

# HELPING DISADVANTAGED CHILDREN SUCCEED AT SCHOOL





Aaron

Learning for Life student,  
Aaron, on his way to  
school accompanied by  
his mother, Belinda.

#### OUR VISION

A better future for  
young Australians in need.

#### OUR MISSION

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

#### OUR BELIEF

Every child deserves a chance.

#### OUR VALUES


RESPECT: We are caring

INTEGRITY: We are ethical

COLLABORATION: We work together

INNOVATION: We are dynamic

EXCELLENCE: We strive for quality

A photograph of a woman pushing a red stroller with children on a path next to a black fence. The woman is wearing a blue and white striped shirt. The children are wearing school uniforms. The path is paved and runs alongside a black metal fence. There are trees and grass in the background.

The Smith Family provides disadvantaged children with tools and support to help them thrive at school. This help extends to the child's family with wrap-around support essential to breaking the cycle of poverty. Helping children to do well in their journey through school delivers long-term benefits to them, their families and, potentially, generations to come.

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2013–14 was the second year of our five-year plan. Our focus during the last 12 months was on increasing the effectiveness of our programs and ensuring the successful implementation of our fundraising strategy.

These two are inextricably linked. As our program effectiveness grows and we are able to report on outcomes, we have a very strong story to tell about the impact of our work.

We begin the review of our year by thanking all who have contributed to it. To our sponsors, donors, volunteers, VIEW Club members, schools, universities, trusts and foundations, to those who have left The Smith Family a gift in their wills, to our corporate partners and governments, to the members of our Board and our Advisory Groups – a very big thank you.

We also pay tribute to our Smith Family team members for their passion and commitment to our work. The team has helped shape a path for the young Australians we support, to succeed at school and to go on to a better future.

The Smith Family offers a very compelling cause to be part of and we see the results of our efforts every day. Throughout the year, many *Learning for Life* students and their families helped to bring our work to life by sharing their stories at public events, with the media and in our promotional materials. We thank all these young people and their families for their support.

A comment made to us by a parent three years ago remains an ongoing reminder about what The Smith Family is all about and why we do what we do.

Speaking of his two children who The Smith Family supported, the father said:

“I always told the kids, ‘We want all of you to finish Year 12,’ because me and their mum, we only finished Year 8. And our life, it’s not full, it’s not rich.”

We draw on that father’s determination for his children to have a better future when asked to explain our work.

At The Smith Family we recognise that changing lives requires a long-term commitment. We aim to deliver a lasting benefit to the children we help, to their families, and more broadly to society.

To achieve this we start our work with disadvantaged children when they are very young, and we don't stop supporting them until the end of their high school years. Sometimes we continue helping at tertiary level. That's a long time for any charity to be connected to an individual. But that is our commitment to them and to their future. Our aim is to stop poor children from becoming poor adults, and helping disadvantaged children to succeed at school is the way we do that.

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“Our aim is to stop poor children from becoming poor adults. Helping disadvantaged children to succeed at school is the way we do that.”

This year we continued to improve the way we deliver our programs to students and families in the community, and to ensure their cost-effectiveness and scalability. To this end we are conducting several pilot projects. While these pilots continue to be evaluated, early indications are that they are having a positive impact on the quality of our service provision.

One of The Smith Family's four strategic priorities is to connect the Australian community to what we do. This is vital for the success of our fundraising, which in turn enables us to deliver quality programs to many thousands of disadvantaged Australians.

One of the most significant projects during the year has been the development of The Smith Family's online presence. Our new website was launched in October 2013 and provides a much clearer picture of our work and how supporters can help. It is now much easier to donate online. During our *Winter Appeal* in June 2014, over \$1 million was donated via the website.

This year also included the creation of a series of animated short films called *Tales of the One-in-Ten*. These films reflect our commitment to telling the stories of the children we help and raising awareness of the challenges they face. The two *Tales of the One-in-Ten* films launched this year received a combined total of almost 85,000 views, with the majority of the campaign activity online across Facebook, Twitter and YouTube as well as blog sites.

Another way we achieve our mission is through our research and advocacy activities. By sharing our data and research with policymakers, peer organisations and the media, we are able to promote what is working and is effective in enabling better outcomes for disadvantaged young Australians.

Along with the release of four new research reports, we were successful in our applications for two prestigious Australian Research Council Linkage grants. These new grants are in addition to the three we received in 2012–13. One of the new grants will support a project in partnership with the University of NSW, the University of York, the NSW Department of Education and Communities, and the NSW Commission for Children and Young People. The project will measure how disadvantage is experienced by school-aged children, recording their perceptions and views. Through the second grant we will partner with the University of Western Sydney, Sunrise Health Service Aboriginal Corporation and the University of Otago. This project will examine how a parent-implemented early childhood language program can support the development and school readiness of Aboriginal and Torres Strait Islander children.

Our Advisory Group on issues concerning Aboriginal and Torres Strait Islander Australians endorsed a communique for our Aboriginal and Torres Strait Islander programs. The paper outlines The Smith Family's policy, values and principles for engagement and partnering in a culturally responsive way. It can be found online at [thesmithfamily.com.au/about-us/reconciliation-action-plan](http://thesmithfamily.com.au/about-us/reconciliation-action-plan). As part of our Reconciliation Action Plan, we also provided training in cultural awareness to all team members.

## MESSAGE FROM THE CHAIRMAN AND THE CHIEF EXECUTIVE OFFICER

We are extremely grateful for the financial support we have received during the year. That support continues to grow, with our gross income surpassing \$100 million for the first time.

Since 2009–10, net operating income has grown by an average of 10% each year, from \$55.1 million to \$80.9 million in 2013–14.

This growth has allowed us to increase our expenditure on programs significantly, from \$40.5 million in 2009–10 to \$61.9 million in 2013–14. Overall expenditure has increased from \$52.3 million in 2009–10 to \$78.7 million this year, with current year expenditure including additional fundraising costs in support of our investment in long-term regular giving initiatives.

The overall net surplus for the year of \$2.2 million (2012–13, \$299,000) includes \$1.3 million in debt recovery relating to an outstanding receivable from the sale of The Smith Family's non-woven business in 2011. The impairment of this debt had been fully provided for in the 2011–12 accounts.

Our Recycling Operation continued to go from strength to strength, providing a vital source of funds and community engagement for The Smith Family. The team maintained a strong commitment to efficiency and safety and pleasingly delivered a surplus of \$2.8 million, which helped offset our infrastructure costs.

Maintaining our financial effectiveness and ensuring that the funds we raise are spent on improving the futures of disadvantaged children are imperatives that we take seriously. We are therefore pleased to report that this year 83 cents in every dollar of funds raised was directed to our community programs.

A few months ago we received a letter from a mother of four girls who we've been supporting for over a decade. Her heartfelt words made for powerful reading as she explained how our support has made a difference to all of their lives.

We leave you with this excerpt:

"My girls certainly had a disadvantaged background, with much anguish through having to grow up too quickly. But I'm proud to say they survived and have ended up with a passion for life, determined to do their best and to be leaders in their field. Like many families in the community, our journey was a troubled one. The Smith Family gave my girls a sense of purpose and a sense of hope. You encouraged them to always look ahead; that school and education are the key to all life experiences. You gave my family the opportunities that I could not provide. The Smith Family saw potential, believed in them and helped [my girls] towards a better future ... thank you."

**James M. Millar AM and Dr Lisa O'Brien**

# HOW AUSTRALIAN CHILDREN EXPERIENCE DISADVANTAGE

The likelihood that someone will experience disadvantage is influenced by a number of factors. These include their personal capabilities, their family circumstances, the support they receive, the community they live in, life events, and the broader economic and social environment.<sup>1</sup>

Australian children experience disadvantage in different ways. For some, it can mean they live in a family that doesn't have enough money for basic essentials such as food, electricity or gas. Their family may not always be able to afford clothes, or the costs of basic health and dental services.

Disadvantage can also mean that children don't have access to important resources for learning, such as books or a computer in their home. Often, disadvantaged children are unable to participate in school excursions or the hobby and leisure activities that other young people take for granted. Not only does this have an impact on their education and development, but it can also leave children feeling isolated from their peers. Children growing up in disadvantaged families are likely to live in communities poorly serviced by public transport, with limited infrastructure, recreational facilities and community services. There are also fewer locally available opportunities for higher education and training.

Communities with high levels of early school leaving and intergenerational unemployment often lack positive role models and access to the networks that help young people build resilience and determination. Without these important foundations, disadvantaged children are likely to experience barriers that prevent them from making the most of any opportunities that could help build their educational and career aspirations.

When children are living in families with inadequate incomes, where they might face issues such as parental ill-health, long-term unemployment, language difficulties, a lack of formal and informal support networks and limited community infrastructure, it can be very difficult for them to stay engaged in their education over the long term.

## Children in need face barriers affecting their ability to learn



Around one in three children living in Australia's most disadvantaged communities is **developmentally vulnerable** in one or more key areas when they start school.<sup>2</sup>



One in four Year 5 Aboriginal and/or Torres Strait Islander students performs **below the national minimum numeracy standard**.<sup>3</sup>



Students from low socio-economic status (SES) backgrounds are **less likely to complete Year 12** than students from higher SES backgrounds. In 2011, 74% of young people from the most disadvantaged areas completed Year 12 or its equivalent, compared with 93% of students from the most advantaged areas.<sup>4</sup>

1 McLachlan R., Gilfillan G., and Gordon J., 2013, *Deep and Persistent Disadvantage in Australia*, Productivity Commission Staff Working Paper.

2 Australian Government, 2013, *Australian Early Development Index 2012: Summary report*.

3 Australian Curriculum, Assessment and Reporting Authority, 2013, *National Assessment Program Literacy and Numeracy National Report for 2013*.

4 COAG Reform Council, 2013, *Education in Australia 2012: Five years of performance*.



Elizabeth

## SUPPORT FOR LEARNING BEGINS AT HOME

“You need to have money for your children’s education and you also need money for survival, and sometimes it’s very hard to have both those things,” says Elizabeth, mother of four children, two of whom are supported by *Learning for Life* sponsorships.

Before resettling in Australia in 2005, Elizabeth was living in a refugee camp in Kenya. While she values education highly, her family’s financial circumstances mean that the opportunities Elizabeth can offer her children are limited.

Elizabeth’s eldest son, Deng has been supported through *Learning for Life* since 2012. Now in Year 5, he has settled well into school, has many friends, and is an eager participant in The Smith Family’s reading program, *student2student*.

“If a child knows how to read and how to spell then they can progress in their education. It’s a beautiful thing to listen to him reading his books out loud so well. Where else would we get this support? At the school there are so many children, and it’s hard for me to help him with my language,” explains Elizabeth.





# OUR STRATEGY

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OUR FIVE-YEAR STRATEGY  
PROVIDES THE FRAMEWORK FOR  
HELPING DISADVANTAGED CHILDREN  
AND YOUNG PEOPLE THROUGH  
EDUCATIONAL SUPPORT

For Elizabeth, the financial assistance from *Learning for Life* means she now has money for her children's books and uniforms, which allows her to focus on covering the cost of basic needs at home such as food and paying bills. Additional learning programs and support, also provided through *Learning for Life*, will give her children their best chance at succeeding at school.

# DISADVANTAGE AT EVERY STAGE



The context of our work is the significant educational disadvantage experienced by many Australian children and young people.

## EARLY YEARS

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### Developmentally vulnerable

One in three children in Australia's most disadvantaged communities is developmentally vulnerable in one or more key areas when they start school.<sup>1</sup> These include language and cognitive skills and physical health and wellbeing.

<sup>1</sup> Australian Government, 2013, *Australian Early Development Index 2012: Summary report*.

## PRIMARY YEARS

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### Reading standards

Of those students in Year 5 whose parents' highest level of education was Year 11, 85% were at or above the national minimum reading standard. This compares with 98% of children whose parents had attained a bachelor's degree.<sup>2</sup>

<sup>2</sup> Australian Curriculum, Assessment and Reporting Authority, 2013, *National Assessment Program Literacy and Numeracy National Report for 2013*.

## SECONDARY YEARS

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### Year 12 completion rates

In 2011, 74% of young people from the most disadvantaged areas attained Year 12 or the equivalent, compared to 93% of young people from the most advantaged areas.<sup>3</sup>

<sup>3</sup> COAG Reform Council, 2013, *Education in Australia 2012: Five years of performance*.

## POST-SCHOOL YEARS

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### Post-school engagement

After leaving school, 42% of young people aged 17–24 from the most disadvantaged backgrounds were not fully engaged in work or study, compared to 17% among the most advantaged young people.<sup>4</sup>

<sup>4</sup> COAG Reform Council, 2013, *Education in Australia 2012: Five years of performance*.

## FIVE-YEAR STRATEGY

To achieve our ambition we focus on four strategic priorities. There are five key measures of effectiveness to enable us to track our progress along the way. Our programs contribute to short-term outcomes which in turn support the achievement of our longer-term outcomes.

### OUR AMBITION

To ensure the effectiveness of our programs and, with the help of our supporters, to significantly increase our reach to help support more disadvantaged children, young people and their parents/carers.

### MEASURES OF EFFECTIVENESS

against which our progress is tracked

1. Improving school attendance rates of <i>Learning for Life</i> students over time to 90%	PAGE 12
2. Increasing the proportion of Year 10 <i>Learning for Life</i> students who advance to Year 12 or its equivalent on sponsorship	PAGE 13
3. Increasing the proportion of Year 10, 11 and 12 <i>Learning for Life</i> students who are engaged in work or further study up to 12 months after they leave the program	PAGE 13
4. Influencing the policy agenda of governments in our mission-critical areas	PAGE 14
5. Significantly broadening our supporter base and growing our funds raised	PAGE 15

### PROGRAM OUTCOMES

we are seeking to achieve

At the individual/family level	At the school level	At the community level
<ul style="list-style-type: none"> <li>• Improved literacy and numeracy</li> <li>• Improved confidence and self-efficacy</li> <li>• Improved motivation and aspiration</li> <li>• Enhanced networks and relationships</li> <li>• Improved knowledge and understanding</li> <li>• Improved or sustained school attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Increased access to and use of community resources</li> <li>• Increased parental engagement in their children's learning</li> </ul>	<ul style="list-style-type: none"> <li>• Improved service collaboration and integration</li> <li>• Enhanced cross-sectoral partnerships</li> </ul>

### STRATEGIC PRIORITIES

for 2012–17

1. To provide effective support through innovative quality programs	2. To be an influential advocate for disadvantaged young Australians	3. To connect the Australian community with the plight of disadvantaged young Australians and engage them to support our mission	4. To build a high-performing and sustainable organisation
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Emma

## BUILDING CONFIDENCE TO SUCCEED

“My mother was doing her best to raise two smart girls on her own. We were financially stressed and I worked part-time to help out. Nobody I knew – not a family friend or a distant relative – had been to university,” says Emma, a *Learning for Life* graduate.

Emma first became involved with The Smith Family’s *Learning for Life* program when she was in Year 10. With continued financial assistance and support she was able to go on to university.

“I desperately wanted to study at university and the *Learning for Life* program helped me to finish high school, but The Smith Family understood that wasn’t the end of our journey. University is expensive and coming from a disadvantaged background, I was lacking a professional network, which is important in establishing a career.”

As part of her sponsorship, Emma was matched with a mentor from her desired field, who provided career advice and support. Encouraged by his unshakable belief that she could do anything she put her mind to, Emma switched from studying journalism to the pursuit of a law degree. After she graduated in 2013, Emma began her career at Victorian Legal Aid and was recently admitted to the Supreme Court of Victoria.



# OUR PROGRESS

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WE TRACK OUR PROGRESS  
TOWARDS ACHIEVING OUR AMBITION  
USING FIVE KEY MEASURES

“With The Smith Family’s support I have had some amazing opportunities. During my law degree I interned for Congress in Washington DC. Each day I was there, I was struck by how unimaginable this would have been to my 15-year-old self.

“The effects of The Smith Family extend well beyond my own career. Shortly I will be training to become a mentor to another young law student receiving The Smith Family’s support.”

## KEY PROGRAM RESULTS

	Let's Count	Let's Read	student2student	Girls at the Centre
IMPACT	<p><b>54%</b></p> <p>of children reached a key counting milestone, compared with 37% of children who did not participate in the program.</p>	<p><b>90%</b></p> <p>of surveyed parents indicated that they read more with their child.</p>	<p><b>95%</b></p> <p>of students' reading ages improved.</p>	<p><b>12%</b></p> <p>higher average school attendance in semester 1 for Aboriginal and Torres Strait Islander girls on the program, compared with other Aboriginal and Torres Strait Islander girls at the same school.</p>
SHORT-TERM OUTCOMES	<ul style="list-style-type: none"> <li>• Improved numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Improved literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Improved literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Improved or sustained school attendance</li> <li>• Improved motivation and aspiration</li> <li>• Enhanced networks and relationships</li> </ul>

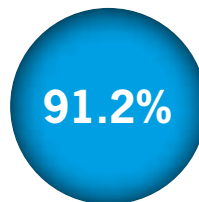
## FIVE KEY MEASURES OF EFFECTIVENESS

Participation in our programs helps young people to achieve short-term outcomes which puts them on the road to achieving our three longer-term student outcomes: strong school attendance, completion of Year 12 or equivalent, and post-school engagement in education or work.

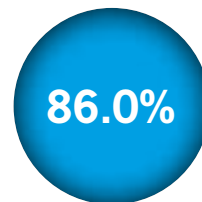
We can track the progress of 34,000 students across these three important outcomes because we support students over a long period of time through our *Learning for Life* sponsorships.

### 1. IMPROVING SCHOOL ATTENDANCE RATES OF *LEARNING FOR LIFE* STUDENTS OVER TIME TO 90%

#### THE SMITH FAMILY'S AVERAGE ATTENDANCE RATES



for *Learning for Life* primary school students



for *Learning for Life* secondary school students

(Based on 2013 average attendance rates)

Regular and consistent school attendance is critical for achieving educational outcomes. Every day of attendance counts towards academic outcomes.<sup>1</sup>

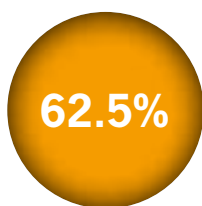
1 Hancock, K. J., Shepherd, C. C. J., Lawrence, D. and Zubrick, R. R., 2013, *Student Attendance and Educational Outcomes: Every day counts*.

<i>iTrack</i>	<i>Certificate 1 Financial Literacy</i>	<i>Tech Packs</i>	<i>Saver Plus</i>	
<b>86%</b> of participating students said talking with their mentor helped them work out how to reach their career goals.	<b>81%</b> of participants attained Certificate 1 qualification. 79% of participants said they had an improved ability to manage financial challenges.	<b>76%</b> of parents/carers reported increased skills in using a computer.	<b>87%</b> of participants had continued saving 12 months after completing the program.	IMPACT
<ul style="list-style-type: none"> <li>Improved confidence (self-efficacy)</li> <li>Enhanced networks and relationships</li> <li>Improved knowledge and understanding of study options and career paths</li> </ul>	<ul style="list-style-type: none"> <li>Improved knowledge and understanding of financial management</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced networks and relationships</li> <li>Improved knowledge and understanding of computer use</li> </ul>	<ul style="list-style-type: none"> <li>Improved knowledge and understanding of financial management</li> </ul>	SHORT-TERM OUTCOMES

## 2.

### INCREASING THE PROPORTION OF YEAR 10 *LEARNING FOR LIFE* STUDENTS WHO ADVANCE TO YEAR 12 OR ITS EQUIVALENT ON SPONSORSHIP

#### THE SMITH FAMILY'S ADVANCEMENT RATE



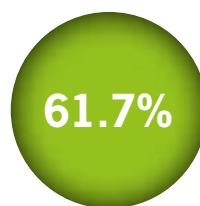
*Learning for Life* students who were in Year 10 in 2011 and advanced to Year 12 or its equivalent by 2013. Up from 60% for the period 2010–12.

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.

### INCREASING THE PROPORTION OF YEAR 10, 11 AND 12 *LEARNING FOR LIFE* STUDENTS WHO ARE ENGAGED IN WORK OR FURTHER STUDY UP TO 12 MONTHS AFTER THEY LEAVE THE PROGRAM

#### THE SMITH FAMILY'S ENGAGEMENT RATE



*Learning for Life* students were fully engaged in work or study 12 months after leaving the program. A further 18% were partially engaged.

The survey was conducted in May 2013 and the next survey will be undertaken in May 2015.

After leaving school, 42% of young people (aged 17–24) from the most disadvantaged backgrounds were not fully engaged in work or study, compared with 17% among the most advantaged young people.<sup>1</sup>

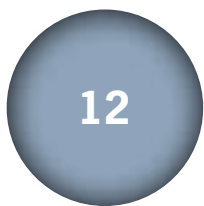
<sup>1</sup> COAG Reform Council, 2013, *Education in Australia 2012: Five years of performance*.

## FIVE KEY MEASURES OF EFFECTIVENESS continued

### 4.

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

##### ADVOCACY



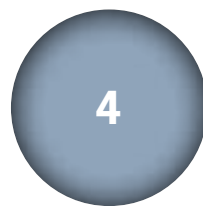
##### Public policy submissions

This year we developed a new government relations strategy to enhance the effectiveness of our work with governments.

Twelve public policy submissions were made to governments on topics including Aboriginal employment, Australian Curriculum reform, the Productivity Commission's Inquiry into Childcare and Early Childhood Learning, and the 2014–15 Commonwealth Budget.

Our advocacy work was supported by regular media engagement. Eleven opinion pieces by senior Smith Family staff were published during the year in major newspapers, including *The Australian*, *The Australian Financial Review*, *The Sydney Morning Herald* and *The West Australian*.

##### RESEARCH



##### Research reports

Three research reports were published by The Smith Family in 2013–14 and a fourth, on the *Work Inspiration* program, was published jointly with our partners, The Foundation for Young Australians and the National Australia Bank:

- *Improving educational outcomes of Aboriginal and Torres Strait Islander girls*
- *Improving children's reading through peer support: The student2student program*
- *Improving young people's educational outcomes through school business community partnerships: The Smith Family's Partnership Brokers*
- *Work Inspiration: Findings and lessons from the Australian pilot*

These reports can be accessed at [thesmithfamily.com.au](http://thesmithfamily.com.au)

##### LEADERSHIP

Our approach to measuring and recording the impact of our work was recognised in the inaugural Impact Measurement Awards, where we were runner-up in the not-for-profit category.

The awards, a joint initiative of the Social Impact Measurement Network Australia and Criterion Conferences, are given in recognition of the progress being made by not-for-profit, government, corporate and philanthropic organisations in the crucial area of social impact measurement.

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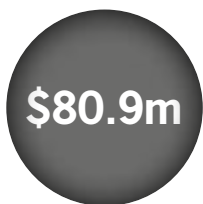
“Our approach to measuring and recording the impact of our work was recognised in the inaugural Impact Measurement Awards ...”



# 5.

## SIGNIFICANTLY BROADENING OUR SUPPORTER BASE AND GROWING FUNDRAISING

### OVERALL INCOME



Net income 2013–14

Net income grew to \$80.9 million, 7% higher than in 2012–13. This includes funds raised from individual supporters, corporate partners, universities, trusts and foundations, and through the support received from VIEW Clubs of Australia, governments, bequests and investment income, together with net revenue from our Recycling Operation.

### FUNDRAISING PERFORMANCE



Funds raised 2013–14

This year we raised \$74.2 million. We saw strong growth in income from individuals, major donors, government and universities. In accordance with our new long-term growth strategy, we invested in our core fundraising segments of individuals, major donors and our business partners. This has seen us:

- develop new and existing fundraising strategies, through both face-to-face and via digital channels. The launch of our new website was a major contributor to our Winter Appeal achieving its strongest result on record;
- create a national focus and management structure around major gifts, including the appointment of a major donor manager in Victoria; and
- restructure our corporate partnerships team to create a greater focus on our growth markets and to develop further the reciprocal value between The Smith Family and our existing partners.

Government funding increased by 7% during the year through:

- the full-year operation of two *Child and Parent Centres* in Western Australia
- an extension of the *Indigenous Youth Leadership Program*
- the new *Work Inspiration* program
- full-year operation of a new *School Community Hub* in Western Australia
- a new *School Community Hub* in Tasmania
- additional Parental and Community Engagement projects in Victoria and the Northern Territory

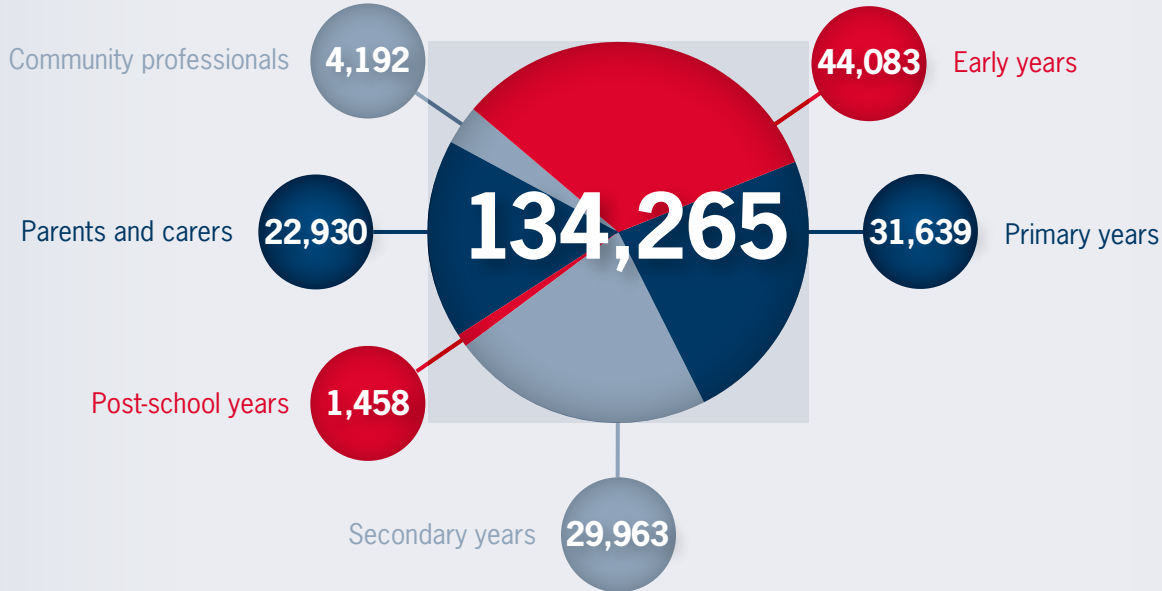
The conclusion of the *School Business Community Partnership Brokers* program in December 2014 is regrettable. It will see fewer services and supports provided to disadvantaged young people making the transition from school to work or to further studies. The cessation of government funding for the *Better Futures, Local Solutions* program means that this program will end by June 2015.

The loss of these programs will see a reduction in the level of our government funding in the 2014–15 year. We are working through strategies to address this reduction, including exploring alternative government funding possibilities aligned to our mission.

### TOTAL VOLUNTEER HOURS AND VALUE INCREASED

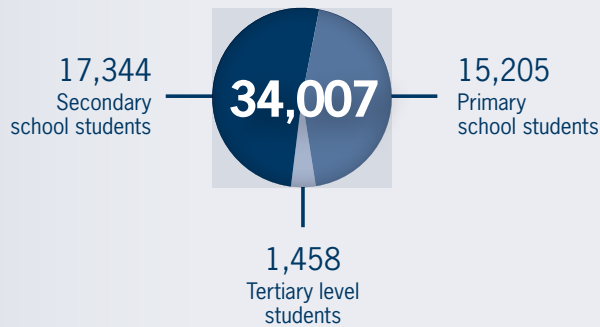
7,889 volunteers contributed 463,853 hours of support, up from 417,603 hours last year. The estimated value of this support is \$13.4 million compared to \$7.9 million in 2009–10.

The Smith Family reached 134,265 children, young people, parents, carers and community professionals in 2013–14, a 20% increase in our reach, up from 112,124 last year.

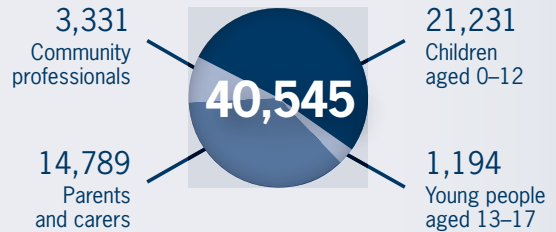


KEY PROGRAMS CONTRIBUTING TO THE NUMBERS REACHED

*Learning for Life* sponsorship recipients



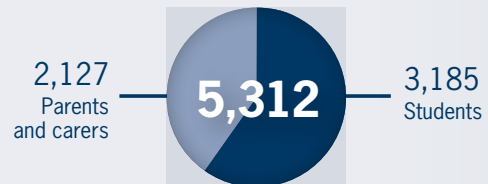
*Communities for Children* participants



*Let's Read* participants



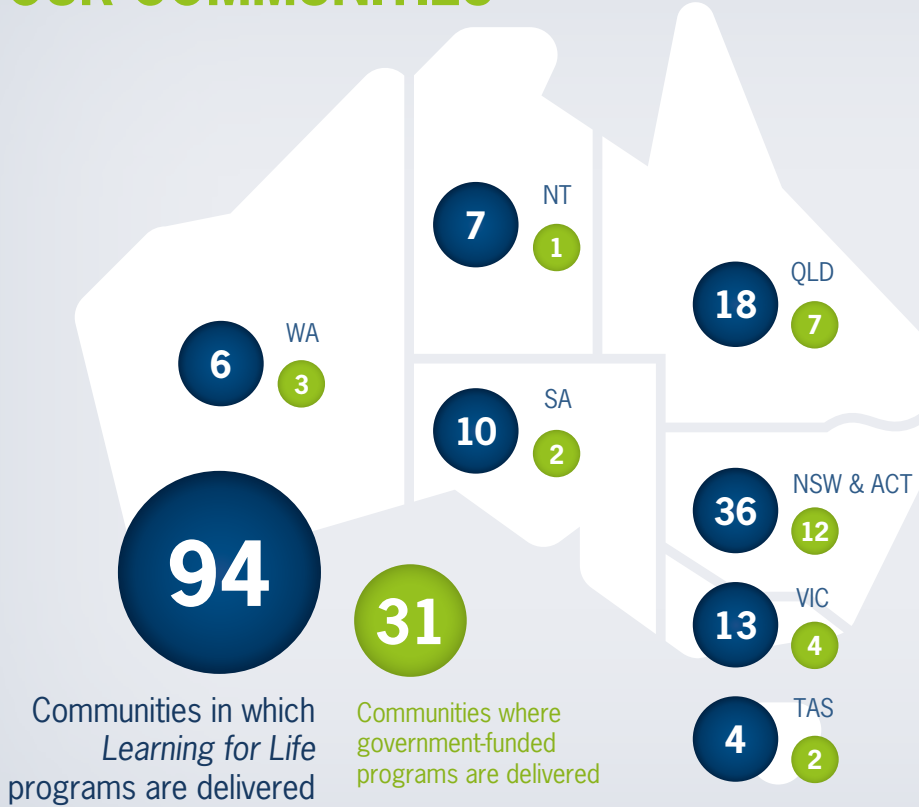
*School Community Hubs* participants



GOVERNMENT FUNDING FOR PROGRAMS

With government funding support, we were able to reach 48,934 individuals as part of our overall reach figure of 134,265. Comprising 36% of the total participants assisted, the Australian Government *Communities for Children Facilitating Partner* was the largest program contributor to our reach. During the year in review the Government announced a further five years of funding for this program.

# OUR COMMUNITIES



## LEARNING FOR LIFE PARTICIPATION

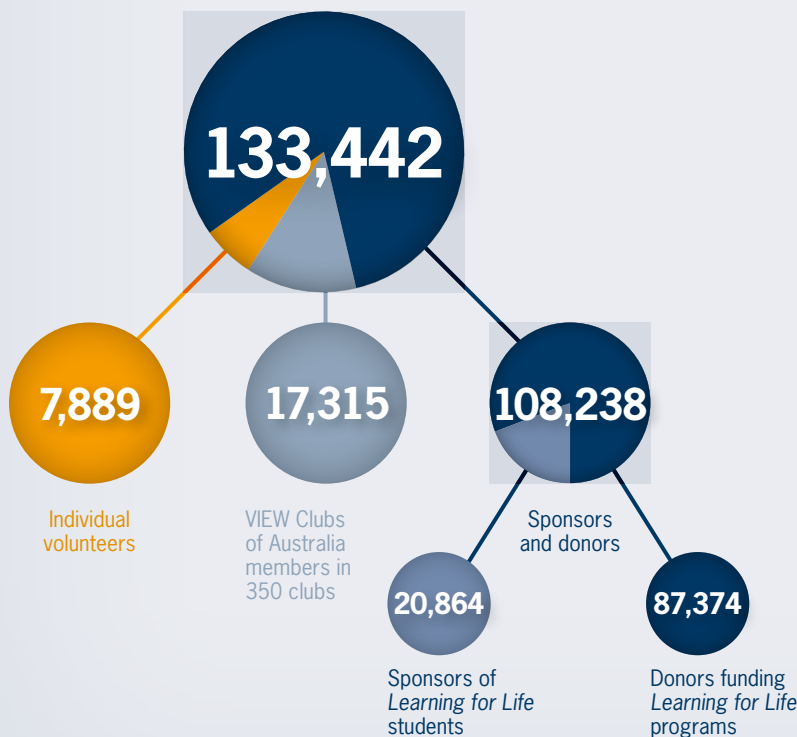
**16%** of students on sponsorship in 2013–14 identified as Aboriginal and Torres Strait Islander peoples, up from 15% last year.

**55%** of students on sponsorship lived in one-parent families.

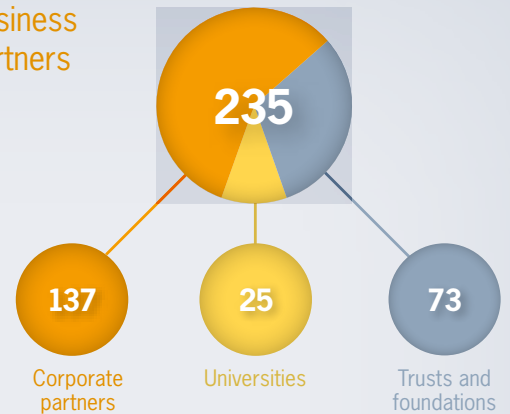
# OUR SUPPORTERS

## Individuals

A 6% increase in supporter numbers, up from 125,728 last year.



## Business partners



## PROPORTION OF FUNDS RAISED SPENT ON COMMUNITY PROGRAMS

In 2013–14, 83 cents in every dollar of funds raised from individual supporters, corporate partners, universities, trusts and foundations, and through the support received from VIEW Clubs of Australia, governments and bequests, was spent on our community programs.

The surplus of \$3.3 million from our Recycling Operation and from other commercial activities offset our infrastructure costs, ensuring funds raised continued to be spent as fully as possible on programs supporting children and young people in need.



Eddie

## NURTURING TALENT TOWARDS SUCCESS

“Don’t let anyone say that you can’t do it. There is always someone who believes in you – your Nan, your family, your Smith Family coordinator, your dance teacher,” says Eddie, an Aboriginal *Learning for Life* student.

Raised by his grandmother, Eddie has been receiving sponsorship from The Smith Family since 2007. For as long as he can remember, Eddie has loved the performing arts. However, it wasn’t until a representative from a local dance academy visited his school that he was inspired to dance professionally. With financial support provided by The Smith Family, Eddie has been participating in lessons to help him pursue his dream.

“My passion is dancing. The *Learning for Life* sponsorship meant that I could attend proper lessons in performance. I’m not going to be able to work in an office all my life. I’ve got to move and dancing is the place I go.”

The proportion of Aboriginal and Torres Strait Islander people not fully engaged in work or study after leaving school is more than double the rate of those from non-Aboriginal and Torres Strait Islander backgrounds. Despite this statistic, Eddie completed high school in 2013 and has since been studying a full-time performing arts course with a prestigious dance academy.

“I’ve only been there a little while now but already I’m gaining so much knowledge and experience.”



Photo: Justin McManus/Fairfax Syndication

# STRATEGIC PRIORITY 1

TO PROVIDE EFFECTIVE  
SUPPORT THROUGH INNOVATIVE  
QUALITY PROGRAMS

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With financial support provided by The Smith Family, Eddie has been participating in lessons to help him pursue his dream.

## OUR APPROACH

Research shows that a range of factors influences a child's development and success at school. These include personal capability, their family and home situation, their school environment, peers, access to resources and the broader community in which they live. For a child growing up in financial hardship, additional challenges can make it even harder to succeed at school.

That's why we take a holistic approach to supporting a disadvantaged child throughout their education. We work with children, their families, and in their communities, to offer the right programs and support for each individual child, because each child's circumstances are unique.

From birth we work with parents and with professionals in the community to ensure they have the skills to enrich a very young child's learning and development. We provide literacy and numeracy programs so that young children have the building blocks they need to begin school ready to learn.

Once children reach school, we focus on providing families with financial support for school-related expenses and provide extra learning support and opportunities for children outside school hours. We also build strong partnerships with schools and local communities to bring in extra resources for the schools and to equip parents with the help and support they may need to overcome barriers preventing them from engaging with their child's learning. Our partnerships create additional educational and extracurricular opportunities that may not be readily available or accessible for disadvantaged students.

With low education levels themselves, some parents may not have the literacy and numeracy skills or the confidence to contribute to their child's educational outcomes. Our work supports more active parental engagement in a child's learning because we know that it has an important and positive effect on school attendance and achievement.

With more than 90 years' experience working with Australia's most disadvantaged families, our holistic approach is the best way to positively influence a disadvantaged child's chances of success at school. In this way they can stay engaged with their schooling, make the most of their education and create a strong future for themselves.

### LEARNING FOR LIFE SPONSORSHIP PROGRAM

Each sponsored child receives financial support from their sponsor to cover the cost of school essentials such as uniforms, shoes, textbooks and excursions. We also link each child to a *Learning for Life* program coordinator, whose role is to support families and children with school attendance and engagement. Program coordinators connect students with before- and after-school activities to help with their learning and motivation. Students are also linked with mentors and role models who help build their knowledge, skills and career aspirations for their futures.

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“The Smith Family is a great support for our students and our school. The program coordinator has a productive working relationship with school staff which leads to many positive programs and supports for our students being implemented.”

**Craig Dunne**

Deputy Principal, Cranebrook High School.

### HOW LEARNING FOR LIFE WORKS





The Onkaparinga Learning for Life team: (L-R) Danielle Stoneham, Tammy Kennedy, Travis Barty, Karl Melvin.

**TEAM PROFILE –  
LEARNING FOR LIFE ONKAPARINGA**

**IMPROVING OUR  
SUPPORT FOR STUDENTS,  
FAMILIES, SCHOOLS  
AND COMMUNITIES**

“The new model for the delivery of *Learning for Life* in community has allowed us to increase support for our families and we’ve developed more partnerships with schools and community organisations,” says Travis Barty, The Smith Family’s *Learning for Life* team leader in Onkaparinga, South Australia.

The Onkaparinga team has been piloting specialised roles in sponsorship delivery and program coordination since May 2013. Moving from the traditional model where program coordinators support a range of students and their families, the team has taken on specialised roles including family manager, early and primary years program coordinator, and secondary years program coordinator.

In its first year, the pilot has already achieved a number of positive changes including improved school attendance rates, an increase in program participation by *Learning for Life* students, improved program quality, strengthened community partnerships and significantly enhanced relationships with schools and families.

Stan Hagias, Principal at Morphett Vale Primary School, which is participating in the trial, is pleased with the improvements seen at his school.

“As school attendance expectations are integral to The Smith Family programs, our student attendance figures have been strongly supported through the partnership with the *Learning for Life* team.”

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**“The new model ... has allowed us to increase support for our families and we’ve developed more partnerships with schools and community organisations.”**

**Travis Barty**  
*Learning for Life* team leader.



## EARLY YEARS

### THE FACTS

One fifth of young children are developmentally vulnerable in one or more key areas when they start school.

This increases to one in three children in Australia's most disadvantaged communities.<sup>1</sup>

A child's learning and development is integral to their overall health and wellbeing, as well as being important for the future productive capacity of society.<sup>2</sup>

### THE CHALLENGE

For children, the effects of low socio-economic status can result in less than satisfactory early development before and after birth. Disadvantage can have a lifelong impact on their health, wellbeing and life outcomes. Financial and family stress may mean there are fewer resources for learning in the home and little parental support for the critical learning and development that occurs in a child's early years. This lack of support for literacy, numeracy, social and emotional development from birth to five years old affects a child's ability to learn, opening gaps in their achievements and abilities right from the start of school. If a disadvantaged child starts school already behind, they are not well placed to make the most of their education. So it is important to help parents understand how they can support their child's learning from a very young age.

### HOW WE HELP

To help a child from a disadvantaged family to be ready for school, we take a holistic approach working with the child, their parents and the community professionals involved with them.

We focus on helping parents to gain the skills they need to help their child learn and develop. Our literacy and numeracy programs such as *Let's Read* and *Let's Count* equip parents and community professionals with practical skills, activities and resources so they can support a child's development in these areas.

1 Australian Government, 2013, *Australian Early Development Index 2012: Summary report*.

2 Australian Institute of Health and Welfare, 2011, 'Headline Indicators for Children's Health, Development and Wellbeing', *Cat.no. PHE 144*.

### CASE STUDY – LET'S READ

## FOR THE LOVE OF READING

*Astrid*



"*Let's Read* allows me to discover and enjoy reading with my children," says Tania, who has been participating with her daughter Astrid in The Smith Family's literacy program for young children and their parents.

Poor reading skills have a disproportionately adverse effect on children from disadvantaged homes, many of whom are growing up with parents who have low literacy levels. Research shows strong links between literacy, school performance, self-esteem and life chances.<sup>3</sup>

Delivered through early childhood services, *Let's Read* provides books and encourages families and caregivers to share words, stories and books with children every day. It helps parents to develop the literacy skills of their young children and to establish a love

of books early in their lives, preparing them for a successful transition to school.

For Tania, the program has helped the whole family develop a love of reading.

"[It] has made a difference to our reading habits by providing us with new books that we may not otherwise have had access to. The kids and I are inspired by stories shared at reading time," Tania reveals.

"My children love the interactive stories with puppets or felt boards. The kids love receiving their *Let's Read* book packs at their different age levels too."

*Let's Read* was developed by the Royal Children's Hospital's Centre for Community Child Health, in Melbourne. The Murdoch Children's Research Institute and The Smith Family partner to implement *Let's Read* in communities across Australia.

(L-R) Tami Boas, *Let's Read* project officer, with Astrid and Aleera at the Bubs N Kids reading corner at Bargara, Queensland.

3 *Let's Read* literature review, [www.rch.org.au/emplibrary/ccch/letsread\\_2pgSummary.pdf](http://www.rch.org.au/emplibrary/ccch/letsread_2pgSummary.pdf)



44,083

children under five participating in early years programs

30,208

children aged from birth to five years participating in *Let's Read*

9,834

children under five participating in *Communities for Children*

6,099

participating in *Let's Count*, including 3,907 children, 2,055 parents and 137 community professionals

As the facilitating partner in nine Australian Government *Communities for Children* sites, we work in partnership with local community groups to strengthen childhood development and wellbeing for children aged from birth to 12 years.

The wrap-around support we provide to a child, their family and community professionals ensures a smooth transition from home to primary school so that a child can be ready for the next important stage of learning.

**HIGHLIGHT PROGRAMS**

- *Communities for Children*
- *Let's Count*
- *Let's Read*

**PROGRAM OUTCOMES**

- Parents have the skills and resources to support their children's early language, literacy and numeracy development

**CASE STUDY – LET'S COUNT**

**COUNTING THE BENEFITS**

Connor



“Connor definitely shows greater awareness of numbers around him, such as on speed signs. He's now more interested in math activities generally,” says Rebecca, mother of four-year-old Connor.

Connor attends preschool and, with his mum, has been participating in The Smith Family's *Let's Count* program to improve his numeracy skills before he starts school. Community professionals from Connor's preschool explore numbers in everyday situations with the children, and work with parents to show them how easy it is to discuss and share mathematical concepts and language with their young children in the home.

Rebecca with her son Connor participating in *Let's Count*.

Children from disadvantaged communities are more likely to have difficulty with counting, comparing or recognising numbers. *Let's Count* gives parents the right skills for helping their children to develop vital numeracy skills.

“Since being involved, Connor is doing more counting. Using the resources provided as well as existing resources at home, maths is now part of our play and learning experiences,” says Rebecca.

The *Let's Count* program was developed with Dr Ann Gervasoni, Australian Catholic University and Dr Bob Perry, Charles Sturt University and is supported by the Origin Foundation. It was developed with the assistance of BlackRock.



## PRIMARY YEARS

### THE FACTS

Of students in Year 5 whose parents' highest level of education was Year 11, 85% are at or above the national minimum reading standard. This compares with 98% of children whose parents had achieved a bachelor's degree.<sup>1</sup>

Every day of attendance affects academic outcomes. Results on achievement tests decline with any level of school absence but declines in achievement are greater for students from low socio-economic status backgrounds.<sup>2</sup>

### THE CHALLENGE

Many children from disadvantaged backgrounds begin primary school without all the skills they need to thrive there. This can affect a child's self-esteem and ability to learn and succeed. It can make it hard for them to fit in, make new friends and be engaged in their learning. The family of a child growing up in financial hardship may regularly not have enough money for food and basic utilities, let alone to meet the cost of school essentials such as uniforms, shoes, textbooks, or a computer in their home. Work commitments, low education levels and poor literacy or English language skills mean that some parents in disadvantaged households can't provide the necessary support a child needs to keep up with learning and develop good study habits. Parents may not be connected to their community or school, or know how best

to support their child. For a disadvantaged child, the challenges of their situation make the transition from home to school an even more daunting experience.

### HOW WE HELP

We work with a disadvantaged child, and with their family, school and community partners, to help them develop a positive relationship with education. From a young age, students are linked with sponsors whose financial assistance to the family helps to pay for the child's education essentials. Our *Learning for Life* program coordinators work in partnership with students and families to identify barriers to school attendance or achievement gaps that may cause a child to fall behind.

Students who struggle with reading can be connected to our outside-of-school reading

<sup>1</sup> Australian Curriculum, Assessment and Reporting Authority, 2013, *National Assessment Program Literacy and Numeracy National Report for 2013*.  
<sup>2</sup> Hancock, K. J., Shepherd, C. C. J., Lawrence, D. and Zubrick, R. R., 2013, *Student Attendance and Educational Outcomes: Every day counts*.

### CASE STUDY – LEARNING CLUBS

## MAKING LEARNING FUN

Heather-Louise  
& Blaze-Marie



"*Learning Club* helps me develop my understanding of maths and science. I love the hands-on [approach], and it has taught me that science and experiments can be a lot of fun," says Heather-Louise, who attends a Smith Family *Learning Club* with her sister, Blaze-Marie.

The girls are in Year 8 and have received *Learning for Life* sponsorships since 2010. To help improve their maths and science skills, they've been going to a Smith Family *Learning Club* since the beginning of 2014.

Their *Learning Club* has a focus on these subjects and encourages students with a range of interactive activities. The one-on-one attention the girls receive each week from a trained volunteer tutor helps them to keep up with their classmates.

Twins Heather-Louise (L) and Blaze-Marie (R) at the *Learning Club*.

The Smith Family runs *Learning Clubs* throughout Australia with the support of community partners and trained volunteers. The clubs are run before and after school to provide students, who, like Heather-Louise, may be struggling at school, with a supportive environment in which to access learning resources and seek help with their homework and learning.

For some disadvantaged students, a *Learning Club* may be the only out-of-school support they receive to help them keep up with their schoolwork.

The Smith Family is grateful to partners such as Curtin University for their contributions that make Heather-Louise's *Learning Club* and two other local clubs possible.

31,639

primary school students participating in programs

programs such as *student2student* and have their learning supported before and after school in our *Learning Clubs*.

Program coordinators also help parents improve their school interactions and link them to supports in the local community that offer additional learning opportunities. Our *Tech Packs* program provides disadvantaged families with affordable, internet-ready computers, training and technical support to improve their digital literacy and enable their children to complete homework tasks at home. And we connect parents participating in *Communities for Children* to broader networks and skills-building activities in their local community. Our targeted support for children and their parents during this life stage encourages regular school attendance and ongoing engagement in learning, and increases the chances of a positive transition to secondary school.

### HIGHLIGHT PROGRAMS

- *Communities for Children*
- *Learning Clubs*
- *student2student*

### PROGRAM OUTCOMES

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

15,205

primary school students sponsored through *Learning for Life*

11,397

primary school students participating in *Communities for Children*

2,914

*Learning Club* primary school-aged participants, with 1,252 tutors in 186 *Learning Clubs*

1,142

*student2student* program participants supported by 1,119 reading buddies, with 145 volunteer buddy supervisors

### CASE STUDY – STUDENT2STUDENT

## STUDENTS HELPING STUDENTS

Jared



“Jared’s disability can make life hard sometimes as it can create learning difficulties. But it doesn’t stop him from aiming high,” says Janet, mum to Jared, a *student2student* participant.

The family is no stranger to life’s hurdles. Jared’s parents have disabilities that prevent them both from working full-time. While they regularly volunteer in their small community, the family lives on a limited income and the children face daily challenges in accessing educational support.

Eleven-year-old Jared and his older sister are sponsored through *Learning for Life*, which allows them to participate in extracurricular activities to enhance their learning.

Jared is an enthusiastic participant in *student2student*. The chance to practise his reading over the phone with an older, trained

Jared practises reading aloud over the phone with his *student2student* reading buddy. Photo courtesy of *The Advocate* newspaper

student (his reading buddy) for 20 minutes two to three times a week, is all the encouragement he needs to work towards his goal of improved literacy.

“*Student2student* has helped me read more. I hadn’t read alone for a while before the program, and using the mobile phone to practise reading out loud with my buddy is really fun,” says Jared.

Since starting *student2student*, Jared’s reading has improved dramatically, and his mum is incredibly proud watching her son’s confidence grow.

“With no outside family or cousins around, someone like Rylee (his buddy) showing a real interest has been amazing, and of course his reading has improved. Jared really looks up to Rylee and they have a real hoot on the phone!”

Thank you to Optus for its ongoing national support of the *student2student* reading program.



## SECONDARY YEARS

### THE FACTS

In 2011, 74% of young people from the most disadvantaged areas attained Year 12 or its equivalent, compared to 93% of young people from the most advantaged areas.<sup>1</sup>

Two fifths of Australians on unemployment payments have not completed Year 12.<sup>2</sup>

Students from financially disadvantaged backgrounds have poorer educational outcomes. Supportive and knowledgeable advice from adults who have careers in areas of interest to these young people, can help them overcome barriers related to their low expectations about future options.<sup>3</sup>

### THE CHALLENGE

Many young people disengage from their education and drop out of school during their teenage years. The impact of growing up in disadvantage creates barriers that can make it even more difficult to see the benefit of completing Year 12. Financial strain and a lack of learning support in the home influence a young person's engagement in the classroom. Disadvantaged communities often have limited recreational and community facilities and fewer opportunities for higher education and training. Leaving school early also affects the work choices available to young people. Disadvantaged young people often lack access to positive role models and mentors who can help them raise their expectations, build aspirations for the future and learn how to reach their career goals.

### HOW WE HELP

During the secondary school years, we aim to keep students engaged in their learning so their confidence and aspirations will grow. Our targeted support helps them to discover the educational and career pathways they need to follow in order to achieve their goals. Financial assistance from *Learning for Life* sponsors remains critical to easing financial strain on families. Young people experiencing economic adversity often choose subjects where costs are lower so as to lessen the financial burden on their family. But opting out of subjects in areas in which they are gifted can have a negative impact. It may result in lower engagement levels at school and decreased self-esteem and wellbeing, all adversely affecting their school outcomes.

1 COAG Reform Council, 2013, *Education in Australia 2012: Five years of performance*.

2 ACOSS, BCA & ACTU, 2012, *Opportunity for all*.

3 Chowdry, H. et al., 2009, *Drivers and Barriers to Educational Success*.

### CASE STUDY – WORK INSPIRATION

## INSPIRING FUTURE CAREERS

Thomas



“Prior to visiting Downer Mining I had no idea what I wanted to be or what to study in senior school and university. Attending this program has most likely changed the course and direction that I will take for the rest of my life,” says Thomas, a participant in The Smith Family's *Work Inspiration* program.

Fourteen-year-old Thomas spent three days at the head office of Downer Mining, chatting with employees, including the CEO, about possible career pathways, and participating in activities to explore employment opportunities.

The experience gave him a new perspective on career options and fresh motivation to succeed at school.

Thomas has a chat with David Overall, CEO of Downer Mining.

“My favourite part was meeting new people and talking with all the staff. I think I now know what I want to do. All the staff that I talked to helped point me in the right direction. Now I want to go down the path of engineering,” says Thomas.

*Work Inspiration* gives secondary students the opportunity to connect with businesses and talk to staff first-hand. For businesses, it provides the chance to showcase their workplace and employment opportunities to the new generation of workers in the community.

“After the three days, I didn't want to leave Downer Mining. The thought of going back to school afterwards only made me want to study harder to get to where I want to be in life.”

*Work Inspiration* is a partnership between The Smith Family, the Foundation for Young Australians and the National Australia Bank.

29,963

secondary school students participating in programs

17,344

secondary school students sponsored through *Learning for Life*

5,665

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

2,098

*Work Inspiration* secondary school-aged participants

1,191

*Learning Club* secondary school-aged participants, with 295 tutors in 40 *Learning Clubs*

Understanding study and career options is integral to school achievement and ongoing engagement. *Learning for Life* program coordinators link students with volunteer mentors who provide guidance about pathways to reach career goals. With our partners, we provide experiential careers workshops and university campus visits so young people can visit workplaces or gain insights into university life. Students can also participate in extracurricular enrichment activities aimed at drawing out their talents and interests. With support in the home so crucial to success at school, we also provide programs for parents, such as *Financial Literacy*, so they can gain skills to support their family. Such an approach, involving students, families and partners in their communities, ensures a young person can successfully move from high school to positive post-school options.

#### HIGHLIGHT PROGRAMS

- *Financial Literacy* programs
- *Girls at the Centre*
- *Indigenous Youth Leadership Program*
- *iTrack*
- *KIKASS*
- *Learning Clubs*
- *Outward Bound Australia's National Aspiring Leaders' Summit*
- *School Business Community Partnership Brokers* program
- *SmArts* including *Bella Art Workshops* and *CONverge*
- *Work Inspiration*

#### PROGRAM OUTCOMES

- Greater understanding of available career options
- Increased knowledge regarding pathways to further study/careers

#### CASE STUDY – MELBOURNE UNIVERSITY *SmArts*

### NURTURING SELF-CONFIDENCE

*Felicity*



"We visited the Victorian College of the Arts and spent the day on campus. I really want to study there when I finish school," says Felicity, a Year 10 student from Ballarat, who recently participated in The Smith Family's *SmArts* program, delivered in partnership with the University of Melbourne, funded by Arts Victoria.

*SmArts* is a 10-week program that enhances students' creative skills, self-confidence and knowledge of post-school options. Research shows that students who participate in creative enrichment programs have improved confidence and increased school engagement and retention rates. However, for financially disadvantaged students, exploring their creative interests is often too costly. But with the support of the University of Melbourne, more than 160 secondary students from regional communities in Victoria have been able to participate in the program.

Felicity plays flute at the 2014 *SmArts* Gala Concert at Federation Hall, Victorian College of the Arts, Melbourne.

Tutorial staff from the Melbourne Conservatorium of Music helped students develop their musical skills, engage with new ways of learning, and explore study and career options.

*SmArts* is just one part of a comprehensive partnership with the University of Melbourne. This partnership provides support for five communities in which we work, enabling the delivery of reading, numeracy and mentoring programs as well as *Learning for Life* sponsorships for disadvantaged students. The University also supports new program collaborations and a research association.

"The University greatly values our partnership with The Smith Family. Their belief that education has the power to transform lives accords with our own values, and the partnership creates a significant mechanism through which we might realise our shared goals," says Professor Richard James, Pro Vice-Chancellor Academic, University of Melbourne.



## POST-SCHOOL YEARS

### THE FACTS

Higher levels of education bring economic benefits, including increased employment opportunities and higher incomes.

In terms of social benefits, higher levels of education are also associated with better health, longer life expectancy, stronger civic engagement and greater overall life satisfaction.<sup>1</sup>

### THE CHALLENGE

Young people from disadvantaged backgrounds are often the first in their family to go on to further studies, and keeping them there can be a major financial struggle. These young people often have few adults within their social circle they can turn to for advice on study and career paths or how to manage university life. The financial burden of travel costs, textbooks and study resources are added barriers that make it hard for a disadvantaged young person to stay engaged in post-school study while juggling other demands such as part-time work.

### HOW WE HELP

At this life stage, we focus our support on helping a young person to continue their studies and gain a better understanding of career opportunities. Financial sponsorship provides practical assistance to help them manage their education-related expenses. We also match students with a volunteer mentor from their field of interest who offers support, study advice and career guidance that may not be readily available through a young person's own networks.

In partnership with Housing NSW through the Department of Family and Community Services, we offer financial grants, mentoring and other support to assist young people living in social housing, on the housing waitlist or in crisis accommodation with their pursuit of tertiary education.

<sup>1</sup> OECD, 2013, What are the Social Benefits of Education? *Education Indicators in Focus*, 10.

### CASE STUDY – TERTIARY PILOT QUEENSLAND

## SUPPORTING UNIVERSITY STUDIES

Billy



“The Smith Family is helping me achieve my goals by providing me with the means to get textbooks, stationery and other items which I would otherwise struggle to afford ... without them my journey through university would be much more difficult than it is now,” says Billy, a *Learning for Life* tertiary student.

Billy, who has a passion for science, is in his first year studying a Bachelor of Engineering at the University of Queensland. He is one of 1,458 young Australians enrolled in The Smith Family's tertiary sponsorship program, which provides financial assistance and mentoring support to help disadvantaged students complete their first year of study and go on to complete their tertiary education.

Billy is also taking part in The Smith Family's pilot program for tertiary students, which is testing ways to make the sponsorship scheme more effective. In the pilot, two specialised co-ordinators are solely focused on the needs of tertiary students and work closely with them and with tertiary institutions to unlock further opportunities and supports.

“With The Smith Family's help, my sister, Emily, and I have been able to attend university to pursue our dream careers.

“I want to follow in my sister's footsteps, complete my degree and get a career in electrical and computer engineering.”

Billy, a *Learning for Life* tertiary student, is now in his first year at university.

1,458

tertiary students sponsored  
through *Learning for Life*

247

tertiary students in the  
*Tertiary Mentoring program*

This year we also implemented a pilot program to test the delivery of specialised support to tertiary students.

The cost of the *Learning for Life* sponsorship increases as the student moves from senior school (\$828 per year) to tertiary level at \$3,300 per year.<sup>1</sup> In 2013, the reduced availability of tertiary-level sponsors meant fewer *Learning for Life* tertiary students could be supported. An option for individual sponsors when their sponsored student continues on to tertiary study is to share the sponsorship cost with one of The Smith Family's corporate partners. In this way the *Learning for Life* tertiary student is supported at the increased level, with the corporate partner augmenting the critical support of their long-term sponsor. This option will continue to be promoted in the year ahead.

#### HIGHLIGHT PROGRAMS

- Grants for Graduation
- Tertiary Mentoring program

#### PROGRAM OUTCOMES

- Enhanced networks, skills and relationships

<sup>1</sup> Price is effective from 1 January 2015.

#### CASE STUDY – TERTIARY MENTORING PROGRAM MENTORING FOR SUCCESS

Lisa



"I was part of the first generation in my family that went to university so there were a lot of 'firsts' for me and while I figured a lot of this out for myself – my mentor was there for me when I needed him to be," says Lisa, who took part in The Smith Family's *Tertiary Mentoring program*.

While studying a Bachelor of Economics and Social Sciences at Sydney University, Lisa was matched with trained volunteer mentor David, who has a background in human resources, Lisa's chosen career. Throughout Lisa's university years, the pair connected regularly by phone and email so David could provide advice and support to help Lisa understand her career pathways and what to do to find a job.

Lisa is the first in her family to study at university.

"David gave me the guidance and support that I wasn't able to get from my mother. It was hard for her because she was a single mother and a refugee with language barriers.

"David provided both professional guidance and advice in human resources. He also provided work experience. When it came to matters of life, family and making decisions about how to better myself, he also gave me some insights," Lisa recalls.

For tertiary students like Lisa, who may be the first in their family to study at university or who have few positive role models to turn to for advice and encouragement, the *Tertiary Mentoring program* is crucial.

"It's a great safety net for guidance and support."

# PARENTS AND CARERS

## THE FACTS

Results from the PISA<sup>1</sup>, showed that students from all socio-economic backgrounds whose parents read to them regularly when they were in the first year of school scored higher than their peers whose parents didn't read to them.<sup>2</sup>

The strong association between parent-child activities continues throughout adolescence. Students whose parents discuss social or political issues, how well they are doing at school, books, films or television programs, or who just spend time talking with their children, all tend to do better on PISA than their peers.<sup>2</sup>

## THE CHALLENGE

Parents and families play key roles in helping young people thrive through each year of school. Parents from lower socio-economic backgrounds face a range of barriers such as severe financial disadvantage, complex social problems, low education levels, shift work obligations, limited literacy and numeracy skills or poor English language skills that can affect their ability to support their children's education. A parent's own negative experiences at school, early school leaving or lack of employment opportunities, can also make it hard for a child to see what a better future could look like. Many parents need extra help, support and knowledge to participate fully in their child's learning and to influence their attendance and connection to school. Encouraging a disadvantaged young person to attend school regularly, to stay

engaged with their learning and to aspire to further study or employment means working with parents as well as students, particularly where parents face challenges themselves.

## HOW WE HELP

We work with parents so they gain the skills, resources and knowledge they need to support their children's attendance and engagement at school. This includes providing access to practical skills-building programs such as *Saver Plus*, which helps parents to develop saving habits and strengthen their financial knowledge, and *Tech Packs*, which helps parents to increase their digital literacy skills. Linking families to the *Learning for Life* sponsorship helps to reduce the burden of ongoing school costs, including participation in extracurricular activities.

1 Program for International Student Assessment, which assesses the reading, mathematics, science and digital literacy levels of young people when they are 15.

2 OECD, 2012, *Let's Read Them a Story! The Parent Factor in Education*, PISA, OECD Publishing

## CASE STUDY – TECH PACKS

### HELPING FAMILIES GET ONLINE

Mele



"Before I took part in The Smith Family's *Tech Packs* program I used to have to send my kids to the library to use the public computers for their homework," says Mele, a mother of three from Sydney's south-west.

With primary and secondary schools relying more heavily on technology and setting study tasks requiring access to the internet at home, students from financially disadvantaged families who cannot afford a computer and internet connection are being left behind.

Around 141,000 children or one third of children aged five to 14 in Australia's most disadvantaged communities did not access the internet over a 12-month period.<sup>3</sup> This can affect their ability to complete homework tasks and keep up with their learning.

The Smith Family's *Tech Packs* program provides families in need with refurbished computers, 12 months' free internet connection, and training in basic computer skills for the parents.

It is as much about equipping children with the tools they need to succeed in school as it is about bringing parents up to speed by helping to provide the right learning resources in the home. The program also provides opportunities for parents to stay connected to their networks and search for jobs.

"*Tech Packs* has changed my life. It's so exciting, I can do things on the computer at home now and so can the kids," says Mele.

Mele and her daughter now have access to a computer at home through the *Tech Packs* program. Photo: Brendan Esposito/Fairfax Syndication

3 The Smith Family, 2013, *Sport, Culture and the Internet: Are Australian children participating?*



22,930

parents/carers/adults participating in programs

Our *School Community Hubs* link schools, communities and parents, delivering a range of services and resources on-site in schools. These hubs encourage parents to be more connected to their children's school and to learn how best to support their children's learning. Connecting parents to their local community, to networks and to skills-building opportunities helps develop their own confidence, knowledge and skills.

**HIGHLIGHT PROGRAMS**

- *Financial Literacy* program
- *Home Tutor Scheme*
- *Parent Yarns*
- *Saver Plus*
- *School Community Hubs*
- *Tech Packs*

**PROGRAM OUTCOMES**

- Improved confidence and increased self-efficacy
- Enhanced networks and relationships
- Improved knowledge and understanding

2,489

*Saver Plus* program participants in 25 locations

2,127

parents participating in *School Community Hubs*

411

*Home Tutor Scheme* program participants

**CASE STUDY – SAVER PLUS**

**MANAGING MONEY, BUILDING SAVINGS**

Maryanne



"I always thought the ability to manage your finances well and save money was something you were born with – it was a skill you either had or didn't have. I now realise that education is the key," says Maryanne, a *Saver Plus* graduate.

When Maryanne spotted a Smith Family flyer offering help to save money, her first thought was she simply didn't earn enough to be able to save anything. The flyer promised if she managed to save up to \$500 in 10 months, the ANZ Bank would match her savings and double her money.

For a struggling single mother of three, the promise of an extra \$500 to help with education costs was too good to refuse.

Maryanne joined *Saver Plus* and committed to saving \$50 per month for the duration of the program. Later this helped her pay for textbooks and stationery for her two school-aged children.

Maryanne's overall knowledge of budgeting has improved through her participation in *Saver Plus*.

The program also improved her attitude towards money and overall knowledge of budgeting, superannuation and general financial awareness. As well, her new financial skills allowed Maryanne to follow her dream and start a university course.

"I really didn't expect this outcome. I feel my financial situation has changed forever. I am more confident dealing with my finances and definitely a lot less stressed! Only I wish I'd learned these skills 10 years ago. It has transformed my life."

*Saver Plus* is an initiative of the Brotherhood of St Laurence and ANZ, delivered in partnership with Berry Street, The Benevolent Society and The Smith Family and other local community agencies. The program is funded by ANZ and the Australian Government.

## WORKING WITH COMMUNITY

### THE FACTS

Coordinated, flexible and integrated service practices that support child development in a holistic way provide a framework for positive individual change through successive life phases, from conception to youth.<sup>1</sup>

### THE CHALLENGE

The community in which a child grows up can shape their future life. Communities of concentrated disadvantage typically have higher intergenerational unemployment levels and lower education levels. Poor public transport, limited infrastructure and facilities, few higher education and training opportunities and a lack of job prospects are also characteristics of these communities. In communities where there are fewer resources, schools and local services need to work collaboratively to mitigate the impact of disadvantage on school attendance, educational outcomes and parental engagement in learning. Without the potential to realise what their future could be, young people from poor backgrounds can lack the determination, self-esteem and confidence to create something better for themselves.

### HOW WE HELP

Our programs help parents and community professionals to support learning and development in children from birth. During the primary and secondary school years, our *School Community Hubs* build a network of supports and opportunities to link parents, schools and the community to overcome the barriers that disadvantage can create. Our work helps to ensure a disadvantaged child stays engaged throughout their school years. In our *Child and Parent Centres* in Western Australia, we help families link with other local initiatives, agencies and services to extend and enhance supports to families. As a facilitating partner for *Communities for Children*, we work collaboratively with local stakeholders and agencies to support the delivery of programs designed to foster nurturing environments and positive outcomes for children aged from birth to 12 years.

<sup>1</sup> France, A., Friberg, K. and Homel, R., 2010, 'Beyond Risk Factors: Towards a holistic prevention paradigm for children and young people', *British Journal of Social Work*, 40(4), 1192-210

### CASE STUDY – SCHOOL COMMUNITY HUBS KURNAI, VICTORIA

## LINKING SCHOOLS AND COMMUNITIES

The *Kurnai Young Mums* Program is a finalist in the 2014 Early Years Awards presented by the Victorian Department of Education and Early Childhood Development.



In communities where we work there are often limited resources and fewer local services, support structures and opportunities for families and schools to draw on to ensure vulnerable children succeed at school.

The Smith Family's model for successful school community partnerships empowers principals and schools to address the challenges they face by working with community agencies.

By harnessing the strengths and assets of the entire school community, working with local stakeholders and coordinating these relationships in a way which is focused on shared goals and outcomes, we can better support the educational achievements of young people.

The Smith Family's school community partnership at Kurnai College in Gippsland, Victoria, was formed in 2011 and is already seeing improved educational outcomes,

as well as increased student confidence and engagement in learning.

A recent success story is the *Kurnai Young Mums* program, implemented earlier this year to address the ongoing needs of young mothers in the LaTrobe Valley. The program helps young mums aged between 15 and 21 to re-engage with education while their children receive high-quality local childcare.

"Why should these young women be locked out of a future because they have had a baby?" says Kurnai College Principal, Anthony Rodaughan.

"Thanks to support from the *Kurnai Education Hub* funding partners and the *Kurnai Young Mums* project partners, ably led by The Smith Family and Kurnai College, these young mums are provided with a pathway to get back to school and not let the fact that they've had a baby be a setback to their futures."

48,934

participants supported through government funding for community programs

The *School Business Community Partnership Brokers* program supports young people's transition from school to work or further education by leveraging local resources and infrastructure. Of the 126 programs brokered, 35 are self-sustaining and will continue beyond their initial set-up.

The broad range of support we provide to disadvantaged communities creates strong links between students, parents and schools, helping to drive higher levels of school attendance and closer parental engagement with schools. These positive effects benefit the educational and life outcomes of disadvantaged children and contribute to improved social wellbeing for the whole community.

**HIGHLIGHT PROGRAMS**

- *Child and Parent Centres*
- *Communities for Children*
- *School Business Community Partnership Brokers* program
- *School Community Hubs*

**PROGRAM OUTCOMES**

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

9

*Communities for Children Facilitating Partner* sites in NSW, NT, QLD, VIC and WA supporting 21,231 children aged from birth to 12 years, 1,194 aged 13 to 17 years and 14,789 parents with 3,331 community professionals

5,312

participants in *School Community Hubs*, made up of 3,185 students and 2,127 parents

126

cross-sectoral partnerships brokered by the *School Business Community Partnership Brokers* program

**CASE STUDY – COMMUNITIES FOR CHILDREN**

**BUILDING CAPACITY IN COMMUNITIES**

Participants in the *Uni4You* program in NSW.



"The *Uni4You* project has successfully engaged parents from families who would not traditionally consider tertiary education as an option. What we have been able to achieve with support from *Communities for Children* are respectful collaborations with a range of service providers," says Kerrell Bourne, *Uni4You* manager.

*Communities for Children Facilitating Partner* (C4CFP) is a place-based, whole-of-community initiative that enhances the development and wellbeing of children aged from birth to 12 years. The Smith Family has been the facilitating partner for this initiative in the communities of Raymond Terrace and Karuah, NSW, since 2005. More than a quarter of families in Raymond Terrace are single parent, and almost half of Karuah's families are jobless. Reflecting the needs and aspirations of the families there, we coordinate relevant child- and family-focused programs which are delivered by local and regional organisations and agencies.

Funded through C4CFP, *Uni4You* is delivered by the Family Action Centre at the University of Newcastle. It aims to strengthen family and community wellbeing and promote educational aspiration of parents who have been marginalised by long-term unemployment and/or low income. It helps them to prepare for tertiary education by providing study support, access to computers and the internet, and career development coaching.

"The team at C4CFP Raymond Terrace and Karuah have not only facilitated the partnerships by introducing my team to the community/health sector, they have provided useful and inventive ideas to both engage and sustain relationships with families," says Kerrell.

The Smith Family is the facilitating partner for *Communities for Children* in nine sites throughout Australia. The program is funded by the Australian Government and is currently delivered in 52 communities across Australia.

# OUR WORK WITH ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN

## THE FACTS

By the age of 15, Aboriginal and Torres Strait Islander students are the equivalent of two-and-a-half years of schooling behind their non-Aboriginal and Torres Strait Islander peers in reading and mathematics, as assessed by the 2012 PISA scores.<sup>1</sup>

In 2011, 54% of Aboriginal Australians aged 20 to 24 years had attained Year 12 or its equivalent. This compares with 86% of other Australians of the same age.<sup>2</sup>

## THE CHALLENGE

There is a significant gap in school attendance and educational achievement between Aboriginal and Torres Strait Islander children and other young Australians.

Young Aboriginal and Torres Strait Islander women, in particular, face a number of specific challenges in realising their potential, including dealing with issues such as poverty and limited access to education. Research suggests that increasing the educational outcomes achieved by young women from Aboriginal and Torres Strait Islander backgrounds is particularly important, not only to them but for their families and communities, as women are often instrumental in bringing about social change in disadvantaged areas.<sup>3</sup>

Increasing the educational participation and achievement of Aboriginal and Torres Strait Islander children through specific support and programs will make a major contribution to 'closing the gap' between the health, life span, wealth and employment opportunities of Aboriginal and Torres Strait Islander peoples and the wider Australian community.

## HOW WE HELP

Our vision for reconciliation is of a nation where Aboriginal and Torres Strait Islander children fully benefit from the education and learning opportunities that Australia has to offer and are truly valued as the First Peoples of Australia. This year we commenced the implementation of our 2013–16 Reconciliation Action Plan (RAP), our second three-year RAP. In this plan, our actions and targets focus on building

1 Thomson, S., De Bortoli, L. J., and Buckley, S., 2013, *PISA 2012: How Australia measures up*.

2 COAG Reform Council, 2013, *Education in Australia 2012: Five years of performance*.

3 World Health Organisation, 2014, *Investing in Women and Girls: Progress in gender equality to reap health and social returns*.

## CASE STUDY – TOOWOOMBA COMMUNITY PARTNERSHIP

### BUILDING STRONGER COMMUNITIES



“Without *Partnership Brokers* we wouldn't have got this far. They brought everyone together. Helped us find a way forward. We'd still have an unused building falling down around our ears without them,” says Uncle Darby, an Elder in Toowoomba's Aboriginal community.

Toowoomba's Jack Martin Community Centre, one of the first Aboriginal-owned sporting clubs in Queensland, was built in the 1970s to provide a much-needed sporting and cultural facility for the town's sizable Aboriginal population.

However, for more than 10 years the centre sat largely empty and in disrepair, the sporting grounds unusable, because of an ongoing disagreement about its management.

The Smith Family's Toowoomba *Partnership Brokers* team recognised the community benefit of resolving the dispute and helped

get the centre up and running. In February 2014, the Jack Martin Centre reopened with new basketball courts, refurbished playing fields, a new industrial kitchen for training programs and a 10-year lease.

Established by the Australian Government in 2010, *School Business Community Partnership Brokers* brings students, schools, local businesses and community organisations together to improve retention rates to Year 12 (or its equivalent), and increase employment opportunities for young people.

“We saw the Jack Martin Centre as a golden opportunity, not only to return an important community facility to its former glory, but to help prepare young Aboriginal people for jobs in local industry,” says Smith Family *Partnership Broker*, Nikki Spackman.

“This is the first time in a long time I've seen our community come together, and now we're excited and hopeful about the possibilities this centre holds,” says Uncle Darby.

Uncle Darby with students in Toowoomba. Photo: Shayne Cantly

15,587

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

5,569

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

4,569

Aboriginal and Torres Strait Islander children and young people participating in *Communities for Children*

177

participants in the *Indigenous Youth Leadership Program*

and maintaining positive, respectful relationships through effective engagement. We aim to empower Aboriginal and Torres Strait Islander peoples not only through the programs and support we deliver to their children and communities but also by strengthening our own employment targets, career pathways and development opportunities for Aboriginal and Torres Strait Islander employees.

We work collaboratively with families, communities and schools to deliver programs that address community needs, strengthen engagement with schools, and help improve educational outcomes. Through programs such as the *Indigenous Youth Leadership Program* and *Girls at the Centre*, we offer support such as mentoring, leadership development, broader educational opportunities and engagement programs that give students an understanding of their potential and the study and career

paths available to them. Evaluations have shown that participants have increased self-esteem and confidence, and there is an improved connection to school. They also develop goals and aspirations for the future, including completing school and pursuing higher education. We also support parents, schools and communities to increase the skills and resources needed to positively influence their children’s education and future prospects.

#### HIGHLIGHT PROGRAMS

- *Girls at the Centre*
- *Indigenous Youth Leadership Program*
- KIKASS

#### PROGRAM OUTCOMES

- Improved confidence, skills, knowledge and understanding
- Improved school attendance

#### CASE STUDY – INDIGENOUS YOUTH LEADERSHIP PROGRAM

### CREATING FUTURE LEADERS

Aidan



“The *Indigenous Youth Leadership Program* (IYLP) has changed my life and changed my future. I’m getting a better education and more opportunities than were ever possible back home,” says Aidan, who is attending a high-performing school with the support of The Smith Family.

Aidan grew up in Dubbo. He is one of the 177 Aboriginal or Torres Strait Islander students from rural or remote communities supported by The Smith Family through IYLP to attend a high-achieving academic secondary school to further their education.

Without the support of IYLP, Aidan wouldn’t have access to the opportunities offered such as developing leadership skills and participation in a wide variety of sports and personal development activities.

In Year 8, Aidan even had the chance to attend a NASA Space Camp in the United States. Aidan credits these opportunities with helping him to develop higher aspirations for his future.

“Going to the space camp has taught me how to take a step up, lead more and how to work with other people. I feel like I’ve matured so much through doing it. [At school] there are so many people helping you to grow and strive,” Aidan says.

By creating educational opportunities for Aboriginal and Torres Strait Islander children from communities where there are limited resources, the *Indigenous Youth Leadership Program* aims to develop positive community role models who will go on to inspire younger students to succeed at school.

In Year 8, Aidan had the chance to attend a NASA Space camp in the United States. Photo: Craig Wilson/NewsPix



## CREATING FAMILY FIRSTS

“Because of *Learning for Life* I finished school and am now at university. When I graduate I want to work for The Smith Family to do for others what they have done for me,” says Teigan, 20.

Teigan and her younger sister Tenile have been supported by The Smith Family’s *Learning for Life* program for more than 10 years.

Teigan is now studying for a Bachelor of Arts at the University of Western Sydney – the first in her family to attend university.

“The fact that my parents didn’t go to uni made me want to go there, maybe to prove – maybe to myself, and to society – that I could do it, that there’s no reason for me not to go.”

According to the girls’ mum, Gail, The Smith Family’s support has made a “huge difference” in the lives of her children. Both Teigan and Tenile have participated in a range of learning and mentoring programs that have helped them achieve at school and find the right career path.



Teigan

Photo: Jacky Grosseir/Fairfax Syndication

"[It helped] being able to speak to other people who had been to uni, who were able to advance their education ... going to the programs and exposing them to the finer things in life, so to speak," says Gail.

"The *Learning for Life* program has meant a lot. The Smith Family has always been there, providing the necessary financial support and programs to help us to do well. Our lives have been enriched because of The Smith Family," says Teigan.

## STRATEGIC PRIORITY 2

### TO BE AN INFLUENTIAL ADVOCATE FOR DISADVANTAGED YOUNG AUSTRALIANS

Whether in submissions to government or with reports about the impact of our programs, The Smith Family advocates actively on behalf of disadvantaged children and young people.

## RESEARCH

Our long-term support of 34,000 young Australians through our *Learning for Life* sponsorship program means we are uniquely placed to understand educational disadvantage and contribute to improvements in educational outcomes over time. No government or other non-government organisation is tracking the individual educational outcomes of such a large number of disadvantaged children and young people.

Our three key measures of school attendance, advancement to Year 12, and post-school engagement in work or study, are the base for assessing the longer-term effectiveness of our work.

Our research provides us with a deeper understanding of the students we support, the challenges they and their families face, and how we can work with them to achieve positive educational outcomes. It directly informs our programs so we are responsive

to the needs of students and families. It has resulted, for example, in our increased focus on helping young people successfully progress through school to the senior years. We are also able to identify how we can better support different groups, such as Aboriginal and Torres Strait Islander students or those from culturally and linguistically diverse backgrounds. As well as shaping our own work, our research findings inform public advocacy aimed at improving young people's educational outcomes.

In partnership with a range of academics, this year we completed several program evaluations, enabling us to assess the short-term outcomes of our programs. This included a longitudinal study of *Let's Count*, our mathematics program for young children, with Professor Bob Perry from Charles Sturt University and Dr Ann Gervasoni from Australian Catholic University. We looked at the program's

impact on the children, parents and early childhood educators who took part. Children who participated in *Let's Count* performed better on a range of mathematical tasks than children attending the same early learning centre who had not participated in the program. Educators also felt more confident in supporting parents to engage with their children around mathematics. Parents praised the program for the influence they saw it having in their children's learning. They also felt more able to support their child's mathematical development.

Other significant evaluations of our *School Community Hubs*, new *Learning for Life* models and *Work Inspiration* program are currently underway.

We continued working in partnership with a range of university, government and other non-government partners on three Australian Research Council Linkage-funded projects awarded in the previous year.

### CASE STUDY – STUDENT2STUDENT RESEARCH

## READING PROGRAM LIFTS LITERACY LEVELS

Conor

Conor (L), aged 12, has become more confident in his reading ability thanks to his mentor, Clem (R), aged 17. Photo: Christopher Chan/Fairfax Syndication



Data from a study of more than 700 participants in our *student2student* reading program showed that two thirds boosted their reading age by more than six months.

The report, *Improving children's reading through peer support: The student2student program*, also showed the program was a cost-effective way of addressing Australia's reading challenges.

"Whether you look at *student2student* participants as a broad group or from specific backgrounds, the results are the same: at least nine out of 10 in every group improved their reading over the course of the program," says Anne Hampshire, The Smith Family's head of Research and Advocacy.

"As for cost – it's estimated that poor literacy costs Australia \$18.4 billion. In comparison, it costs a little over \$1,100 for a young person to participate in *student2student*, which covers program

coordination, recruitment and training of volunteers and reading buddies, and the cost of books."

*Student2student* matches students from Years 3 to 8 who are up to two years behind in their reading, with trained reading buddies who work with them to improve their reading skills.

Over an 18-week period, the pair connect by phone two to three times a week, for at least 20 minutes at a time, with the student reading to their buddy using books provided by The Smith Family.

For Conor, 12, *student2student* has made a big difference to his reading.

"It's helped me know more words and make conversations better. All the words that I got mixed up with, [my buddy] told me, 'You can get it' and gave me confidence," says Conor.



## ADVOCACY

These projects are evaluating what works to improve the educational outcomes of disadvantaged children, determining what community-level factors influence early childhood development, and applying a collective impact approach to improve children's outcomes. We were also awarded two new Linkage grants in 2014. One will measure the nature and extent of disadvantage faced by different groups of school-aged children using methods that reflect their views on disadvantage, and the other will examine the extent to which a parent-implemented early childhood language program can support the development and school readiness of Aboriginal children.

Central to improving the lives of children and young people is improving the systems and policies that affect their wellbeing and life outcomes. We therefore advocate on behalf of disadvantaged children and families in a variety of ways. We made 12 public policy submissions this year and our team members presented at forums and conferences including the Australian Social Policy Conference, the Social Determinants of Health Conference and the Mitchell Institute Policy Forum.

Four research reports were published on key national educational issues, including one on improving outcomes of Aboriginal and Torres Strait Islander girls. This report included a case study of The Smith Family's *Girls at the Centre* program, which an independent evaluation found achieves improvements in school attendance and in the life goals and skills of the participating students. The program was also shown to have extraordinarily positive impacts on

parents' engagement in their child's education. The report concluded that participants were well placed to successfully move into Year 10, complete Year 12 and continue into further education, training or work.

Through media engagement, we joined in public conversations about key issues surrounding disadvantaged young people, including their educational achievements, school attendance, parental engagement, youth transitions and unemployment.

We developed and commenced implementation of a government relations strategy to enhance our strategic relationships and engagement with Federal, State and Territory governments. Through closer engagement with policy makers, we used our extensive practice and research experience to help inform government policy and spending priorities regarding education and young people.

For more, go to [thesmithfamily.com.au/about-us/research-and-advocacy](http://thesmithfamily.com.au/about-us/research-and-advocacy)

### CASE STUDY – GIRLS AT THE CENTRE RESEARCH

## TAILORED SUPPORT KEY FOR ABORIGINAL AND TORRES STRAIT ISLANDER GIRLS

*Girls at the Centre* has been successful at boosting school attendance among Aboriginal girls. Image: Chloe Erlich/NewsPix



Research published this year found that broad improvements in educational performance and school attendance among Aboriginal and Torres Strait Islander girls, can occur with targeted support programs tailored to their needs and interests.

The analysis was based on an independent evaluation of our Alice Springs-based program, *Girls at the Centre*, which has been successful in boosting school attendance among Aboriginal girls in their early teens.

The Smith Family, in partnership with Centralian Middle School in Alice Springs, has run *Girls at the Centre* since 2008. The program motivates and supports girls in Years 7 to 9 to stay at school. By providing dedicated coaches and other supports such as after-school activities, access to mentors and regular excursions, the program contributes to educational engagement for the participants.

"After completing first semester in 2013, the average attendance rate for *Girls at the*

*Centre's* Aboriginal participants was 75%, 12 percentage points higher than the average attendance rate for all Aboriginal girls at the school (63%)," says Anne Hampshire, head of Research and Advocacy at The Smith Family.

"The program has also helped improve the participants' self-confidence and school engagement. In 2012, the positions of Centralian's captain and vice-captain were filled by *Girls at the Centre* participants. One of the girls was dux of the school, and other participants received 22 academic achievement awards."

For one of the participants, Caitlin, the program is a great place to be.

"This program makes sure I always have someone to support me and provides great opportunities."

*Girls at the Centre* receives funding from the Northern Territory Government, local organisations, Centrecorp, Newmont Tanami, and various Victorian private and philanthropic trusts.



Diane  
and Roger

## A SPECIAL PART OF THE FAMILY

“We have sponsored our current student, Thomas, from when he was in early primary school. We have seen his progress and been so impressed by the way he has developed as a student, and we know that this development has happened mainly because he’s been able to stay at school.”

Roger and his wife Diane have been *Learning for Life* sponsors for more than 20 years. With five children of their own, they see The Smith Family’s program as a “very practical and direct way of assisting disadvantaged students”.

“We have a background in education and know how education opens up a world of vocational and life opportunities,” says Roger, who enjoys regular correspondence with Thomas.

“When Thomas began his VCE (Victorian Certificate of Education), we wanted him to have every opportunity to do his best. From our own personal experience – educating our five children – we knew that he had to have his own computer. We worked with The Smith Family to ensure that Thomas had a computer (and the necessary broadband package) on his desk, at home, for the start of the year,” Roger explains.



# **STRATEGIC PRIORITY 3**

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TO CONNECT THE AUSTRALIAN  
COMMUNITY WITH THE PLIGHT  
OF DISADVANTAGED YOUNG  
AUSTRALIANS AND ENGAGE THEM  
TO SUPPORT OUR MISSION

Our supporters are integral to the achievement  
of our ambition to grow the effectiveness and  
reach of our programs.

“Thomas and his mother were ecstatic when the computer arrived and we understand it has made a huge difference to his studies.

“It has been such a rewarding experience for us to be part of the *Learning for Life* program for so many years. We are very proud of Thomas and we are especially moved by the love and caring he shows for his mother. He has become a real part of our family.”

The ongoing support of a range of partners is vital to achieve our vision of a better future for young Australians in need. We partner with sponsors, donors, volunteers, members of VIEW Clubs of Australia, businesses, trusts and foundations, universities and government to help children and young people from disadvantaged communities get the most from their education. With 68% of our net income provided from sources other than government, we rely heavily on our partners to fund the work we do.

In order to support our organisation's long-term goals, in 2013 we developed a five-year fundraising strategy. This strategy underpins the growth of our core fundraising areas of individuals (sponsors and donors), our corporate partners and our major donors. For each group we also clearly articulated what they were contributing to and the impact their contribution would have on our work in the community. Our ability to report program outcomes that show the results of their investment in The Smith Family is a key benefit we offer, as are the student and family stories that so powerfully depict the effects of our work.

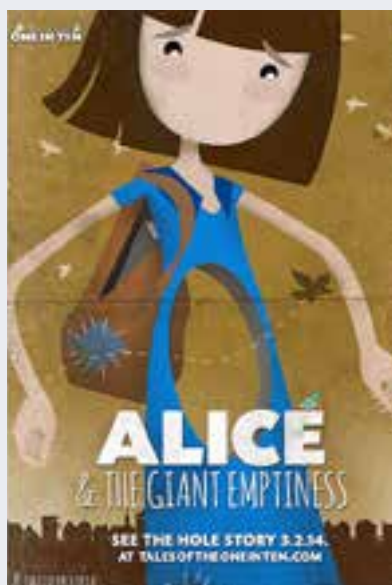
## ENGAGING SUPPORTERS

One focus in 2013–14 was on improving our communication with supporters and the wider community.

A highlight was the launch of our new website in October 2013 ([thesmithfamily.com.au](http://thesmithfamily.com.au)). The new content management system has made it very easy to replicate content from our website onto digital devices like tablets and mobile phones. The refreshed content now clearly communicates the need for support, how we help disadvantaged children and the impact of our work. We are seeing improvement in fundraising results from the website. In June 2014 during our *Winter Appeal*, almost a quarter of all visitors made a donation, the highest conversion rate we have ever recorded for our website.

To engage existing and attract new supporters, we developed new content for our social media channels, Facebook, Twitter and YouTube. This year we launched two animated short films based on real life stories. These stand-alone films also helped us achieve a doubling in online brand mentions for The Smith Family over the year and attracted widespread positive comment from bloggers, community organisations and a range of Australian celebrities, all of which helped broaden the reach of the films. In the 2014 Golden Trailer Awards (held in Los Angeles), one of the films, *Alice and the Giant Emptiness*, won Silver in the *Most Innovative Advertising for a Brand/Product* category.

During the year we also worked closely with the media to achieve publication of our opinion pieces, as well as news articles and quotes featuring our work.



Poster for the short film *Alice & The Giant Emptiness* released in February 2014.

# INDIVIDUALS

## SPONSORS

Our sponsorship program enables individuals to connect with a disadvantaged student and make a positive contribution to their education over many years. It is a unique way for Australians who share our vision, to get involved. Sponsors are matched to a child in need, providing financial support to help a family cover essential education costs. Sponsors are also encouraged to write to their student, with all correspondence exchanged through The Smith Family to maintain privacy.

The annual cost of sponsoring a school student is \$576, with \$420 going directly to the student's family.<sup>1</sup> The remaining sponsorship revenue helps to fund a *Learning for Life* program coordinator who is linked to the student and helps them stay motivated and engaged at school. In 2013–14, 20,864 sponsors supported the education of a disadvantaged young Australian, with 93% of sponsors continuing their sponsorship from the previous year. To help develop connections between sponsors and students, this year we introduced a birthday card pack to remind sponsors of their sponsored student's birthday and facilitate an easy way to send birthday wishes and/or a gift card.

## DONORS

Our donor base continued to grow, with 87,374 donors helping to fund the delivery of our *Learning for Life* programs throughout Australia. This year we promoted the concept of regular giving, enabling supporters to become a champion for children's education and choose a specific donation amount for an automatic deduction each month. The guarantee of regular ongoing funds helps us to plan programs and activities in advance, ensuring we make the best use of our resources. A total of 6,545 new regular givers signed up, with a higher than predicted monthly contribution.

Raising \$4.2 million, the *Winter Appeal* was our most successful June appeal ever. The target of \$3.7 million was exceeded by 15%, with the overall fundraising result up 19% on the previous year. Despite an increase in the average donation amount, the *Christmas Appeal* was short of target by \$600,000, raising a total of \$3.6 million. This result was somewhat offset by the \$276,000 worth of donations received in response to our publication *Real People Real Stories*, which was sent to supporters a few weeks prior to the appeal.

The *Back to School Appeal* focused on attracting cash donations and \$752,000 was received along with 407 new sponsorships.

These results meant that overall we achieved our fundraising goals.

For our *Winter* and *Christmas Appeals*, we were supported strongly by our corporate partners ANZ, BOQ, EnergyAustralia and Horizon Power, which undertook mailings and communications about the appeals to their customers. The ADSH Digital Network, oOh! Media, Southern Cross Austereo and Fairfax Radio Network also provided extensive media opportunities on a pro bono basis.

## BEQUESTS

During the year, we implemented a new bequests strategy, asking individual supporters to confirm whether they intend leaving a gift to The Smith Family in their wills. We explained how to leave a bequest as well as provided information about the impact this type of support has on the lives of disadvantaged children.

For more information about supporting The Smith Family, phone 1800 024 069 or email [supportercare@thesmithfamily.com.au](mailto:supportercare@thesmithfamily.com.au)

**BECOME A CHAMPION FOR CHILDREN'S EDUCATION.** The Smith Family logo.

**YOUR PLEDGE:**

- Join us and say "IT STOPS WITH ME."
- Support a child's education and learning.
- Break the cycle of disadvantage.

**OUR PLEDGE:**

- Contribute to your child's education and learning.

**OUR RECORD:**

- Last year The Smith Family supported 134,000 Australian children and their families in 64 communities.
- The Smith Family has been supporting children in need for over 90 years.

**Learning Clubs:** Help pay for a student to get after school learning support and assistance with homework from a trained tutor. **\$1.27 to \$39**

**School Dividend:** Pay for a reading buddy to be paired to help improve the reading skills of a primary school child. **\$1.60 to \$49**

**iBack (iBack connect):** Help connect a high school student to an appropriate mentor so they can weigh up their future plans and set career goals. **\$2.25 to \$59**

**YOUR SUPPORT MEANS CHILDREN IN NEED WON'T HAVE TO STRUGGLE AT SCHOOL. IT STOPS WITH US**

This year we launched our first Face-to-Face regular giving fundraising program.

<sup>1</sup> Price is effective from 1 January 2015.

## EVENT PARTICIPANTS

Many Australians like to participate in or hold an event to show their support for a cause, thus raising funds and awareness.

This year, supporters participated in our three key events or took part in community activities including the *Boileau VeloAdelaide* cycling festival, which raised \$52,000 for *Learning for Life* communities in South Australia, and the *Neighbours4Charity* event run by Smith Family director Paul Tobin and his wife Sarah, which this year raised \$97,000. We are grateful for the fundraising efforts and enthusiasm of all those who participated in events to support The Smith Family.



Students from Smith Family partner schools – Phoenix Community College and Hume Central Secondary College – riding as part of The Smith Family Junior Team.



Participants in *The Smith Family Challenge* celebrating at the finish line.



Mike Larkan from Channel 10 at the Toy and Book Appeal packing day in Victoria.



### BUPA AROUND THE BAY

For more than 20 years, The Smith Family has been the official charity partner of Bicycle Network's *Bupa Around the Bay*, Australia's largest mass participation one-day bike ride. In October 2013, 2,036 riders joined the ride to support The Smith Family, raising just over \$1 million, a fantastic result. The amount each rider raised was 10% higher than in 2012. Thank you to everyone who raised funds to help us support the education of disadvantaged children.



### THE SMITH FAMILY CHALLENGE

A record \$480,000 was raised by entrants in *The Smith Family Challenge* held in March 2014. This year, 44 participants, including the event's first-ever all-female team, took part in the two-day 100-kilometre adventure race through the wilderness at Jervis Bay. To raise funds for our *Learning for Life* programs, teams of four hike, ride and paddle across challenging terrain in this multi-sport competition, launched in 2008 by Paul Tobin.



### CHRISTMAS AND THE SMITH FAMILY

For many of the disadvantaged children we support today, financial hardship also means they may not receive a gift at Christmas. To make sure these children share in the joy of the season, each year we collect new toys and books to deliver to disadvantaged families. This year, 12,279 toy and book packs went to 5,557 families, with packing and delivery assistance provided by 1,465 volunteers. Collecting, sorting, packing and delivering the gifts is an enormous task. We are grateful for the pro bono warehousing and logistical support provided by Adelaide Showground, Border Express, Brisbane Convention and Exhibition Centre, Melbourne Showground, Omnalink Data Mapping, and the Sydney Showground.

# CORPORATE PARTNERS, TRUSTS AND FOUNDATIONS, AND UNIVERSITIES

Investing in the education of disadvantaged students is what we do together with our organisation partners and their ongoing support of our work is critical for The Smith Family.

While a small number of partnerships ended during the year, we were pleased to welcome new partners including Acquire Learning, AskU, BiC, Bristow Helicopters, Downer Mining, Officeworks, SAP and USANA. In addition, our strong efforts working with the university sector saw six new university partners confirmed during the year, including the University of Western Sydney, and Deakin, Flinders and Edith Cowan Universities.

We continued our work to form long-term, mutually beneficial partnerships with our philanthropic partners. This enabled steady growth of this vital funding stream and important support for communities. For example a grant from the Percy Baxter Charitable Trust, managed by Perpetual, funded *Learning for Life* in Morwell, Gippsland, providing financial stability for our work in this community.

This year, Chevron increased its investment in our Western Australian communities. We also renewed our partnership with Arup, who helps to fund our *Learning for Life* programs and Optus continued their support for our *student2student* reading program, reaching hundreds of students across Australia.

With our partner ANZ we continued to deliver *Saver Plus* in 25 communities; *Learning Clubs* were supported by the Australian Catholic University, University of Western Australia and Curtin University; and we helped partners to achieve their aims to strengthen their local communities including Barclays in Cranebrook, NSW; Illawarra Coal in the Illawarra region, NSW; and Monash University in Churchill, Victoria.

We worked on developing closer relationships with our partners. Positive outcomes so far have included streamlining the management of our corporate volunteers and providing more effective marketing support for our corporate partners, including new resources such as the *Partnerships Matter* e-newsletter. This quarterly publication was developed specifically to keep partners abreast of engagement opportunities and inform them about the outcomes of our work.

We partnered with 25 universities and their support enabled targeted program delivery and further research to be undertaken. These partners also funded *Learning for Life* sponsorships, helping us to improve key skills for disadvantaged students and to boost confidence and aspirations. Opportunities such as university campus visits and mentoring helped students to learn about education and career pathways.

Upon being awarded the 2013 Victorian of the Year, Mrs Jeanne Pratt of The Pratt Foundation launched a three-year partnership with The Smith Family to fund tertiary scholarships for rural students in Victoria. In announcing her support, Mrs Pratt noted that, as the child of a refugee family, education had changed her life and shaped her future.

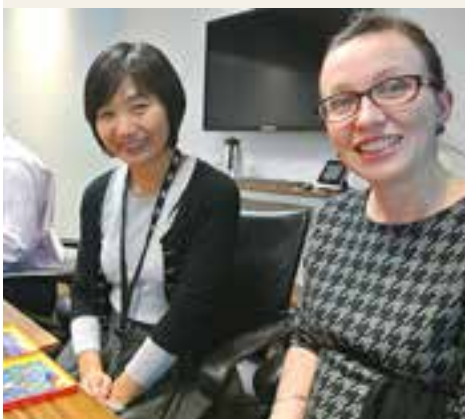
Our dedicated group of workplace giving partners continued to boost our fundraising significantly and we are grateful for their hard work in promoting our cause to their employees.

We sincerely thank all our organisation partners for their generous contributions and support.

## CASE STUDY

### ORIGIN FOUNDATION HELPING PARENTS HELP THEIR PRESCHOOLERS

Origin employees participating in a *Let's Count* early numeracy skills workshop for parents.



"The Origin Foundation believes in the power of education, training and development to transform lives and improve communities. Our focus, in partnership with organisations like The Smith Family, is to support programs that use education as a pathway to a brighter future for individuals and their communities," says Sean Barrett, head of Origin Foundation.

Origin has supported The Smith Family's *Let's Count* program since 2012. In this time the program has reached around 5,000 children across 12 *Learning for Life* communities. By supporting community professionals to bring practical mathematics skills and learning activities to parents and caregivers, *Let's Count* helps young children develop the vital early numeracy skills they need for school.

More than 140 Origin employees have also benefited from *Let's Count* learning sessions offered at Origin's state offices in Melbourne, Brisbane, Sydney and Adelaide.

Parents and caregivers were interested to learn how they can encourage early numeracy skills in their children in ways that fit into their busy lives. Nearly all of the participants found the session 'very valuable' and 90% said they were 'very likely' to recommend it to their colleagues.

"*Let's Count* made me realise that numbers, shapes and colours can be taught anywhere. Now when we are in the supermarket, the car or at the park, we focus on those three things with the kids and they are finding it really enjoyable," says father of two and Origin employee Matthew Walsh.

"Origin is pleased to be continuing its support of *Let's Count* through 2014–15, extending the program's reach to an additional 3,400 of Australia's most disadvantaged children," Sean says.

# THANK YOU

Thank you to our organisation partners for investing in the futures of disadvantaged Australian children.







# VOLUNTEERS

Our large volunteer workforce continues to be crucial to our organisation with 7,889 volunteers contributing 463,853 hours of service this year. Without the contribution provided by our volunteers, we could not continue our work.

Most of our volunteers directly support thousands of disadvantaged students as trained mentors, tutors and reading buddies. Others help to ensure smooth sponsorship and program delivery and our skilled volunteers provide expertise with vital organisational projects.

Our internal volunteering structure is highly regarded across the not-for-profit sector and beyond. It offers an effective approach to recruiting, screening and managing a large volunteer base. This year new methods were trialled to engage existing sponsors to contribute to our work in ways beyond sponsorship, and around 200 of them registered to become mentors in our *iTrack* program.

## RECRUITMENT AND INDUCTION

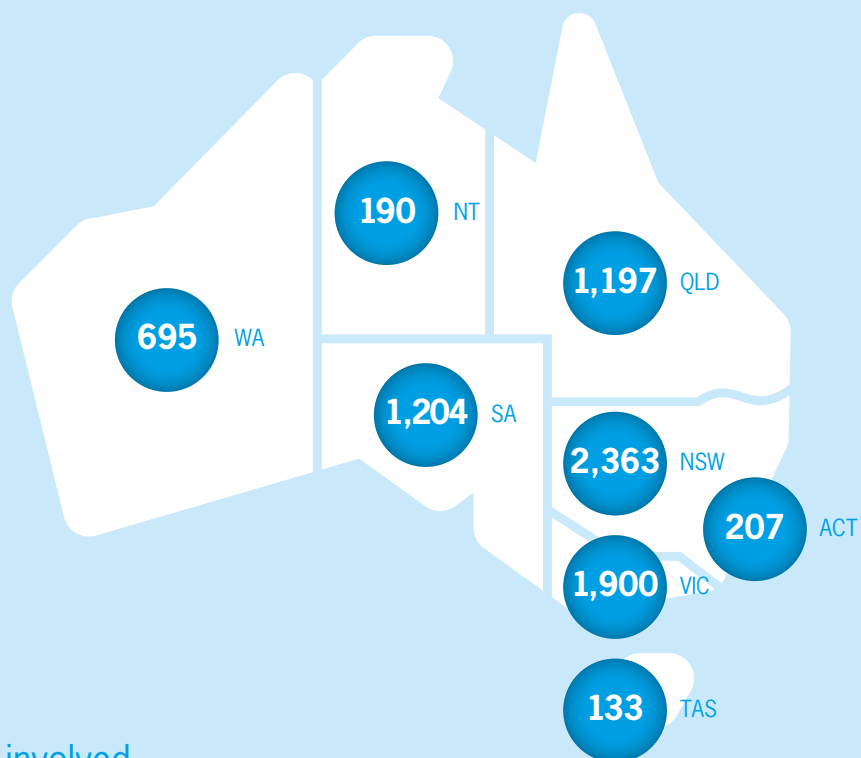
Providing a range of volunteering opportunities for staff from our corporate partners continued to be a meaningful way of engaging them in our mission. We rely heavily on the capacity of our corporate partners to support staff involvement in our programs. Volunteers from these sources make a significant contribution to the numbers required to undertake our work. We thank our corporate partners for their efforts promoting these opportunities to their staff.

We also successfully used social media to attract new volunteers by promoting opportunities through The Smith Family's Facebook page and Twitter account.

Ensuring that we have volunteers trained and available when a program begins is a major logistical exercise. We are grateful to the team of nearly 40 volunteers who provided support to register, screen and match applicants to suitable roles. This included processing police checks, conducting volunteer reference checks and responding to new expressions of volunteer interest.

Our volunteers complete extensive induction and tailored training modules to ensure they are well prepared for their roles and understand our work and values. Information on our key policies such as child protection, privacy, and work health and safety is provided, as well as specific information explaining The Smith Family's focus on supporting the education of children in need.

## INDIVIDUAL VOLUNTEERS AROUND AUSTRALIA



For more information or to apply to become a volunteer, go to [thesmithfamily.com.au/get-involved](http://thesmithfamily.com.au/get-involved)



volunteers in 2013–14

To help team members better assist volunteers to have a positive volunteering experience with us, we refreshed our suite of volunteer management handbooks, providing information on topics including volunteer orientation, recognition and support.

**FEEDBACK**

We regularly seek input from our volunteers on their experience and their engagement with what we offer. This feedback allows us to understand their perspectives on volunteering at The Smith Family, and helps us to improve our systems and processes. Very pleasingly, 92% of volunteers in this year’s survey said that as a result of their experience, they would recommend volunteering at The Smith Family to friends, family and colleagues. The survey also found that 91% of volunteers were better informed about The Smith Family as a consequence of their association with us.

**RECOGNITION**

National Volunteer Week provided the opportunity to recognise the contributions of our volunteer workforce. In our offices nationwide, we profiled our volunteers and showed our appreciation for their efforts. To raise awareness internally about the significant contribution of volunteers, we provided information including facts and quotes to all Smith Family team members.

Thank you to every volunteer who has contributed to our work in some way. Your support, time and skills are helping disadvantaged students create a better future for themselves.

For more information or to apply, go to [thesmithfamily.com.au/get-involved](http://thesmithfamily.com.au/get-involved)

**92%**  
of surveyed volunteers said that as a result of their experience, they would recommend The Smith Family to friends, family and colleagues.

**4,647**  
volunteers in program support

**1,113**  
administration supporters  
(including skilled volunteer support)

**CASE STUDY –  
iTRACK VOLUNTEER**

**CORPORATE  
VOLUNTEERING OFFERS  
BENEFITS FOR ALL**

*Natasha*

Natasha mentors two young students through the iTrack program.



“For me, [being a volunteer mentor] has been about increasing awareness for the students about the opportunities out there for careers and education, as well as giving [them] an opportunity to talk one on one about themselves, building their self-confidence,” says Natasha, a Smith Family volunteer iTrack mentor.

Natasha, who is a facilities engineer for AGL Energy Limited, joined The Smith Family’s volunteer workforce in early 2014 through a corporate volunteering opportunity promoted in her workplace. AGL has been a Smith Family corporate partner since 2012, sponsoring 350 Learning for Life students in New South Wales and Victoria, and providing volunteering opportunities for staff to develop new skills and give back meaningfully to communities in need.

Natasha mentors two young students, giving up two hours each week to chat online with each of them about their schooling, career

goals and study options. She provides guidance, advice and encouragement.

“[My] role is valuable for developing the students’ confidence in themselves. It’s very rewarding knowing someone appreciates your time. It has challenged and improved my abilities to listen and provide thoughtful advice.”

For Year 10 student Samantha, from Sydney, iTrack mentoring is helping guide her future career path.

“My mentor has helped me discover what jobs I can do and what subjects would be relevant to study. The program also boosts my confidence,” she says.

Mentoring is one of the most effective ways to support, inspire and engage disadvantaged young people. In as little as one hour a week, a trained Smith Family iTrack mentor like Natasha can make a positive, lasting impact on a young person’s life.

## VIEW CLUBS OF AUSTRALIA

As The Smith Family's single largest community sponsor of *Learning for Life* students, VIEW Clubs of Australia (Voice, Interests and Education of Women) contributes actively to The Smith Family's vision.

VIEW is the only national women's organisation focused on advocating for and supporting young Australians in need. Driven by their vision of "women creating and leading a more inclusive Australian society", VIEW Club members aim to enrich Australia's future, as they volunteer and fundraise in their local communities to benefit the children in need supported by The Smith Family.

Their work is highly valued by The Smith Family and the community. In March, the NSW Parliament congratulated VIEW Clubs for its work over the last 54 years supporting

disadvantaged children. It presented VIEW Clubs in NSW with an Outstanding Community Service Award for their significant and ongoing community service.

### SPONSORSHIPS

As at June 2014, 1,092 *Learning for Life* students were being sponsored by VIEW Clubs. While 93% of all clubs sponsor one student, an increasing number are sponsoring two students or more. Maintaining a long-lasting relationship with their student helps VIEW Club members appreciate the long-term impact of their support. VIEW Clubs National President 2012–13 Lorraine Montgomery says: "When I attended The Smith Family's graduation ceremony in Sydney and saw the 200 *Learning for Life* students there, I could not help feeling very proud of their achievements and also proud of the ongoing support VIEW Clubs give to students just like them throughout Australia."

### VIEW RESOLUTIONS

Biennially, VIEW members identify up to five national resolutions that become the focus of their lobbying efforts. This year a resolution which focused on "improving the educational outcomes of Australian children and young people through more equitable engagement in extracurricular activities" provided a platform for advocacy underpinned by The Smith Family's research report: *Sport, Culture and the Internet: Are Australian children participating?* With a reach extending to 350 communities across Australia, VIEW is well placed to draw attention to issues of community concern when connecting with government representatives.

### CASE STUDY – VIEW CLUBS

## VIEW'S VOLUNTEERING ROLE

Sue



"I enjoy volunteering at *Learning Club* and helping the students. It gives me a great sense of achievement to see these students complete the work they've been given at school and then have the opportunity to do some craft," says Sue Field, National Vice President, VIEW Clubs of Australia, and a *Learning Club* tutor.

Like many other VIEW Club members, Sue gives up time each week to help disadvantaged primary school students with their homework and learning at her local after-school Smith Family *Learning Club*. Volunteer tutors like Sue are trained to provide one-on-one literacy, numeracy and education support to the students, many of who may not receive this type of learning support at home.

"We listen to children read and help them with their spelling and maths. We also listen to all the things they have to tell us," Sue says.

"Once the homework has been completed, there are many educational games and opportunities for [the students] to interact with us and each other. I really enjoy my time there."

Volunteering as a tutor at these clubs is one of the many ways VIEW Clubs members contribute over 50,000 hours of their time each year to benefit *Learning for Life* students. Members read to children in schools to help advance their literacy skills, mentor students through the *iTrack* program, donate stationery packs and make library bags and reading mats.

Sue with a student at a Smith Family *Learning Club* in New South Wales.

17,315

members in  
350 VIEW Clubs

## NATIONAL CONVENTION

In September 2013, 800 members attended the National Convention on the Gold Coast. Highlights included the attendance of Her Excellency Ms Penelope Wensley AC, Governor of Queensland, who delivered the George Forbes Oration, and the addresses given by panellists in the Women of Inspiration Forum.

Members of the outgoing 2012–13 National Executive led by National President Lorraine Montgomery were recognised for their contributions, and the 2014–15 Executive was elected. Robin Perros, the new National President, and Sue Field, Lyn Gerstenberg and June Greentree, the National Vice Presidents, took up their roles in January 2014.

## NEW MEMBERS AND CLUBS

VIEW achieves regular local media coverage that shines a spotlight on their work and the challenges facing young Australians in need. In addition, clubs participate in *International Women's Day* and *Anti-Poverty Week* initiatives. These activities also help attract new members to the organisation.

Six thousand members actively promoted the strong engagement VIEW has with The Smith Family through their purchase of bumper stickers with the message: "VIEW Clubs of Australia – helping to educate Aussie kids in need".

Two new clubs were formed: Bayswater City in Western Australia in July 2013, and Onkaparinga in South Australia in October 2013.

1,092

Learning for Life students  
sponsored by VIEW Club members

## OPERATIONS

A number of key operational tasks to ensure the sustainability and growth of VIEW were completed during the year, including recommendations on VIEW's structure and future development. The National Council, with assistance from King & Wood Mallesons, reviewed VIEW's relationship with The Smith Family and the governance procedures across a range of areas. A new VIEW Charter was developed which came into effect in January 2014.

VIEW National Convention 2013 panellists and the VIEW National Executive. Back: Mandy Nolan; Bern Young; Amanda Gordon; Maryanne Maher, National Manager VIEW; Dr Stephanie Dowrick. Front: Velda Atkinson, VIEW National Vice President; Lorraine Montgomery, VIEW National President; Dawn Byrne, VIEW National Vice President; Dr Lisa O'Brien, The Smith Family CEO; Chris Newell, VIEW National Vice President.





Mark

## TWO-WAY BENEFITS

“It’s lovely sharing a student’s joy in their achievements. I think I am on students seven and eight now,” says Mark, a long-standing volunteer.

Mark is involved with *iTrack*, The Smith Family’s online mentoring program which matches a student in Years 9 to 11 to a trained adult mentor. The mentor offers guidance about study options and post-school career paths.

After retiring from a long and varied career, Mark was looking for something to keep him busy and he felt he could “really identify” with our vision.

“My wife, an English teacher, and I occasionally went along to schools to give a talk. We both got so much satisfaction from this that I decided I wanted to do more, so I started in *iTrack*,” he says.

Seven years later, and now 80 years old, Mark still thoroughly enjoys his *iTrack* volunteering role and is currently mentoring two students.



# **STRATEGIC PRIORITY 4**

TO BUILD A HIGH-PERFORMING AND  
SUSTAINABLE ORGANISATION

How we manage our organisation to ensure  
its ongoing sustainability through the effective  
allocation of our resources.

"I enjoy [*iTrack* mentoring] so much that when it comes to the end of the session I don't want it to be over. It's become a bit of a race to see who can log on first so we can make the most of our time chatting.

"The *iTrack* relationship is definitely a two-way street. I help the students find their passion and over the years I have also learned a lot from my students."

## OUR PEOPLE

A common saying amongst team members at The Smith Family is: "Our people are just the best to work with!" At The Smith Family we offer our team members work of real purpose and the chance to see the outcomes. Knowing that our work is actually making a difference is extremely important for our people.

This year in the AON Hewitt Engagement Survey we achieved a score of 61%, up from the 52% recorded in the previous survey in 2012. This significant gain can be attributed to our continued focus on areas contributing to improved employee engagement.

Building strong engagement levels requires a strategic approach, and this year we delivered a new recognition scheme, improved our performance management procedures, developed leadership capability, and offered increased career and learning opportunities. Through a variety of communication mechanisms, we also worked to connect our people to the activities of the organisation, the importance of their role within it, and how that links to our goals and values. In the survey, 86% of our team members said that our goals were meaningful to them, with 70% agreeing that their manager encourages and motivates them to do their best.

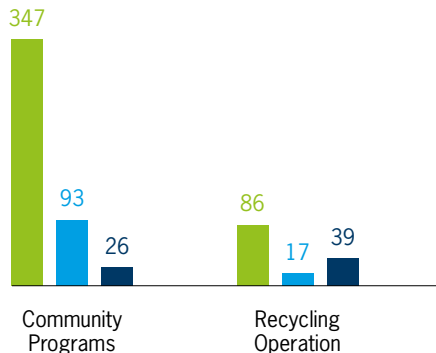
This year we also continued our focus on ensuring a safe and healthy workplace. A positive and productive workplace is promoted when team members are encouraged to maintain personal health and wellbeing.

### OUR EMPLOYMENT PROMISE

Following last year's development of our employment promise (what our team members give to The Smith Family and what they receive from The Smith Family in return), we communicated this value proposition to prospective employees as part of the recruitment process. We posted it on the careers section of our website, in job advertisements and in our welcome letter to new starters.

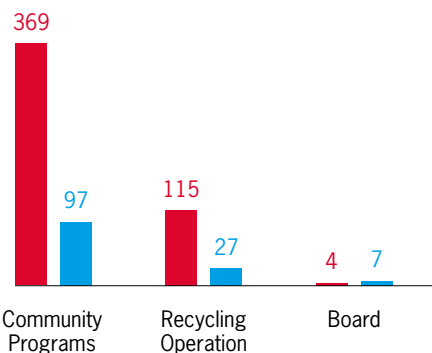
### EMPLOYMENT STATUS

as at 30 June 2014



### GENDER COMPOSITION

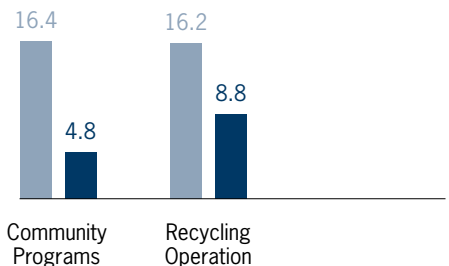
as at 30 June 2014



### LOST TIME INJURY FREQUENCY RATE



The Lost Time Injury Frequency rate is the number of work-related injuries that resulted in time lost from work of one day/shift or more that have occurred per million hours worked.





## LEARNING AND DEVELOPMENT AND CAREER OPPORTUNITIES

Through online modules, team members enhanced their knowledge of relevant workplace legislation and Smith Family policies in areas including child protection, privacy, bullying and workplace health and safety.

As part of our Reconciliation Action Plan, we provided cultural awareness training to all team members; those who work directly with Aboriginal and Torres Strait Islander children and families also completed an accredited cultural competence course. We encouraged several team members to complete government-funded qualifications including Diplomas of Management, Diplomas of Business and Certificate IV in Community Services as well as other educational opportunities that we promoted.

Helping team members expand their skills and develop their careers is important to our sustainability. This year vacant positions were promoted internally to encourage team members to move into different roles. Of the 106 vacant positions advertised throughout the year, 19% were filled internally.

## TEAM MEMBER RECOGNITION

Our new recognition scheme, the *Reach and Forbes Awards*, was introduced. This peer-recognition scheme acknowledges team members who make outstanding contributions and clearly demonstrate our values. From among the quarterly winners, one individual or team is chosen by The Smith Family's Chief Executive Officer and members of the Executive team to receive the *Forbes Award*, named after George Forbes, a former General Secretary of The Smith Family. In 2014, the inaugural Forbes Award was given to the *Learning for Life* team from Onkaparinga in South Australia for their commitment to delivering a new model of how we work in the community there.

## TEAM MEMBER TURNOVER

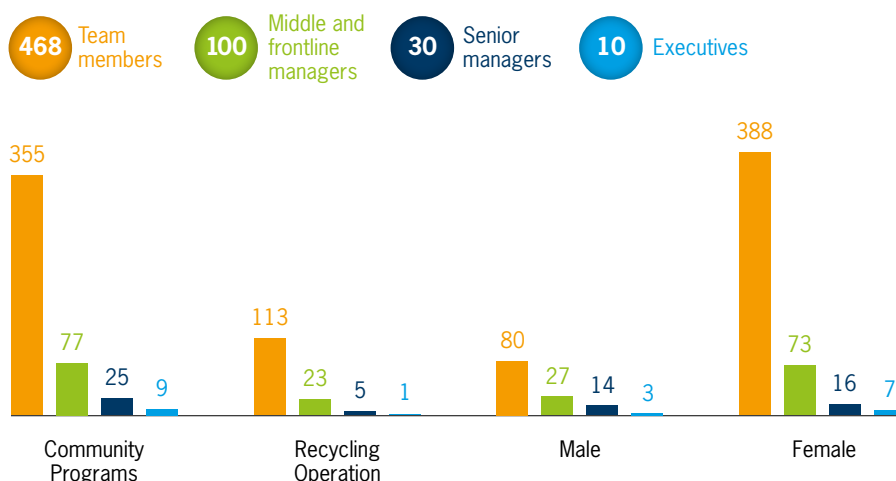
We maintained our lower than sector benchmark staff turnover rates with 14.9% voluntary staff turnover for the 12 months ending June 2014. This turnover rate applies to all team members except those employed in our Recycling Operation, where the turnover rate was 6.7%. The not-for-profit benchmark for voluntary turnover is 17%.<sup>1</sup>

## WORK HEALTH AND SAFETY

We are committed to providing a safe and healthy workplace for our team members, volunteers and other partners who work with us. This year, we improved our return-to-work processes, programs and support for injured team members. This is reflected in a reduction in workers compensation premiums and our open workers compensation cases reduced from 11 in the previous year to eight this year. The table on page 54 indicates that the lost time injury frequency rates reduced year on year in both Community Programs and the Recycling Operation.

## BREAKDOWN OF ROLES AND GENDER COMPOSITION

as at 30 June 2014



3%

of The Smith Family team members identify as Aboriginal and/or Torres Strait Islander peoples, which increased from 2% the previous year.

<sup>1</sup> Aon Hewitt Australian Non-Government Organisations Remuneration Report May 2014

## OUR SYSTEMS AND PROCESSES

### REVIEW OF OUR COMMUNITY OPERATIONS

Following the detailed review of our community operations in the previous financial year, this year we continued to evaluate our systems and processes for further operational efficiencies. A project to review the rental terms for all our offices located nationwide was commenced and, through the renegotiation of terms, savings were achieved in these recurrent costs. We continued to explore the way we implement our work on the ground, including the development of a plan to meet our growth ambitions sustainably. This plan reflects our organisation's strategic priorities and the confluence of our research, policy and practice areas together with our fundraising ability, our people, and the systems and processes needed to enable high performance.

## OUR RECYCLING OPERATION

Established in 1963 as an innovative way to fund operational costs, our multi award-winning Recycling Operation collects, sorts and sells over 10 million kilograms of good-quality recycled and new clothing, footwear and accessories each year.

The surplus generated helps to offset our infrastructure costs, ensuring the majority of funds raised from donations can continue to be spent on programs helping disadvantaged students to succeed at school.

The benefits of our Recycling Operation go beyond generating revenue and contributing to our sustainability. A range of environmental and social benefits are also provided. This year, 75% of all material collected was reused in some way. This equates to over 7.5 million kilograms of textile diverted from landfill. In addition, upcycling of metal, cardboard and other materials was introduced to further reduce the amount of waste we sent to landfill.

Our Recycling Operation also supports a range of social initiatives. In our factory in Western Sydney, 100 full-time and casual positions are provided for low-skilled workers. We also have social inclusion employment programs such as Work for the Dole, community service and corrective service opportunities, and provide over 300 volunteering opportunities each year.

PwC employee clothing drive to support The Smith Family



\$2.8m

Recycling Operation surplus returned in 2013–14, offsetting The Smith Family's infrastructure costs

750

clothing collection bins

20

retail stores in NSW and the ACT selling new and recycled clothing and accessories

150

business partners contributing unwanted good, clean, wearable clothing

7.5m

kilograms of material diverted from landfill in 2012–13 and recycled

This year the Recycling Operation expanded its export volumes of quality clothing to Africa, the Middle East and the Pacific Islands. Ten per cent of the total used clothing exported by Australia to global markets comes from The Smith Family.

New partnerships were formed with businesses, including DHL, GPT, Optus, PwC Australia and SAP, which created a range of volunteering opportunities for their staff. Importantly these partners promoted clothing drives to their staff and customers, helping to attract much-needed clothing donations.

To support the wider community and promote our work, the Recycling Operation was involved in community events including *National Op Shop Week* and *National Recycling Week*. We partnered with Girl Guides as the nominated collector of discarded apparel from Sydney's *City2Surf* event participants, further reducing waste to landfill.

DHL clothing drive to support The Smith Family.



Highly Commended Winner in Sustainable Waste Management Keep Australia Beautiful NSW Awards, 2013

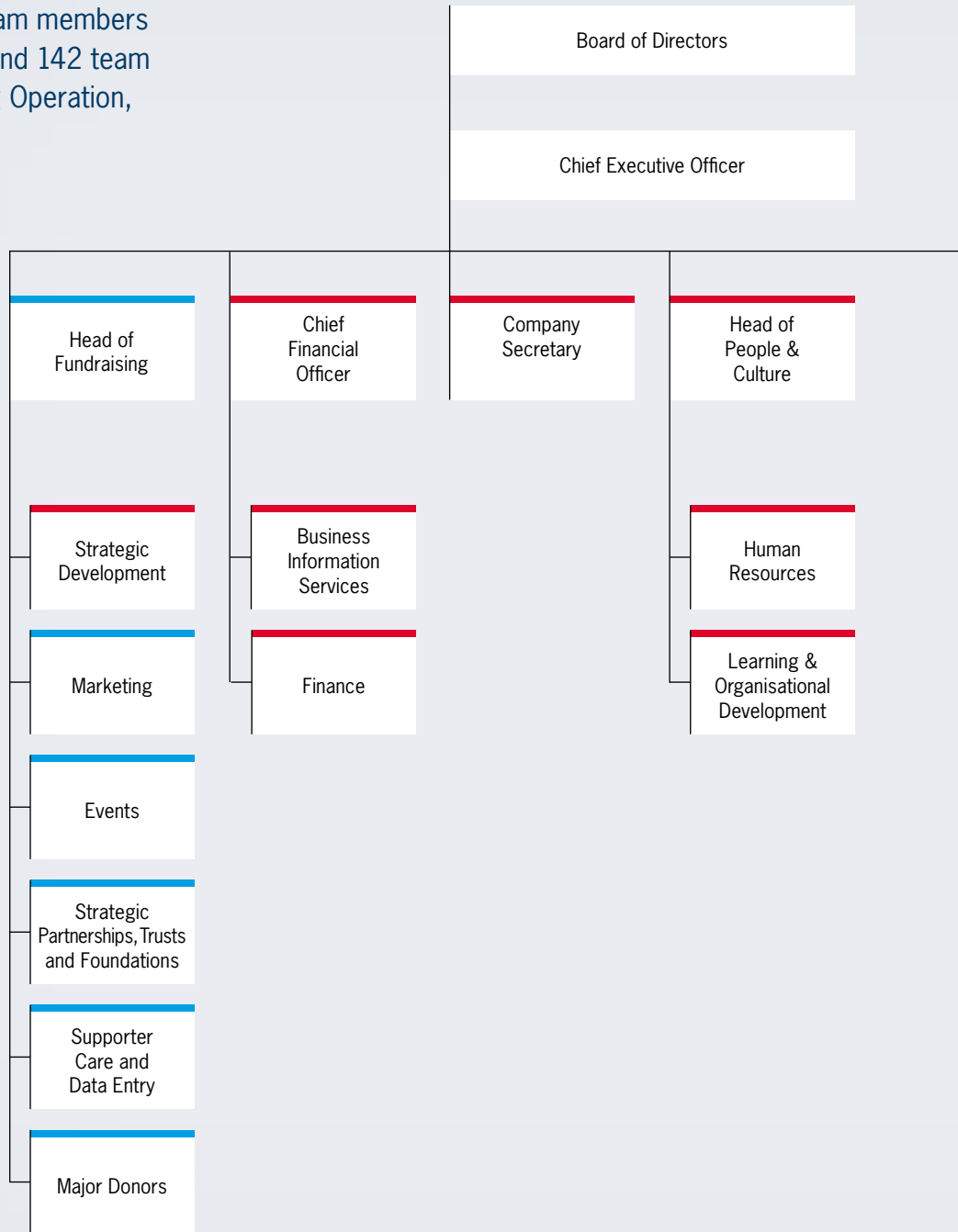


Finalist in Australian Social Enterprise Awards, 2014

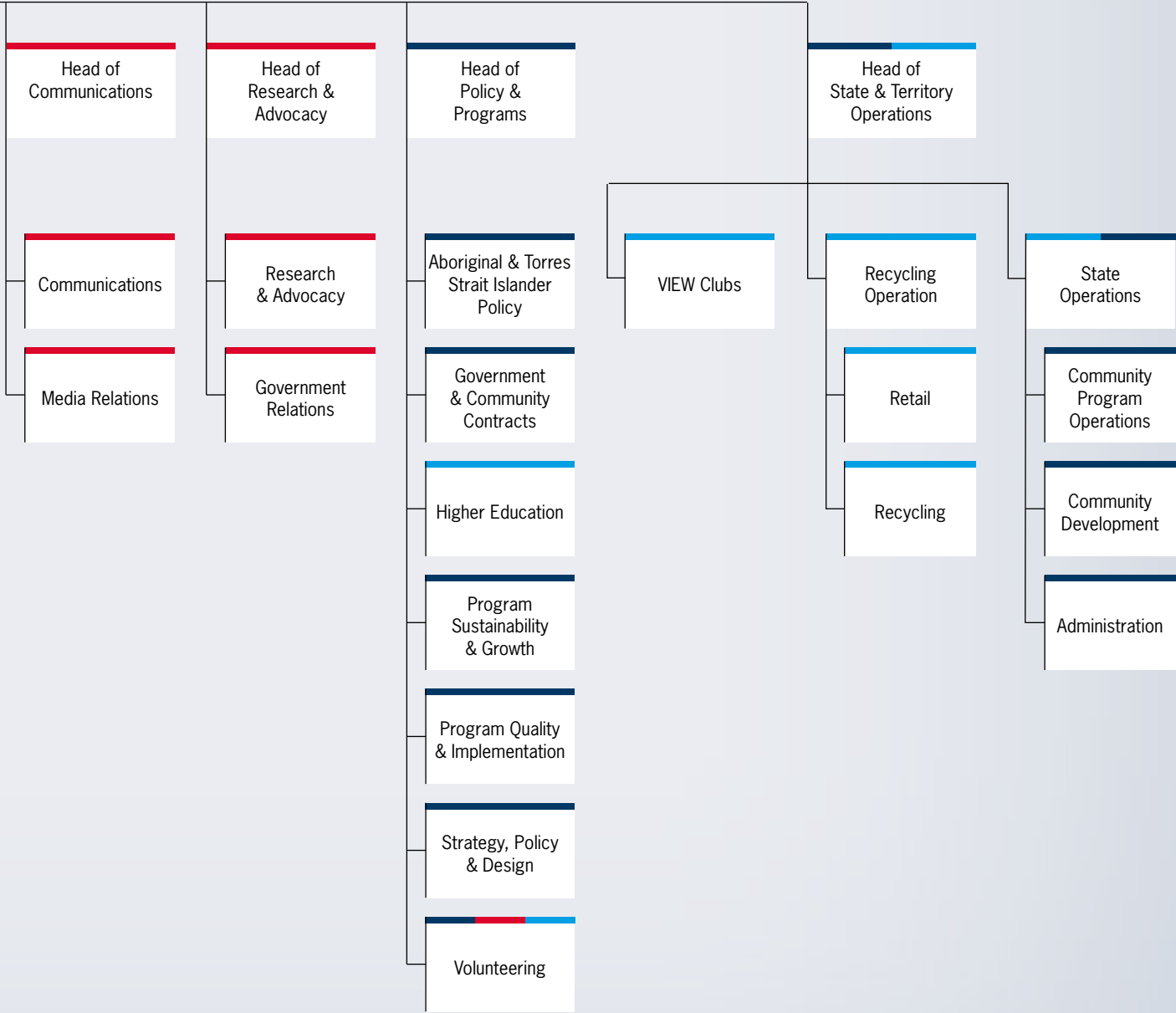
# ORGANISATIONAL STRUCTURE

The Smith Family comprises 466 team members employed in Community Programs and 142 team members employed in our Recycling Operation, a total of 608 team members.

Team members in Community Programs work: in the community to deliver programs; in events, fundraising, marketing and supporter care; and in support teams – including business information services, communications, finance, human resources, policy and programs, research and volunteering. The Recycling Operation has team members in 20 retail stores in New South Wales and the Australian Capital Territory, a clothing export operation and the clothing recycling facility at Villawood, NSW.



- Revenue generation
- Whole of organisation support
- Supporting families and communities



## BOARD OF DIRECTORS



**J. M. MILLAR AM** BComm FCA FAICD

Chairman and Non-executive Director since 2011. Non-executive Director, Mirvac Limited, Mirvac Funds Limited, Helloworld Limited and Fairfax Media Limited; Chairman, Forestry Corporation of NSW; Trustee, Australian Cancer Research Foundation; Director, Vincent Fairfax Family Foundation; Member, UNSW Australian School of Business Advisory Council and Grant Samuel Advisory Board; Former CEO of Ernst & Young.



**A. K. ABEY** BEc BA (Hons) FFSIA

Non-executive Director since 2007. Co-founder and Chairman of ipac securities limited and Walsh Bay Partners Pty Ltd; Strategy Consultant and former Head of Strategy for AXA Asia Pacific Holdings; extensive experience in investment and economic market research; has written widely on investment matters in both the press and academic journals, and on the relationship between money and happiness in his book *How Much Is Enough?*



**C. N. BARTLETT** BSc

Non-executive Director since 2007. Executive General Manager (EGM), Asset Servicing at NAB; previously EGM, NextGen Program at NAB; former Chief Executive Officer of Jones Lang LaSalle (2004–2009); former Chief Operating Officer for IBM's Business Consulting Services in Asia Pacific, holding numerous senior management roles with IBM over 24 years in consulting, sales, marketing and brand management in Australia, New York and Tokyo; Member, Chief Executive Women Inc. and the AGSM Advisory Board.



**C. CAWSEY AM** BA DipEd MEd Admin

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



**DR J. A. HARMER AO** BA (Hons) DipEd PhD FAIM FIPAA FANZSOG

Non-executive Director since January 2013. Co-Chair, Ministerial Council on Child Care and Early Learning; Director of Medicare Local in the ACT; Director of the Australian Housing and Urban Research Unit; former Secretary of the Department of Families, Housing, Community Services and Indigenous Affairs (2004–2011) and of the Department of Education, Science and Training (2003–2004); former Managing Director of the Health Insurance Commission (1998–2003).



**M. G. JOHNSON** BComm FCA CPA FAICD

Non-executive Director since 2012. Director, Westfield Group, The Hospital Contribution Fund of Australia Ltd, and HSBC Bank Australia Ltd; former Chief Executive Officer of PricewaterhouseCoopers in Australia (2008–2012) and Chairman of PwC Foundation, as well as filling senior roles over 15 years managing PwC's Assurance and Business Advisory Services line of services, and its Consumer and Industrial Products team and Audit, Technical, Risk and Quality groups; Member, Executive Committee of the UNSW Australian School of Business Advisory Council.



**C. F. MCLOUGHLIN** BA LLB (Hons)

Non-executive Director since 2009. Deputy Chairman since 2011; Non-executive Director, Whitehaven Coal Ltd, NIB Holdings Limited, St James Ethics Centre; Member, Minter Ellison Advisory Council; Chairman, Australian Payments Council; former member, Aon Advisory Board; former Director, AMP Foundation, Australian Nuclear Science & Technology Organisation, Victorian Transport Accident Commission and Westpac's Life & General Insurance entities; background in law, financial services, insurance and telecommunications.



**J. C. R. MAYCOCK** BEng (Hons) FAICD FIPENZ

Non-executive Director since January 2013. Chairman, AGL Energy Ltd (Director since 2006), Port of Brisbane Pty Ltd; Non-executive Director, Nuplex Ltd; former Managing Director and CEO, CSR Ltd (2007–2010) and Hastie Group Ltd (2003–2007); former Chairman, Cement Australia Pty Ltd.



**DR L. J. O'BRIEN** MBBS (Hons) MBA MHRM&C FRACMA

Executive Director since 2011. Director, Community Council for Australia Limited and Australian Schools Plus Ltd; a medical practitioner registered in New South Wales; Fellow of the Royal Australasian College of Medical Administrators; former CEO, Skin and Cancer Foundation of Australia; Founding member, Lou's Place, a drop-in centre providing respite and support for women in need; over 25 years' experience in health care, community services, bio-medical and information technology.



**P. X. TOBIN** BA LLB

Non-executive Director since 2009. Founder and Director, Foundry Group Pty Ltd (a digital commerce company); principal at Bay Street Capital Pty Ltd (an independent corporate advisory firm); former Chief Legal Officer and Company Secretary, ComputerShare; former Executive Chairman, Aussie Farmers Direct.



**PROFESSOR K. W. WILTSHIRE AO** BEcon (Hons) MSc (Lon.) PhD, FIPAA MAICD

Non-executive Director since 2010. JD Story Professor of Public Administration and Leader of Not for Profit Unit, University of Queensland Business School; Co-Chair, Review of the Australian School Curriculum; Non-Executive Director, Institute for Urban Indigenous Health; Member, Advisory Committee of the Asia-Pacific Centre for International Understanding; former Special Adviser to the Australian National Training Authority; Inaugural Chair, Tertiary Entrance Procedures Authority Queensland; Chair, Review of the Queensland School Curriculum.

# CORPORATE GOVERNANCE

## COUNCIL OF GOVERNING MEMBERS

The role of the Council of Governing Members is to consult with the Board of Directors on the operations of The Smith Family, ensuring that they are in line with the objects stated in the Constitution.

The Council forms the voting membership of the organisation, and is responsible for the election of Directors and for approving the Annual Accounts. In addition to the Directors of the Company, the members of the Council are:

The Hon. B. G. Baird AM; Barbara Cail AM; Cindy Carpenter; Brian France AM; Professor Ross Griffith; Jane Hemstrich; Tim Holden; John Kelly AM; Chris Leptos AM; Robin Perros; Greg Ruddock; Richard Turner AM; Terry Walsh; Richard Warburton AO; and Geoff Willmott.

Susan Oliver stood down during the year, having been a Director from 2002 to 2005 and a Council member from 2002.

Lorraine Montgomery, who represented VIEW Clubs of Australia, stood down at the end of her term as National President of VIEW in December 2013, and was replaced by the new National President, Robin Perros.

John Kelly, a former Director from 2003 to 2011 and Chairman from 2006 to 2010, re-joined the Council in December 2013.

## BOARD OF DIRECTORS

The Board of Directors is the decision-making body of The Smith Family responsible for its governance and management. The Board assumes the company's fiduciary and legal obligations. Its roles and responsibilities are governed by both the Constitution and a comprehensive Board Charter, both reviewed formally in 2012.

The Board comprises 10 honorary non-executive Directors and the Chief Executive Officer. The membership reflects a range of skills in addition to their Board-level experience in various sectors. Membership of the Board was unchanged during the year, with both Christine McLoughlin and Paul Tobin re-elected for second terms at the Annual General Meeting in November 2013.

New directors undertake a detailed induction process to ensure that they have a comprehensive understanding of the organisation, its strategy and its programs.

Part of ensuring that the Board continues to deliver effectively on its responsibilities is the conduct of regular Board evaluations. The evaluation in 2012 has resulted in broader and enhanced engagement with management on outcome processes as we implement our five-year strategy.

DIRECTOR	BOARD OF DIRECTORS		CORPORATE GOVERNANCE		FINANCE AND AUDIT		PEOPLE AND CULTURE	
	Number held	Number attended	Number held	Number attended	Number held	Number attended	Number held	Number attended
A. K. Abey	8	7			4	4		
C. N. Bartlett	8	8					3	3
C. Cawsey	8	8						
J. A. Harmer	8	6						
M. G. Johnson	8	7			4	4		
C. F. McLoughlin	8	7					3	3
J. C. R. Maycock	8	8						
J. M. Millar	8	8	1	1	4	3	3	2
L. J. O'Brien	8	7	1	1				
P. X. Tobin	8	8	1	1				
K. W. Wiltshire	8	6	1	1				



## BOARD COMMITTEES

The Board has three sub-committees:

**The Corporate Governance Committee** chaired by Paul Tobin, focused this year on securing the ongoing involvement of Governing Members, taking account of the roles and terms that were updated in the new Constitution. It also reviewed the organisation's compliance with the corporate governance principles of the ASX.

**The Finance, Audit and Risk Committee** chaired by Arun Abey, has continued enhancing the investment policy and mandate to ensure that financial resources are safeguarded while earning an acceptable return, and that sufficient funds are available to meet requirements.

The detailed strategic risk review undertaken in 2012 to quantify the risks to the achievement of the organisation's five-year strategy is reviewed periodically, as are the mitigation strategies to address the identified risks. Particular attention was given to ensuring that the requirements of the *Privacy Amendment (Enhancing Privacy Protection) Act 2012* were implemented in a timely fashion. An extensive program of reviewing data security, PCI compliance and disaster recovery plans has also been undertaken.

**The People and Culture Committee** chaired by Christine Bartlett, provides advice on remuneration policies and practices, and on compliance with statutory and regulatory requirements.

## OTHER GROUPS

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

### VIEW Clubs of Australia

The National Council of VIEW leads the overall development of VIEW and administers policy development. The National President is Robin Perros, whose two-year term commenced in January 2014, and she is supported in her role by three National Vice Presidents – Sue Field, Lyn Gerstenberg and June Greentree.

Other members of the National Council are Vicki Archer, Lyndsay Basford, (Acting-councillor) Robyn Bursill, Jean Clarke, (Acting-councillor) Diane Daly, Madge Doust, (Acting-councillor) Beverley Giglio, Margaret Gooch, (Acting-councillor) Cynthia Guyette, (Acting-councillor) Maggy Hickey, Marian Kingham, Glenda Noble, (Acting-councillor) Laura O'Brien, Dawn Sage, Marjorie Schultz, Lola Shaw, Toni Thomas, Gloria Walter, Gwen Wilton and Jennie Wynd.

### Advisory Groups

A number of Advisory Groups provide advice to the Chief Executive Officer. These include the Recycling Operation Advisory Group chaired by Greg Ruddock with Bill Brown, Dennis Price and Mark Ward; the Aboriginal and Torres Strait Islander Advisory Group chaired by Leah Armstrong with Peter Dawson, Dr Jeff Harmer, Emily Knights, April Long, Carla McGrath, John Rawnsley, Leanne Smith and Lidia Thorpe; the Strategic Development Advisory Group with Arun Abey, Warwick Bray, Tony Davis, Adam Lewis, Peter Stumbles and Paul Tobin; and the Information Services Advisory Group chaired by Doug Snedden with David Boyle, Greg Stone and Julian Wee.

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

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

The Smith Family is registered with the Australian Charities and Not-for-Profits Commission and as required by law in each State and Territory where it raises funds as follows:

#### New South Wales

Registration number CFN 11049 – renewable in 2019

#### Queensland

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

#### South Australia

Registration number 778 – renewable annually in January

#### Tasmania

Registration number 170 – registration is ongoing

#### Victoria

Registration number 10290 – renewable in 2015

#### Western Australia

Registration number 20352 – renewable annually

#### Australian Capital Territory

Registration number L19000133 – renewable in 2015

The Smith Family's auditor is Ernst & Young. Legal services are provided by King & Wood Mallesons and banking by Westpac Banking Corporation.

# FIVE-YEAR FINANCIAL SUMMARY

(Figures in \$'000s)

	2009–10	2010–11	2011–12	2012–13	2013–14
<b>Gross income including Recycling Operation and VIEW revenue</b>	<b>90,440*</b>	<b>81,558</b>	<b>84,208</b>	<b>94,670</b>	<b>100,847</b>
<b>INCOME</b>					
Fundraising					
Donations and corporate support	33,563	38,574	39,975	41,510	43,618
Government funding	12,087	16,525	17,434	24,376	26,138
Bequests	3,019	4,201	3,983	3,741	3,366
VIEW Clubs net contribution	647	560	843	783	1,099
Commercial operations net contribution	2,744	2,149	2,396	2,886	3,295
Investment and other income	3,047	1,783	1,285	2,504	3,386
<b>Total Net Income</b>	<b>55,107</b>	<b>63,792</b>	<b>65,916</b>	<b>75,800</b>	<b>80,902</b>
<b>EXPENDITURE</b>					
Policy and programs	(40,532)	(51,384)	(53,770)	(60,655)	(61,896)
Fundraising	(8,008)	(8,640)	(10,178)	(10,499)	(13,032)
Promotion and profiling	(2,087)	(2,157)	(2,625)	(2,460)	(2,131)
Administration	(1,654)	(1,882)	(1,866)	(1,887)	(1,681)
<b>Total Expenditure</b>	<b>(52,281)</b>	<b>(64,063)</b>	<b>(68,439)</b>	<b>(75,501)</b>	<b>(78,740)</b>
<b>Surplus/(Deficit)</b>	<b>2,826</b>	<b>(271)</b>	<b>(2,523)</b>	<b>299</b>	<b>2,162</b>
<b>OTHER RESULTS AND INDICES</b>					
Recycling Operation and other commercial activities					
Sales and other revenue*	33,244	15,162	16,453	17,210	19,091
Expenditure*	(30,500)	(13,013)	(14,057)	(14,324)	(15,796)
<b>Commercial activities net contribution</b>	<b>2,744</b>	<b>2,149</b>	<b>2,396</b>	<b>2,886</b>	<b>3,295</b>
VIEW Clubs of Australia					
Revenue	5,480	5,313	5,078	5,329	5,248
Expenditure	(4,833)	(4,753)	(4,235)	(4,546)	(4,149)
<b>VIEW Clubs net contribution</b>	<b>647</b>	<b>560</b>	<b>843</b>	<b>783</b>	<b>1,099</b>

\*Results in 2009–10 included revenue and expenses from The Smith Family's recycling and non-woven operations. The non-woven business was sold in July 2011, resulting in losses of \$4.8 million and \$1.9 million in 2010–11 and 2011–12 respectively. These losses are not included in these operating results.

The net contribution from The Smith Family's Recycling Operation and other commercial activities offsets administration costs and contributes to meeting the costs of promotion and profiling.

## VOLUNTEERING

The Smith Family receives substantial contributions by way of pro bono support from corporate partners and volunteers, the value of which is not reflected in the financial statements. The estimated value of the volunteering contribution is based on the level of skill required by various volunteering positions.

	2009–10	2010–11	2011–12	2012–13	2013–14
Volunteer hours	287,000	305,000	344,000	417,603	463,853
Estimated value of volunteering contribution	\$7.9m	\$8.5m	\$10.5m	\$12.2m	\$13.4m
Fundraising costs as a percentage of fundraising income	16.5%	14.6%	16.6%	15.1%	17.8%
Fundraising, promotion and profiling costs as a percentage of fundraising income	20.7%	18.2%	20.9%	18.6%	20.7%

## FIVE-YEAR FINANCIAL PERFORMANCE COMPARISON

### INCOME

Since 2009–10, net operating income has grown by an average of 10% each year, from \$55.1 million to \$80.9 million in 2013–14. For commentary on our overall financial performance for the 2013–14 year see page 4.

**Donations and corporate support** Income in 2009–10 from individual donations and corporate support was \$33.6 million. By 2013–14 that had risen to \$43.6 million, representing average annual growth of 7%.

**Government funding** The Smith Family received \$12.1 million in government funding in 2009–10. Today, that figure has more than doubled to \$26.1 million. See page 15 for 2013–14 commentary.

### EXPENDITURE

Overall expenditure has increased from \$52.3 million in 2009–10 to \$78.7 million in 2013–14.

**Policy and programs** Over the years as our revenue has grown, we have been able to extend the reach of our work. Expenditure on community programs has increased on average by 11% per year, from \$40.5 million in 2009–10 to \$61.9 million in 2013–14.

**Fundraising** Fundraising expenditure increased from \$8.0 million in 2009–10 to \$13.0 million in 2013–14, on average by 13% per year. The significant lift in the past year reflects our investment in regular giving initiatives including the new face-to-face channel.

**Administration** Expenditure on administration support in 2013–14 was similar to that in 2009–10, but has fallen in real terms as a percentage of funds raised from 3% to 2%.

### OTHER RESULTS AND INDICES

**Sales and other revenue** Revenue from our recycling and other commercial activities has grown by 8% per year from \$15.2 million in 2010–11 to \$19.1 million in 2013–14.

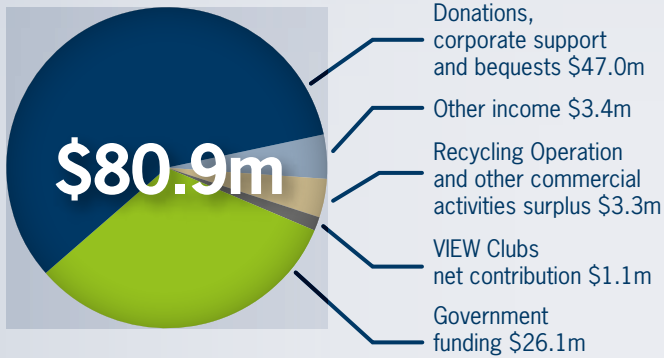
### VOLUNTEERING

**Estimated value of volunteering contribution** With the increase in numbers of volunteers, the estimated value of the contribution of volunteers for 2013–14 is \$13.4 million compared to \$7.9 million in 2009–10.

**Fundraising costs as a percentage of fundraising income** Fundraising costs as a percentage of income increased from 16.5% in 2009–10 to 17.8% in 2013–14. Expenditure in the past year includes the value of our investment in new long-term regular giving initiatives. For further fundraising commentary, see page 15.

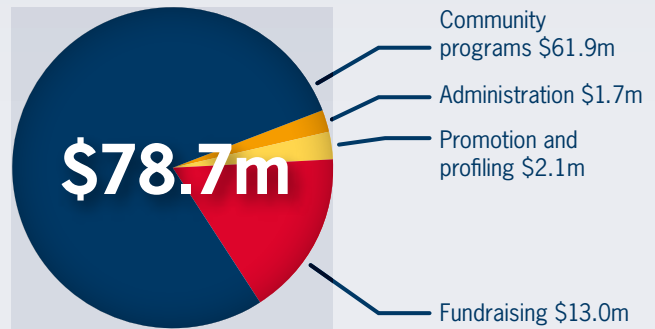
## WHERE WE OBTAINED OUR FINANCIAL RESOURCES

2013–14

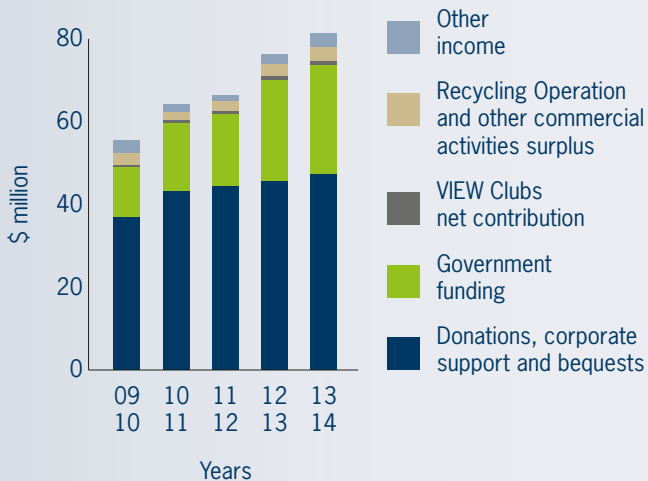


## HOW WE APPLIED OUR FINANCIAL RESOURCES

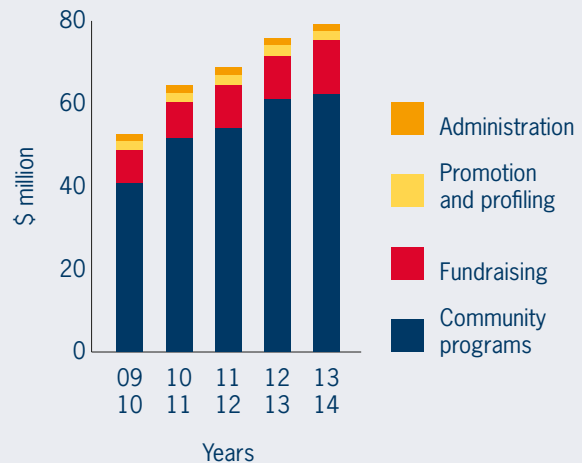
2013–14



### Five-year comparison



### Five-year comparison



### Key income streams

#### FUNDRAISING

**\$33.3m**

from individuals through public contributions

**\$10.3m**

from corporate partners, universities, and trusts and foundations

**\$1.1m**

net contribution from VIEW Clubs of Australia

#### OTHER

**\$3.4m**

from investments and other income

**\$26.1m**

from government support

**\$3.4m**

from bequests

**\$3.3m**

from our Recycling Operation and from other commercial activities

# Contact details

## GENERAL ENQUIRIES

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

Volunteer Co-ordination Unit  
T 1300 397 730

## NATIONAL OFFICE

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

## Recycling Operation

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

## VIEW Clubs of Australia

Level 9, 117 Clarence Street  
Sydney NSW 2000  
T 02 9085 7178  
1800 805 366  
F 02 9085 7294  
E [view@thesmithfamily.com.au](mailto:view@thesmithfamily.com.au)

## THE SMITH FAMILY LOCATIONS

### Australian Capital Territory

Canberra  
Corner Launceston and Easty Streets  
Woden ACT 2606  
T 02 6283 7600 F 02 6282 1725  
Belconnen | Gungahlin | Tuggeranong

### New South Wales

Sydney  
Level 3, 17–21 Hunter Street  
Parramatta NSW 2150  
T 02 9895 1233 F 02 9689 3965  
Alexandria | Ashmont | Auburn | Blue Haven  
Buninyong | Chester Hill | Claymore  
Coffs Harbour | Cranebrook | Dapto | Dubbo  
Fairfield | Goulburn | Jesmond | Lithgow  
Macquarie Fields | Miller | Mount Druitt  
Nowra | Orange | Raymond Terrace & Karuah  
Seven Hills | Shellharbour  
Southern Wollongong | Springfield  
Tamworth | Taree | Tarrawanna | Tolland  
Tuggerah Lakes | Wiley Park | Windale  
Wyang

### Northern Territory

Darwin  
Level 1, 6 Pavonia Place  
Nightcliff NT 0810  
T 08 8985 6841 F 08 8985 5361  
Alice Springs | Borroloola | Darwin | Katherine  
Palmerston | Ramingining | Tiwi Islands

### Queensland

Brisbane  
Level 1, 38 Hope Street  
South Brisbane QLD 4101  
T 07 3115 6200 F 07 3337 6424  
Brighton | Brisbane | Caboolture | Cairns  
Cape York | Coolangatta | Coomera | Inala  
Ipswich | Logan | Mackay & Sarina  
Maroochydore | Redlands | Rockhampton  
Southport | Toowoomba | Torres Strait  
Townsville

### South Australia

Adelaide  
Ground Floor, 97 Pirie Street  
Adelaide SA 5000  
T 08 8224 1400 F 08 8223 4421  
Christie Downs | Elizabeth Downs  
Elizabeth Vale | Hackham | Morphett Vale  
Port Adelaide Enfield | Port Augusta  
Salisbury North | Smithfield Plains | Whyalla

### Tasmania

Hobart  
Level 3, 47 Salamanca Place  
Hobart TAS 7000  
T 03 6223 2627 F 03 6223 8912  
Bridgewater/Gagebrook | Burnie/Wynyard  
Chigwell/Claremont | North East Launceston

### Victoria

Melbourne  
73–77 Wellington Street  
Collingwood VIC 3066  
T 03 9419 7666  
Bairnsdale | Ballarat | Bendigo | Brimbank  
Broadmeadows | Churchill | Collingwood  
Dandenong | Epping | Geelong | Morwell  
Shepparton | Werribee

### Western Australia

Perth  
Level 8, 14–16 Victoria Avenue  
Perth WA 6000  
T 08 9265 5555 F 08 9265 5556  
Collie | Gosnells | Kwinana | Midland  
Mirrabooka | Pilbara

## RETAIL STORES NEW SOUTH WALES

Bankstown.....02 9796 3412  
Bateau Bay.....02 4334 7844  
Blacktown.....02 9671 6899  
Bowral.....02 4861 1383  
Burwood.....02 9715 7406  
Campsie.....02 9787 3954  
Coffs Harbour.....02 6652 9460

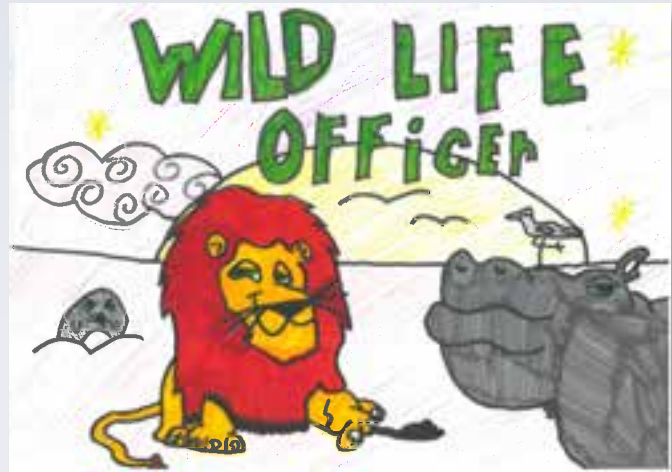
Dee Why.....02 9972 0337  
Dubbo.....02 6884 2311  
Fairfield.....02 9727 7251  
Goulburn.....02 4822 2450  
Hurstville.....02 9586 4996  
Liverpool.....02 9600 6853  
Marrickville.....02 9572 6065

Penrith.....02 4731 3011  
Port Macquarie.....02 6583 4230  
Rockdale.....02 9567 5615  
Toronto.....02 4950 5099  
Wollongong.....02 4227 6936  
Woden (ACT).....02 6232 5374

# THE SMITH FAMILY ART AND WRITING COMPETITIONS

Each year we invite *Learning for Life* students to participate in our art and writing competitions. Over 4,550 students created artwork under the theme of “When I grow up” for this year’s art competition. The writing competition’s theme “My biggest challenge” attracted more than 4,150 students to submit pieces.

Here are some of the winning entries.



Haley

## 2014 Learning for Life Writing Competition



### “My biggest challenge was...”

My biggest challenge was to move from Thailand to Australia with-out knowing any English. It was hard to get along with other kids and to communicate with with my teachers. With-out knowing a word I was lucky to have a friend who knows better than I do in english that partly helped me to succeed today. Now speaking English is not so hard any more, but still need some work on my writing and spelling skills, but I'm sure I will be more successful for my future.

Another challenge was having to look after my sister while mum was in hospital a few times in the past. My sister and I had to do most of the house work for mum; after she's been discharge we had to do things like, cook, clean, wash the cloths, vacuum and moped, and looking after my dog as well.

Another that we went through had to be when my mum, my sister and I move out to be on our own, we had no place to stay; but luckily we had an old caravan that was not in a very good condition, but with no choice we had to live in a caravan park. When it's rainy season it was very scary because our caravan had dripping of the roof. It gets very loud the storm so some nights my sister and I had to sleep with mum. But every thing is getting better for school with the help of ~~sm~~ the Smith family to lower our expenses and for a better living.!!

Benjawan

Halie





**"My biggest challenge was..."**

Going through primary school, there was this kid that got constantly bullied for his overpriced sneakers. In grade four (4) I was in his class. The students always teased him, so I started to sit next to him. We became close friends + hung out at lunch. I was questioned all the time as to why I would hang with him, but I didn't care because seeing this kid happy made me feel like such a good person. I protected him, I got back up, I got called names just for hanging out with him. I was his only friend, but it was good because they stopped teasing him. The bullying has stopped now and the guy lies down the road from me, we are best friends + we look out for each other.



Winnie



**"My biggest challenge was..."**

Becoming independant was my biggest challenge. Leaving my home, my family, my job, and my friends. It was a huge change, but it was worth it. Over the past 7 weeks away, 6 of them school weeks, I have learned so much. I feel stronger, happier, smarter ~~and~~ healthier. There are times when I wish I could just see my family for the day or hang out with my friends back home. But when I am finally back home, I start to miss my new life. I have made a few friends whom I would consider family, tried new foods I'd never even heard of, done well in all of my assignments so far, and faced the nerves that come with city public transport. I am where I want to be, and it feels great. I have purpose and I am determined. ~~I~~ To all the people that helped me get here, to the Smith Family, I cannot thank you enough.



Katelyn

Cosmo

Makea



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

 [TheSmithFamilyAustralia](#)  
 [SmithFamily\\_org](#)

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



*everyone's family*