being on *Learning for Life* makes me work harder at school. It gives me more motivation to keep going at school and work my hardest.

“School would probably be different without The Smith Family. I couldn’t go on my Year 7 camp because my mum couldn’t really pay for it. The scholarship has eased things at home and made mum a bit calmer.

“My *iTrack* mentor helped me have more confidence in myself. I was going to have a job interview and she gave me some tips. She told me: ‘Don’t worry. It will be scary, but just be confident. Just be calm’. She told me to practise questions; to get a friend to read out some questions and for me to answer them.

“If I met my sponsor I would say thank you so much for helping us and thank you for letting me have a scholarship.”

**Alice**, *Learning for Life* student

We are accountable  
and responsible  
in managing our  
resources.

## Board of Directors



### **Christine N. Bartlett** **BSc MAICD**

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

### **Arun K. Abey** **BEC BA (Hons) FFSIA**

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



### **Leah M. Armstrong** **Adv Dip in Community Management**

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

### **Christine Cawsey** **AM, BA DipEd MEd (Admin)**

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



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

Non-executive Director since 2016. Founding Director and Non-executive Chairman of Quantum, a global leader in applied data analytics and technology; background in large corporate and high-growth enterprises; Non-executive Director and adviser to a range of blue-chip and early-stage ventures; former Chairman and Director of peak marketing industry body ADMA (now AADL).

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

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





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

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

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

Non-executive Director since April 2016. Chairman of Hancock Victorian Plantations Holdings Pty Ltd, Aquasure Pty Ltd, Infrastructure Partnerships Australia Ltd and Serco Asia Pacific Advisory Board; extensive experience in senior management roles in companies in Australia and overseas involved in agribusiness, manufacturing, distribution, retail, technology and transport.



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

Non-executive Director since 2013. Chairman of NSW Electricity Operations Group (Transgrid) and Port of Brisbane Pty Ltd; former Chairman and Non-executive Director of AGL Energy Ltd; former Non-executive Director of Nuplex Ltd; former Non-executive Chairman and Director of Arrium Ltd; former Managing Director and Chief Executive Officer of CSR Ltd; inaugural Chairman of Cement Australia Pty Ltd; former Senior Vice-President and Country CEO Australia and NZ Holcim Ltd; former Member of the UNSW Australia Business School Advisory Council.

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

Executive Director since 2011. Non-executive Director of the Community Council for Australia Ltd and BUPA ANZ; member of the Panel for the Review to Achieve Educational Excellence in Australian Schools (2017–18); medical practitioner registered in NSW; Fellow of the Royal Australasian College of Medical Administrators; former Chief Executive Officer Skin & Cancer Foundation of Australia; founding member of Lou's Place, a drop-in centre providing respite and support for women in need; more than 25 years' experience in the health care, community services, bio-medical and information technology sectors.



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

Non-executive Director since April 2016. Adjunct Professor in the School of Education, La Trobe University; former Deputy Chancellor and Council Member of the University of Melbourne; former Director of Ormond College and the Invergowrie and Jean Chambers foundations; former Vice-President of Girls Sport Victoria; Educational Advisor at Mindset Learning; an independent educational consultant with extensive experience in the education sector over many years, including 15 years as Principal of Methodist Ladies' College, Melbourne, and leadership roles at Wesley College and Geelong Church of England Grammar School.



## COUNCIL OF GOVERNING MEMBERS

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

The Council forms the voting membership of the organisation and is responsible for electing directors and approving the annual accounts.

In addition to the Directors of the Company, the members of the Council are The Hon. Bruce Baird AM, Barbara Cail AM, Brian France AM, Professor Ross Griffith, Jane Hemstritch, Tim Holden, John Kelly AM, Chris Leptos AM, Christine McLoughlin, James Millar AM, Linda Bardo Nicholls AO, Jan Roberts, Greg Ruddock, Paul Tobin, Richard Turner AM, Terry Walsh, Richard Warburton AO, Emeritus Professor Ken Wiltshire AO and Geoff Willmott.

Cindy Carpenter retired from the Council in 2018 after many years' service. We thank her for her support during that time. Gwen Wilton was a member of the Council in her role as National President of VIEW, and she was replaced by the new National President, Jan Roberts, from January 2018.

## BOARD OF DIRECTORS

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

In 2017–18, the Board comprised 10 honorary non-executive directors and the Chief Executive Officer, each offering a range of skills in addition to their board-level experience in various sectors. There were no appointments, re-elections or retirements during the year.

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 contribute fully from the outset.

In a change to The Smith Family's constitution in 2017, the maximum number of non-executive directors was increased from 10 to 12, providing the opportunity for appropriately skilled replacement directors to be recruited prior to the retirement of incumbents as part of ensuring that the Board's composition and skill base remain appropriate to the requirements of the organisation. Other changes to the Constitution focused purely on procedural matters.

As part of the Board evaluation carried out in early 2017, a key area identified for improvement was our risk management framework. The framework was reviewed and a process implemented with the support of the Finance, Audit and Risk Committee, which sees each of the major business risks reviewed in depth at least annually. The Board receives updates on those reviews on a quarterly basis and devotes time to an annual risk deep-dive session focusing on its own responsibilities in this area.

## MEETINGS HELD AND MEETINGS ATTENDED

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

\* L. M. Armstrong was granted leave of absence from 24 May to 30 June 2018.

## BOARD COMMITTEES

The functions of the Board's sub-committees in 2017–18 are outlined below:

The Corporate Governance Committee determined the basis for conducting the 2018 Board evaluation process, and commenced planning for the recruitment of new directors in 2018-19 following an amendment to the constitution in 2017 to increase the maximum number of non-executive directors from 10 to 12.

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

The Finance, Audit and Risk Committee continued to focus on enhancing The Smith Family's investment policy and mandate to ensure that financial resources are safeguarded while earning acceptable returns, and that sufficient funds are available to meet requirements. The committee monitored risk identification and management throughout the year, particularly in the areas of child protection and cyber security.

The People and Culture Committee provided advice on remuneration policies and practices, and ensured compliance with statutory and regulatory requirements, emphasising work health and safety requirements. The committee also reviewed progress on strategies to ensure a high-performing organisation.

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

## VIEW CLUBS OF AUSTRALIA

This national women's organisation has 15,442 members exclusively supporting the work of The Smith Family. The National Council of VIEW leads the overall development of VIEW and administers policy development. The National President is Jan Roberts, whose two-year term started in January 2018. She is supported by two National Vice-Presidents, Patricia McRae and Annette Schlafrig.

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

## ADVISORY GROUPS

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

The Advisory Group on Issues Concerning Aboriginal and Torres Strait Islander Peoples is chaired by John Rawnsley. Its members are Pauline Brown, Jayde Geia, Dr Jeff Harmer, April Long and Leanne Smith. Shawn Davis-Abra, Peter Farmer and Lidia Thorpe stepped down from the group during the year. We thank them for their support.

The Digital Futures for Families and Students Expert Advisory Group is chaired by The Smith Family. Its members are Luke Briscoe, Colin Cardwell, Dr Philippa Collin, Associate Professor Michael Dezuanni, Stella Galanis,

Simon Gomes and David Spriggs. Martin Egan and Perry Manross stepped down from the group during the year. We thank them for their support.

The Financial Literacy Advisory Group is chaired by Michael Herring. Its members are Robert Drake, Paul Ivers, Gregory Mowle, Irene Payne, Di Robinson and Claudia Weisenberger. We thank them for their support.

The Information Systems Advisory Group is chaired by Doug Snedden. Its members are David Boyle, Ray Fleming, David Isaacs, Richard McLaren and Julian Wee.

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

The Principals Advisory Group is chaired by The Smith Family director Christine Cawsey. Its members are Anne Denham, Caroline Fishpool, Terry Heath, Andrew Pierpoint, Karen Snibson, Rebekah Stapleton, Zachary Taylor, Lorna Woodley and Dennis Yarrington. Norm Hart, Rob Knight, Rob Nairn, Monique Pfingst, Anthony Rodoughan and Shireen Thomas stepped down from the group during the year. We thank them for their support.

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

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

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

### New South Wales

Registration number CFN 11049 – renewable in 2019

### Queensland

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

### South Australia

Registration number 778 – ongoing subject to continued registration with the ACNC

### Tasmania

Registration number 170 – registration is ongoing

### Victoria

Registration number 10290 – renewable in 2021

### Western Australia

Registration number 20352 – renewable annually

### Australian Capital Territory

Registration number L19000133 – renewable in 2020

## Five-Year Financial Summary

(Figures in \$'000s)

	2013–14	2014–15	2015–16	2016–17	2017–18
<b>Gross income including Recycling Operation and VIEW revenue</b>	<b>100,847</b>	<b>106,274</b>	<b>107,856</b>	<b>118,945</b>	<b>131,884</b>

### INCOME

Fundraising					
Donations and corporate support	43,618	46,692	52,349	56,189	64,484
Bequests	3,366	4,813	11,131	8,262	7,110
VIEW Clubs net contribution	1,099	1,028	1,198	1,123	1,640
Government funding	26,138	22,589	19,367	26,474	33,609
Children's Future Education Fund				3,090	405
Commercial activities net contribution	3,295	2,425	1,403	1,872	442
Investment and other income	3,386	9,239	2,170	2,441	2,793
<b>Total Income</b>	<b>80,902</b>	<b>86,786</b>	<b>87,618</b>	<b>99,451</b>	<b>110,483</b>

### EXPENDITURE

Policy and programs	(61,896)	(61,760)	(61,383)	(65,922)	(74,605)
Fundraising	(13,032)	(16,585)	(17,770)	(23,377)	(28,529)
Promotion and profiling	(2,131)	(1,806)	(2,309)	(2,305)	(3,277)
Administration	(1,681)	(1,725)	(1,870)	(1,865)	(2,440)
<b>Total Expenditure</b>	<b>(78,740)</b>	<b>(81,876)</b>	<b>(83,332)</b>	<b>(93,469)</b>	<b>(108,851)</b>
<b>Surplus/(Deficit)</b>	<b>2,162</b>	<b>4,910</b>	<b>4,286</b>	<b>5,982</b>	<b>1,632</b>

### OTHER RESULTS AND INDICES

Recycling Operation and other commercial activities					
Sales and other revenue	19,091	17,357	17,911	17,354	17,965
Expenditure	(15,796)	(14,932)	(16,508)	(15,482)	(17,523)
<b>Commercial activities net contribution</b>	<b>3,295</b>	<b>2,425</b>	<b>1,403</b>	<b>1,872</b>	<b>442</b>

VIEW Clubs of Australia					
Revenue	5,248	5,583	4,928	5,135	5,518
Expenditure	(4,149)	(4,555)	(3,730)	(4,012)	(3,878)
<b>VIEW Clubs of Australia net contribution</b>	<b>1,099</b>	<b>1,028</b>	<b>1,198</b>	<b>1,123</b>	<b>1,640</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.

	2013–14	2014–15	2015–16	2016–17	2017–18
Volunteer hours	463,853	516,750	398,978	464,614	410,742
Value of volunteering contribution	\$13.4m	\$14.8m	\$11.9m	\$13.9m	\$12.1m

## Five-Year Financial Performance

### INCOME

Over the last five years, net operating income has grown by an average of 8.1% annually. It increased from \$80.9 million in 2013–14 to \$110.5 million in 2017–18.

Donations and corporate support	In 2013–14, income from individual donations and corporate support was \$43.6 million. By 2017–18, it had risen to \$64.5 million, representing average annual growth of 10.3%.
Government funding	We received \$26.1 million in government funding in 2013–14. In 2017–18, we received \$33.6 million, representing average annual growth of 6.5%.
Children's Future Education Fund	In 2017–18, we received \$405,000 into the Children's Future Education Fund.

### EXPENDITURE

Overall expenditure has risen from \$78.7 million in 2013–14 to \$108.9 million in 2017–18.

Policy and programs	Increasing revenue over the years has allowed us to extend the reach of our work. Expenditure on community programs has increased on average by 4.8% per year since 2013–14, rising from \$61.9 million in 2013–14 to \$74.6 million in 2017–18.
Fundraising	Fundraising expenditure increased from \$13.0 million in 2013–14 to \$28.5 million in 2017–18. The underlying increase in expenditure reflects our investment in sponsor growth initiatives and our digital, corporate and major donor fundraising activities.
Administration	Expenditure of \$2.5 million on administration support in 2017–18 represented 2.3% of total income, which was consistent with previous financial years.

### OTHER RESULTS AND INDICES

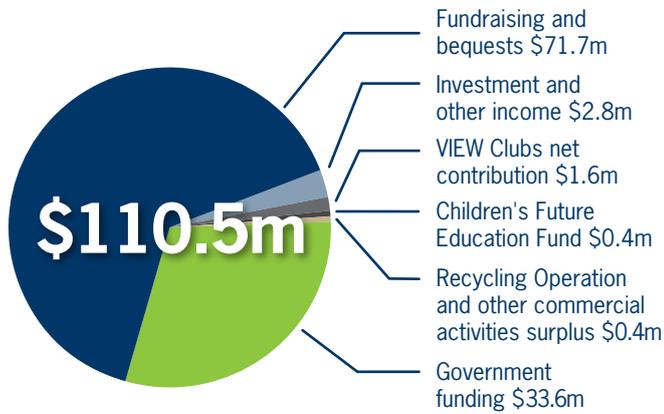
Recycling Operation and other commercial activities	Revenue from our recycling and other commercial activities grew by 3.5% to \$18.0 million in 2017–18. The net contribution in 2017–18 was \$442,000.
---	--

### VOLUNTEERING

Estimated value of volunteering contribution	The estimated value of our volunteers' contributions in 2017–18 totalled \$12.1 million.
--	--

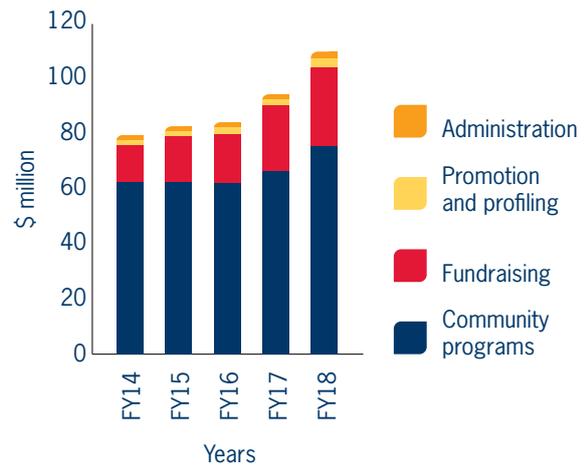
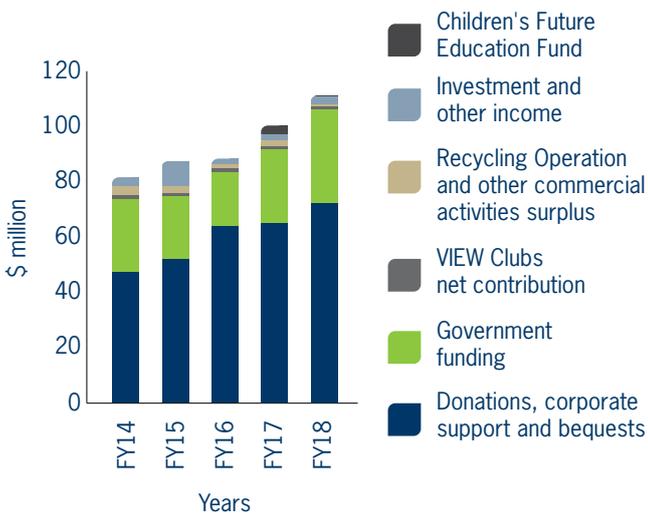
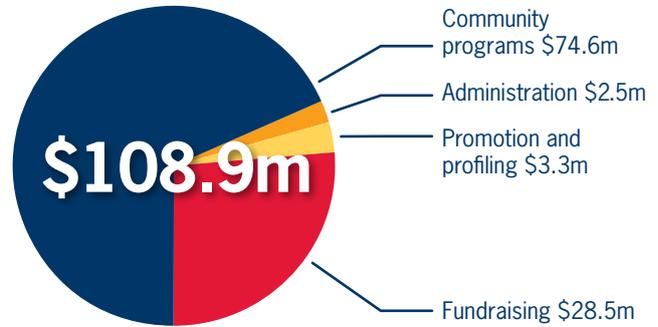
## Where we obtained our financial resources

2017-18



## How we applied our financial resources

2017-18



### KEY INCOME STREAMS

#### Fundraising

**\$52.2m**

from individuals through public contributions

**\$12.7m**

from corporate partners, universities, and trusts and foundations

**\$1.6m**

net contribution from VIEW Clubs of Australia

**\$33.6m**

from government support

**\$7.1m**

from bequests

#### Other

**\$2.8m**

from investment and other income

**\$442k**

from our Recycling Operation and other commercial activities

# Contact us

## 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 9, 117 Clarence Street  
Sydney NSW 2000  
**T** 02 9085 7222 **F** 02 9085 7299  
**E** [tsfmktg@thesmithfamily.com.au](mailto:tsfmktg@thesmithfamily.com.au)

## RECYCLING OPERATION

2 Birmingham Avenue  
Villawood NSW 2163  
**T** 02 9754 6300 **F** 02 9728 3381  
**E** [customerservice@thesmithfamily.com.au](mailto:customerservice@thesmithfamily.com.au)

## VIEW CLUBS OF AUSTRALIA

Level 8, 117 Clarence Street  
Sydney NSW 2000  
**T** 02 9085 7178  
1800 805 366  
**F** 02 9085 7294  
**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 3, 17–21 Hunter Street  
Parramatta NSW 2150  
**T** 02 9895 1233 **F** 02 9633 9897  
Albion Park | Auburn | Bathurst  
Blue Haven | Chester Hill | Claymore  
Coffs Harbour | Cranebrook | Dapto | Dubbo  
Fairfield | Goulburn | Jesmond | Lithgow  
Macquarie Fields | Miller | Mount Druitt  
Nowra | Orange | Raymond Terrace & Karuah  
Seven Hills | Shellharbour | Springfield  
Tamworth | Taree | Tarrawanna  
Tuggerah Lakes | Wagga Wagga | Warrawong  
Wiley Park | Windale | Wyong

## Northern Territory

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

## Queensland

Brisbane  
Level 13, 340 Adelaide St,  
Brisbane, QLD 4000  
**T** 07 3115 6200 **F** 07 3337 6424  
Brighton | Brisbane | Caboolture | Cairns  
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 **F** 08 8223 4421  
Christie Downs | Elizabeth Downs  
Elizabeth Vale | Hackham | Morphett Vale  
Port Adelaide Enfield | Port Augusta  
Salisbury North | Smithfield Plains | Whyalla

## Tasmania

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

## Victoria

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

## Western Australia

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

## RETAIL STORES NEW SOUTH WALES

Bankstown .....	02 9796 3412	Fairfield.....	02 9727 7251	Port Macquarie .....	02 6583 4230
Bateau Bay .....	02 4334 7844	Goulburn.....	02 4822 2450	Rockdale .....	02 9567 5615
Blacktown .....	02 9671 6899	Hurstville .....	02 9586 4996	Toronto .....	02 4950 5099
Bowral .....	02 4861 1383	Liverpool .....	02 9600 6853	Wollongong .....	02 4227 6936
Campsie .....	02 9787 3954	Marrickville .....	02 9569 8219	Woden (ACT).....	02 6232 5374
Coffs Harbour .....	02 6652 9460	Neutral Bay.....	02 9953 0698		
Dubbo.....	02 6884 2311	Penrith.....	02 4731 3011		

"Because The Smith Family saw potential in me, and believed in me, that was the difference. It was actually more than the money, or the help, financially. People were believing in me so I thought 'I'm going to do something with this!'"

*Bronnie*

*Learning for Life graduate*

"I am so grateful to be in the program. The girls can actually get what they need for school. It's great to know somebody out there actually cares about my children and wants to keep their education dreams alive."

*Charmaine*

*Learning for Life parent*

"My mum and I can't thank The Smith Family enough. My three siblings and I have all gone through *Learning for Life* program. None of us would be where we are if it wasn't for this program. Because of The Smith Family, I've had a better education than my parents and this means I've going to go further. One day, my mum and I want to sponsor kids as well."

*Leeanore*

*Learning for Life student*

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

 TheSmithFamilyAustralia

 SmithFamily\_org

[www.thesmithfamily.com.au](http://www.thesmithfamily.com.au)



*everyone's family*