



everyone's family

Communique for Our Aboriginal and Torres Strait Islander Policy and Programs

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Approved by	Dr Lisa O'Brien CEO TSF Advisory Group on Aboriginal and Torres Strait Islander Issues
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The Smith Family Communique for Aboriginal and Torres Strait Islander Policy and Programs

The key to Australia's economic and social wellbeing, now and into the future, is a highly educated population. This is the foundation for ensuring Australia is able to meet the challenges and opportunities of a highly volatile global economy. It is also key to the ongoing social cohesion that has been so central to our nation¹. (2012 O'Brien, L. CEO The Smith Family)

Acknowledgement

This work acknowledges and respects the Traditional Owners and Custodians of our lands; those past and present, the keepers of our cultures and the voices of our Elders. Also acknowledged, is the National Reconciliation *Australian Declaration Towards Reconciliation* and the *Roadmap for Reconciliation* outlined in Appendix 1 to the Final Report of the Council for Aboriginal Reconciliation and presented at Corroboree in 2000. Within the context of developing and designing programs for Aboriginal and or Torres Strait Islander Australians it is important to note the key principles, articles and guiding statements contained in the United Nations Conventions on the Rights of the Child; the United Nations Declaration on the Rights of Indigenous People² and the Universal Declaration of Human Rights.

Purpose of this Communique

This communique about Aboriginal and Torres Strait Islander Policy and Programs is a living and dynamic developing document³, that can be amended and whose purpose is to provide information within one document about The Smith Family's Aboriginal and or Torres Strait Islander Policy and Program offering. It also establishes a direction for the ongoing development of this work, consistent with our five year strategy⁴. This overview also acts as a reference guide to support our teams. It articulates our commitment to the power of possibilities in relationships and working together, in partnership to close the gap in disadvantage experienced by Aboriginal and or Torres Strait Islander Australians.

¹ July 2012 The Smith Family Review of School Funding Letter to the Commonwealth

² Article 23 Indigenous peoples have the right to determine and develop priorities and strategies for exercising their rights to development.

³ This draft has been developed by the National Manager Aboriginal and Torres Strait Islander Programs, and will be further informed and refined in collaboration with members of The Smith Family Quarterly Practice Aboriginal and Torres Strait Islander Policy Sit In Meetings, Regional Program Managers, relevant members of the Policy and Programs Team, relevant other National Managers, relevant members of the Executive, and members of the Advisory group on issues concerning Aboriginal and Torres Strait Islander Australians.

⁴ The Smith Family – Function Plan 2012-2013 page 2 – Our measures of effectiveness and the related high level outcomes

Background

In 2012-2013 The Smith Family saw the creation and implementation of our 5 year Strategic plan take place. In 2012-2013 we laid the foundations for meeting our ambitions to grow 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 and carer's. 2013-2014 saw a continued focus on improving our effectiveness and use of data to ensure that our programs are cost effective and scalable. The five key measures that will be used to track our effectiveness, going forward to 2017⁵ towards achieving our ambition are set out below.

The first three focus on the impact of our work with children and young people to:

1. Improving school attendance rates of Learning for Life students' over time to 90%
2. Increasing the proportion of Year 10 Learning for Life students who advance to Year 12 or its equivalent on sponsorship
3. Increasing the proportion of Year 10, 11 and 12 Learning for Life students on sponsorship who are engaged in work or further study up to 12 months after they leave the Learning for Life program

These measures reflect The Smith Family's long-term support for disadvantaged young people and enable us to track individual students over time. Each draws on the work of the Council of Australian Governments (COAG) which has identified a range of key educational goals for all young Australians. Gathering and analysing this data will require a major data development and analysis agenda at The Smith Family. An early alignment of our programs against the Indigenous Advancement Strategy is available at Appendix 1.

Two further measures are to:

4. Influencing the policy agenda of governments in our mission-critical areas
5. Significantly broadening our supporter base and growing our funds raised

Advisory Group

We aim to ensure our policies, programs and program management tools are effective, holistic, and culturally responsive⁶ and pitched to support a growing younger Aboriginal and or Torres Strait Islander population. We are proud to have an Advisory Group on issues concerning Aboriginal and Torres Strait Islander Australians which has been established as part of The Smith Family's governance arrangements. The establishment of this Advisory Group marked an important milestone in the Reconciliation Journey of The Smith Family. The Advisory Group can be considered a good practice approach to integrating governance and leadership opportunities for young people that supports individual developmental capacity building and culturally responsive governance arrangements.

⁵ Please see Appendix 2 for 2015-2016 Priorities

⁶ This paper does not refer to Aboriginal and or Torres Strait Islanders as "Indigenous" Australians/peoples. The reason for this is that while both Aboriginal and or Torres Strait Islander peoples make up the First Nations of Australia, they are diverse groups and have their own unique and distinctive traditions, histories, cultures, languages, worldviews and experiences.

2014-2015: Building on Our Foundations

Please note 2014-2015 priorities are broadly scoped in the table below and are able to be amended and updated to align with The Smith Family 5 year Strategic Plan, Corporate priorities and agreed The Smith Family Policy and Programs Functional year on year Plan.

2014-2015 priorities	Why	Domains
Working within a continuous quality improvement cycle continue to grow the number of Aboriginal and Torres Strait Islander children, young people and families actively participating in LfL and other programs	Improve LfL students school attendance over time to 90% Increase the number of Aboriginal and Torres Strait Islander children, young people and families in LFL programs. Increase the number of year 10 scholarship students who advance to year 12 or equivalent and who transition into further work or study up to 12 months after leaving the program	Communities where we lead with either LfL or broader community facilitation Disadvantaged communities Australia Wide Children aged 4-18 and their families, with support starting at 0 and continuing to tertiary education and beyond where critical
Develop and maintain partnerships and relationship building with other identified agencies to extend our reach, within our sphere of influence	To ensure we are partnering with other organisations and government in communities to improve educational participation opportunities for school aged children Significantly broaden our supporter base	Communities where we lead with either LfL or broader community facilitation. Children aged 4-18 and their families, with support starting at 0 and continuing to tertiary education and beyond where critical
Ongoing alignment of policy and programs to effective practice	To ensure we are incubating and reviewing new ways of working – to define our program approach in urban, regional and remote locations. Adds to our evidence base	Communities where we lead with either LfL or broader community facilitation Disadvantaged communities Australia Wide
Update publically available agreed TSF Policy and Programs Communicate that defines our approach.	Provides a point of agreed consistent messaging that defines our Policy and Program offering Influencing the Government’s policy agenda in our mission critical areas	Communities where we lead with either LfL or broader community facilitation Disadvantaged communities Australia Wide
Planning and review of progress against new actions and measurable RAP targets	To ensure we are incubating and reviewing new ways of working – to define our program approach in urban, regional and remote locations	Communities where we lead with either LfL or broader community facilitation Disadvantaged communities Australia Wide
Updating baseline mapping of external organisations Partnering and planning for strategic engagement	To ensure we are partnering with other organisations and government in communities to improve educational participation opportunities for school aged children Significantly broaden our supporter base	Communities where we lead with either LfL or broader community facilitation. Children aged 4-18 and their families, with support starting at 0 and continuing to tertiary education and beyond where critical Disadvantaged communities Australia Wide

Our Current Programs

The Smith Family works in 94 communities. In 2013-2014 we supported more than 15,500 Aboriginal and Torres Strait Islander participants across all of our programs. We have more than 5,500 Aboriginal and/or Torres Strait Islander students receiving *Learning for Life Scholarships*. A visual⁷ of our 94 locations is below.



Communities in each State and Territory

- Queensland – 18
- New South Wales – 33
- Australian Capital Territory - 3
- Victoria – 13
- South Australia – 10
- Western Australia – 6
- Northern Territory – 7
- Tasmania – 4

Also a number of our programs specifically support Aboriginal and or Torres Strait Islander children, young people and families. Our program focusing on young Aboriginal and or Torres Strait Islander girls is, *Girls at the Centre*.

Efforts aimed at improving educational outcomes for Aboriginal and or Torres Strait Islander young people have generally paid limited attention to whether young girls and boys have different needs and require different approaches to keep them engaged in education.

Women are crucial to the wellbeing and the economic growth of communities, particularly Aboriginal and Torres Strait Islander communities, and The Smith Family sees the need for a stronger policy and program focus on supporting young Aboriginal and Torres Strait Islander girls to stay engaged in school and transition to further education, training and employment⁸. Summary information about these programs⁹ is listed over the page.

⁷ <http://batchgeo.com/map/8de9e4c54da8257da0ed099d81155f57>

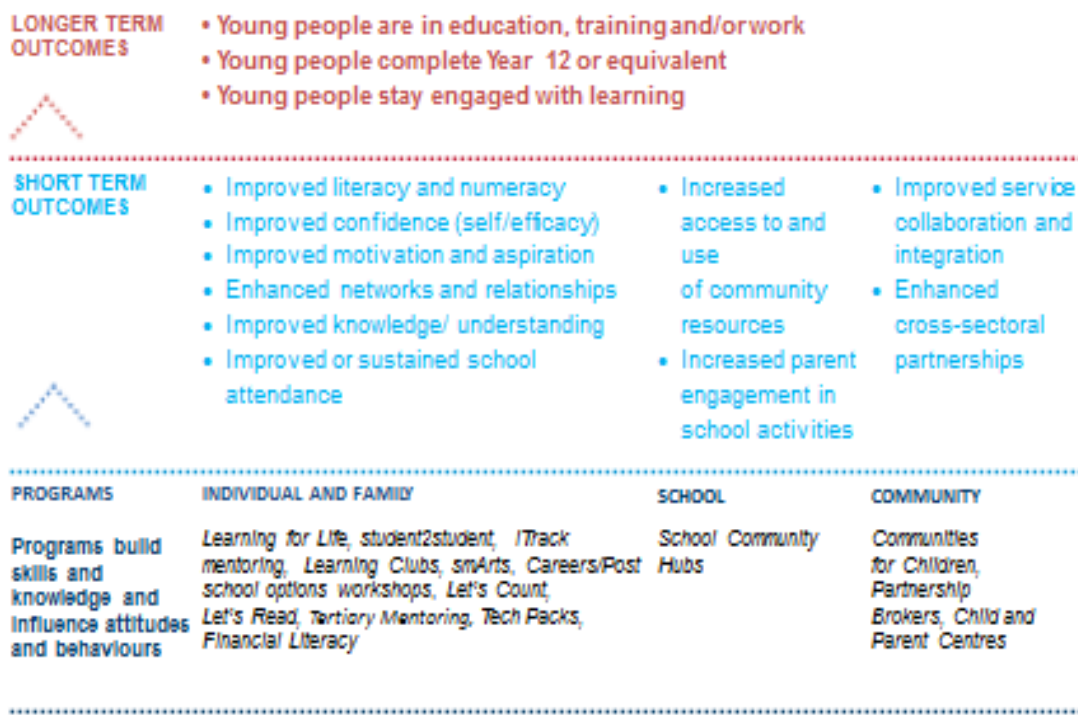
⁸ The Smith Family 2014-2015 Commonwealth Budget Submission

⁹ It is acknowledged that some listed programs and their continuation is dependent on their funding stream being sustained.

Program Name	Current Location	Program focus
Girls at the Centre	Alice Springs	Girls yrs. 7-9. Financial support, tailored support programs, innovative experiential opportunities, mentoring, parent & community engagement
Keeping Indigenous Kids at Secondary School (KIKASS)	Bairnsdale, Victoria	Focuses on keeping young Aboriginal and or Torres Strait Islander people in School to year 12 Financial scholarship plus tailored programs. Parent and community engagement
Indigenous Youth Leadership Program	Adelaide, Sydney, Darwin, Geelong and Alice Springs.	The Indigenous Youth Leadership Program supports 110 ¹⁰ Aboriginal and Torres Strait Islander students as boarders at high performing schools.
Reading to Children	National	This program builds on the Let's Read Program focused on supporting communities, parents and carers. The program is designed to support and empower parents/carers to read with their child, and develop the building blocks that are needed to make the transition to school as easy as possible.
Parent and Community Engagement (PaCE)	Victoria and Northern Territory	PaCE provides for innovative approaches to improve the educational outcomes of Aboriginal and or Torres Strait Islander school students through enhancing parental engagement with schools and education providers. The PaCE Program also supports families and communities to 'reach-in' to schools and education providers.
Intensive Supported Playgroup	Northern Territory Borroloola and Town Camps	This program is funded through the Department of Social Services. The program seeks to support families to address underlying issues, such as social, cultural, personal, historical, and financial and health factors, which can present barriers to effective parenting. The Activity aims to achieve positive outcomes for families with young children, supporting families so that children have the best possible start in life.

¹⁰ The Smith Family Key Impacts and Outcomes 2011-2012

Programs contribute to short and longer term outcomes



As depicted ¹¹ above our approach to delivering programs, is supported and informed by our high level education support activities. These activities are mapped against three key performance indicators and measured as intermediate and long term outcomes. Our three key measures are:

1. Improving school attendance rates of Learning for Life students' over time to 90%
2. Increasing the proportion of Year 10 Learning for Life students who advance to Year 12 or its equivalent on sponsorship
3. Increasing the proportion of Year 10, 11 and 12 Learning for Life students on sponsorship who are engaged in work or further study up to 12 months after they leave the Learning for Life program

¹¹ Head of Research and Advocacy and Head of Policy and Programs- The Smith Family Presentation Tool.

Evaluation Processes

The Smith Family is committed to a strong research culture in which all research, including program evaluation is conducted. An organisational *Code of Responsible Conduct of Research* has been drafted that outlines the general principles for responsible and ethical research and evaluation. This code was adapted from the *Australian Code for Responsible Conduct of Research* (2007) and adheres to both individual and organisational obligations with regard to the conduct of research and evaluation. These obligations are described in detail in:

- *The National Statement on Ethical Conduct in Human Research*¹²
- *Values and Ethics: Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research*¹³

Researchers and practitioners wanting to conduct research or evaluation that involves Aboriginal and Torres Strait Islander people should ensure they are familiar with, and adhere to, the obligations, principles and guidelines set out in these documents. Research and evaluation that involves Aboriginal or Torres Strait Islander people must respect and value the cultural and language diversity of these Peoples.

The Evaluation Process in Practice

A number of The Smith Family's programs that are specifically aimed at Aboriginal and Torres Strait Islander young people have been evaluated in accordance with the *Values and Ethics* guidelines and include a participatory framework. The values that underpin these guidelines are:

- Spirit and Integrity
- Reciprocity
- Respect
- Equality
- Survival and Protection
- Responsibility

¹² NHMRC (2007) http://www.nhmrc.gov.au/files_nhmrc/publications/attachments/e72.pdf

¹³ NHMRC (2003) http://www.nhmrc.gov.au/files_nhmrc/publications/attachments/e52.pdf

Guiding Principles

The following seven Aboriginal and or Torres Strait Islander guiding principles were first adopted within The Smith Family in 2008¹⁴ and adapted in 2012¹⁵

1. Together we seek the involvement, advice and guidance of people with expertise and acknowledge their contribution. Wherever possible, we work on the evidence-based understanding that for sustainable improvement in educational achievement and wellbeing, working together with Aboriginal and or Torres Strait Islander Elders, Respected and Recognised Leaders, Parents, Teachers and Community Leaders (among others) will be crucial.
2. Together we are working towards effective practice and will where ever possible follow agreed principles for investments and soft entry pathways that promote a sustainable and inclusive approach in the delivery and or design of services in urban, regional and remote locations.
3. Together we understand that achieving impact will take time to build trusting relationships. Together we adopt a 'whole of community' generational approach that focuses on building the developmental capacity of a place or community in a sustainable manner, that promotes respect and understanding for how ideas and concepts relate to Aboriginal and or Torres Strait Islander knowledge systems.
4. Together we adopt a strengths-based approach, appreciating that Aboriginal and or Torres Strait Islander Australians have expert knowledges, skills and abilities; and the potential to develop other skills and capacity to address problems¹⁶, develop and design programs and deliver these.
5. Together we build trusting relationships, connecting people, resources and ideas. Within the spirit of working together and the power of possibilities in relationships we also aim to where ever possible work together to build the capacity of Aboriginal and or Torres Strait Islander managed organisations and promote opportunities for Aboriginal and or Torres Strait Islander employment.
6. We are transparent and accountable in managing complex community-based systems of collaboration and action. Together our accountability for outcomes is to Elders, families, communities, supporters, school principals, staff, school councils and community leaders as well as to our corporate and government business partners and others.
7. As an evidence-based organisation we also incorporate appropriate evaluation processes to ensure that we have the highest standards of transparency and risk management in providing support together in our communities.

¹⁴ First drafted by Tricia Rushton, National Manger Aboriginal and Torres Strait Islander Policy, The Smith Family, 2008

¹⁵ Adaptations relate to guiding principal 1. These are based on evidence and research about Knowledge systems – they are also adapted to align with COAG agreed service delivery principles

¹⁶ This means that Aboriginal and Torres Strait Islander culture and language are assets to build upon, rather than barriers to overcome.

Good Practice Elements

The Smith Family is committed to ensuring our policies and programs are culturally responsive¹⁷ and that our programs and services are informed by good practice approaches¹⁸. The Smith Family Strategy on a page¹⁹ articulates how we will participate. Also our members of our Advisory Committee on issues concerning Aboriginal and Torres Strait Islander Australians provide valuable advice and guidance.

Respectfully Engaging

Our processes support engaging in the right way – we aim to work together and we partner where possible with local Elders, Respected and Recognised Leaders, and other stakeholders within a place based approach to ensure we have the right advice about how to and who to engage with. We also aim to explore together, avenues to boost the governance opportunities and employment of Aboriginal and or Torres Strait Islander peoples where ever possible within our program offering and partnering opportunities.

Integration and Governance

Planning and engaging with the right people to ensure a coordinated approach²⁰ to identifying priorities is central to offering our programs to extend our reach. We aim to work together to ensure our plans consider community aspirations, Governments and other NGO priorities. In light of the level of activity evident within some locations we will ensure our services and programs do not duplicate existing services. Partnerships and service mapping at local levels is key to good integration²¹.

Inclusion and Capacity Building

Together we aim to develop activities that set measurable targets and are framed to build developmental community capacity at individual and community levels. We understand and recognise that parents²², other family members and carers are key influences in the lives of Aboriginal and or Torres Strait Islander children and young people and to ensure long term education²³ supports, our programs where possible, will acknowledge the importance of Elders and family²⁴.

¹⁷ Research has demonstrated associations between an individual's social and economic status and their health. Poverty is clearly associated with poor health. For example: Poor education and literacy are linked to poor health status

¹⁸ 2012 TSF internal conversations RPM comment "We spend a lot of time getting to know the community and what their aspirations are before we deliver services".

¹⁹ – available in the attachments to this paper and in the TSF 2012-2013 Corporate Plan

²⁰ The Integration Principle contained in the COAG National Integrated Strategy for Closing the Gap in Indigenous disadvantage p. 8

²¹ 2012 Australian Government ORGIS Integrated Early Childhood Services in RSD priority communities

²² 2011 Garma Mick Gooda "mum and dad made us go to school – the importance of parents and careers support"

²³ 2012 Advisory Group on issues concerning Aboriginal and Torres Strait islander Australians – the Asian model and Behaviours a conversation between the Chair Warren Mundine and CEO of the Smith Family Dr Lisa O'Brien

²⁴ COAG Towards the development of an Indigenous Education Plan - Attachment B page 28

Place Based Approaches and Local Needs

We uphold the need to provide more holistic services and programs. Our programs are delivered in a manner appropriate to the needs of a specific location. Within partnering opportunities we will work together to develop agreed implementation plans with clear milestones and articulated outcomes that are meaningful and adhered to, and we will also develop sustainability planning.

Bridging the Gaps

Together in an effort to develop models for the most disadvantaged Australians – where appropriate we will include programs that promote the development of individual capacity so young people will be better equipped for a 21st century life in a two worlds culture²⁵.

Accountability and Sustainability

Wherever possible we will work together to ensure feedback on progress is shared and is led by the right people at local levels, in a real and practical effort to close the gap on disadvantage. We adopt a strengths based view²⁶. Together we will set measurable targets and real plans that support project implementation, informal review, evaluation where appropriate and agreed exit strategies.

The Smith Family's Aboriginal and Torres Strait Islander Vision for Reconciliation

The Smith Family's vision for reconciliation is a nation where Aboriginal and Torres Strait Islander children fully benefit from the education and learning opportunities that this nation has to offer and are truly valued as the first peoples of Australia through a deep respect and understanding by the broader Australian Community.

The Smith Family's CEO signed the Statement of Commitment to signal our formal agreement to respect the authority of the Australian Parliament in enacting a reconciliation journey and pathway for all Australians to observe. Reconciliation Australia is a critical key partner in assisting our actions to provide for a greater understanding and appreciation of the importance of reconciliation and associated protocols.

Our RAP

Our **commitments** to our reconciliation journey are articulated in The Smith Family's Reconciliation Action Plan 2013-2016 these commitments are grouped under the three themes of (i) Relationships, (ii) Respect and (iii) Opportunities. A full copy of our RAP is available at <http://www.thesmithfamily.com.au>.

²⁵ Language and the philosophies that sit behind language retention will be recognised through this approach.

²⁶ National Integrated Strategy to Close the Gap in Indigenous Disadvantage page 18

Wider Data

Over two-thirds (69%) of Australians live in major cities, one in five (20%) live in inner regional areas, one in ten (9%) in outer regional areas and around one in forty (2.3%) live in remote or very remote areas (1.5% remote and 0.8% very remote).

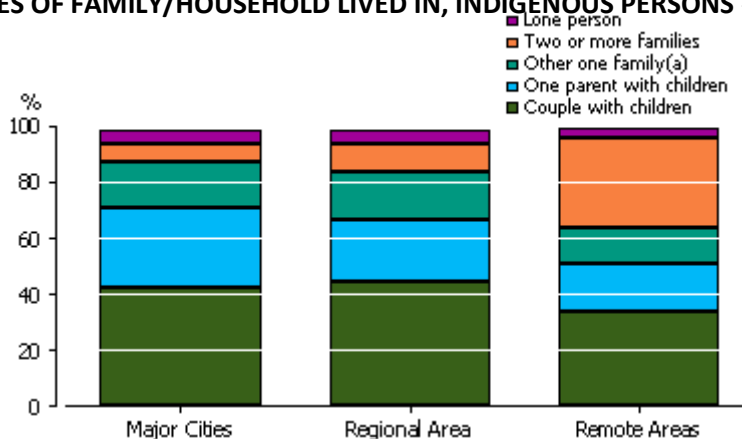
While Australians of all backgrounds reside in the different regions across Australia, the Aboriginal and Torres Strait islander population has a much greater concentration in the more remote areas²⁷. Although 2.5% of Australia's population are Aboriginal and or Torres Strait Islander, their geographic distribution across Australia is quite different, see table below:

Estimated resident Aboriginal and Torres Strait Islander population, Remoteness Areas, 30 June 2011

Remoteness Areas	Aboriginal and Torres Strait Islander %	Non-Indigenous %	Total %
Major City Areas	34.8	71.3	70.2
Inner Regional	22.0	18.3	18.4
Outer Regional	21.8	8.7	9.1
Remote	7.7	1.2	1.4
Very Remote	13.7	0.5	0.9

Indigenous households in Remote Areas were more likely to contain children than other areas, and of those who did have children, they tended to have a greater number. In 2008, 57% of Indigenous households in Remote Areas had children aged less than 15 years living in them with an average of 2.5 children per household. This compares with Regional Areas where the average number of children was 2.1 (out of 51% of households with children), and 2.0 children on average in Major Cities (out of 48% of households with children).

TYPES OF FAMILY/HOUSEHOLD LIVED IN, INDIGENOUS PERSONS - 2008



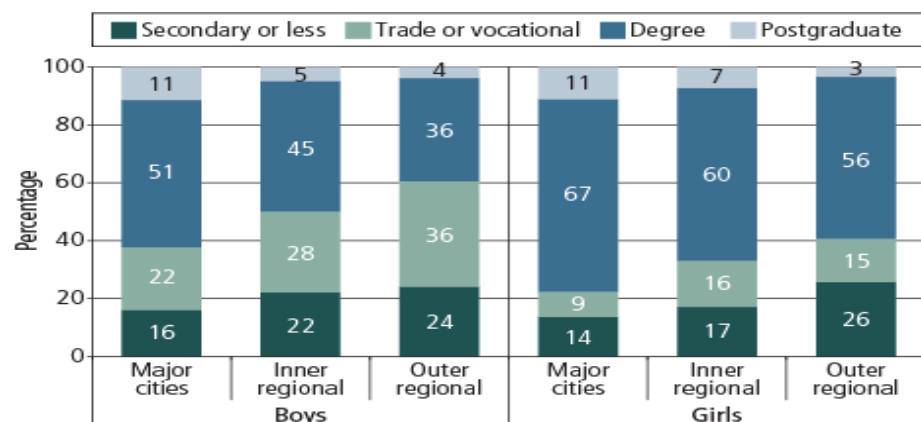
(a) Includes couple only households and one family households (such as sibling households).

Source: ABS 2008 NATSISS

Parents' expectations about their children's educational attainment

Parents' expectations for their children's future education levels provide interesting insights into their possible educational outcomes. [Figure 7](#) shows that in all geographic areas, parents have quite high expectations regarding their children obtaining some post-school qualifications, although boys are somewhat more likely than girls to be expected to obtain a trade or vocational qualification, rather than a university-level qualification.

Figure 7 Parents' expectations of children's future educational level, by gender and geographic remoteness



Notes: As reported by parents of children aged 8-9 years.

Source: LSAC 2008

Parents in major cities have relatively high expectations for their children's future education levels, when compared to parents in the less geographically accessible regions. For example, for 8-9 year old girls:

- In major cities, 78% of parents expect their daughter to obtain a university-level qualification (67% degree level, 11% postgraduate level). Only 9% expect girls to obtain a trade or vocational qualification and 14% expect them to complete no post-school qualification.
- In outer regional areas, 59% of parents expect their daughter to complete a university-level qualification (56% degree level, 3% postgraduate level). Another 15% expect girls to obtain a trade or vocational qualification and 26% expect them to complete no post-school qualification.

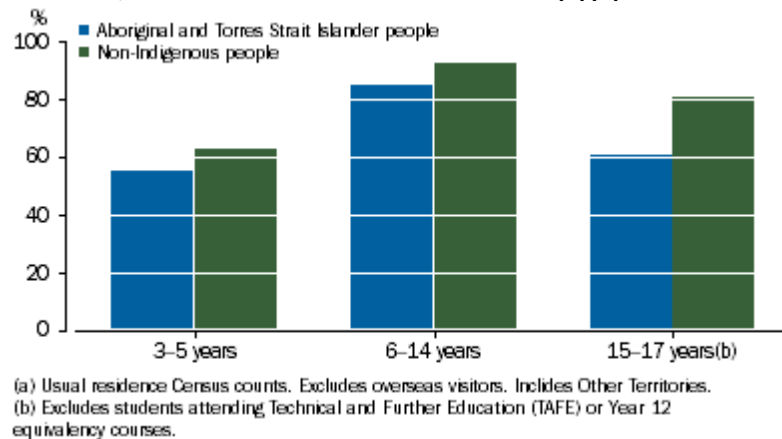
For 8-9 year old boys:

- In major cities, 62% of parents expect their son to complete a university-level qualification (51% degree level, 11% postgraduate level). Another 22% expect boys to obtain a trade or vocational qualification and 16% to complete no post-school qualification.
- In outer regional areas, 40% of parents expect their son to obtain a university-level qualification (36% degree level, 4% postgraduate level). Significant percentages expect boys to obtain a trade or vocational qualification (36%) or to complete no post-school qualification (24%).

EDUCATION ATTENDANCE

In the 2011 Census, 56% of Aboriginal and Torres Strait Islander children aged 3 to 5 years attended pre-school or primary school compared with 63% of non-Indigenous children of the same age. Of all Aboriginal and Torres Strait Islander children aged 6 to 14 years, 85% attended primary or secondary school compared with 93% of non-Indigenous children. Aboriginal and Torres Strait Islander people aged 15 to 17 years were also less likely to be attending secondary school than non-Indigenous people (61% compared with 81%).

ATTENDANCE AT PRE-SCHOOL, PRIMARY OR SECONDARY SCHOOL(a)(b)



HIGHEST YEAR OF SCHOOL COMPLETED

In the 2011 Census, one-quarter (25%) of Aboriginal and Torres Strait Islander people aged 15 years and over reported Year 12 or equivalent as the highest year of school completed, compared with about half (52%) of non-Indigenous people.

Aboriginal and Torres Strait Islander people aged 15 years and over who were not attending secondary school were more likely than non-Indigenous people to report Year 10 or equivalent as the highest year of school completed (29% compared with 22%).

Appendix 1. Alignment with Government Activity

Our programs and intents align with our priority in 2014-2015 within our Aboriginal and Torres Strait Islander policy and programs to:

Updating baseline mapping of external organisations Partnering and planning for strategic engagement	To ensure we are partnering with other organisations and government in communities to improve educational participation opportunities for school aged children Significantly broaden our supporter base	Communities where we lead with either LfL or broader community facilitation. Children aged 4-18 and their families, with support starting at 0 and continuing to tertiary education and beyond where critical/ Disadvantaged communities Australia Wide
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Our programs also broadly align to some elements of the five streamlined administration areas within the Department of Prime Minister and Cabinet. The five areas are:

PM&C Priority	TSF alignment
1. Jobs, Land and Economy <ul style="list-style-type: none"> • Employment and training (including vocational education and training) • Participation and work readiness • Land rights including under native title processes and other legislation • Land and sea management 	<p>Key link around link between education and pre-employment.</p> <p>The Work Inspiration Program also responds to participation and work readiness.</p>
2. Children and Schooling <ul style="list-style-type: none"> • Early childhood and parenting • Schooling and attendance • Improving access to further education • Child, youth, families and community • Scholarships and educational support and assistance 	<p>Indigenous (Aboriginal and Torres Strait Islander) Parenting Support Service, Let's Read, and Let's Count, Communities for Children, The Indigenous Youth Leadership Program, Girls at the Centre, KIKASS, Learning for Life program and scholarships and Parent and Community Engagement Program (PaCE).</p>
3. Safety and Wellbeing <ul style="list-style-type: none"> • Health, social and emotional wellbeing • Drug, alcohol and substance misuse prevention • Community safety and violence prevention • Legal services, diversionary and access to justice 	<p>A number of initiatives under Communities for Children are scoped to align with family and community wellbeing, for example the Meta Healthy Dwelling Project in Rockhampton and our commitment to undertake possible research to strengthen the LiTTLe Program. Learning to talk, talking to learn, a primary health care initiative aimed at improving hearing and learning.</p>

<p>4. Remote Australia Strategies</p> <ul style="list-style-type: none"> • Regional and place-based initiatives and remote service delivery • Communications • Housing, infrastructure and services 	<p>We do offer some programs in Regional locations and a more limited number in Remote locations; within our five year ambition²⁸ some of our programs will look to expand to include a more focused emphasis on Capacity Building and Two Way learning.</p>
<p>5. Culture and Capability</p> <ul style="list-style-type: none"> • Constitutional recognition • Indigenous heritage protection • Broadcasting and communications • Leadership, organisational strengthening and engagement initiatives • Community and organisational capacity building • Support for Indigenous cultural matters. 	<p>Our programs are place based. We also have an extensive network of relationships and partnerships, this positions us well for an external integrated service sector. Our work with Aboriginal and or Torres Strait Islander young people in Bairnsdale, Lakes Entrance and Lake Tyres Trust, are examples of early internal integration work.</p> <p>As a leading Charity, with over 90 years of experience in the education area we have expertise in developing both Individual and organisational capacity.</p>

²⁸ to grow 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 and carers

Appendix 2 2015 -2016: Continuous Quality Improvement

Please note 2015-2016 priorities are broadly scoped in the table below and are able to be amended and updated to align with The Smith Family 5 year Strategic Plan, Corporate priorities.

2015- 2016 priorities	Why	Domains
Continue working within a continuous quality improvement cycle continue to grow the number of Aboriginal and Torres Strait Islander children, young people and families actively participating in LfL and other programs	Improve LfL students school attendance over time to 90% Increase the number of Aboriginal and Torres Strait Islander children, young people and families in LFL programs Increase the number of year 10 scholarship students who advance to year 12 or equivalent and who transition into further work or study up to 12 months after leaving the program	Communities where we lead with either LfL or broader community facilitation Disadvantaged communities Australia Wide Children aged 4-18 and their families, with support starting at 0 and continuing to tertiary education and beyond where critical
Continue relationships and partnership growth, individual and community capacity building activities with identified partners to Increase the number of year 10 scholarship students who advance to year 12 or equivalent and who transition into further work or study up to 12 months after leaving the program	To support appropriate growth and ensure we are partnering with other organisations and government in communities to improve educational participation opportunities for school aged children Significantly broaden our supporter base	Communities where we lead with either LfL or broader community facilitation. Children aged 4-18 and their families, with support starting at 0 and continuing to tertiary education and beyond where critical
Participation in incubating and implementing new models in collaboration with others/possible participation in a joint research project that explores parental attitudes and impacts on attendance	To ensure we are incubating and reviewing new ways of working – to define our program approach in urban, regional and remote locations Improve LfL students school attendance over time to 90% Adds to our evidence base	Communities where we lead with either LfL or broader community facilitation Disadvantaged communities Australia Wide
Update publically available agreed TSF Policy and Programs Communique that defines our approach.	Provides a point of agreed consistent messaging that defines our Policy and Program offering Influencing the Government’s policy agenda in our mission critical areas – provides an evidence base for growth planning and meaningful relationship development	Communities where we lead with either LfL or broader community facilitation Disadvantaged communities Australia Wide
Planning and review of progress against new actions and measurable RAP targets	To ensure we are incubating and reviewing new ways of working – to define our program approach in urban, regional and remote locations. Working within a continuous quality improvement cycle	Communities where we lead with either LfL or broader community facilitation Disadvantaged communities Australia Wide

