



everyone's family

INNOVATING TO CREATE LASTING CHANGE

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

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

We are working to improve young people's educational outcomes so they can thrive in the 21st century.

The Smith Family
Snapshot 2017-18



The Cycle of Disadvantage

1 Low-income families

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

4 Poorer overall life outcomes

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



2 Poorer educational outcomes for children

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

3 Difficulty getting a job

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

How we help

Our flagship *Learning for Life* program integrates three components that support disadvantaged students, helping them fully participate at school so they can achieve educationally.

We provide them with targeted support including financial assistance to help with education related expenses, personal support for the family, and access to our out-of-school learning and mentoring programs.



Financial support



Relationship with a *Learning for Life* Coordinator



Access to programs from early years to tertiary level

← Parent and community engagement →

Our Five-Year Strategy

GROW AND INNOVATE

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

OUR AMBITION

Over five years to 2022 we will increase by 30% the number of young Australians reached with our effective, evidence-based programs, enabling them to break the cycle of disadvantage and thrive in the 21st century.

SCALE EFFECTIVELY

Grow our reach by 30% over five years while maintaining the effectiveness of our programs.

INNOVATE

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

ADVOCATE

Be an authoritative and influential advocate with those who shape public policy on behalf of disadvantaged children and young people.



FUND

Develop a sustainable funding base to fund our scaling up and strategic initiatives.

DATA ENABLED AND DIGITISE

Amplify and accelerate our mission through digital and data.

ENABLE HIGH PERFORMANCE

Be a destination employer in our sector. Ensure systems are scalable and fit for purpose.

WE TRACK OUR RESULTS

ATTENDANCE

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

LEARNING FOR LIFE STUDENTS' AVERAGE SCHOOL ATTENDANCE IN 2017:

90.5%

primary school students
(91.0% in 2016)

85.4%

secondary school students
(86.3% in 2016)

86.1%

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

**LONGER-TERM
RESULTS**

**SHORT-TERM
RESULTS**

Improved numeracy

Improved literacy

Increased
academic engagement
and achievement

Increased
self-management
and confidence

**PROGRAM
RESULTS**

LET'S COUNT

58%

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

LET'S READ

94%

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

STUDENT2STUDENT

96%

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

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

2 ADVANCEMENT

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

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

69.2%

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

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

3 ENGAGEMENT

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

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

79.0%

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

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

Enhanced networks and relationships

Improved knowledge and understanding of study options and career paths

Improved knowledge and understanding of financial management

LEARNING CLUBS

86%

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

ITRACK

82%

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

CERTIFICATE 1 FINANCIAL SERVICES

80%

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

SAVER PLUS

87%

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

Early years

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

HOW WE HELP

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

Through our early-years programs, *Let's Read* and *Let's Count*, we provide training and resources for early childhood educators and other community professionals who work with parents, helping them develop reading and maths skills in young children.

As the Facilitating Partner in nine Australian Government *Communities for Children Facilitating Partner* sites, we work strategically with the local child and family services and facilitate early intervention and prevention programs designed to increase social connections and improve educational and life outcomes for children and their families.

Our *Child and Parent Centres* in Western Australia run in partnership with schools and community professionals, provide early-learning programs and maternal and child health services for families with children aged up to eight years old.



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

60,666

children aged under five participating in early-years programs

HIGHLIGHT PROGRAMS

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

PROGRAM OUTCOMES

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

Primary years

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

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



HOW WE HELP

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

Our Programs Coordinators work with partner schools and local communities to plan and support our learning programs. These programs offer the extra help young people need to boost their engagement at school. *Student2student* supports students who are behind in their reading to improve, and Learning Clubs provide safe and supportive out-of-school learning spaces where students can obtain after-school learning support.

The *Young ICT* (Information and Communications Technology) *Explorers Accelerator Program* for students in Years 3 to 6 gives teachers extra support so they can encourage disadvantaged students to explore technology and equip themselves with skills for the future.

This year, we launched *Passport to Success*, a program that aims to ease students' transitions from primary school to a new learning environment at high school.

We also piloted a program, *TechPros*, to increase primary school students' foundational digital literacy.

To strengthen students' skills and provide opportunities for them to build positive connections and attitudes, the *Communities for Children Facilitating Partner* initiative ran a broad range of evidence-based programs in local communities and schools.

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

49,481

students participating
in programs

HIGHLIGHT PROGRAMS

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

PROGRAM OUTCOMES

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

Secondary years

About 60% of young people from the lowest socio-economic backgrounds complete Year 12. This compares to around 90% for those from the highest socioeconomic backgrounds.¹

HOW WE HELP

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

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

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

It also offers skills development opportunities such as vocational cadetships, and structured referrals to community supports and services.



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

31,827

students participating
in programs

HIGHLIGHT PROGRAMS

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

PROGRAM OUTCOMES

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

Post-school years

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



HOW WE HELP

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

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

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

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

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

1,674

tertiary students sponsored through *Learning for Life*

HIGHLIGHT PROGRAMS

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

PROGRAM OUTCOMES

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

Parents and carers

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

HOW WE HELP

When a family joins the *Learning for Life* program, they enter into a Partnership Agreement with The Smith Family that acknowledges a shared goal of supporting the child's long-term participation in education and the importance of parental engagement in helping to achieve this.

Our Family Partnerships Coordinators build strong relationships with parents and carers, collaborating with them to develop ways to engage with children's learning.

Community professionals deliver our *Let's Read* and *Let's Count* programs, targeting parents of younger children so they can support their child's learning and development before they start school. To help parents with budgeting and to enhance their money management skills, we run financial literacy programs *Saver Plus*³ and *MoneyMinded*.

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

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



- 1 Borgonovi, F and Montt, G (2012), *Parental involvement in selected PISA countries and economies*, OECD Education Working Papers, No 73, OECD Publishing: Paris.
- 2 Fox, S and Olsen, A (2014), *Education Capital: Defining parental engagement*, ARACY: Canberra.
- 3 *Saver Plus* is an initiative of the Brotherhood of St Laurence and ANZ, and is funded by ANZ and the Australian Government Department of Social Services.

25,486
parents/carers/other adults
participating in programs

HIGHLIGHT PROGRAMS

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

PROGRAM OUTCOMES

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

Working with community

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

HOW WE HELP

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

We train educators and others working in community settings to present our early-years programs, *Let's Count* and *Let's Read*. These programs teach parents and carers how to develop their children's early numeracy and literacy skills.

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

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

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

42,230

participants supported through community programs funded by governments.

HIGHLIGHT PROGRAMS

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

PROGRAM OUTCOMES

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

Aboriginal and Torres Strait Islander children and young people

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

HOW WE HELP

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

Our approach is underpinned by our 2017–20 Reconciliation Action Plan (RAP), through which we aim to address the educational inequities experienced by Aboriginal and Torres Strait Islander children and young people.

This year 20% (8,822) of the *Learning for Life* students we support are from Aboriginal and Torres Strait Islander backgrounds.

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

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

Our work includes facilitating the *Indigenous Youth Leadership Program* (IYLP) funded by the Department of the Prime Minister and Cabinet's Indigenous

Advancement Strategy. Through IYLP, students can access opportunities and experiences that teach them about career pathways and help them aspire to a better future.

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

*Ready Set Go*² takes a collective impact approach to improving school readiness for Aboriginal children by increasing the capabilities of those involved in a child's life, such as families, schools and local services.

¹ Australian Government (2018), *Closing the Gap: Prime Minister's Report 2018*, Department of the Prime Minister and Cabinet.

² *Ready Set Go* is funded through the Australian Government Department of Prime Minister and Cabinet's Indigenous Advancement Strategy.

19,350

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

HIGHLIGHT PROGRAMS

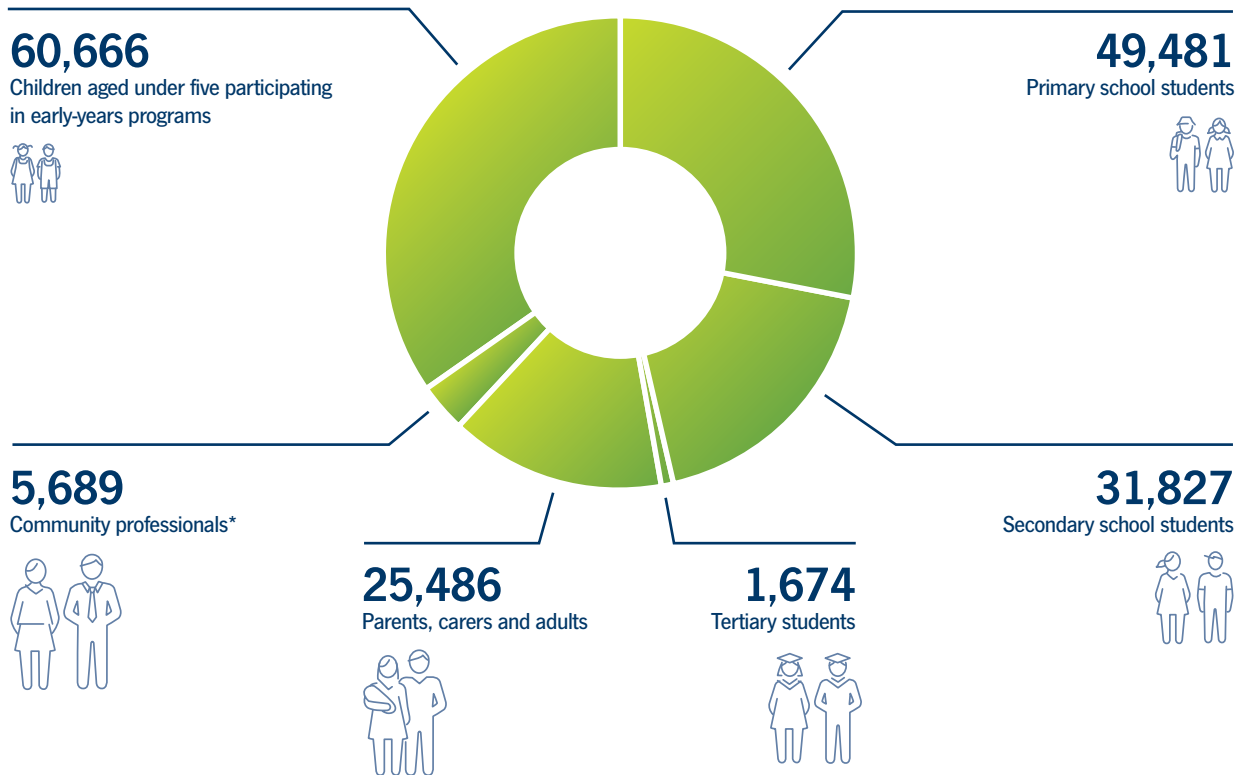
- *Engaging Parents and Community*
- *Girls at the Centre*
- *Growing Healthy Families*
- *Indigenous Youth Leadership Program*
- *Learning for Life*
- *Ready Set Go*

PROGRAM OUTCOMES

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

174,823 PARTICIPANTS

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



143,648

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

42,841

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

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

94 COMMUNITIES

in which *Learning for Life* programs are delivered.



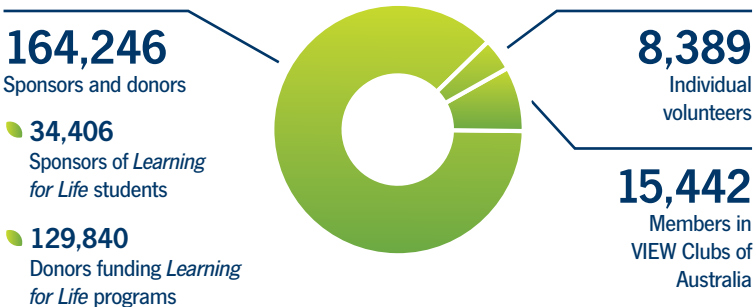
Learning for Life participation

20.6%

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

188,031 SUPPORTERS

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



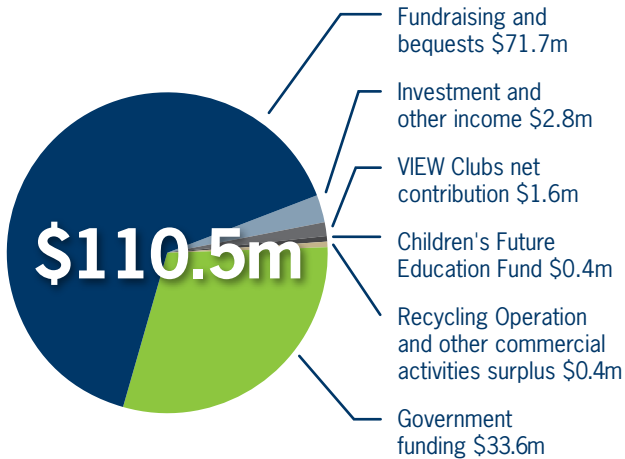
207

Partner organisations

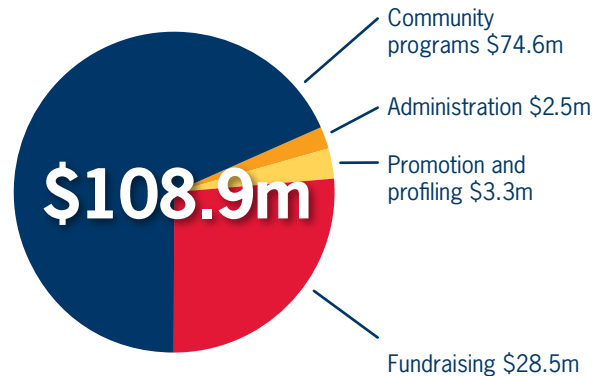
- 98 Corporate partners
- 11 Universities
- 98 Trusts and Foundations

Financial Summary 2017–18

WHERE WE OBTAINED OUR FINANCIAL RESOURCES



HOW WE APPLIED OUR FINANCIAL RESOURCES



FUNDRAISING PERFORMANCE

\$73.7m

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

EXPENDITURE OF FUNDS RAISED

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

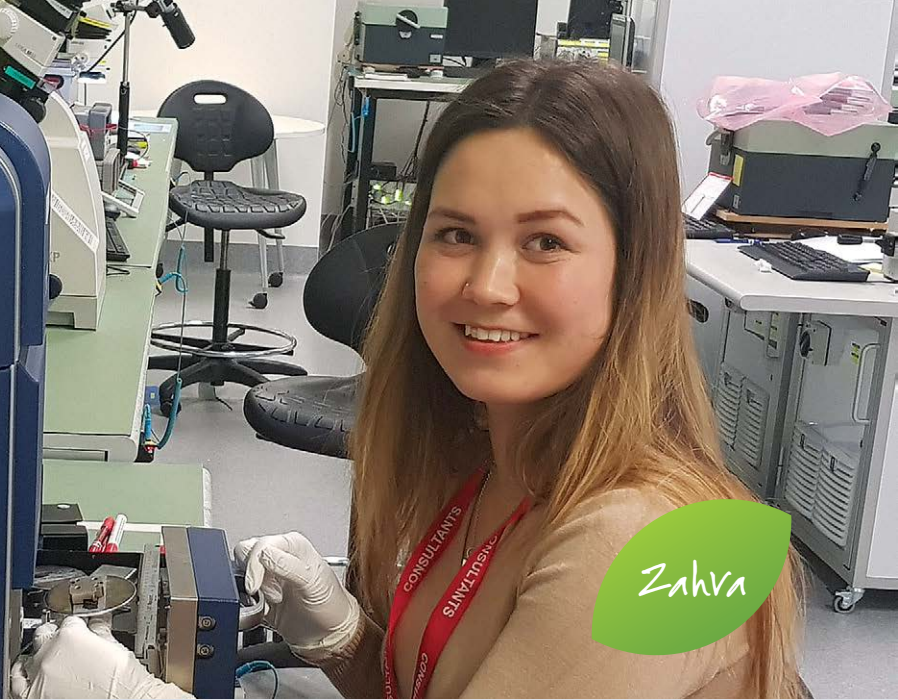
Because we work with children on our *Learning for Life* program for the duration of their educational journey, we need to ensure the sustainability of our funding base, particularly through the recruitment of sponsors. This year, we invested to

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

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

CADETSHIP TO CAREER

Helping university students transition to the workforce



Zahra

“Ten years ago it would have been impossible for me to imagine what I’ve achieved.”

“I was born in Afghanistan and we fled to Pakistan to escape the war. But with little to look forward to there, we came to Australia when I was 11 years old.

“With the support of The Smith Family I dreamt big and now I’m studying a Bachelor of Biomedical Engineering.

“My parents worked hard for us to have a better future, and they’re so happy for the opportunities that we now have.

“The Smith Family’s *Cadetship to Career* program has given me opportunities I could never have anticipated. The program gives young adults like me a head start in the workplace before we finish university. It provides work experience with challenges to overcome, and that makes a huge difference to our lives.

“The program offers networking events for us to attend, which is where I made the connection with my employer, biomedical company Cochlear.

“My cadetship is amazing. It’s given me a better understanding about my future career, which helps me perform better at university. It expands on my university learnings in a workplace environment while allowing me to network and see what types of jobs there are in the industry.

“It’s a great feeling, looking forward to everyday learning in a workplace and working with people in the industry. I’m always learning from the mentors, who are there to help me reach my potential.

“My dream career is to work with medical technology design or fixing prosthetics like artificial limbs.”

Zahra, 20, *Learning for Life* student

Helping families save for education

Single mother Tahleah needed to buy uniforms, school trips and school books for her sons, aged six and eight.

“At the time I’d just separated from my son’s father and was struggling to adjust financially as a single parent,” Tahleah says.

She joined the *Saver Plus*¹ program, which The Smith Family runs in partnership with ANZ. The program helped her save \$500 over 10 months, which ANZ then matched, so she had \$1,000 to spend on her sons’ education.

“Learning how to take control of my money and save for things the boys needed for their education was incredibly valuable,” Tahleah says.

She went to four weekly sessions to learn how to budget. She also set up small direct debits at the start of the month, so savings came out of the account before she looked at her spending money.

“I didn’t miss it at all, yet slowly a savings pot grew,” she says. “It was very achievable. Everybody should do it. I may not have the income coming into my household that I had before, but I have greater control and understanding over where it all goes now.

“At the end of the 10 months, I took the savings from ANZ and was able to spend it on a year’s internet bill. These days school work is often done online, so its invaluable to have the internet hooked up at home. My sons now do their homework online and we use it for researching too.”

Tahleah, *Saver Plus* program participant



Tahleah

“Learning how to take control of my money and save for things the boys needed for their education was incredibly valuable.”

¹ *Saver Plus* is an initiative of the Brotherhood of St Laurence and ANZ, and is funded by ANZ and the Australian Government Department of Social Services.



Kynan

“Kynan has learnt some great skills and seems more aware about his privacy when online.”

TECHPROS

Developing digital literacy

“We all know how important it is to be able to use a computer these days. Nearly every job needs that skill. So, like other parents, I’m eager to nurture my son Kynan’s interest in technology. Although he thinks he is pretty tech savvy, there’s still a lot for him to learn.

“Being a single mum of four children, money can be a little tight, so we only have one tablet at home to share. So, when we heard about The Smith Family’s *TechPros*, both Kynan and I were instantly keen for him to do the course.

“Kynan was 11 when he took part earlier this year. He spent an hour and a half after school each week at the course, which ran for eight weeks. He learned how to design posters and slide shows,

increase his typing speed and how to stay safe on the internet.

“Nearby college children went along to help the students. This was really important to its success. If kids can learn from older kids, then they are keener and more engaged.

“Kynan has learnt some great skills and seems more aware about his privacy when online and how to stay safe. I’d definitely recommend the course.”

Merrilyn, parent of Kynan

**INDIGENOUS YOUTH
LEADERSHIP PROGRAM**

Life-changing opportunities

“I was born in Alice Springs and moved to Darwin for middle and high school. Then for the last few years of high school, The Smith Family’s *Indigenous Youth Leadership Program* (IYLP) gave me the opportunity to go to Immanuel College in Adelaide. Without the IYLP, this would not have been possible.

“I discovered a passion for computer programming while studying at Immanuel College. I was in my Year 11 IT class and had a programming assignment. I found it so rewarding to encounter a problem, try to work out how to solve it and finally figure it out.

“The IYLP gave me the opportunity to push myself and grow as an individual. As well as discovering my career passion in programming, I made lifelong friends at school.

“I then studied software engineering at Charles Darwin University. Again I was helped by The Smith Family through the IYLP tertiary *Learning for Life* program.

“At the end of my honours degree, I was able to land an associate systems engineering job. The support I received through IYLP during high school gave me confidence in my own abilities, which flowed through to tertiary study.

“The IYLP has given me huge opportunities. I believe that my life would look very different if I had not applied for the IYLP scholarship. I can’t say with confidence that I would be the same person I am today, as my experiences during the IYLP scholarship have positively shaped me.”

Jarrold, Former IYLP
Learning for Life student

“As well as discovering my career passion in programming, I made lifelong friends at school.”



Indigenous Youth Leadership
Project Manager Leanne with Jarrod.





LEARNING CLUBS

Improving learning skills

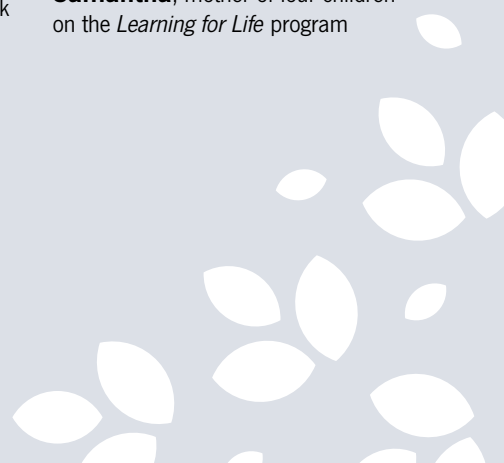
“I’m a single mother of four primary school children who have autism. It’s very hard trying to help them all with their homework. I don’t have much extended family to help, so it’s been a struggle, especially supporting their additional needs.

“But the support from The Smith Family over the past few years has been amazing. The children are always so excited to attend Learning Clubs after school. They always tell me about what they learnt at Learning Club, and they want to do their homework and read.

“Shakira, 11, struggled with reading but has quickly improved from reading at a six-year-old level to an eight-year-old level. Her writing has also greatly improved. Jake, who is eight, went from reading level 1 to 5, which is amazing as we thought he wasn’t going to be able to talk at birth. As well as improving his writing and spelling, Learning Club gives Jake access to educational maths games – which is really helpful because we don’t have computers at home.

“The Smith Family provides so much support, including scholarships to help with school costs, which really help because our medical fees are high. And the volunteers really care about the kids.”

Samantha, mother of four children on the *Learning for Life* program



WORK INSPIRATION

Helping students to develop work aspirations

“*Work Inspiration* completely opened my eyes to the type of job I wanted in the future.

“I wanted to participate in *Work Inspiration* with SAP because I was told they were involved in information and communications technology. And while I didn't know much about the company when the program started, I now know I want to one day work for a company just like them.

“The company took us on a big office tour and we learnt about SAP through heaps of presentations. They covered everything from programming to human resources to their current work in artificial intelligence.

“Learning about their human resources team really inspired me, as I didn't realise the opportunities available in this line of work. You get to work with different people, travel and help people be the best they can be.

“We also got a lot of tips and advice during the program, like resume-writing and how to act during job interviews. We then did a personality quiz to help us figure out the type of person we are, and the kind of jobs that might suit us.

“I think my favourite part was getting to meet everyone and seeing just how many different types of people it takes to make a company like SAP function. I liked seeing how everyone all came together to work as a team.”

Nemanja, *Work Inspiration* participant and *Learning for Life* student

“*Work Inspiration* completely opened my eyes to the type of job I wanted in the future.

A logo consisting of a dark blue, leaf-like shape with a white outline. Inside the shape, the name "Nemanja" is written in a white, cursive script font.

Work Inspiration gives students the opportunity to undertake meaningful work experiences with a range of organisations. The program provides inspiration for students to broaden their perspectives and develop aspirations, while also encouraging businesses to showcase their employment opportunities, engage with the future workforce and support their local community.



LET'S COUNT

Bringing maths into everyday home life

“I feel I am having fun with my children and at the same time helping them with their numeracy.”

Tennille

“Since starting at the *Let's Count* program I feel I am having fun with my children and at the same time helping them with their numeracy. I feel like an engaged mum and I couldn't be happier.

“When I enrolled my two daughters into kindy and school I was told they had learning difficulties. That brought a lot of guilt that I hadn't picked up on it before. I'm a busy single mum and was previously really disconnected with their learning. I always left it up to teachers.

“But the *Let's Count* program teaches parents like me how we can help our children learn maths. It's not all about sitting at a desk and learning how to

add, subtract, multiply and divide. Just adapting chores in the home or sitting down and playing with your kids can really help.

“When I went home after one *Let's Count* parent group, I started to play a game with my kids about shapes.

“Suddenly I was seeing learning opportunities everywhere for my girls. Whether it's getting them to help cook the dinner or playing simple games with them, we are always practising maths now.”

Tennille, mother of Jaz (6) and Bella (4)



Inspiring a love of stories in young children



“My daughter is always excited to go to *Connect and Grow* and see what wonderful activities [the facilitator] Miss Pam has in store for her. My child’s love of stories has increased thanks to Miss Pam’s story time,” says the parent of a child who attends the weekly playgroup.

Connect and Grow is a facilitated playgroup run by Playgroup Queensland for children aged under five, in Rockhampton, Queensland. The project uses elements from three evidence-based learning programs: the Abecedarian Approach Australia (3A strategies), *Have Fun Be Healthy*, and *Sing and Grow*.

Each playgroup typically has up to 18 children from around 10 participating families.

“Many parents report an improved confidence in reading with their child at home using the 3A Conversational Reading strategies taught during the sessions,” says Andrew McMahon, Program Manager of *Connect and Grow*. “Parents at playgroup also say they have a better understanding of how music can assist in building stronger relationships with their children.”

Connect and Grow has been supported by the Capricorn *Communities for Children Facilitating Partner (CfC FP)* program since 2012. The Smith Family is a *Facilitating Partner* of the CfC FP initiative, which is funded by the Australian Government.

The project is well respected in the community. “*Connect and Grow* was fantastic,” one mother says. “My children gained a lot out of the sessions. Pam was so knowledgeable and even assisted me in finding a local speech therapist for my son. It’s a wonderful program I’ll be recommending to my friends.”

Rockhampton is a culturally diverse area that includes an indigenous community and newly arrived immigrants and refugees. The Smith Family has been working in the area since 2007.



everyone's family



CHANGING LIVES

The Smith Family
Personal Impact
Report 2017-18