

Building Relationships

Mentees connecting with Mentors

This Report is dedicated to Barbara and David Thomas who provided the impetus for The Smith Family to first become interested in mentoring in 1995 and we thank them on behalf of the thousands of students whose participation in education has benefited since that time in a myriad of mentoring programs, and their mentors who have been given a great opportunity for intensive engagement in helping to develop the lives of those perhaps less fortunate than they.

The Smith Family
85th Birthday Special Report Series

February 2008

The Smith Family's 85th Birthday Special Report Series

Building Relationships forms part of a special series of reports marking the 85th birthday of The Smith Family. The series provides insights into the various distinguishing features of our organisation in supporting disadvantaged children and their families to participate more fully in society through education.

The evidence has shown that in a 21st century knowledge society, wellbeing depends more than ever on the **relationships** individuals form with others. The key to closing the gaps between groups and creating a more caring and cohesive community is therefore connecting different people in different ways.

This is achieved through The Smith Family's innovative dual agenda, providing opportunities for greater **participation** of marginalised children and their families and connecting them with others who have the time, talent and dollars to invest through our **engagement** strategy. The diversity and impact of these relationships, nurtured through our *Learning for Life* suite of programs, has enabled tens of thousands of disadvantaged children and their families to improve their lives through education, while at the same time providing caring Australians with vital opportunities to contribute to the wellbeing of others.

This series of reports celebrates these relationships from a variety of perspectives, and comprehensively illustrates how and why they form the basis of who we are (*'Our History'*), what we do (our *Learning for Life* suite of programs) and how we do it (*'Enabling Relationships'*, *'Building Relationships'* and *Innovation Relationships'*). In this way, they mark the continuing achievements of The Smith Family and our supporters as leaders in the journey towards a more caring and cohesive Australian community.

To read other reports in The Smith Family's 85th birthday series, see our website:

thesmithfamily.com.au

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'Mentoring is a brain to pick, an ear to listen and a push in the right direction!'

John Crosby¹

Message from Elaine Henry, CEO

Mentoring has emerged as an important concept in the twenty-first century and, in the knowledge society that is Australia, the benefits of mentoring remain undeniable in developing everyone's potential. Both Australian and international research show the importance of young people having positive, influential mentors and role models.

The research which is of greatest interest to The Smith Family, however, indicates that mentoring can be particularly beneficial for disadvantaged and 'at-risk' students in furthering educational achievement and supporting individuals across key transitions in education. Disadvantaged and 'at-risk' children and students often have not enjoyed the benefit of the best possible start in life, which as research also indicates, and, as The Smith Family recognises, can be a powerful source of prevention against future disadvantage. So, in this case, The Smith Family does not give up on them. Instead, we work with children and young people to build their capacities over the life cycle through intensive mentoring and thereby increase opportunities for the **participation** of our students in school and eventually in society through our suite of programs known as *Learning for Life* and through the **engagement** of mentors who have the capacity to support them.

No element of our work better demonstrates our commitment to disadvantaged young people and their opportunities for life-long learning than our mentoring programs, which are show-cased in this report. Since 1995 The Smith Family has been supporting disadvantaged students by linking them with volunteer mentors and by offering a range of mentoring programs for students that encompass different age groups at crucial transition stages in their lives under the rubric of *Learning for Life*. Different mentoring programs are accessed in different settings – in the workplace, through community groups, at school or university – and are conducted through a variety of channels including face-to-face, telephone and online, depending on which channel is best suited to achieving the goal of the particular program or the needs of the particular student. Our dedicated mentoring staff include coordinators who are aware of up-to-date research, while our advocacy in this area is enhanced by our involvement in strategic mentoring partnerships such as the National Youth Mentoring Partnership and the Youth Mentoring Network.

This report *Building Relationships: Mentees connecting with Mentors* is part of a series of special reports written to celebrate our 85th birthday. It develops the theme of connecting people from different walks of life in different ways, mentee to mentor, to assist Australians to become a more caring and cohesive society. It adds another dimension to the initial connections illustrated in our *Enabling Relationships* report which sees a sponsor connect with a student through the *Learning for Life* scholarship. The Report contains three main sections. The first briefly addresses what research is telling us about mentoring. The second and central section focuses on our involvement in mentoring programs from both a mentor and a mentee perspective.



Elaine Henry

Chief Executive Officer

The Smith Family

What the research tells us

Mentoring is a long-established, well-recognised practice of experienced practitioners providing assistance to less experienced colleagues. Reflecting societal changes, mentoring encompasses not only the formal but more casual practices including those arranged by friends or family. The Smith Family understood at an early stage the value mentoring could add to the education of disadvantaged children and youth. This understanding has more recently been augmented by the writings of many authors including Nobel Laureate Economist James Heckman who noted:

“What we know for sure is that . . . mentoring programs have a big effect, a statistically significant and substantial effect, in having children go to school, keeping them in school, and promoting their absorption into society as fully functioning healthy members.”²

This solid belief in the benefits of mentoring is reflected in other international and national research on mentoring children and youth that highlights the crucial importance of adequately resourced and sustained mentoring. From this body of research we know that effective mentoring:

- is a relationship that focuses on the needs of the mentee
- fosters caring and supportive relationships
- encourages all mentees to develop their fullest potential
- is a strategy to develop active community partnerships, and
- provides a range of benefits to mentors.³

In addition to the benefits for mentors and mentees, high quality and well-supported mentoring has also been shown to provide a range of context dependent benefits:

- Participation in well planned and organised formal mentoring programs can be of most benefit to disadvantaged youth.
- Mentoring can be particularly effective when operated in conjunction with related youth services and/or includes areas of interest or fields of fascination to mentees.⁴
- A close/supportive relationship with an adult mentor is a significant predictor of resilience in those who experienced childhood adversity.⁵
- Mentoring in various programs has facilitated improved school attendance and performance, improved relationships with family and friends, increased mentees’ feelings of self worth and provided effective support, guidance and experience as individuals transition from study into work.⁶
- High quality mentoring can encourage young people to engage and re-engage with education, training and employment, and can also contribute to building networks, particularly valuable in helping young people locate pathways to, and linkages in, the workplace.⁷
- The range of benefits experienced by mentors includes those in the areas of self-esteem, social insight, and social and interpersonal skills.⁸

It is implicit in what the research tells us that the duration of mentoring programs and the frequency of contact can influence the quality of the mentoring relationship and overall program. Programs of longer duration with more frequent contact between mentors and mentees have been found to provide more positive outcomes. Well-defined program structure and adequate planning also contribute to positive experiences in mentoring as do shared interests between those involved in the mentoring relationship. Effective or high quality, mentoring also requires quality training and support for mentors.⁹

The Smith Family's Mentoring Programs

Mentoring has been a defining feature of The Smith Family's *Learning for Life* suite of programs since 1995 when the Tertiary Scholarship Scheme, of which mentoring was a key component, was introduced. At this time some of our students who had participated in the EDU-CATE program (the EDU-CATE pilot was the forerunner to the *Learning for Life* program) became eligible for university study. Two major benefactors of The Smith Family, Barbara and David Thomas, realised that even with scholarship support some students, many of whom were the first in their families to attend university, would find university challenging. Understanding this The Smith Family worked with Bruce Callaghan & Associates (now BCA National Training) and the Thomas family in an innovative development matching each student participant with a personal mentor, who was knowledgeable in the student's area of study. This carefully selected mentor supported the student throughout their tertiary studies.

Subsequently, The Smith Family's involvement in mentoring has expanded in both depth and breadth in keeping with the overarching purpose of our flagship *Learning for Life* suite of inter-connecting programs to provide educational opportunities for disadvantaged individuals and their families at key transition points throughout the life course. This is achieved through three complementary streams:

- **Financial scholarships** (which facilitate the participation of disadvantaged children and youth helping them to have the materials needed to allow them to belong in the formal education system from early childhood through primary and secondary school to tertiary);
- **Personal Support** (which goes hand in hand with financial support and is focused on enhancing the cognitive/academic skills of the individual through formal learning assistance via tutoring, mentoring and coaching); and
- **Personal Development** (which focuses on developing an individual's social-emotional development through informal learning by participating in extra-curricular activities such as sports and the arts, etc.)¹⁰

Within these streams *Learning for Life* concentrates on improving essential literacies such as numeracy and comprehension, financial, and ICT. (Our research in 2002 *Barriers to Participation: Financial, Educational and Technological – A report into the barriers to societal participation among low-income Australians* showed us the importance of literacies for participation in a 21st century knowledge society).

The Smith Family's evidence-based and research-informed approach is reflected in our mentoring programs. They generally commence with relatively small numbers of participants. When we have evidence of positive outcomes we seek to expand them - but only when sound support, resourcing and relationships are ready and deemed sustainable. Mentoring research suggests that poor quality, short-term mentoring can produce negative outcomes, or at the very least, short-term outcomes.¹¹

Some of our mentoring programs are still in a pilot phase, while others such as that within the Tertiary Scholarship Scheme and the student2student reading program are approaching a more mature stage, having been in operation for over ten years. This duration is simply exceptional as less than 5 per cent of youth mentoring programs in Australia have access to an ongoing funding arrangement while over a third report their funding is scheduled to cease within a year.¹²

Another distinguishing feature of our mentoring programs is the number of dedicated mentoring staff who undertake program facilitation and assist in program evaluation. Our expanded focus on mentoring has witnessed the appointment of seven dedicated mentoring coordinators operating nationally, along with a Northern Territory based program coordinator.

The strength of our mentoring programs is further enhanced by our corporate partners and their employees, some of whom volunteer as mentors while others undertake the role of mentoring

coordinator. Corporates also provide dedicated funding and other resources for our programs,¹³ all of which incorporate the range, reach and diversity of The Smith Family's work across Australia with students from financially disadvantaged backgrounds spanning the education life course in a number of different contexts and settings, and through a variety of channels. (Table 1 provides an overview.)

Table 1 The Smith Family's mentoring programs¹⁴ – location, education life course, context & channel¹⁵

| Mentoring Program | Location | Education Life Course | Context or Setting | Channel |
|--|-----------------------------|--------------------------------|---|---|
| Breakfast with a Mentor | Northern Territory | Home to school | School based | Face-to-face |
| student2student | National | Primary & secondary | Home based | Phone |
| Transition to High School | Dubbo (NSW) | Primary to high school | School based | Face-to-face |
| <i>iTrack</i> | National | Junior high to study or work | School based, e-mentoring | Online |
| Plan-It Youth | Dubbo (NSW) and Perth | Junior high to study or work | School/community based | Face-to-face |
| Student Entrepreneur Program (StEP) | Brisbane | High school to study or work | School/business based | Face-to-face |
| Next Steps | Sydney, Melbourne, Brisbane | From study to work | Business based | Face-to-face |
| Senior Secondary Indigenous Mentoring Program | Northern Territory | Senior school to study or work | School based | Face-to-face |
| Tertiary Scholarship Scheme with a Mentoring Component | National | School to tertiary to work | As arranged by student & mentor to suit | As selected by student & mentor to suit |

Being mentored: Our participation agenda – including case studies illustrating the value to our students – the mentees

From home to school

Breakfast with a Mentor

Research shows that many children who have a poor start to school will struggle to keep pace with their classmates and contemporaries. Indeed for some children, who have a difficult transition from home to school, the educational gaps between them and their more advantaged counterparts continue to widen and often precede disappointing educational outcomes, early school leaving and poor employment and life prospects. Research also suggests that Breakfast Clubs foster strong connectedness with school for both students and parents, and enhance whole of school improvement and community involvement.¹⁶ Consequently children feel more valued, leading to greater engagement with the school and the broader community.

In the McFarlane Primary School in Katherine in the Northern Territory, Breakfast with a Mentor is one of a number of programs in The Smith Family's *schools at the centre*¹⁷ to encourage indigenous parents and the broader community to become involved with the school to support their children in successful transitions and gain the best possible outcomes from their education. The program provides breakfast while children also interact with their mentors. Children learn about health and nutrition by eating breakfast and helping with the preparation, clearing up and washing the dishes. They also attend school more regularly and arrive on time more often. In particular, interacting with teachers outside of the classroom can lead to a more positive learning environment in class, fostering improved relationships between students and teachers, particularly for those children 'at risk' of poor educational experiences and outcomes.

The program also gives young children and their families opportunities to interact in an informal environment with adults. Reflecting the diversity of the Katherine region, the mentor group includes police officers, journalists, Air Force and fire brigade personnel, school staff, senior citizens and high school students, people with whom the MacFarlane children and their families would be unlikely to socialise and interact elsewhere. Children have the chance to develop their confidence and self-esteem, along with social interaction skills and a sense of responsibility.

A rewarding experience, Christen Williams - a 'breakfast mentor'

Every Tuesday in the school term, Christen Williams spends an hour going 'back to school' at McFarlane Primary School. Christen, a small business operator, is one of the many committed mentors who participate in the Breakfast with a Mentor Program. She understands the importance of education and is keen to encourage students to stay at school. For Christen mentoring at McFarlane is a 'rewarding experience'. While recognising that not all the students have many books at home, she brings in books and reads to the children. She also enjoys chatting with the students; football and weekend activities are popular topics. Positive changes are already evident in the children according to Christen – the children appear less shy and talk more easily; the children seem happier if they have had something to eat and are feeling better.¹⁸

Primary and secondary school

student2student (s2s)

The Smith Family recognises the development of sound literacy skills by children during their primary school years is essential for educational achievement, and research has shown that peer support and tutoring can be an effective tool in programs designed to improve reading literacy. Children who are not making appropriate progress in reading by the completion of Year 3 of

primary school are unlikely to catch up to their more literate classmates, unless they receive sustained, appropriate assistance.

The student2student reading program, which has operated for over a decade, supports students who need to improve their reading by involving three main groups of participants:

- Students in Years 3 to 8 who are poor readers but want to improve their reading
- Peer mentors who are at least two years older and matched with students to provide tutoring assistance
- Volunteer mentor supervisors who support mentors in their tutoring and other support roles and monitor the paired reading sessions for quality assurance.

Peer mentors attend a school in a different location and participate in reading sessions over the telephone, by reading to their mentors from common “readers”, three times a week for at least two school terms.

Students are assessed on admission to, and as part of the completion phase of the program. Careful scrutiny of the program’s results show good outcomes for this kind of reading literacy program. 1,628 students and peer mentors aged between 8 and 15 years completed the program in 2007; they were supported by 133 mentor supervisors across 55 locations. Mentor supervisors provide support for up to ten mentors, helping them with problems and ensuring that mentors are following the correct methods in their mentoring. Over 80% of the students assessed following program participation displayed improved reading levels. In addition, the rewards stemming from improved reading can spill over into out-of-school activity as the narrative below demonstrates.

student2student: ‘Daniel – a much happier young man’

This report below from a *Learning for Life* worker demonstrates how improved reading is associated with benefits in other areas, including in student behaviour and confidence.

‘When I first met Daniel he was having difficulty at school and did not like it very much. His mother was constantly visiting the school as Daniel was getting into trouble. He thought he was dumb and stupid and not as good as other kids at school. Daniel’s mother told me how he hated homework and it would take hours of coaxing to get him to do his homework, at times he would still be trying at 10 at night. Outside of his homework he would never pick up a pen or attempt to read and had no interest in books at all. Visits to the library were at best avoided and a real chore.

I suggested Daniel join the student2student reading program. His mother didn’t know how he would cope with this, considering his track record with reading. He was not very enthusiastic at the prospect of having to read to a stranger, but he decided to give it a go. After a short time Daniel soon learnt that he had a reading buddy he could trust and who wouldn’t judge him. As their relationship deepened Daniel’s attitude started to change and he was starting to enjoy reading with his buddy. Gradually his dislike for books and reading altered. His attitude towards school and his behaviour at school improved greatly. He is now much more confident and there is a marked improvement in his self-esteem.

Daniel visits the library regularly, and he chooses his books to take home with great enthusiasm. Homework is no longer a problem and he often retreats to his bedroom to write his very own stories. Overall his spelling has improved, and his vocabulary has increased. His mother tells me he comprehends what he is reading and often talks about the stories he is reading. After he completed the student2student program Daniel asked his mother if he could join a book club and now helps his mother with chores around the house, which allows him to earn money to purchase his own books. Daniel is a much happier young man thanks to the program. I honestly believe this program has the capacity to totally change for the better the direction a child is heading’.

Primary to secondary school

Transition to High School

The Transition to High School Mentoring Program was first piloted by The Smith Family in the Dubbo region of New South Wales in 2005-06, then adjusted and repeated during 2006-07. A roll-out of the program has commenced in 2007-08. Research shows that students who find the transition from primary to high school difficult are less likely to engage with school in a positive fashion, less likely to reach their academic potential and more likely to leave school early, facing difficult employment prospects.¹⁹ In Australia Indigenous children and students in rural areas such as Dubbo, for example, are more likely to leave school early and less likely to achieve educationally.²⁰

An innovative feature of the Transition program is the mix of experienced and first-time mentors, all of whom had undertaken requisite TAFE training. More experienced mentors are able to share their learnings from previous mentoring, while new mentors offer freshness, enthusiasm and different perspectives. This sharing of mentor experiences and expectations helps to support mentors and manage their expectations of the program and the students.

One effect of the program so far has been to foster stronger links between the participating primary and secondary schools. Evaluation also suggests that the program has been effective in facilitating students' experiences of the critical transition to high school.

Changing attitudes: the transition to high school program

This report from one of The Smith Family's mentoring coordinators highlights the difference the Transition to high school program made in one family. *'Melissa is a Learning for Life student who participated in the program. She was identified by her primary school as a student who was very apprehensive about starting high school. Her mother popped into The Smith Family's office the day after Melissa commenced in Year 7. She told us that Melissa had been so excited about starting high school, that she'd been dressed and ready to go at 8am, urging her older sister to hurry up and get ready! She also loved her first day in Year 7. Her mother couldn't quite believe it - neither of Melissa's two older siblings had wanted to go to High School, so she'd really noticed the difference.'*

Junior secondary to further study or work

iTrack

iTrack provides students from financially disadvantaged backgrounds with online access to adult mentors already well established in their careers, as well as to information about workplaces, study and career opportunities. The program matches secondary school students with a range of professionals primarily drawn from The Smith Family's corporate partners. The mentoring pairs engage in a predominantly online relationship over the course of two school terms. The bulk of the mentoring takes place on a weekly basis through The Smith Family's *IGNITE!* website and IBM's MentorPlace site, with students attending specially allocated classes where they have the opportunity to 'chat' electronically with, or leave messages for, their mentors.

iTrack was first piloted in 2003 and was developed and adjusted for the 2004 and 2005 pilot phases, which included multiple face-to-face meetings between students and mentors – at program commencement, mid-point and at conclusion. In 2006 the program included a 'test' group of mentors and students participating without any face-to-face contact. The outcomes for this group were so successful that in 2007 an online only variety of the program expanded to take in students from Queensland, South Australia and Victoria. In 2008 *iTrack* will continue to expand and operate in all mainland states by seeking to involve more students in hard to reach locations.

iTrack: engineering a future

During this year's *iTrack* in Victoria one of the mentors arranged for his student to gain work experience at an engineering company. After the program finished The Smith Family was able to pass the following feedback from a teacher of the student to the mentor: "Saw Zek on Tuesday. He absolutely loved every minute of his work experience. Issued him with hard hat, work boots and computer, and he was a bit sorry that he had to give the computer back. Was able to keep everything else though, as a memento. It has really reinforced his ambition to become an engineer. I spoke with his supervisor several times throughout his placement, and he was very happy with Zek's performance. He said he had to stop and think about the "w/e [work experience] kid" because he fitted in so well he was like one of the permanent workers. Congratulations must go to Zek, as he left home at 6.00am each morning in order to be in Ringwood at 8.00am".

In 2007, recognising that Indigenous students face particular challenges, we also developed and trialled a version of *iTrack* specifically designed for Indigenous students with a group of boys at St Joseph's College in Sydney where a small number of the students are Indigenous. The College's Indigenous Liaison Officer worked closely with The Smith Family's Mentor Coordinator throughout the year to develop the pilot program to best suit the students participating in the program. During the fourteen week program the Year 9 and Year 10 students communicated once a week for an hour online via supervised chat software. Students also met their mentors face-to-face during two facilitated group meetings. In addition to the regular chat sessions, a number of program activities encouraged mentors and students to jointly explore strengths and weaknesses, learn how to set goals and develop strategies for making informed decisions. Preliminary analysis suggests positive outcomes for both students and mentors. Several students showed an awareness of broader horizons, adding alternative pathways to the popular goal of professional sportsman. Mentors found this program hugely rewarding, and several noted that the program had provided them with learning opportunities.

Table 2 - *iTrack* trial, St Joseph's College – a selection of comments from students and mentors

| Students' comments | Mentors' comments |
|---|--|
| I learned...what I need to do so I can get my dream job. | These kids are just as bright and interested in the future as anyone else. I was impressed with the commitment they have to achieving their goals! |
| I learnt that there are many opportunities for me in my life. | Decisions regarding school and the future for my student were the same decisions I faced at their age. |
| I was shown by my mentor a lot of avenues I can take in life. | I learned to understand the current environment and challenges of my mentee...about his priorities and plans. |
| It was great to have a mentor to kind of guide me along into getting work experience. | It was great to get to know my student, and hopefully get them to realise that they have a lot of great qualities. |

Plan-It Youth

Students who leave school early, particularly those who exit in Years 9 and 10 and especially when they have not formulated plans for their post-school transition to work or further study, face a strong likelihood of poor employment and life outcomes. Plan-It Youth is offered to Year 9 and Year 10 high school students in disadvantaged areas who are considering leaving school before they complete Year 12 as they approach their transition from school to work.

The program was initially funded by the then federal Department of Family and Community Services through the Mentor Marketplace program.²¹ It drew on the Plan-It Youth program model established by the Dusseldorp Skills Forum and the New South Wales Department of Education and Training in which high school students work with an experienced 'workplace' mentor to receive guidance and support as they explore and plan possible avenues for their post-school careers. They look at positive pathways into employment, along with the study or training requirements for occupations and jobs of interest to them.

Using a place-based mode of working, The Smith Family sources mentors from the local community; all mentors undertake training, including the completion of the TAFE subject 'Mentoring in the Community'. Mentors provide strong, relevant knowledge about local employment, skills, pathways and workplaces, assisting the students in a myriad of ways. The mentoring pairs meet during school/work at least once a week for fifteen weeks. Student and mentor work together to make education and related career plans, they may organise and undertake workplace visits to sites of interest. Excursions to TAFEs and universities have also played a part in the program.

A notable feature of this community-centred mentoring program is the strong interest former student participants in the program, who have since successfully completed school, have shown in becoming program mentors. Research indicates that mentors who have previously been students in mentoring programs can be very effective mentors.²²

Katy's Plan-It Youth story – from student to mentor

Katy participated in Plan-It Youth as a student in 2005. Two years later she contacted The Smith Family office to say she enjoyed the program so much she wanted to become a volunteer mentor. The Smith Family organised a place at TAFE for Katy where she's already adding value to the other trainee mentors by providing first hand insight into the student experience of the program. Katy's also volunteered to help the Mentor Coordinator when she makes presentations about the program to prospective participants.

Junior and senior secondary to further study or work

Student Entrepreneur Program (StEP)

StEP helps interested students learn what's involved in running their own business. Research that notes similarities between at-risk youth and successful entrepreneurs was the basis for the entrepreneurial focus. Partnering with Ernst and Young Australia and Marsden High School, the program was embedded in the school curriculum and is offered to students in the Year 11 Business Retail class, who may be at risk of early school leaving. Teachers at the school carefully select students to fill the limited positions. The Smith Family recruits local business people as mentors, working with the school to match them with students according to shared interests and learning needs. Mentors and students work together to plan a new business venture. A pleasing feature from the program evaluation was the encouraging number of students who stayed at school after completing the program. Feedback from students showed they had learned the value of education for successful business achievement. All students in the 2007 group were still at school in November 2007. Mentors' comments show that this kind of program can benefit both students and mentors:

'It is a pleasure to be in a mentoring relationship with her because I think we both learn from, and about each other.'

*'The student I was mentoring gained self appreciation more than anything else, and exposure to a set of personal values that were new to her life experience here.'*²³

Mentoring entrepreneurial talent

Year 11 student Toyah has developed her entrepreneurial talents and interest in becoming a professional Hair and Make-Up Artist through her participation in the Student Entrepreneurs Program at Marsden State High School. Together with her mentor, local business woman Debbie Smith, Toyah established a business plan for Faccia Belle: a school-based hair and make-up artistry enterprise. According to Toyah, one of the best things about the Entrepreneurs Program was the connection that she had with her mentor and the insight and knowledge she gained through the experiences of her mentor. Toyah and Debbie worked together on various aspects of the course including smart budgeting in business, marketing and networking and how to pitch her business plan. Toyah completed her Certificate II in Business at the end of 2007 and has commenced work experience with her mentor's Logan-based photography business. Toyah's mentor, family and teachers alike are impressed with her determination and commitment to learning as she works towards completing a TAFE Diploma in 2008.

Rachell is another Year 11 student at Marsden State High School. She enrolled in 'My Venture', a Certificate II Business subject, to gain a better understanding of her post-school pathway options and to learn business skills that would assist her in the workplace. Rachell is described by her teachers as a bright and dedicated student who enjoys school however she was at risk of early school exit due to challenging personal circumstances and a family background of financial disadvantage. On commencing the program, Rachell had indicated her intention to leave school during Year 11 but, following the completion of the program in 2007 she remained in school with the intention of completing her Year 12 studies in 2008.

Rachell's business 'Scrumptious Gifts For You' was popular among her fellow students and school staff, with her first small profit made through the sale of floral-like Easter bouquets prepared from chocolate and goodies. On her feedback survey, Rachell said that she had 'learnt heaps and heaps' from the program. She thanked her mentor with a card inscribed with the following message 'Thank you for all of the support ...and helping me find my way and my strength, something I didn't have before. You are someone that is easy to talk to and you are willing to help and care for other people - just like you have done for me'.

From study to work

Next Steps

Next Steps workshops were first piloted in October 2002 at the then Head Office of Westpac. The program was designed to help young people from disadvantaged backgrounds improve their confidence along with their chances of securing a job. Next Steps consists of a one-day workshop followed by a virtual job search exercise, aimed at developing students' skills in job seeking and recruitment. Participants are assigned a professional coach who provides additional one-on-one assistance to help students develop and hone their job seeking skills.

A Next Steps workshop involves...

- *every step of the job seeking process*
- *interpreting job ads*
- *making the first phone call about a job*
- *writing a CV and cover letters*
- *responding to a virtual job vacancy (with a coach as a prospective employer)*
- *writing a letter of application and submitting a resume*

- *participating in a virtual interview*
- *receiving interview feedback*

Evaluations of Next Steps reveal that students appreciate the opportunity to apply the learnings from the workshop in a safe, virtual job searching situation. The coaches, most of whom are drawn from the People & Performance Group of Westpac, our corporate supporter for this program, value the combination of face-to-face and virtual interaction, allowing them to make a contribution that can fit with their own busy work schedules. Evaluation of Next Steps shows that it has helped several students realise both the importance of successfully completing school and selection of appropriate school subjects to gain employment in their desired field.

Todd participated in Next Steps when in Year 10 after he had been invited by his Year Advisor to attend the Next Steps workshop. Todd was a student who was quiet in class and always completed his work, but didn't contribute to most class discussions. He enjoyed the opportunity to work with his coach who took a lot of time and effort to assist him with job searching skills tasks. On the second day of Next Steps, when asked what he would like to become after completing school, Todd shared that he would like to work in forensics. Todd's teacher expressed surprise as Todd had not spoken of his desire previously and had not mentioned it when students chose their elective subjects earlier in the year. Todd's teacher then realised that Todd would benefit from support to check if his chosen electives would prepare him for pursuing a career in Science and Forensics. Since gaining understanding of the requirements for work in this field Todd has also decided he will continue at school and complete Year 12 instead of leaving school after Year 10 as he had originally planned.

Senior secondary to further study or work

Senior Secondary Indigenous Mentoring Program

The Smith Family's *Senior Secondary Indigenous Mentoring Program* is a relatively new program offered for Indigenous students who are much less likely than non-indigenous students to complete Year 12 or graduate from a tertiary institution and transition successfully into the workforce. Hence, in late 2006 when we commenced planning for the program we drew on research that showed that if students start to make post-school plans while they are still in school, and also are settled in their pathway towards work or graduation in the first twelve months after they leave compulsory schooling they have a better chance of a productive life, including better employment prospects.

In a partnership with the Northern Territory Department of Employment, Education and Training, agreements were made with the first schools to be involved and recruitment of the first students and mentors took place in mid 2007.²⁴ Up to 110 students have participated in the program from seven schools: Palmerston High School, Sanderson High School, Casuarina Senior College, Darwin High School, Taminmin High School, Katherine High School and Ramingining Community Education Centre. Another two schools, Nightcliff and Dripstone High Schools will be included when senior students attend those schools. Students are offered mentoring in a cascading priority from Year 12 down to Year 10.

Since the program began over 50 mentors have been engaged in both the Darwin and Katherine areas. Such strong interest reflects the local business community's recognition that mentoring is a valuable personal development opportunity for the mentor that facilitates the development of interpersonal communication and relationship skills, and contributes to the development of well-rounded professionals. In addition, the mentors have also found valuable one of the distinctive mentoring responsibilities in this program, namely, the opportunity to accompany their students on a visit to Darwin, for some, their first visit to a large town.

Secondary to tertiary or work

The Tertiary Scholarship Scheme with a Mentoring Component

As previously mentioned, this national program was introduced in the mid 1990s following the first intake of *Learning for Life* students to study at university supported by the Tertiary Scholarship Scheme. Many of our scholarship holders are the first from their families to complete high school and go on to tertiary education. They are not likely to have connections with professionals already working in their fields of interest. Working with their mentors, who are recruited because they have the relevant professional experience, students can gain an increased understanding of available career choices and job opportunities.

During 2007 the Tertiary Scholarship Scheme was expanded to include Vocational Education and Training students, also offering them professional advice, networking opportunities and practical life skills and wisdom. The expansion was preceded by pilots in Adelaide and Canberra that were supported with funding from the then Commonwealth Department of Education, Science and Training, with the first students participating in the 2004 academic year.

Carawan's journey

For much of her childhood Carawan experienced abuse, along with social and economic disadvantage. Despite this, and with encouragement from her mother to study and work hard at school, Carawan gained a high UAI and a place at Macquarie University to study psychology. Carawan was the first person in her family to go to university. She did not have people to turn to for support and reassurance, and initially found university life a challenge. Carawan was matched with a mentor in the Tertiary Mentoring Program. This proved a turning point for Carawan. Her mentor Anne, not only offered much needed support and encouragement, but shared the benefit of her experience in tertiary study and university systems. Anne was also able to offer career advice in the psychology field and access to professional networks. Anne has been a wonderful role model for Carawan and her influence has not only had a major impact on Carawan, it has also had an influence on Carawan's mother who has just completed her first year at university. Carawan completed a Bachelor of Psychology at the end of first semester in 2007. In order to practice, Carawan will complete a Post Graduate Diploma in Psychology in 2008.

The experience of mentoring: Our engagement agenda

The quality and commitment of mentors is critical to the success of mentoring relationships. The Smith Family understands that the experience of having been mentored can be very helpful when individuals themselves become a mentor. To this end we are recruiting to our mentor pool tertiary graduates from our newly formed network of those who have formerly participated in the *Learning for Life* program to mentor current *Learning for Life* students, in addition to our regular recruitment of corporate partners and community volunteers. In this way, we are able to enhance mentoring by providing students with high quality mentors who are carefully matched with their students.

Over the years we have learned that good mentors interact with their mentees in ways that:

- Make them want to become better
- Make them feel secure enough to take risks
- Give them the confidence to rise above their inner doubts and fears
- Support their attempts to stretch goals for themselves
- Present opportunities and highlight challenges that mentees might not have seen on their own.²⁵

In addition, all our mentors are trained and committed reflecting research on mentoring that emphasises both the importance of commitment and the value of mentor training. The Smith Family holds frequent training sessions to prepare mentors for their role and the sessions focus on the importance that our national mentoring program guidelines place on:

- cultural awareness
- understanding the students
- duty of care and child protection
- the mentoring cycle
- the mentoring role and a good mentor
- personal objectives for mentors
- planning for success
- mentoring ethics
- remaining positive and optimistic
- useful references.

One mentor – one story

Do you remember the agony of being a teenager - the horrible uncertainty of not knowing, the fear that you'll 'get it wrong' and make a fool of yourself? Mentoring a student through university opened a window for me. Gaining my student's trust was a long slow process - I had to keep reminding myself that no teenager always does what they say they will; they don't always ring you back; they can't always verbalise what's happening to them or what's worrying them. I want my mentoring relationship to be perfect, but it is more like a rocky road we travel.

The first time she rings me, I'm so delighted I can feel myself beaming. I love the sense of connection I have with her - in my retirement many other connections have disappeared. When she asks me to help her **plan** her study requirements better I feel such a sense of achievement for her. There are still plenty of study crises looming but now, when she calls me, she has begun to analyse the problem - to think through what her options might be for solving it. Together we apply this new sort of thinking to the myriad of fresh challenges she is facing.

I love to see her taking charge of her life - learning she can manage her responses to whatever happens makes me feel so much more confident for her. The glow of achievement when she finishes her course is nothing compared to the wild sense of elation I feel. I have helped someone find their wings and fly. My desire to help, to give something back to society, to replicate the enjoyment I felt in my own kids' growth and achievements has been fulfilled.

The contribution of our corporate and community partners

An excellent return on investment

During the mid 1990s corporate community investment as we know it today did not exist and yet The Smith Family was very fortunate to have received substantial funding we would now refer to as growth capital for what was then EDU-CATE and now *Learning for Life* from a number of corporates and other organisations.²⁶ For example, in 1993 we received \$3million from the Commonwealth **Department of Education, Employment and Training** which, over three years, allowed us to expand the program beyond New South Wales into South Australia, Queensland and rural Victoria. Then, in 1995 we entered into a five-year partnership with **Colgate-Palmolive** that provided growth capital to meet program support costs.

In 2000 The Smith Family received an unprecedented contribution of \$1 million from the **Westpac Foundation** to facilitate the expansion of *Learning for Life* into rural and regional Australia. The then Prime Minister John Howard cited this outstanding contribution as an excellent example of a corporate community partnership, and the growth capital became the enabler for expanding *Learning for Life* further into rural areas of NSW, Victoria, South Australia and Queensland.²⁷ In 2001, a further \$650,000 from the Westpac Foundation funded the introduction of *Learning for Life* into Western Australia. Westpac also dedicated a portion of their media buy (equivalent to about \$3m) to raise awareness of *Learning for Life*.

At a time when corporate community investment was in its very early stages, some of our most generous partners came on board by providing 'growth capital' that enabled The Smith Family, not only to expand opportunities to take part in *Learning for Life* across more areas and regions of Australia, but also to develop the content, including the many different types of mentoring programs. Our partners can be confident that the return on their investment has been multiplied many times over by the transformation of the lives of thousands of students, their families and communities, and by the additional support provided by other caring individuals and organisations.

Corporate Partners

As corporate community investment in Australia has matured, The Smith Family's corporate partners have played an important role in resourcing particular mentoring programs in a number of ways:

- Staff volunteering as mentors
- Funding for growth capital and ongoing program support
- Technical support
- Venues for face to face meetings (iTrack, mentor training and induction and TSF staff planning)
- Program related tasks such as covering books.

Many of our corporate partners allow and encourage their staff to become involved as mentors, and we acknowledge their support (see Appendix 2).

Support from our corporate partners has also allowed us to develop new programs. For example, in 2003 The Westpac Foundation provided seed funding to develop, in collaboration with IBM and Plan-ItYouth Lake Macquarie, what became the *iTrack* mentoring program. The program was run as a pilot in 2003, 2004 and 2005 with increasing success. American Express provided additional funding in 2005 to expand *iTrack* in New South Wales and Queensland. We also benefited from the provision of funding from the Perpetual Foundation in 2006 to roll out student2student more

broadly in South Australia, and from Ernst & Young for the StEP (Student Entrepreneurs Program) demonstration project over a two year period. Further support for Next Steps in New South Wales, Queensland and Victoria came from Westpac, BHP Billiton, and PricewaterhouseCoopers.

In addition, corporate partners have supported The Smith Family with technical assistance. For example, IBM provides ongoing technical support for its website MentorPlace, which together with The Smith Family's chat room, *IGNITE!*, forms the on-line mentoring context of the *iTrack* program. The program was designed and piloted by IBM as part of its global community relations program. Accenture has also provided technical support through significant pro bono assistance for the building of a Supporter Tracking and Relationship System (STARS) that increased our capacity to communicate with and support mentors as well as other stakeholders, and in 2006, with the support of American Express, *iTrack* was rolled out more widely as part of The Smith Family's *Learning for Life* suite of programs.

Other corporate partners have provided support such as venues and equipment, and have assisted with program-related tasks. Table 3 illustrates different types of support that we have received from corporate partners across the range of our mentoring programs.

Table 3 - The Smith Family's Mentoring Programs – Examples of Corporate Engagement and Support

| Mentoring Program | Location | Sampling of Corporate Engagement and Types of Support |
|-------------------------|--------------------|--|
| Breakfast with a Mentor | Northern Territory | <p>Accenture: The Accenture Australia Foundation invests in the Australian community in the areas of disadvantage, youth, technology, and education, through programs that will have visible and measurable social impact. One of the primary goals of the Foundation's broad and longstanding partnership with TSF is to assist indigenous communities, especially in the areas of early childhood and the transition from home to school. Breakfast with a Mentor is one example of the Foundation's contribution at work. Accenture also funds a large number of tertiary <i>Learning for Life</i> scholarships.</p> |
| student2student | National | <p>Perpetual Foundation: The Perpetual Foundation is the trustee of more than 450 charitable trusts, assisting with the development and distribution of funds for medical, social, environmental, religious, cultural and educational purposes. In 2006/7, Perpetual provided growth capital to expand the student2student literacy and mentoring program in South Australia.</p> <p>UPS: The UPS Foundation fulfils its commitment to enriching lives by creating healthy, vibrant communities through education, economic development and new opportunities. In partnership with TSF, the Foundation provides transport and funding for books and program delivery in communities throughout Australia. Many UPS staff volunteer their time in preparing student reading packs for delivery by the firm.</p> <p>Caledonia Foundation: The Caledonia Foundation's primary focus is on the future sustainability of young Australians and they support organisations such as TSF that focus on the advancement, education, training and well-being of the children and youth of Australia. In 2006/7, they funded the delivery of the <i>Learning for Life</i> suite of programs in a south-west Sydney school.</p> <p>Pearson Australia Group and Scholastic Books: Both organisations have a business focus on education and books. They are long-term partners of TSF and donate and discount textbooks and reading materials for students on the program. TSF is also grateful for their substantial support for tertiary students who are mentored throughout the academic year.</p> <p>The Commonwealth, through the then Department of Employment, Education and Youth Affairs, provided funding for the pilot implementation of student2student in Sydney in 1998-99 with 60 primary students and their mentors. The program was subsequently implemented following a positive evaluation by Bruce Callaghan and Associates which formed part of the pilot project.</p> |
| iTrack | National | <p>Westpac Foundation: The Westpac Foundation focuses on creating and sustaining social enterprises in disadvantaged communities with one particular emphasis being programs that enable life long learning and education leading to employment.</p> <p>In its long term partnership with TSF, the Foundation provided substantial funding in 2001 - 2002 and this partnership remains strong today with three year funding granted recently to support the delivery of a computer literacy program in disadvantaged</p> |

| Mentoring Program | Location | Sampling of Corporate Engagement and Types of Support |
|-------------------------------------|-----------------------------|---|
| | | <p>communities throughout Australia.</p> <p>IBM Australia, Cisco Systems Australia, and American Express (AMEX): IBM is instrumental in the success of the <i>iTrack</i> program and has been a significant partner since <i>iTrack</i>'s inception in 2002. TSF's <i>IGNITE!</i> website for our <i>Learning for Life</i> students was constructed in 2002 with the support and assistance of Cisco Systems, and was made available to 12,000 students around the country. <i>iTrack</i> mentoring takes place online via regular weekly chat sessions using the <i>IGNITE!</i>. The mentors and students also complete projects on MentorPlace, a website hosted by IBM. IBM staff are also actively involved as volunteer mentors, and provide training and catering support for face to face meetings between students and mentors. AMEX and TSF worked together in a three year \$US100,000 partnership from 2005 to 2008 to expand <i>iTrack</i> within NSW and Queensland, providing many more students with enhanced skills, a greater understanding of career pathways and exposure to corporate guidance and expertise in their area of interest.</p> <p>AMP Foundation: The AMP Foundation was established in 1992 to make a difference in the Australian community at the grassroots level where AMP's people live and work. Based on the philosophy of offering "a hand up and not a handout", their efforts are especially focused on the education and employment of young people and the sustainability of the non-profit sector.</p> <p>In their partnership with TSF, the Foundation has provided significant growth capital for the <i>Learning for Life</i> suite of programs over several years. Among other engagement opportunities, many AMP staff throughout Australia participate as mentors.</p> |
| Student Entrepreneur Program (StEP) | Brisbane | <p>Ernst & Young Foundation: The Ernst & Young Australia Foundation was established by the people of Ernst & Young Australia to engage with the communities of which they are part. The Foundation builds partnerships with community, cultural, youth, educational and environmental groups in Australia to which the firm and its people can contribute their time, skills and resources for the purpose of building better communities, facilitating work/life balance and enhancing Ernst & Young's reputation. The Foundation is a long-term partner of TSF, supporting tertiary students across Australia and StEP in conjunction with Marsden State High School in Brisbane.</p> |
| Next Steps | Sydney, Melbourne, Brisbane | <p>Westpac: To Westpac, corporate social responsibility means conducting its business so that it meets its financial, social and environmental responsibilities in an aligned way. To this end, Westpac developed Next Steps in conjunction with TSF in 2002. The program provides high level staff engagement opportunities and staff from Westpac's People and Performance area volunteer each year with planning, facilitation and coaching support.</p> <p>The Bank also makes a significant investment in developing the program materials, framework, structure and branding, enabling other corporates (including PricewaterhouseCoopers and BHP Billiton) to host Next Steps workshops and encourage their staff to volunteer in the face-to-face mentoring of students.</p> <p>PwC also supports over 100 students, with many staff making donations via workplace giving which are matched by the firm, while BHPB and its local mines also provide significant investment in both student scholarships and <i>Learning for Life</i> programs elements in communities where they are active.</p> |

| Mentoring Program | Location | Sampling of Corporate Engagement and Types of Support |
|--|--------------------|--|
| | | (See breakout box for more information) |
| Senior Secondary Indigenous Mentoring Program | Northern Territory | <p>AMP Foundation: AMP's partnership with TSF is a broad-based outcomes-driven partnership that provides growth capital to our programs including our work with senior secondary students in the NT, and has acted as a catalyst for the engagement of the Northern Territory Government, which is providing funding through the Department of Employment, Education and Training for The Smith Family to develop and implement a mentoring program for indigenous students from schools in Darwin, Palmerston, Katherine and Ramingining.</p> |
| Tertiary Scholarship Scheme with a Mentoring Component | National | <p>Many organisations, trusts, foundations, universities and community groups provide substantial support to TSF mentoring programs through funding <i>Learning for Life</i> financial scholarships for students attending tertiary institutions including TAFE colleges and Universities. It would be impractical to list all of these in the body of this document and so we have included them in Appendix 3.</p> <p>Barbara and David Thomas provided the initial funding of the tertiary scholarships, with further funding from the John T Reid and Vincent Fairfax Family Foundations both of which invested in tertiary scholarships for VET/TAFE students in 2006/7.</p> <p>Of special note, Dick Smith provided endowment funding in 1997 which TSF still draws on today for further education scholarships in Canberra. VIEW Clubs across Australia also contribute to scholarships.</p> <p>The Commonwealth, through the Enterprise and Career Education Foundation, and subsequently through the Department of Education, Science and Training, provided seed funding for the development of vocational mentoring through TAFE colleges in South Australia and the ACT from 2003 to 2005. Funding was also received in South Australia from 2003 to 2006 under the Commonwealth's Sustainable Regions Program for the improvement of educational outcomes for students from economically disadvantaged communities in Adelaide's northern suburbs, including through the engagement of community support as volunteer mentors and tutors.</p> |

***iTrack* and American Express**

- In December 2003, American Express entered a partnership with The Smith Family driven by an employee survey indicating The Smith Family as a partner of choice.
- American Express and The Smith Family broadened their partnership in 2005 by a financial grant of USD\$100,000 to expand the *iTrack* pilot program within NSW and Queensland.
- American Express employees that have participated in *iTrack* have reported increased levels of satisfaction and confidence from being able to help others and make a difference in a child's future: *"I gained an insight into the challenges of being a teenager in today's society with less financial support than I had growing up". "I gained a renewed sense of empathy and appreciation for the resilience many people show in dealing with what life brings them". "I built a relationship with my student, other mentors and staff from The Smith Family".*
- Throughout the partnership American Express has sought out additional ways to support The Smith Family beyond the grants towards *iTrack*, including in 2004 a further contribution of \$50,000 to cover the salary and on-costs of an additional *Learning for Life Worker*
- American Express also raised the money required to fly one *iTrack* student to an Australian Game Developers' Conference in 2004 in Melbourne, who commented: *"It's hard for me to express how grateful I am regarding your assistance in getting me to the conference. Having done this, I've got ahead of the rest by getting my foot in the door."*

Next Steps and Westpac

- Since 2002, and as part of its commitment to corporate community involvement, members of Westpac's People & Performance Group have been volunteering their time to work with The Smith Family firstly to develop the Next Steps pilot program and subsequently to be part of the program's ongoing implementation.
- Next Steps has been a focus of Westpac's longstanding relationship with The Smith Family, providing a great opportunity for its staff to make a significant contribution to Westpac's Employee Involvement Program by "doing what they do best".
- Mentors and coaches drawn from Westpac's People & Performance Group value the combination of face-to-face and virtual interaction which provides them with the flexibility they need to fit their mentoring commitments within their own work schedules.
- The Smith Family's evaluation of Next Steps supported the broader roll-out of the program and affirmed its effectiveness in assisting *Learning for Life* students to develop the skills required for the transition to the workplace.²⁸
- The Program continues to align strongly with and support Westpac's Corporate Social Responsibility goals and objectives and there continues to be a high level of interest and participation from People & Performance staff.

Community Partners

The Smith Family has a number of community partners drawn largely from the education and learning sector that support us in providing *Learning for Life* students with opportunities for mentoring: schools, TAFEs, and universities. From among these, however, we have collaborated most broadly with schools.

Schools

student2student operates with the involvement of 265 schools nationally. An example of a great relationship is that with William Clarke College in Kellyville, NSW, which has participated in s2s since 1998. Programs such as *iTrack* and Plan it Youth are also based predominantly in schools.

**Table 4- Schools Engaged in TSF Mentoring Programs throughout Australia
(see Appendix 4 for the names of the schools)**

| | |
|-------------|-----|
| NSW and ACT | 78 |
| NT | 7 |
| QLD | 100 |
| SA | 26 |
| VIC | 45 |
| WA | 9 |
| TOTAL | 265 |

Findon Primary School in Victoria

Children from Findon Primary School in the Melbourne suburb of Mill Park have been receiving help from mentors to improve their reading through the student2student program, with 10 girls and 5 boys from years 4 to 6, participating during 2007. They were teamed with 15 mentors – students from Balwyn High School and Greythorn Primary School, each of whom received special training to help the younger students improve their literacy skills.

Findon has had a large number of students participate in the program each year since it was introduced in 2004. The school has its own senior literacy coordinator who manages the program, and to demonstrate how highly valued student2student is by the school, it has been embedded in the curriculum.

The Smith Family and the school have developed a strong rapport and a consistent partnership, which contribute to the success of the program.

The school is one of the largest primary schools in Victoria.

Tertiary

The majority of universities and TAFE colleges with which we partner throughout Australia provide funding for tertiary scholarships that have a mentoring component (see Appendix 5).²⁹

Strategic Mentoring Partnerships – the National Youth Mentoring Partnership and the Youth Mentoring Network

The proliferation of mentoring programs in the public arena addressing a range of supportive and developmental challenges facing young people in the early part of the 21st century heightened the need for evidence-based, best-practice guidelines and quality assurance processes. Recognising in 2004 that our way of working with and through others would be productive if applied to this

challenge, The Smith Family collaborated with Big Brothers Big Sisters Australia, Job Futures and the Dusseldorp Skills Forum – organisations which shared our interest in mentoring, to publish *Young people and mentoring towards a national strategy*, a landmark report mentioned earlier in this paper.³⁰

A major finding from the Report was that a national, coordinated and resourced approach was sorely needed, and to this end, the Report recommended the development of a national strategy along with the creation of a peak body to:

'Encourage development of mentoring for young people and establish an environment where it flourishes. . . [to] . . . provide more young people with emotional and social support; directly assist young people at important points in their lives; and contribute to broader networking and community building'.³¹

Subsequently, The Smith Family and the other organisations established the National Youth Mentoring Partnership, inviting the Commonwealth Government through the then Department of Families, Community Services and Indigenous Affairs to be a fifth partner.

One initiative of the Partnership is the Youth Mentoring Network which has been operating for over two years. The Network supports youth mentoring organisations and practitioners in fostering the growth and development of high quality mentoring programs for young people in Australia. With over 800 individual members and over a hundred registered programs the Network provides a national base of collaboration, support, guidance and expertise, supporting and informing existing high quality mentoring programs while laying the ground for sustained future initiatives.

Recent achievements of the Youth Mentoring Network include the *National Youth Mentoring Benchmarks* and the *Online Self Assessment Tool*. The *Benchmarks* feature a set of minimum standards that all mentoring programs are encouraged to follow along with a process for planning a quality mentoring program: program design and evaluation; organisational governance and management; and, program operations. To ensure best practice mentoring The Smith Family has implemented adherence to the *Benchmarks* as a feature of all our formal mentoring programs.

The *Online Assessment Tool* was developed to assist organisations to identify opportunities for growth and development within their own programs. Staff can assess program strengths and weaknesses, how they are achieving each benchmark standard on a rating and work towards further development where needed, ensuring provision of an overall high quality program. The *Online Assessment Tool* also allows for comparison of results across different time intervals and anonymously with other organisations that have similar programs.

Through The Smith Family's membership in the National Youth Mentoring Partnership we can learn from the experiences of others and also share the learnings from our mentoring programs. Our pioneering work in mentoring can continue to be available to the wider Australian mentoring community as well as benefiting the students, families and communities with whom we work. For example, our research and evaluation around e-mentoring which informed the development of the iTrack (online) mentoring program remains the only major Australian research-based material about this innovative mentoring form. The Smith Family was also able to disseminate this work at a recent NRGize conference, as well as to over 700 subscribers of the Youth Mentoring Network.³²

In summary

The Smith Family's involvement in mentoring has increased in parallel with the transformation of our organisation and has been a central feature of the development of our *Learning for Life* suite of programs over the past decade. This report has given an overview of our mentoring programs and case studies have illustrated some of the benefits of the various types of mentoring across the education life course. As an evidence-based organisation committed to progressive iterations of 'research, policy, practice' we are using the learnings from the evaluations of the programs and contemporary research, both Australian and international, to further inform our work and program development.

In accordance with our mission *to unlock opportunities by increasing the participation of those who have previously been marginalised*, our mentoring programs have supported the **participation** of disadvantaged students in formal education and provided informal opportunities for socio-emotional skill enhancement. Our vision of *a more caring and cohesive Australian community* has benefitted from the engagement of mentors who have the capacity to work with and support our students, and in the context of this **engagement** agenda we will continue to call on those who have the capacity to give as volunteer mentors, mentor coordinators and supervisors by working closely with our corporate partners, governments, volunteers, communities, and former scholarship holders and student mentees. This is in keeping with our approach to work with and through others to ensure high quality mentoring programs for children and youth along with positive mentoring experiences and benefits for mentors. In addition, our collaboration in the National Youth Mentoring Partnership and the Youth Mentoring Network will see us continue as a key advocate and facilitator of evidence-based mentoring and access to high-quality mentoring programs for children and youth throughout Australia.

The Smith Family's *Learning for Life* suite of programs provided opportunities for over 27,000 young people from disadvantaged families to realise their potential in 2007. With the support of generous Australians we want to keep growing the suite to scale to clearly demonstrate impact by disrupting the cycle of disadvantage which has been a negative feature of our nation for too long.

Appendix 1, Growth of Students and Mentors on The Smith Family's Mentoring Programs from 1997 – 2007

| Year | 2007 | 2006 | 2005 | 2004 | 2003 | 2002 | 2001 | 2000 | 1999 | 1998 | 1997 |
|--|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|-----------|
| One-on-one | | | | | | | | | | | |
| student2student | 1934 | 1532 | 1396 | 1120 | 440 | 420 | 402 | 180 | 120 | 120 | |
| iTrack | 406 | 230 | 86 | 42 | 120 | | | | | | |
| Plan it Youth | 72 | 104 | 180 | 172 | | | | | | | |
| Transition to High School | 106 | 66 | 22 | | | | | | | | |
| Student Entrepreneur Program ³³ | 31 | 21 | | | | | | | | | |
| Senior Secondary Indigenous | 48 | | | | | | | | | | |
| Tertiary Scholarship Scheme (Uni and VET) | 486 | 496 | 498 | 488 | 492 | 398 | 56 | 56 | 124 | 74 | 24 |
| Sub-totals | 3083 | 2449 | 2182 | 1822 | 1092 | 838 | 458 | 236 | 244 | 194 | 24 |
| Group Mentoring | | | | | | | | | | | |
| Breakfast with a Mentor | 90* | | | | | | | | | | |
| Next Steps | 108 | 108 | 121 | 56 | 58 | 33 | | | | | |
| Sub-totals | 198 | 108 | 121 | 56 | 58 | 33 | | | | | |
| TOTAL | 3281 | 2557 | 2303 | 1878 | 1150 | 871 | 458 | 236 | 244 | 194 | 24 |

*Average **daily** attendance of students and mentors from January to December 2007.

Appendix 2, Corporate and Business Supporters Providing Mentors

| |
|--------------------------------------|
| Accenture & The Accenture Foundation |
| American Express |
| AMP & The AMP Foundation |
| ANZ Banking Group |
| Australian Stock Exchange |
| Australian Tax Office |
| AXA |
| Bankwest (HBOSA) |
| BASF |
| Bax Property |
| BCC |
| Bendigo Bank |
| BHP Billiton |
| Bicycle Victoria |
| Blokpave |
| BP |
| CGU Insurance |
| Cisco |
| CITEC |
| Colgate-Palmolive |
| Cullen Babington Hughes Lawyers |
| Deloitte |
| Dialog IT |
| Digirock |
| DLA Phillips Fox |
| Dymocks |
| Ernst & Young |
| Esso |
| Fortescue Metals Group |
| Fosters Group |
| GHD Engineering |
| GRM International |
| Hismelt (Rio Tinto) |
| Holding Redlich |
| Hopgood Ganim Lawyers |
| Hudson Global Resources |
| IBM |

| |
|------------------------------|
| Ionic Property Group |
| Jardine Lloyd Thompson |
| Juniper Development Group |
| Komatsu Ionic Property Group |
| Mallesons Stephen Jaques |
| Mary Kay Cosmetics |
| Melbourne Storm |
| Mind Matters |
| MPD JV (Fluor & SKM Venture) |
| NBC Capital |
| Origin Energy |
| Pearson Australia Group |
| People Rich Consultants |
| Perilya |
| Powerlink Qld |
| PPB Chartered Accountancy |
| PWC |
| Raniga Lawyers |
| Raytheon Australia |
| Readymix |
| Release Energy |
| Rio Tinto |
| Robbins Watson Solicitors |
| Shell |
| Spectra Business Partners |
| Strike Group Australia |
| Suncorp |
| The GPT Group |
| THQ Australia |
| Virgin Blue |
| Western Water |
| Westpac |
| Zurich Australia |

Appendix 3, Corporate and Business Partners Sponsoring Tertiary Students

| |
|--|
| Accenture Australia Foundation |
| Action Sound Pty Ltd |
| Arthur T George Foundation |
| Australian Department of Education, Employment & Workplace Relations |
| BASF Australia Ltd |
| Bizzarr Beads |
| Business Objects (Aust) Pty Ltd |
| Catalyst Business Solutions |
| Centro Properties Group |
| CIT Student's Dick Smith Fund |
| City of Gosnells |
| Diageo Australia Ltd |
| Don Dunstan Foundation |
| Ernst & Young Foundation |
| ESS Engineering Services & Supplies Pty Ltd |
| Fergusons Financial Services |
| Frontier Economics Pty Ltd |
| HBOS Australia Foundation |
| Heyede Pty Ltd |
| J W & H L O'Connor Pty Ltd |
| JD Consulting Services Pty Ltd |
| Landmara Pty Ltd |
| LEAR (VIC) Pty Ltd |
| Margaret Pemberton Foundation |
| Marilyn's Pharmacy |
| N Stenning & Co Pty Ltd |
| Northcote Trust Fund |
| Partech Systems Pty Ltd |
| Perks & Associates Pty Ltd |
| The Carlo & Roslyn Salteri Foundation |
| Powder Principle Pty Ltd |
| PricewaterhouseCoopers |
| Queensland University of Technology |
| Savdek Management Pty Ltd |
| Savings & Loans Credit Union (SA) Ltd |
| Sutherland Farrelly Pty Ltd |
| Swan View Senior High School |
| Templedale Pty Ltd |
| The Adelaide Benevolent and Strangers' Friend Society |
| The Basement |

| |
|--|
| The Feilman Foundation |
| The JEM Fund |
| The Russell Foundation |
| Trapeze Associates Pty Ltd |
| University of Canberra |
| University of South Australia Foundation |
| Vivente Australia |
| Ziba Pty Ltd |

Appendix 4, Schools Supporting Mentoring Programs

| Mentor School | Region |
|--|--------|
| Acacia Ridge State School | QLD |
| Aitkenvale State School | QLD |
| Albion Park High School | NSW |
| Albion Park Rail Public School | NSW |
| Alexandra Hills State High School | QLD |
| All Saints Anglican School Junior | QLD |
| All Saints Anglican School Middle | QLD |
| All Saints Girls College | NSW |
| Ambarvale High School | NSW |
| Aspley State High School | QLD |
| Bairnsdale Primary School | VIC |
| Ballarat Christian College | VIC |
| Ballarat Grammar School Primary | VIC |
| Ballarat High School | VIC |
| Ballarat Secondary College | VIC |
| Balwyn High School | VIC |
| Balwyn Primary School | VIC |
| Barrack Heights Public School | NSW |
| Bede Polding College | NSW |
| Beenleigh State High School | QLD |
| Beenleigh State School | QLD |
| Beerwah State High School | QLD |
| Bell State School Secondary | QLD |
| Bellbridge Primary School | VIC |
| Belmont High School | VIC |
| Belmont High School | NSW |
| Benowa State High School | QLD |
| Bomaderry High School | NSW |
| Braybrook College | VIC |
| Brimbank College | VIC |
| Brisbane Boys Grammar | QLD |
| Brisbane Girls Grammar School | QLD |
| Brisbane School of Distance Education – West End | QLD |
| Broughton Anglican College Secondary | NSW |
| Bulimba State School | QLD |
| Bulli High School | NSW |
| Burrowes State School | QLD |
| Caboolture East State School | QLD |
| Cabramatta High School | NSW |
| Calista Primary School | WA |
| Callaghan College Jesmond Campus | NSW |
| Callaghan College Wallsend Campus | NSW |
| Callaghan College Waratah Tech | NSW |
| Caloundra State High School | QLD |
| Caloundra State School | QLD |
| Calvary Christian College Primary | QLD |

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| Cambridge Primary School | VIC |
| Camden High School | NSW |
| Canobolas Rural Technology High | NSW |
| Canterbury Girls Secondary College | VIC |
| Capalaba State College | QLD |
| Capricornia School of Distance | QLD |
| Cardijn College | SA |
| Carmel College | QLD |
| Cauarina Senior College | NT |
| Catholic Regional College | VIC |
| Centenary Heights State High School | QLD |
| Central Coast Adventist School | NSW |
| Central Coast Grammar School Primary | NSW |
| Central Coast Grammar School Secondary | NSW |
| Chatswood High School | NSW |
| Chevalier College | NSW |
| Chifley College Mt Druitt Campus | NSW |
| Christies Beach High School | SA |
| Churchill North Primary School | VIC |
| Clontarf Beach State School | QLD |
| Coffs Harbour Christian Community School | NSW |
| Copperfield College Kings Park | VIC |
| Corrimal High School | NSW |
| Crabbes Creek Public School | QLD |
| Craigmore High School | SA |
| Cumberland High School | NSW |
| Darlington Primary School | WA |
| Darwin High School | NT |
| Dawson Public School | NSW |
| Deception Bay North State School | QLD |
| Deception Bay State High School | QLD |
| Deer Park Secondary College | VIC |
| Derrimut Heath Primary School | VIC |
| Diamond Valley College Diamond | VIC |
| Downlands Sacred Heart College | QLD |
| Dubbo Christian School | NSW |
| Dubbo West Public School | NSW |
| Edward John Eyre High School | SA |
| Emmanuel College Secondary | QLD |
| Epping Secondary College | VIC |
| Findon Primary School | VIC |
| Fisk Street Primary School | SA |
| Footscray West Primary School | VIC |
| Forest Lake State High School | QLD |
| Forest Lake State School | QLD |
| Glenala State High School | QLD |
| Glenvale State School | QLD |
| Gooseberry Hill Primary School | WA |
| Gorokan High School | QLD |
| Gowrie State School | QLD |

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| Greythorn Primary School | VIC |
| Groves Christian College Primary | QLD |
| Groves Christian College Secondary | QLD |
| Guthridge Primary School | VIC |
| Harristown State High School | QLD |
| Heatley Secondary College | QLD |
| Heatley State School | QLD |
| Helena College Junior School | WA |
| Hillbrook Anglican School | QLD |
| Hillcrest Christian College Primary | QLD |
| Holy Eucharist School | VIC |
| Hoxton Park High School | NSW |
| Hunter River High School | NSW |
| Hurlstone Agricultural College | NSW |
| Ignatius Park College | QLD |
| Illawarra Sports High School | NSW |
| John Paul College | QLD |
| Kanahooka High School | NSW |
| Katherine High School | NT |
| Keira Technology High School | NSW |
| Kelso State School | QLD |
| Kenmore State High School | QLD |
| Kildare Catholic College - Wagga | NSW |
| Kimberley College | QLD |
| Kingston College | QLD |
| Koorringal High School | NSW |
| Lake Illawarra High School | NSW |
| Lakeside Secondary College | VIC |
| Landsborough State School | QLD |
| Lindisfarne Anglican School Secondary | QLD |
| Liverpool Girls High School | NSW |
| Loganholme State School | QLD |
| Loreto College - Sturt St | VIC |
| Mabel Park State School | QLD |
| Macarthur Anglican College (Campbelltown) | NSW |
| MacFarlane Primary (Katherine) | NT |
| Mackay State High School | QLD |
| Macquarie Fields High School | NSW |
| Mansfield State High School | QLD |
| Marryatville High School | SA |
| Marsden High School | QLD |
| Matthew Flinders College Primary | QLD |
| Matthew Flinders College Secondary | QLD |
| Meadow Glen Primary School | VIC |
| Melbourne High School | VIC |
| Melton Christian College | VIC |
| Mercy College (Coburg) | VIC |
| Mercy Diocesan College | VIC |
| Merewether High School | NSW |
| Methodist Ladies College Primary | WA |

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| Mid North Christian College | SA |
| Midland Christian School | WA |
| Miller Public School | NSW |
| Moreton Bay College Secondary | QLD |
| Morphett Vale High School | SA |
| Mossfield Primary School | VIC |
| Mt Annan Christian College | NSW |
| Mt Annan High School | NSW |
| Mt Austin High School | NSW |
| Mt Clear College | VIC |
| Mueller College Secondary Department | QLD |
| Mulwara High School | NSW |
| Murarrie State School | QLD |
| Myrtleford Secondary College | VIC |
| Nambour State High School | QLD |
| Nambour State School | QLD |
| Nerang State High School | QLD |
| Newtown State School | QLD |
| Norlane West Primary School | VIC |
| Northpine Christian College Secondary | QLD |
| Oakey State High School | QLD |
| Orange High School | NSW |
| Orelia Primary School | WA |
| Palmerston High School (Darwin) | NT |
| Paynesville Primary School | VIC |
| Peel Technology High School | NSW |
| Pembroke School Secondary Department | SA |
| Pimlico State High School | QLD |
| Portarlington Primary School | VIC |
| Queenswood School for Girls | NSW |
| Ramingining Community Education Centre | NT |
| Raymond Terrace Public School | NSW |
| Reynella East High School | SA |
| Richmond Primary School | WA |
| Riverina Anglican College | NSW |
| Rochedale State High School | QLD |
| Sacred Heart Primary School | WA |
| Salisbury East High School | SA |
| Sandgate District State High School | QLD |
| Scotch College Primary Department | SA |
| Scotch College Secondary Department | SA |
| Sebastopol Secondary School | VIC |
| Seymour College Primary Department | SA |
| Seymour College Secondary Department | SA |
| Shailer Park State High School | QLD |
| Smithfield Plains High School | SA |
| Smiths Hill High School | NSW |
| South Tweed Heads Primary School | QLD |
| Southern Vales Christian School | SA |
| Southport State High School | QLD |

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| Southport State School | QLD |
| Southwood Boys Grammar School | VIC |
| Springwood State High School | QLD |
| St Anthony's Primary School | QLD |
| St Brendan's College | QLD |
| St Columba College Middle School | SA |
| St Edmund's College | NSW |
| St Gregory's Boys Catholic College (Campbelltown) | NSW |
| St Ignatius College | NSW |
| St John Fisher College | QLD |
| St John's College | SA |
| St Joseph's Catholic College | NSW |
| St Joseph's Catholic High School | NSW |
| St Joseph's College | QLD |
| St Joseph's Nudgee College | QLD |
| St Mark's College | SA |
| St Mary Star of the Sea College | NSW |
| St Mary's College | QLD |
| St Marys North Public School | NSW |
| St Mary's School | VIC |
| St Monica's College (Epping) | VIC |
| St Patrick's College - Townsville | QLD |
| St Patrick's Girls Catholic (Campbelltown) | NSW |
| St Patrick's Primary School | VIC |
| St Paul's Grammar Cranebrook | NSW |
| St Paul's Primary School | QLD |
| St Paul's School Secondary Department | QLD |
| St Pius X High School | NSW |
| St Rita's College | QLD |
| St Teresa's School | SA |
| St Thomas Aquinas Primary School | VIC |
| St Ursula's College | QLD |
| Stella Maris School | QLD |
| Stuart High School | SA |
| Sydney Grammar | NSW |
| Taminmin High School (Darwin Rural) | NT |
| Tamworth High School | NSW |
| Taranganba State School | QLD |
| Taree High School | NSW |
| The Glennie School Secondary Department | QLD |
| The King's School | NSW |
| The Marian School | QLD |
| Thomas More College | SA |
| Toowoomba Christian College Secondary | QLD |
| Toowoomba Grammar School Secondary | QLD |
| Toowoomba State High School | QLD |
| Trinity College South Campus | SA |
| Turvey Park Public School | NSW |
| Tweed River High School | QLD |
| Wagga Wagga Christian College | NSW |

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| Wagga Wagga High School | NSW |
| Warilla High School | NSW |
| Warrawong High School | NSW |
| Waterford State School | QLD |
| Waterford West State School | QLD |
| Wenona North Sydney | NSW |
| Whyalla High School | SA |
| William Clarke College | NSW |
| Windaroo Valley State High School | QLD |
| Wingham High School | NSW |
| Wollondilly Anglican College Tahmoor | NSW |
| Woodcrest College | QLD |
| Woodcroft College Secondary Department | SA |
| Woodridge State School | QLD |
| Woodville Primary School | VIC |
| Woombye State School | QLD |
| Woonona High School | NSW |
| Wyong High School | NSW |
| Wyong Public School | NSW |

Appendix 5, Universities and TAFE Colleges that Provide Funding for Tertiary Scholarships

| <i>Universities</i> | <i>TAFEs</i> |
|-------------------------------------|--|
| Curtin University of Technology | Brisbane & North Point TAFE – Bracken Ridge Campus |
| Deakin University | Canberra Institute of Technology |
| Griffith University | TAFE – Goulburn Campus |
| James Cook University | TAFE – Wodonga Campus |
| Monash University | |
| Queensland University of Technology | |
| Swinburne University of Technology | |
| The University of Melbourne | |
| The University of Queensland | |
| The University of Sydney | |
| University of Ballarat | |
| University of Canberra | |
| University of South Australia | |
| University of Wollongong | |

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Endnotes

¹ J. Crosby, n.d. available at <http://thinkexist.com/quotation/mentoring> is a brain to pick – an ear to listen-and/212609.html accessed 11 November 2007

² *ibid.*

³ Definition from Mentoring Australia 2000, quoted in *Young people and mentoring: towards a national strategy*, A Report prepared for Big Brothers Big Sisters Australia, Dusseldorp Skills Forum and The Smith Family by Robyn Hartley, available http://www.thesmithfamily.com.au/documents/tsf_Mentor_May04_85540.pdf accessed 11 November 2007 See also, J.C. Hall, 2003, 'Mentoring and Young People: a literature review', available <http://www.scre.ac.uk/resreport/pdf/114pdf> accessed 20 December 2007.

⁴ See *Young people and mentoring: towards a national strategy*, p. 15, and B. Benard, 1992, *Mentoring programs for urban youth: handle with care*, Western Regional Centre for Drug-Free Schools and Communities, Northwest Regional Educational Laboratory, Portland.

⁵ Wesley Mission 2007, *Beyond adversity: giving kids a chance to shine The Wesley Report 2007*, available www.wesleymission.org.au/beyondadversity accessed 20 November 2007.

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¹⁰ For examples of programs within our *Learning for Life* strategy, see The Smith Family web site, www.thesmithfamily.com.au

¹¹ J. Tierney & J. Grossman, with N. Resch, 2000, *Making a Difference An Impact Study of Big Brothers Big Sisters*, Public/Private Ventures.

¹² The Youth Mentoring Network, 2007, *Mentoring Matters YMN Registered Programs National Survey Findings 2007*, available <http://www.youthmentoring.org.au/assets/Survey%20Report.pdf> accessed 14 November 2007.

¹³ Examples of how corporate involvement in our mentoring programs reflects the particular aims of the individual organisation and its suitable can be found in G. Zappala, 2007, *Corporate Partnerships*, The Smith Family, Sydney.

¹⁴ See Appendix 1 for an overview of students and mentors taking part in our programs from 1997 – 2007.

¹⁵ See Appendix 2 for a glossary of commonly used mentoring terms.

¹⁶ See Department of Human Services 2007, 'Children, Youth and Families Strategies', available http://www.office-for-children.vic.gov.au/catalogue_of_evidence/sections/absenteeism/reduced_absences_from_primary_school/strategies/coxmoor_breakfast_club?SQ_DESIGN_NAME=print viewed 31 December 2007; see also Office for Education Policy Innovation at the Department of Education, 2007, 'Knowledge Bank' available <http://www.sofweb.vic.edu.au/knowledgebank/about.asp> viewed 31 December 2007.

¹⁷ Schools at the Centre refers to The Smith Family's work with community schools. It reflects an innovative understanding that a school is both a place and a set of partnerships between the school and other community resources. The characteristics of 'community schools' can be found in the review of community schools in 11 sites throughout the USA. Source: Henderson & Mapp (2002) *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. National Centre for Connections with Family and Community Schools.

¹⁸ See ABC Rural, 2007 'Mentor Breakfast' available <http://www.abc.net.au/rural/reporter/stories/s2124012.htm>, viewed 31 December 2007.

¹⁹ See M.H. Vickers, K.B. Simpson, T. Fitzgerald and M. Dowson., 2004, 'Predictors of Adolescents' Academic Achievement and Engagement in School, SELF Research Centre, University of Western Sydney, available http://self.uws.edu.au/Conferences/2004_Vickers_Simpson_Fitzgerald_Dowson.pdf accessed 1 May 2006; see also J.D. Finn, 1989, 'Withdrawing from School', *Review of Educational Research*, 59 (2) and S. Fullarton, 2002, 'Student Engagement with School: Individual and School-Level Influences', *LSAY Research Report*, available <http://www.acer.edu.au/lsey/research.html>, viewed 11 June 2006.

²⁰ G. Marks & N. Fleming 1999, *Early School Leaving in Australia*, Australian Council for Educational Research, Melbourne.

²¹ The Mentor Marketplace Program is now administered by the Australian Government Department of Families, Community Services and Indigenous Affairs. The program aims to increase the mentoring opportunities available to young people by establishing new mentoring activities and assisting the growth of successful existing projects, see http://www.facs.gov.au/internet/facsinternet.nsf/content/mentor_marketplace.htm.

²² For a useful discussion of Cross-Age Peer Mentoring see M. Karcher, 'Cross-Age Peer Mentoring' in D. DuBois & M. Karcher, *Handbook of Youth Mentoring*, Sage Publications, Thousand Oaks.

²³ Mentors' comments from the Mentor Final Survey, Student Entrepreneurs Project 2007.

²⁴ It brings The Smith Family's knowledge of working with Indigenous students, including those who have participated in the Swan Nyungar Sports Education Program along with our experience in mentoring, to the challenge of facilitating improved educational and employment achievements of Indigenous students. The primary goal of the Swan Nyungar Sports Education Program is to improve the life choices of Indigenous youth. While not a formal mentoring program the project does involve mentoring components. It seeks to improve the participation of Indigenous students at school, the educational attainments of students, the employment of Aboriginal students graduating from the program and participation in post-school education – university, vocational and educational training and other forms of training; further information is available at http://www.thesmithfamily.com.au/documents/is_snsep_WWD0406_94C7B.pdf.

²⁵ Adapted from "Why Mentoring Matters in a Hypercompetitive World", by Thomas J. DeLong, John J. Gabarro, and Robert J. Lees in the Special *Harvard Business Review* Centennial Issue, January 2008, p. 117.

²⁶ Further information on how The Smith Family has benefited from growth capital can be found in the 85th Birthday Special Report '*Innovation Relationships*'.

²⁷ More information on The Smith Family's corporate community partnerships can be found in the 85th Birthday Report, '*Corporate Partnerships*'.

²⁸ *Next Steps: A report on the Westpac/The Smith Family Pilot* The Smith Family, 2003.

²⁹ We have also worked with the Beacon Foundation in WA in the delivery of Plan it Youth, and received funding from the previous Commonwealth Departments of Family and Community Services in the Mentor Market Place, and Education, Science and Training to pilot eXLR8, a mentoring initiative focusing on the development of entrepreneurial skills.

³⁰ *Young people and mentoring: towards a national strategy*, A Report prepared for Big Brothers Big Sisters Australia, Dusseldorp Skills Forum and The Smith Family by Robyn Hartley, available http://www.thesmithfamily.com.au/documents/tsf_Mentor_May04_85540.pdf accessed 11 November 2007.

³¹ Ibid.

³² The NRGize Conference was held in Perth from October 30th – November 1st 2007. At the Conference The Smith Family presented sessions on Plan-It Youth and iTrack thus providing delegates information on two successful mentoring models; the recent published iTrack report was also distributed to conference delegates. NRGize is a comprehensive training program that has been developed and trialled by practitioners over a number of years both within Australia and internationally.

³³ A component of the StEP pilot was to have piloted one mentor with two students. Hence, there were 7 mentors with 14 students in 2006 and 14 mentors with 17 students in 2007.