

**OUR PROGRESS**  
TO ENSURE WE REMAIN  
FOCUSED ON ACHIEVING  
OUR GOALS, WE TRACK  
FIVE KEY MEASURES OF  
EFFECTIVENESS OVER TIME

# OUR APPROACH IS WORKING

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FIVE KEY MEASURES OF EFFECTIVENESS

# WE TRACK OUR RESULTS

## 1 ATTENDANCE

Regular school attendance is critical to achieve positive educational outcomes.

LONGER-TERM RESULTS

LEARNING FOR LIFE STUDENTS' AVERAGE SCHOOL ATTENDANCE IN 2015:

**90.7%**

primary school students  
(91.3% in 2014)

**86.1%**

secondary school students  
(86.9% in 2014)

**86.1%**

Aboriginal and Torres Strait Islander school students  
(87.3% in 2014)

SHORT-TERM RESULTS

Increased academic achievement

Improved literacy

Increased self-management and confidence

Improved numeracy

Increased academic engagement

PROGRAM RESULTS

LET'S COUNT

**58%**

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

LET'S READ

**90%**

of surveyed parents indicated that they read more with their child.<sup>1</sup>

STUDENT2STUDENT

**95%**

of students improved their reading. 90% of students reported that they now enjoy reading more.

LEARNING CLUBS

**88%**

of students agreed going to the club made them try harder at school. 91% of students agreed that going to the club taught them they can do well if they try hard.

1. Latest available evaluation data as at 30 June 2016.

We track the progress of 33,000 students receiving *Learning for Life* support across three longer-term outcomes: school attendance, completion of Year 12 or its equivalent, and post-school engagement in education or work. Taking part in our programs helps them achieve short-term outcomes and puts them on the path to achieving the three longer-term outcomes.

## 2 ADVANCEMENT

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

## 3 ENGAGEMENT

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

**LEARNING FOR LIFE STUDENTS WHO ADVANCED THROUGH SCHOOL FROM YEAR 10 TO YEAR 12 OR ITS EQUIVALENT BY 2015:**

# 68.2%

of students in Year 10 in 2013 advanced to Year 12 in 2015 while still on *Learning for Life* sponsorship. This is a 5% improvement on 2012–2014.

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

# 84.2%

of *Learning for Life* graduates who left in Years 10–12 were engaged in work and/or study 12 months after leaving the program. Of the remaining 16%, four in five were actively seeking employment, and one in six was volunteering.

Improved knowledge of financial management

Improved confidence and understanding of computer use

Enhanced networks and relationships

Improved knowledge and understanding of study options and career paths

**ITRACK**

# 91%

of participating students agreed that their mentor encouraged them with their career goals. 88% agreed that their mentor helped them be more positive about their future career and study options.

**CERTIFICATE I FINANCIAL SERVICES**

# 81%

of participants attained the Certificate I qualification. Three months after completing the program, 79% of students used a savings plan more often.

**TECH PACKS**

# 97%

of parents/carers said that having a computer in the home helped their child with school work. 68% reported increased confidence in using a computer.

**SAVER PLUS**

# 87%

of participants were better able to plan ahead and manage their money. 88% were more aware of where to get help with financial decision-making.

# FIVE KEY MEASURES OF EFFECTIVENESS

## 4 INFLUENCING THE POLICY AGENDA OF GOVERNMENTS IN OUR MISSION-CRITICAL AREAS

### ADVOCACY

15

public policy submissions

We continued to advocate on behalf of disadvantaged children and young people by engaging with key Commonwealth, State and Territory politicians and departmental staff on issues of relevance to our work. In meetings, briefings and submissions, we shared our views on policy settings and priorities relating to issues affecting disadvantaged children and, in particular, how to support improvements in their educational outcomes. Use of in-house data and evidence demonstrated how the students we support were achieving improved educational outcomes.

Our submissions to governments covered topics including the Commonwealth and State Budgets, school funding reform, educational opportunities for Aboriginal and Torres Strait Islander students, early childhood services, and communities with high needs.

Through the media we brought to the public's attention the importance of parental engagement in a child's learning (*The Courier Mail, The Canberra Times*), of early intervention to mitigate widening school gaps (*ABC News 24*), the digital divide between disadvantaged children and their more well-off peers (*The Age, ABC News Online*), and how to support improved educational outcomes for disadvantaged young people (*Hobart Mercury, Adelaide Advertiser, ABC National eNews bulletin*).

### RESEARCH

2

research publications

5

Australian Research Council Linkage grants

The Smith Family published a major report in 2016, drawing on four years of research: *Improving the educational outcomes of disadvantaged young Australians: The Learning for Life program*.

A speech delivered by The Smith Family's Head of Research and Advocacy, Anne Hampshire, was selected for publication by the Committee for Economic Development of Australia (CEDA) in *CEDA's Top 10 Speeches 2015: A collection of the most influential and interesting speeches from the CEDA platform in 2015*.

Substantial progress was made on the five Australian Research Council Linkage grants in which The Smith Family is a partner. The grants are multi-year research collaborations involving higher education researchers, government and non-government organisations.

The Smith Family was awarded the 2016 SIMNA Award for *Excellence in Social Impact Measurement*. This award recognised The Smith Family's longitudinal tracking of the educational outcomes of the 33,000 young people supported through the *Learning for Life* program and the strong focus on embedding social impact measurement into every aspect of our work with children and their families.

Research reports can be accessed from [thesmithfamily.com.au](http://thesmithfamily.com.au)

### LEADERSHIP

25

conference papers/external presentations

The Smith Family CEO, Dr Lisa O'Brien, and other representatives from The Smith Family delivered 25 conference papers or presentations at events throughout the year, including at the Australian Social Policy Conference, the 2015 Council for the Humanities, Arts and Social Sciences (CHASS) National Forum, the Strengthening Evidence-Based Policy Conference and the JBWere Philanthropic Services Boardroom Breakfast.

Smith Family team members were also invited to participate in a number of expert panels focused on issues faced by disadvantaged young people. These included at the Australian Social Policy Conference and The Career Development Association of Australia Conference.

# 5 SIGNIFICANTLY BROADENING OUR SUPPORTER BASE AND GROWING FUNDS RAISED

## OVERALL INCOME

# \$87.6m

Net income 2015–16

Net income grew to \$87.6 million, 1% higher than in 2014–15. This included funds raised from individual supporters, corporate partners, universities, trusts and foundations, bequests, and through the support received from VIEW Clubs of Australia, government funding and investment income, together with net revenue from our Recycling Operation.

## TOTAL VOLUNTEER HOURS AND VALUE

8,323 volunteers contributed 398,978 hours of support. The estimated value of this support was \$11.9 million.

## FUNDRAISING PERFORMANCE

# \$64.7m

Funds raised in 2015–16 from individuals, organisations, communities, members of VIEW Clubs of Australia and bequestors.

Thanks to the ongoing commitments of our donors and partners, our fundraising grew year-on-year across all our major segments. Individuals gave \$37.2 million, 11% higher than the previous year. This reflects an increase in donations and sponsorships, plus the ongoing support of VIEW Clubs.

The support of organisations (corporates, trusts and foundations and universities) also grew, with \$11.5 million committed in total by these groups. Our focus on long-term, significant and sustainable partnerships in recent years has contributed to this result.

Major donor contributions were up 12% on the previous year to \$4.9 million and more bequestors left a lasting legacy to support the education of young Australians, with \$11.1 million coming from these generous individuals.

There was an 8% growth in sponsorship income and we were delighted to welcome a further 9,057 new monthly donors to our regular giving program.

New partnerships were formed with The Barlow Foundation, alongside the continued strong support from Perpetual Trustees. We also welcomed new corporate partnerships with Bridges Financial Services, Commonwealth Bank, David Jones, Financial Literacy Australia, HSBC, Janssen, Pfizer, Quantum and Yoobi.

## GOVERNMENT FUNDING

# \$19.4m

Government funding in 2015–16

Government funding decreased by 14% during the year, from \$22.6 million in 2014–15 to \$19.4 million in 2015–16.

This reflects the full-year impact of the winding down of the Commonwealth-funded *School Business Community Partnership Brokers* and the *Better Futures, Local Solutions* programs and the finalisation of Commonwealth support for the *Work Inspiration* program in 2015.

During the year we continued to deliver the *Communities for Children Facilitating Partner* and *Saver Plus* programs, both supported by funding from the Australian Government.

Eight projects focused on improving educational outcomes for Aboriginal and Torres Strait Islander children and young people were funded by the Australian Government's Department of Prime Minister and Cabinet. These included: *Borrooloola Intensive Support Playgroup* (Borrooloola, NT); *Ready, Set, Go Project* (Raymond Terrace, NSW); *Growing Healthy Families* (ACT); *Engaging Parents and Community* (Darwin and Palmerston, NT); *Engaging Parents and Community* (Lake Entrance and Lake Tyers, VIC); *Engaging Parents and Community* (Morwell, VIC); *Indigenous Youth Leadership Project*, and; *Indigenous Youth Leadership (Legacy) Project*.

The Victorian Government provided funding to support the *iTrack* mentoring program and the *Girls at the Centre* program.

To support the expansion of our early maths program *Let's Count*, the Australian Government Department of Education and Training will provide \$4 million over four years. In addition, the Victorian Government's Department of Education and Training will provide \$542,000 over three years.

# 127,424 PARTICIPANTS

THE SMITH FAMILY REACHED 127,424 CHILDREN, YOUNG PEOPLE, PARENTS, CARERS AND COMMUNITY PROFESSIONALS\* IN 2015–16

**64,613**

Participants in programs funded by our supporters, including sponsors, donors, universities, trusts and foundations, and corporate partners.

A 13% increase in participants on 2014–15. Significant increases recorded for *Let's Count*, post-school planning activities and *Certificate I in Financial Services*.

**35,962**

Participants in programs funded by a mix of supporters, including partial government funding.

A 12% increase in participants, with significant increases for *Let's Read*, *Saver Plus*, *School Community Hubs* and *Child and Parent Centres*.

**26,849**

Participants in programs supported by governments.<sup>1</sup>

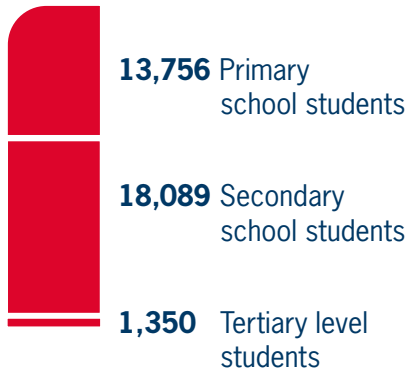
A 25% decrease in participants due to eight months of program implementation for *Communities for Children*, rather than a full year of activity as a result of the commencement of new project agreements.

<sup>1</sup> Programs are *Communities for Children*, *Family Centres (NT)*, *Home Tutor Scheme* and other programs funded under the Australian Government's Indigenous Advancement Strategy including the *Indigenous Youth Leadership Project*.

## KEY PROGRAMS CONTRIBUTING TO THE NUMBERS REACHED

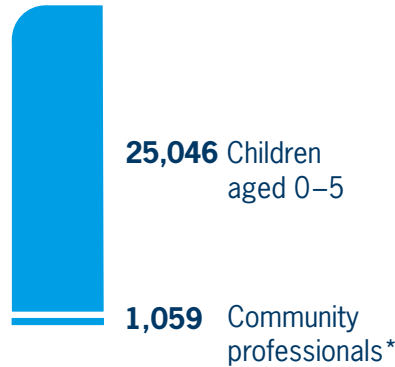
**33,195**

*Learning for Life* sponsorship recipients



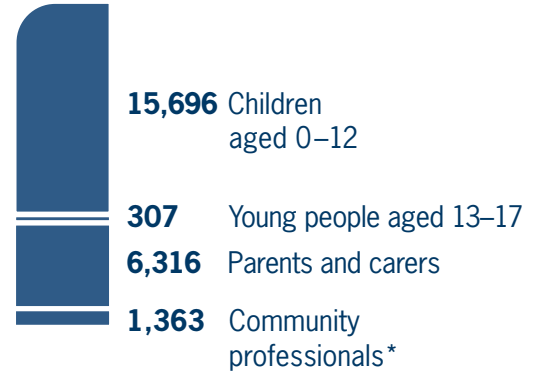
**26,105**

*Let's Read* participants



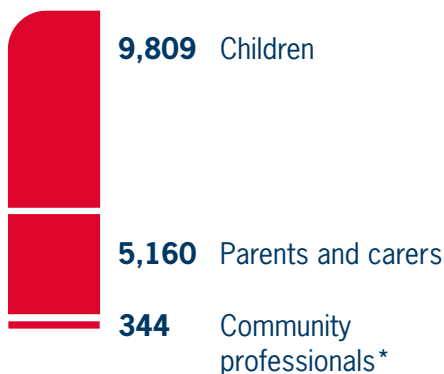
**23,682**

*Communities for Children* participants



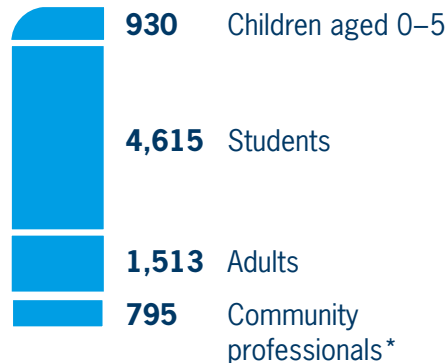
**15,313**

*Let's Count* participants



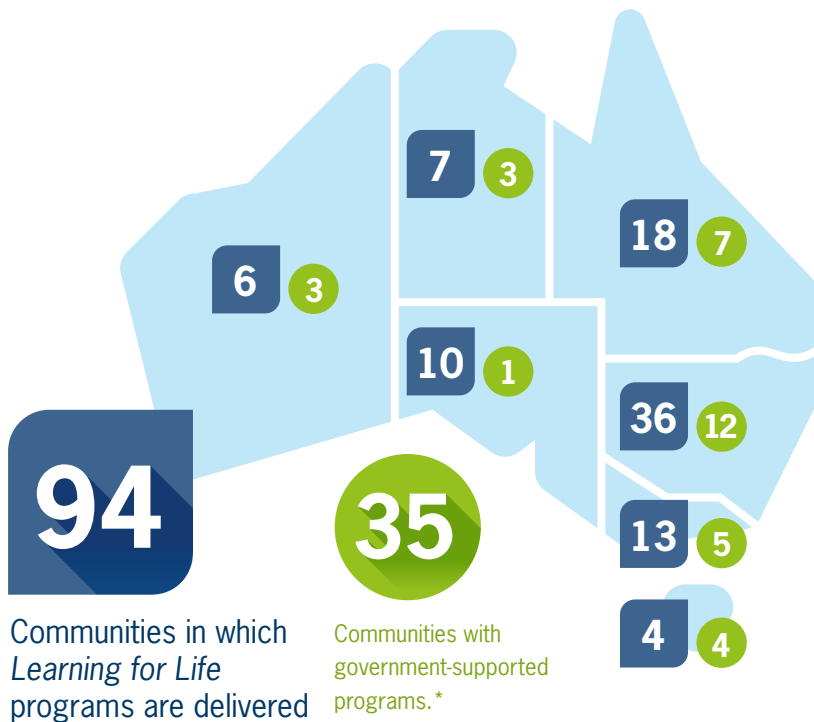
**7,853**

*School Community Hubs* and *Child and Parent Centres* participants



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

# 94 COMMUNITIES



Communities in which Learning for Life programs are delivered

Communities with government-supported programs.\*

\* Communities for Children, Indigenous Advancement Strategy programs, Saver Plus and School Community Hub locations.

## LEARNING FOR LIFE PARTICIPATION

**19%** of students on sponsorship (6,170) in 2015–16 identified as Aboriginal and Torres Strait Islander peoples, up from 18% last year.

**52%** of students on sponsorship lived in one-parent families.

# 155,453 SUPPORTERS

A 4% INCREASE IN THE NUMBER OF SUPPORTERS, UP FROM 149,425 LAST YEAR



## PROPORTION OF FUNDS RAISED SPENT ON COMMUNITY PROGRAMS

Over the five years to June 2016, an average of 82 cents in every dollar of funds raised from individual supporters, corporate partners, universities, trusts and foundations, bequests and through the support received from VIEW Clubs of Australia and governments was spent on our community programs. The surplus from our Recycling Operation and from other commercial activities (\$1.4 million in 2015–16) helps to offset our infrastructure costs, ensuring that funds raised can be spent as much as possible on programs supporting children and young people in need.



Annika  
& Preston



## SUPPORT FROM THE START

"*Learning for Life* makes it easier for my parents to buy things like school shoes and uniforms for me and my sister Annika. It's also meant I could do the *student2student* reading program, which has been great.

I've always liked reading at home. My reading buddy helped give me confidence to speak up and read in class. It's lots of fun reading with my buddy and I'm pumped to do the program again.

Mum calls Kimberley, our Programs Coordinator, for advice. Mum did a workshop called *Tech Packs* to learn about computers and now we have a computer at home, which helps with homework.

I'm in Year 4. When I grow up maybe I'll drive a truck or be a policeman. Annika's in Year 2 and wants to be a teacher. I always look out for her. It's nice knowing The Smith Family is looking out for us too."

**Preston**, *Learning for Life* student