



HELPING YOUNG AUSTRALIANS TO REACH THEIR POTENTIAL

Sustainable support for children and young people in need



everyone's family

Annual Report 2019–20

HELPING
YOUNG AUSTRALIANS
TO REACH THEIR
POTENTIAL

Talinta



Education is the most powerful tool we have to break the cycle of disadvantage.

Our support starts in a child's early years, when we work with their family and community to build the foundational skills they will need to succeed at school. Once a child starts school, we help them access the everyday essentials and extra support they need to engage fully with their education right through to Year 12.

Our programs encourage young people to connect the skills they learn in the classroom with career and educational opportunities in their post-school years. If students go on to tertiary education, we pair them with a mentor and provide additional support to help them take the first steps in their chosen career.

At every stage, we also support parents and families in developing the confidence and skills they need to help their children reach their full potential.

Our long-term, targeted educational support gives children and young people opportunities to help them succeed at school and fulfil their potential in life.

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.

VALUES

Respect:	We are caring.
Integrity:	We are ethical.
Collaboration:	We work together.
Innovation:	We are dynamic.
Excellence:	We strive for quality.

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ACKNOWLEDGEMENT OF COUNTRY

The Smith Family pays respect to the Traditional Owners and Custodians of Country in the communities in which we work throughout Australia, and their connection to their lands, waters and communities. We pay respect to Aboriginal and Torres Strait Islander peoples and cultures, and to Elders both past and present. We acknowledge Aboriginal and Torres Strait Islander peoples as Australia's First Peoples and Custodians of the Land. We acknowledge that the land on which our workplaces are located, are the lands of the Traditional Owners and Custodians of Country.



MESSAGE FROM THE CHAIRMAN AND THE CHIEF EXECUTIVE OFFICER

HELPING CHILDREN AND YOUNG PEOPLE TO REACH THEIR FULL POTENTIAL

While COVID-19 has touched all of our lives, it's hit some families harder than others. As schools and universities closed, and our economy entered recession, the pandemic exacerbated the challenges that were already affecting disadvantaged families.

The families we support faced limited access to digital devices and internet data that left many children unable to continue learning at home during lockdown. At the same time, parents lacking the confidence or skills to assist with their children's studies found supporting home learning particularly difficult. Issues like these increased the risk of already vulnerable children falling further behind and becoming more disengaged from school.

These problems existed before COVID-19, and they will persist in its wake – this crisis has only highlighted their urgency. As we enter a new year, it will become more important than ever to ensure that the 1.2 million Australian children and young people living in poverty¹ get the support they need to create brighter futures for themselves.

THE EFFECTS OF POVERTY ON EDUCATION

Being less likely to access early learning services, children from disadvantaged backgrounds are more likely to start school without the basic reading and numeracy skills their more affluent peers possess. As they progress through school, family financial pressures might cause them to miss out on essential items like textbooks, stationery and digital equipment, leaving them feeling even more excluded.

Challenges like these combine to erode the confidence and motivation that children need to stay engaged in their studies. As a result, many leave school before Year 12 or fail to achieve the results necessary for higher education or employment.

The post-school years can also be difficult for young people from disadvantaged backgrounds, who often lack the social and professional networks that others rely on to navigate tertiary studies or embark on a career. Without these crucial supports, it's hard to succeed in a competitive job market that's contracting as the COVID-19 crisis continues.

OUR SOLUTION

To break the cycle of poverty and fulfil their ambitions, these young Australians need long-term support at every step of their educational journey.

The Smith Family provides educational assistance to families before children start school. Our education support program, *Learning for Life*, continues through the primary, secondary and tertiary years, and helps young people into post-school employment. Along the way, we work with parents and carers to help them play an active role in supporting their child's education.

In every one of our programs, The Smith Family helps children and young people to realise their full potential through education.

¹ Davidson, P, Saunders, P, Bradbury, B and Wong, M (2020), *Poverty in Australia 2020*, Australian Council of Social Services (ACOSS) and University of New South Wales Poverty and Inequality Partnership report series, No. 3, Sydney: ACOSS.

The Smith Family Chairman Nicholas Moore (opposite) and Chief Executive Officer Dr Lisa O'Brien



OUR STRATEGY AND AMBITION

In the third year of our Five-Year Strategy, we continued to focus on six key priorities: scale effectively; innovate; advocate; fund; data enable and digitise; and enable high performance. These priorities give us a framework for achieving our ambition – a 30% increase in the number of young Australians our programs reach by 2022 – and clear targets to track our effectiveness.

In 2020, we developed a COVID-19 Response and Recovery Plan to address the impacts of the pandemic. This plan allows us to adapt to our changing environment and sustain our operations in a variety of potential scenarios.

GROWTH AND INNOVATION

In 2016, the Australian Government supported us to add 24,000 students to the *Learning for Life* program over four years. In 2019–20, we achieved our growth target, with over 57,000 students participating in *Learning for Life* – all matched to sponsors.

COVID-19–related restrictions meant we couldn't deliver our learning and mentoring programs in some of our partner schools for three months of the year. In response, we accelerated the digitisation of programs suited to remote learning, and expanded the delivery of our existing online learning and mentoring programs to reach more students remotely.

This year, we also increased our innovation efforts through our *Spark* innovation program and the Program Innovation Lab. The Lab designed the Family Experience Project, to better understand how our families and students were experiencing the COVID-19 crisis and to learn how we can best support them. We remain committed to including the voices of students and families to inform the design and delivery of our programs.

We were pleased to be recognised once again by the Australian Financial Review's *Most Innovative Companies List 2019*, ranking eighth in the Government, Education and Not-for-Profit category.

RESEARCH AND ADVOCACY

Many disadvantaged young people don't have access to the hardware, software and connectivity essential to a 21st century education. With remote learning bringing digital inequity into the spotlight this year, we were delighted that two of our projects addressing this issue received funding from the Australian Research Council. These multi-year projects, the *Centre of Excellence for the Digital Child* and the *Advancing digital inclusion in low income Australian families project*, will develop new practices, policies and sector-wide approaches to promote digital inclusion across Australia.

At the outbreak of COVID-19, The Smith Family was invited to join the National COVID-19 Commission Not-for-Profit Working Group. Here, we provided recommendations to the Government on how to support vulnerable Australians effectively through the pandemic. We also joined the Charities Crisis Cabinet to advocate for the interests of vulnerable families. In addition, we disseminated our *COVID-19 Insights Snapshot*, which draws on the voices and perspectives of our families, to increase public understanding of pandemic-related challenges facing disadvantaged young Australians.

OUR AMBITION

Over the five years to 2022,
we will increase by
30%
the number of young
Australians reached

with our effective, evidence-based programs,
enabling them to break the cycle of
disadvantage and thrive in the 21st century.

RECONCILIATION ACTION PLAN

We consulted with our Advisory Group on Issues Concerning Aboriginal and Torres Strait Islander Peoples to inform key priority areas as we commenced the design of our new Reconciliation Action Plan (RAP). The Advisory Group's recommendations included changes to our governance structure and processes, and these will be incorporated into our next RAP.

Over 2019–20, the number of students with Aboriginal or Torres Strait Islander backgrounds participating in *Learning for Life* grew to 12,417 or 21.5% of our *Learning for Life* student cohort.

To continue developing the cultural competence of our team members, we entered into a new partnership with Evolve, an organisation that provides Indigenous cultural awareness training.

CHILD PROTECTION FRAMEWORK

We continue to embed the National Principles for Child Safe Organisations across The Smith Family, with a focus on children's rights. Reflecting our commitment to continuous improvement, we monitor our performance against the Principles through surveys, analysis of child safety alerts and benchmarking.

This year, we began onboarding for the National Redress Scheme, which arose from the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse.

RECYCLING OPERATION

The Smith Family began collecting and recycling clothing in 1963. Thanks to the dedication of our Recycling Operation team, in recent years it grew to process around 11,000 tonnes of clothing annually.

While this business has played an important role in our history, today The Smith Family is squarely focused on providing long-term educational support for disadvantaged Australian children and young people. It was in this context that, in 2019, we made the decision to divest the Recycling Operation.

During the past year, we have transferred our retail stores to Save the Children and shut down our clothing recycling operations. Throughout the divestment process, we've focused on providing targeted support to every team member impacted by the wind-down.

OUR FINANCES AND FUNDRAISING

The COVID-19 crisis brought enormous uncertainty and considerable risk that our funding would be hit hard. Early on, we saw our fundraising income negatively impacted as Australians adjusted to the sudden economic downturn. In April, JBWere estimated total giving in Australia would fall by around 7.1% in 2020 and by a further 11.9% in 2021.

Aware of the pandemic's potential impact on our families, our team members were exceptional in their efforts to support them. As the crisis evolved, our supporters also recognised that families experiencing disadvantage were being adversely affected. So, while we did see some losses, many of our supporters dug deep, and we were delighted to receive several very large donations from philanthropic donors and partners to support our work.

Remarkably, we finished the year with our fundraising income growing by 25%, reflecting increased supporter giving. Our Winter Appeal achieved a record result, with over \$6.7 million raised, and we also saw strong growth in *Learning for Life* student sponsors. Our philanthropic partners (including corporate partners, trusts and foundations, and major donors) contributed \$26.1 million in 2019–20, a 24% increase on the prior year. We are particularly grateful to ANZ, Allan and Gill Gray Philanthropy Australasia, and Suncorp Group for their significant gifts.

Increased fundraising support, along with a continued focus on managing our costs particularly in response to COVID-19, resulted in a net operating result of \$19.5 million. With the addition of the \$10.7 million net surplus from the Recycling Operation's sale, our reported result is a net surplus of \$30.3 million which will put us in a strong position to meet our commitment to our 57,000 *Learning for Life* students. Our annual support of \$1,200 per student, totals \$68 million per annum and of course this is a long-term program supporting students through every year of their education.

We are fortunate to have finished 2019–20 in a strong position, especially considering the uncertainty we experienced earlier in the year. But there is a great deal of uncertainty ahead. So, in extraordinary times like these, we are truly thankful to all our supporters. Your help means we can continue to make a lasting difference to the lives of children and young people at a time in their lives when they need us more than ever.

We want to acknowledge our incredible team members. Thanks to their **resilience, adaptability and passion**, The Smith Family has been able to keep supporting thousands of children and young people in a challenging year.

ACKNOWLEDGEMENTS AND THANKS

From the summer bushfires to the ongoing COVID-19 crisis, we are incredibly proud of our achievements despite the unprecedented circumstances.

We want to extend a particular thank you to our outgoing Chairman Christine Bartlett for her 12 years of dedicated service. We also want to thank outgoing Director Arun Abey, who contributed his expertise to The Smith Family for 12 years, as well as to all ongoing members of our Board and advisory groups.

Thank you to our sponsors, donors and volunteers; our corporate, trust and foundation, university and community partners; and to all governments that provide vital support. We extend a special thank you to VIEW Clubs of Australia, which celebrated its 60th birthday this year. We also thank our ambassadors, joint 2019 Australian of the Year Dr Craig Challen SC OAM and television presenter Sarah Harris.

We thank our partner schools for their shared commitment to our mission. We also thank the many non-government organisations we worked with across the year.

Thank you also to the children and young people we support, as well as their families for working so hard to build better futures through education.

Finally, we acknowledge our incredible team members. Thanks to their resilience, adaptability and passion, The Smith Family has been able to keep supporting thousands of children and young people in a challenging year.

We look forward to working with all these dedicated people and groups in the years to come. Collectively, we will continue to innovate and grow so that more children around Australia have the opportunity to realise their full potential.

Nicholas Moore and Dr Lisa O'Brien

Here are some of the complex and often compounding challenges faced by students supported through our *Learning for Life* program:



All live in
low-income families



More than half live in a
single-parent family



Around 40% of students and
50% of their parents/carers have a
health or disability issue



More than half have
a parent or carer who
didn't finish Year 12



More than 70% of students
have a parent or carer who is
not in paid employment



One in five students in
Years 5 to 12 has
**attended four
or more schools**



One in five students participating
in our *Learning for Life* program
live in families who
**don't have a computer
or tablet connected
to the internet**

THE PROBLEM

The cycle of disadvantage

1

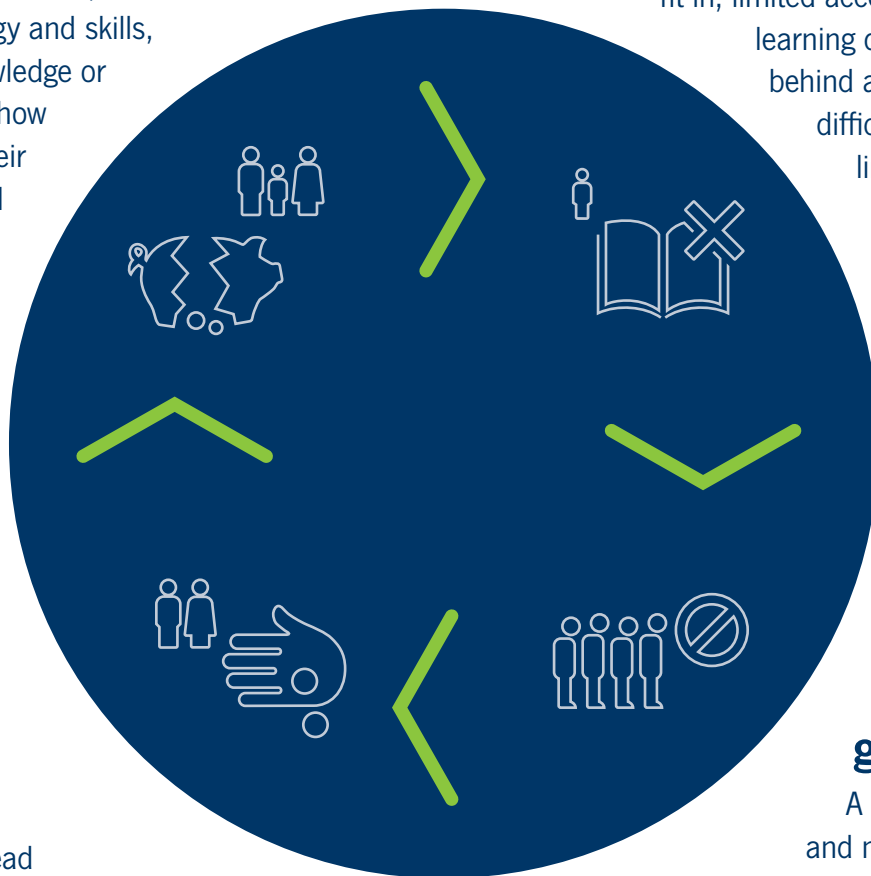
Low-income families

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

2

Poorer educational outcomes for children

Behind in essential skills when they start school, not having the items they need to fit in, limited access to resources for learning development, falling behind at school and facing difficulty in catching up, limited access to the support needed for guiding study and/or career paths.



4

Poorer overall life outcomes

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

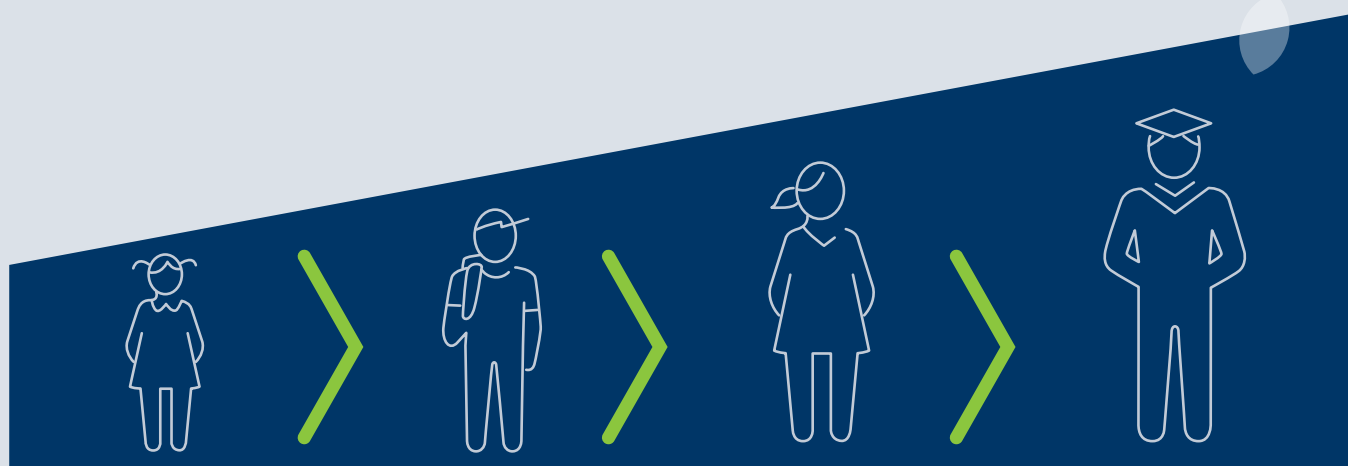
3

Difficulty getting a job

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

Disadvantage at every stage

In Australia, 1.2 million children and young people live in poverty.¹



Early years

DEVELOPMENTALLY VULNERABLE

On starting school, one in three children in Australia’s most disadvantaged communities are developmentally vulnerable in at least one key area.²

Primary years

READING

Just 60% of Year 5 students whose parents have not completed Year 12 surpass the national minimum numeracy standard for their age. Among Year 5 students whose parents have a university qualification, this figure is 94%.³

Secondary years

YEAR 12 COMPLETION

The cost to the community in lost earnings, tax receipts, and health and welfare costs, for each early school leaver over their lifetime, is conservatively estimated at \$1 million.⁴

Post-school years

POST-SCHOOL ENGAGEMENT

Around 49% of 24-year-olds from the most disadvantaged backgrounds are not fully engaged in work or study, compared to 18% of those from the most advantaged backgrounds.⁵

1 Davidson, P, Saunders, P, Bradbury, B and Wong, M (2020), *Poverty in Australia 2020*, Australian Council of Social Services (ACOSS) and University of New South Wales Poverty and Inequality Partnership report series, No. 3, Sydney: ACOSS.
 2 Australian Government (2019), *Australian Early Development Census National Report 2018: A snapshot of early childhood development in Australia*, Canberra: Department of Education and Training.
 3 Australian Curriculum, Assessment and Reporting Authority (ACARA) (2019), *Naplan Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2019*, Sydney: ACARA.
 4 Lamb, S and Huo, S (2017), *Counting the costs of lost opportunity in Australian education*, No. 2, Melbourne: Mitchell Institute.
 5 Lamb, S, Huo, S, Walstab, A, Maire, Q, Doecke, E, Jackson, J and Endekov, Z (2020), *Educational opportunity in Australia 2020: Who succeeds and who misses out*, Melbourne: Centre for International Research on Education Systems, Victoria University for the Mitchell Institute.

“I’d like to say a big thank you to The Smith Family. My kids wouldn’t have the opportunities they do without their support.”

Carissa

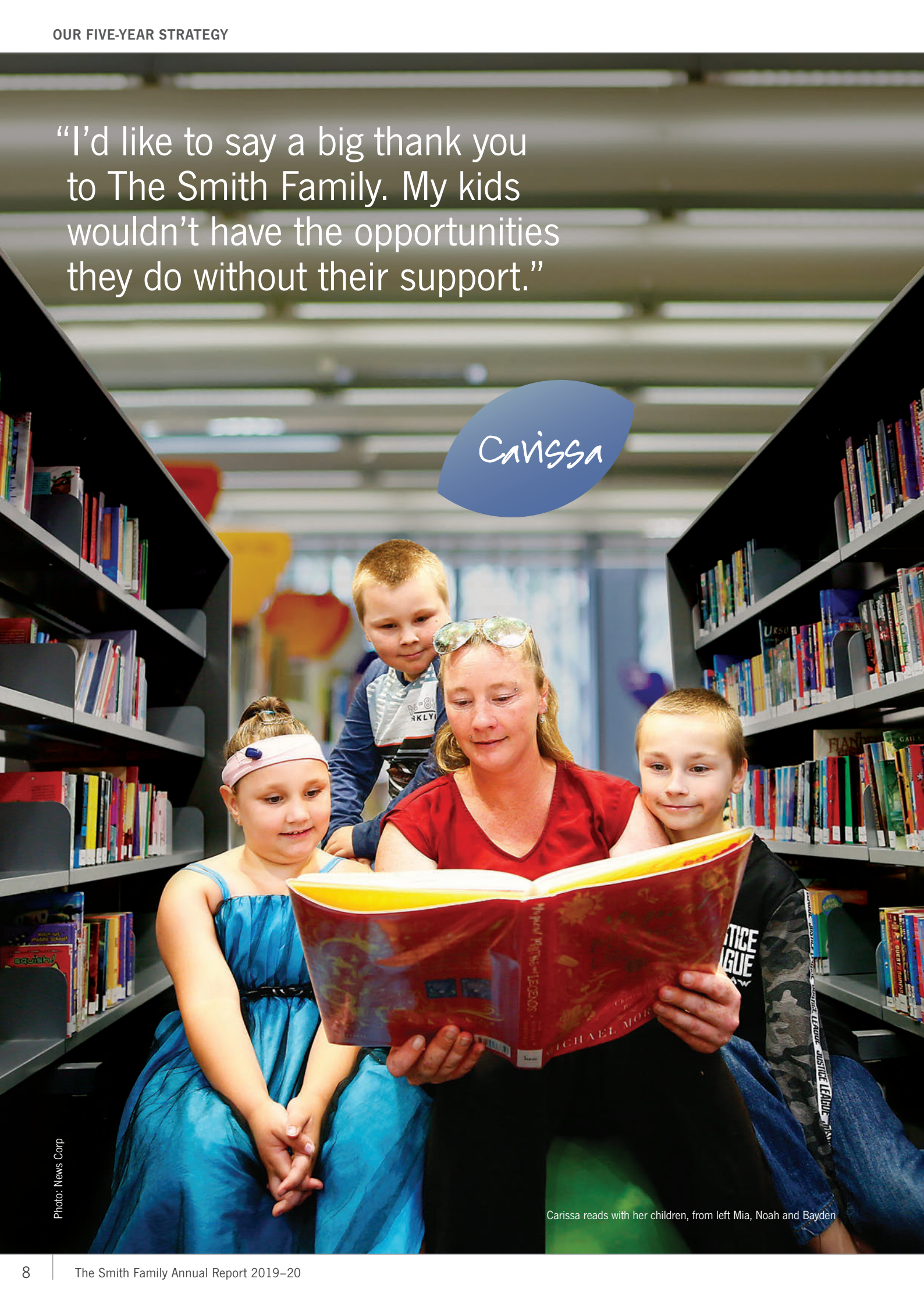


Photo: News Corp

Carissa reads with her children, from left Mia, Noah and Bayden

OUR FIVE-YEAR STRATEGY



BUILDING THE CONFIDENCE TO SUCCEED AT SCHOOL

“I first connected with The Smith Family about three years ago. As a single mum of three, life was quite hard. It didn’t help that two of my kids have serious medical conditions. It was hard for me to get everything they needed for school.

The *Learning for Life* sponsorship has taken the stress off both me and the kids. I’m able to get them things like better quality clothes. They don’t have to go to school with holes in their shoes and trousers anymore.

Learning Club has been great for my two boys, Noah and Bayden. They’ve improved so much in their English. Their confidence has improved and they don’t feel like they’re behind anymore. They are completing schoolwork a lot more than they were before. I feel so proud when their teachers tell me how much they’ve improved.

Student2student has been a big help with their reading. At first, they were a bit shy, but now they enjoy it and look forward to it every week. They’ve come out of their shell and they are a lot more involved in the classroom.

I want my kids to get a good job when they finish and to do that, they need a good education. Thanks to The Smith Family, they’re getting the opportunities they deserve.”

Carissa, *Learning for Life* parent

Our Five-Year Strategy helps us grow and innovate so we can assist more children and families living with disadvantage in a changing world.

**EDUCATION IS
THE KEY TO A
BETTER FUTURE**



2018–22 FIVE-YEAR STRATEGY

We've designed our Five-Year Strategy around the opportunities and challenges presented by our rapidly changing, increasingly digital world. The strategy helps our organisation adapt and evolve so that we can continue to offer tailored, relevant and comprehensive support for children and families in need.

GROW AND INNOVATE

By focusing on growth and innovation, our strategy enables us to provide more effective help to a growing number of children and young people experiencing disadvantage. Our six strategic priorities give us the framework to achieve our goal of reaching more young Australians with our evidence-based programs.

OUR AMBITION

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

OUR SIX STRATEGIC PRIORITIES

SCALE EFFECTIVELY	INNOVATE	ADVOCATE	FUND	DATA ENABLE AND DIGITISE	ENABLE HIGH PERFORMANCE
Grow our reach by 30% over five years while maintaining the effectiveness of our programs.	Innovate to enable the children and young people we serve to thrive in a rapidly changing and increasingly challenging environment.	Be an authoritative and influential advocate with those who shape public policy on behalf of disadvantaged children and young people.	Develop a sustainable funding base to fund our scaling up and strategic initiatives.	Amplify and accelerate our mission through digital and data.	Be a destination employer in our sector. Ensure systems are scalable and fit for purpose.
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FIVE-YEAR STRATEGY ACHIEVEMENTS



HIGHLIGHTS FROM 2017–18



HIGHLIGHTS FROM 2018–19

SCALE EFFECTIVELY

- ✓ We achieved 19% growth in the reach of our programs to help 143,648 children and young people.

- ✓ We achieved 17% growth in the reach of our programs to help 168,404 children and young people.
- ✓ We calculated the Tertiary Continuation Rate for the first time. The rate for 2018 was 88.0%.

INNOVATE

- ✓ We established a Program Innovation Lab as a research and development incubator to design programs in rapid, efficient and user-centric ways.
- ✓ We developed our internal innovation capability through workshops for team members.

- ✓ Our Program Innovation Lab co-designed a new *Learning for Life* program called *Future Seekers* to help students in the later primary school years explore the world of work.
- ✓ We ran a 12-month experiment with three Agile squads, concluding that the Agile methodology is an effective approach to delivering initiatives, reducing overall project management risks and building a more innovative and adaptable culture.

ADVOCATE

- ✓ We developed 44 advocacy products, including publications, policy submissions and conference presentations.
- ✓ We released an Australian-first study showing the relationship between a set of key educational outcomes as children move through school, in our research report *Attendance lifts achievement: Building the evidence base to improve student outcomes*.

- ✓ We developed 32 public policy products including publications, policy submissions and external presentations. This included an Australian-first publication on young people's views on poverty and social exclusion.

FUND

- ✓ More than 34,000 Australians sponsored the education of children through our *Learning for Life* program.
- ✓ We acquired 18,764 new sponsorships to support students on *Learning for Life*.

- ✓ We acquired 22,060 new sponsorships, with almost 10,000 signed up via the website.
- ✓ Our corporate partners, trusts and foundations, and universities gave \$11.5 million to support our programs.

DATA ENABLE AND DIGITISE

- ✓ We developed a new Data Enablement Strategy to accelerate our mission, deliver greater impact and improve stakeholder engagement.
- ✓ We delivered digital program enhancements, including online resources for our Learning Clubs, and developed an online version of our early maths program *Let's Count*.

- ✓ For our Data Enablement Strategy, we designed and implemented a data and information governance structure and developed a data literacy framework and implementation plan.
- ✓ We managed 160,000 contacts with the public and customers, including answering around 40,000 emails. We implemented artificial intelligence software to ensure more timely support.

ENABLE HIGH PERFORMANCE

- ✓ We piloted new initiatives to support recruitment, learning and development, career opportunities and recognition.
- ✓ We developed an IT Strategy and implemented a new approach to managing technology projects.

- ✓ Our upgraded national IT network was successfully installed in 51 of our state and regional offices, ensuring faster and more reliable network services.
- ✓ We implemented initiatives to create a better day at work for volunteers and staff, and to increase efficiencies. These included introducing dashboards to improve analytics and reporting, enabling all new starter paperwork to be completed online, and upgrading our payroll system.



HIGHLIGHTS FROM

2019–20

SCALE EFFECTIVELY

- ✓ 170,901 children and young people participated in our programs.
- ✓ We achieved our four-year growth goal to support 56,000 students on *Learning for Life*. 21.5% of these students are from Aboriginal and Torres Strait Islander backgrounds.
- ✓ To keep supporting children and young people during lockdown, we adapted a number of our programs to online delivery.

INNOVATE

- ✓ Our Program Innovation Lab designed the Family Experience Project, which used in-depth surveys and interviews to investigate how our families were experiencing the impacts of COVID-19 and determine how we could best support them.
- ✓ For the second consecutive year, we were recognised as one of Australia and New Zealand's most innovative organisations in the AFR's *Most Innovative Companies* list, ranking eighth in the Government, Education and Not-for-Profit category.
- ✓ We expanded our Agile transformation and now have four squads operating.

ADVOCATE

- ✓ We developed 35 advocacy products including publications, policy submissions and external presentations.
- ✓ We created the *COVID-19 Insights Snapshot* report and contributed to the ongoing public discussion around pandemic-related challenges facing Australian families.

FUND

- ✓ Our supporters dug deep during the summer bushfires and the COVID-19 crisis, with increased support overall including two targeted donations of \$1 million each from our business partners for digital inclusion packs.
- ✓ We attracted 24,408 new sponsorships to support our *Learning for Life* students and received \$26.1 million from corporate partners, trusts and foundations, and major donors — a 24% increase over last year's result.

DATA ENABLE AND DIGITISE

- ✓ We refreshed our digital strategy to reflect the progress we've made over the past few years and set new benchmarks for the future.
- ✓ Our work on simplifying and expanding the capabilities of the My Smith Family portal has resulted in 73% of our families using the platform to stay in touch and manage their documents.

ENABLE HIGH PERFORMANCE

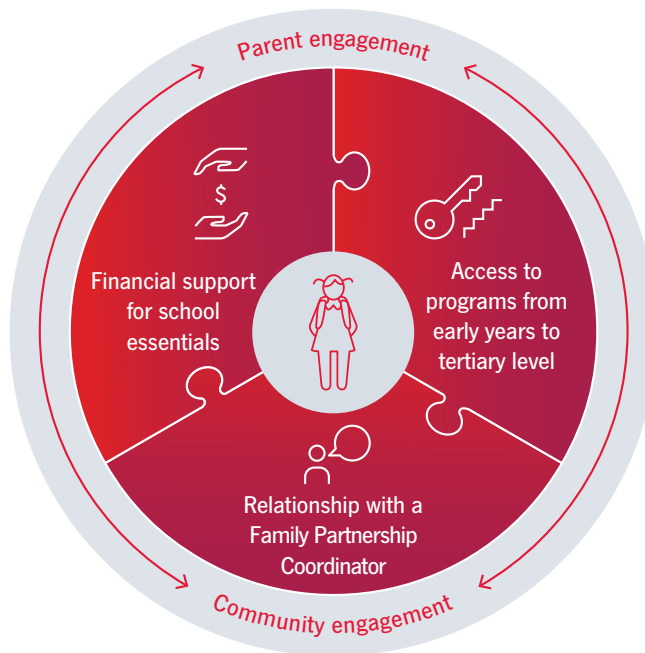
- ✓ To unlock efficiency across our organisation, we digitised sponsor communications and enquiry management processes, and launched HR Central to create a single source of truth for all team member data.
- ✓ We embarked on a partnership with Evolve to support the growth of cultural awareness among our team members.
- ✓ We undertook a comprehensive scenario planning exercise in response to COVID-19, and developed a Response and Recovery Plan to ensure our teams can continue their work in a variety of possible scenarios.



OUR APPROACH

We provide long-term support to children and young people who are experiencing disadvantage, so they can thrive in the classroom, complete their education and flourish in their adult lives.

HOW LEARNING FOR LIFE WORKS



The pressures of unemployment, disability, poor health and unstable housing can make it difficult for parents to access and navigate the support systems that may be able to help them. These challenges can also leave them with less time, energy and resources to support their child’s education. When this happens, children can easily fall behind their peers in their ability to gain essential skills – before they even start school.

As the years pass, children can fall even further behind at school, making it harder for them to catch up. Over time, they may lose the motivation to participate fully in their education, deciding to leave school early and limiting their work choices and future prospects as a result.

However, research shows that children who are behind their peers when they start school, can catch up and reach key educational milestones. By providing targeted, long-term support to children and young people at risk, we can improve their chances of achieving a brighter future.

The Smith Family supports families and community providers to help develop young children’s literacy and numeracy skills before they start school. In the primary school years, our *Learning for Life* program links a child’s family to a sponsor who provides financial assistance to help cover education-related

expenses. Sponsorship also gives students personal support and outside-of-school learning programs that complement their education.

Learning for Life provides:

- financial assistance to help families pay for school uniforms, books, digital tools and excursions,
- access to a Family Partnership Coordinator who supports the student’s education journey and connects them to relevant local services and supports, and
- practical support, such as access to out-of-school learning and mentoring programs.

This year, our families had to deal with the added pressure of COVID-19. A recent study commissioned by the Australian Government shows the educational impacts of COVID-19 are likely to be significantly greater for children from disadvantaged backgrounds than for their more advantaged peers. As lockdowns forced schools to move to online, home-based learning, the one in five *Learning for Life* students without an internet-connected device at home struggled to continue their studies.

For the many families who share one device between multiple children, home learning is very challenging. Parents don’t always have the confidence or skills to assist children with their studies, and some children’s only sources of internet connection are schools, libraries and shopping centres. With the closure of these

sites, remote learning became impossible.

Where possible, we’ve responded to the COVID-19 crisis by delivering devices and low-cost internet access, and providing technical support to ensure students and families get the most out of the technology they do have. We’ve also developed our online portal and digitised a number of our programs so we can continue to reach our families remotely.

We understand that our families will feel the impacts of this crisis well into the future, and our support for them is long term. It continues as a student moves through secondary school, completes Year 12 and potentially goes on to tertiary studies or a post-school career. We also know that rapid technological change means the jobs young people are preparing for now may soon become obsolete – our programs recognise that digital skills and the ability to innovate will be vital for today’s children to succeed tomorrow.

Our approach also focuses on supporting parents’ engagement with their child’s learning. Research shows that children with parents who are engaged in their education – no matter what their income or background – are more likely to do well at school, graduate and go on to higher education.

Our support targets aspects of parental engagement that influence children’s outcomes. These include reading to their

1 Centre for International Research on Education Systems and Mitchell Institute (2020), *Impact of learning from home on educational outcomes of disadvantaged children*, Canberra: Department of Education, Skills and Employment.

CASE STUDY

REACHING FAMILIES IN NEED

“I’ve been a Family Partnership Coordinator for the past two years. I love working with families; knowing you can reach out and help them.

Education is key. Education is power. I believe education is absolutely the way to break the cycle of disadvantage and help young people move on to bigger and better things.

I think one of the really nice things we do is the tertiary sponsorships. I’ve had families that I’ll ring up to say, your son or daughter has been accepted into the tertiary scholarship scheme and they will be in tears ... because their child has got into university. They’ll say to me, ‘She’s the first person in generations of our family that’s ever been able to go to uni and do those sorts of things.’

There are so many children who don’t have reliable internet, a computer or laptop, or any way they can do their work at home. This year, the *Digital Access* program has been amazing. I was working with a grandmother who had four grandchildren, all trying to do homeschooling off one mobile phone. To be able to offer her a laptop and internet access was just amazing. There was no way that her grandchildren could do the home learning without this. It was just impossible for them. She was over the moon and just so grateful for that support.

The framework and the way that we work means that we’re totally centred on the family. Wherever they need support, we can really help them.”

Louisa, Family Partnership Coordinator

child, talking to them about their learning, creating a stimulating home learning environment and developing positive parent-teacher relationships. We also help parents to improve their financial skills so they feel more confident setting up their family for success.

We measure the progress of *Learning for Life* students against four long-term outcomes: school attendance; completion of Year 12 or its equivalent; tertiary continuation and completion; and post-school engagement in employment, education or training. Each year, we use this data to refine our approach and ensure we continue to make a difference to the children and families we support.

Together with families, schools, communities, businesses, governments and other agencies, The Smith Family works to achieve positive outcomes for the young people we support.

“I love being able to give that long-term support, and helping people achieve their goals.”



Louisa, Family Partnership Coordinator

“Without the help of
The Smith Family,
it’s really hard
to think where
I would be.”

Jack



Jack, *Learning for Life* student

OUR PROGRESS



OPENING THE DOOR TO A BRIGHTER FUTURE

“The Smith Family has essentially been the key to my entire education. It’s given me everything.

Growing up, we were in a bit of a financial struggle. I was about 10 years old when my father passed away. It was very hard for my family.

Mum was working really hard to try and keep everything afloat. School supplies and music textbooks, lessons and school camps, were always things we couldn’t quite afford.

The Smith Family supported me by taking away that financial pressure. I was able to focus on being with my classmates and being there to learn. It brought motivation and joy back into my education.

I loved having contact with my sponsor. I received many letters and I could always tell there was this genuine care. Knowing there were people out there who truly cared about what I was doing motivated me to keep going.

Starting a Bachelor degree at university this year with The Smith Family scholarship has helped me out beyond anything I could have imagined. Having that extra money meant I was able to go into my course with none of that worry on my mind.

In the next few years, I’m hoping to do my Masters in education. I’ve had a lot of great mentors. They’ve really been an inspiration for me to give back.”

Jack, *Learning for Life* student

We track the progress of the students we support to ensure our approach is working.

WE TRACK OUR RESULTS

1 ATTENDANCE

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

2 ADVANCEMENT

Each year of schooling a child completes leads to better overall life outcomes and improves their ability to contribute economically and socially to the community.

LONGER-TERM RESULTS

LEARNING FOR LIFE STUDENTS' AVERAGE SCHOOL ATTENDANCE IN 2019:

89.5% primary school students (90.7% in 2018)

83.6% secondary school students (85.2% in 2018)

84.4% Aboriginal and Torres Strait Islander students (86.3% in 2018)

LEARNING FOR LIFE STUDENTS WHO ADVANCED THROUGH SCHOOL FROM YEAR 10 TO YEAR 12 OR ITS EQUIVALENT BY 2019:

68.7%

of *Learning for Life* students in Year 10 in 2017 advanced to Year 12 in 2019.

Over the last seven years, 14,269 *Learning for Life* students across Australia have been supported to complete Year 12.

SHORT-TERM RESULTS

Improved numeracy

Increased academic engagement and achievement

Increased self-management and confidence

Improved literacy

PROGRAM RESULTS

LET'S COUNT

94%

of early years professionals felt that they had increased confidence engaging with parents/carers about their child's mathematical development.

LET'S READ

95%

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

STUDENT2STUDENT

97%

of students improved their reading. 84% of students agreed *student2student* made it easier to do their schoolwork.

LEARNING CLUBS

84%

of participants said going to the Learning Club helped them do better in class. 88% of participants said going to the club makes them try harder at school.

We track the progress of students receiving *Learning for Life* support against four longer-term outcomes: school attendance; completion of Year 12 or its equivalent; the continuation and completion of tertiary studies; and post-school engagement in education, training or work. We also assess the short-term outcomes of our programs, as these help to put children on the path to reaching the four longer-term goals.

3 TERTIARY CONTINUATION RATE

Our Tertiary Continuation Rate measures the proportion of first-year *Learning for Life* tertiary students who continue into their second year at university, while still on a scholarship. Over time, we will track the proportion of our tertiary students who complete their qualification, as a way of assessing our tertiary scholarship's effectiveness.

4 ENGAGEMENT RATE

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

LEARNING FOR LIFE TERTIARY SCHOLARSHIP STUDENTS CONTINUING FROM FIRST YEAR TO SECOND-YEAR STUDY AT UNIVERSITY IN 2019–20:

94.5%

(88.0% in 2018–19)

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

79.2%

Four in five students who left in Years 10 to 12 were working and/or studying 12 months after leaving the program.

Only 4.5% of former *Learning for Life* students were not in work or study, and/or looking for work and/or volunteering.

Enhanced networks and relationships

Improved knowledge and understanding of study options and career paths

Improved knowledge and understanding of financial management

iTRACK

78%

of student respondents agree that their mentor helped them understand more about how they can reach their career goals. 81% reported that they know more about what career opportunities are available to them after leaving school.

CERTIFICATE 1 FINANCIAL SERVICES

83%

of participants attained the Certificate 1 qualification. 78% reported that they are confident making financial decisions.

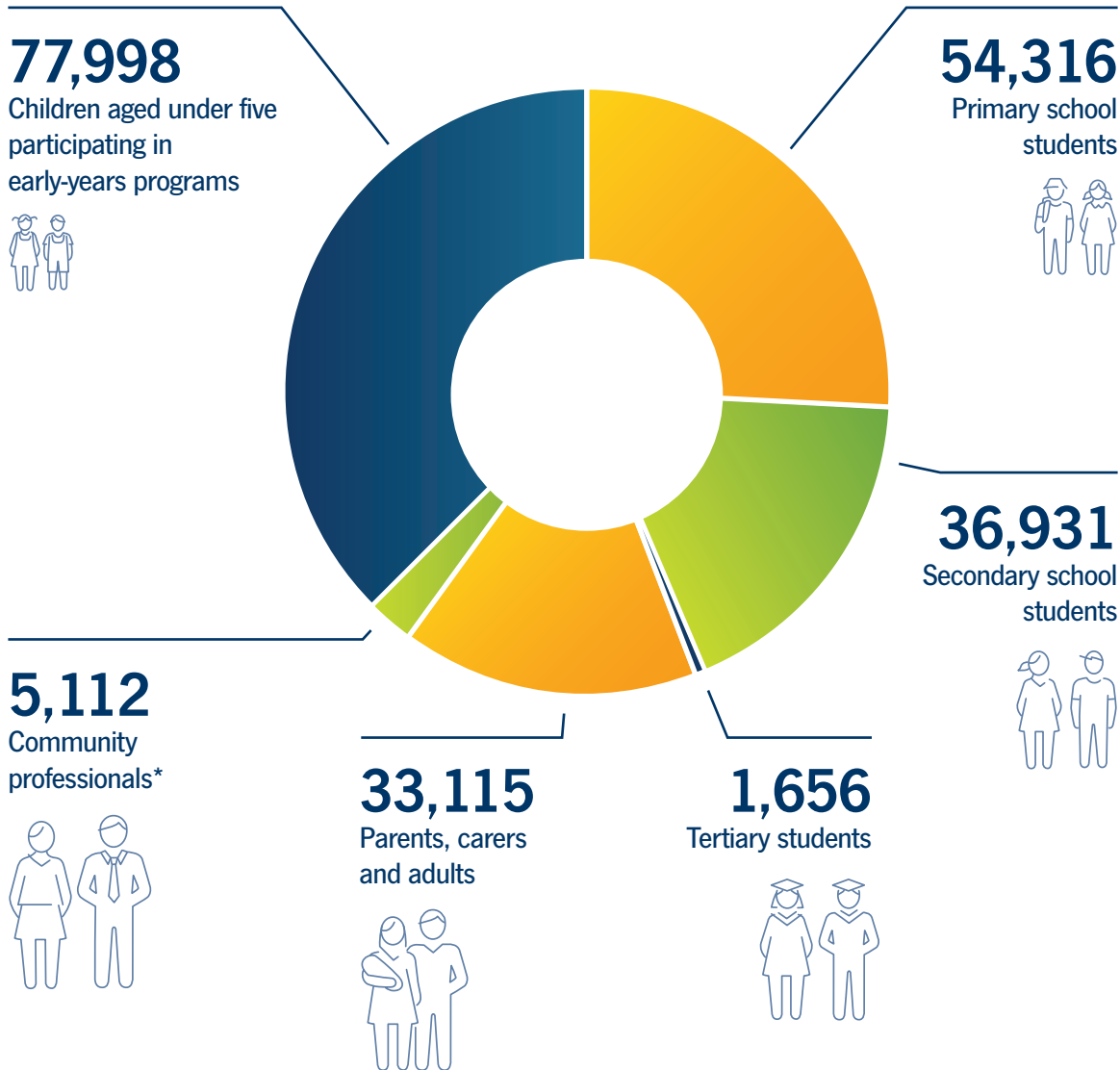
SAVER PLUS

87%

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

209,128 PARTICIPANTS

The Smith Family reached 209,128 children, young people, parents, carers and community professionals* in 2019–20, up 1.1% on the prior year.



170,901

children and young people participating in our programs in 2019–20, up 1.5% on the prior year.

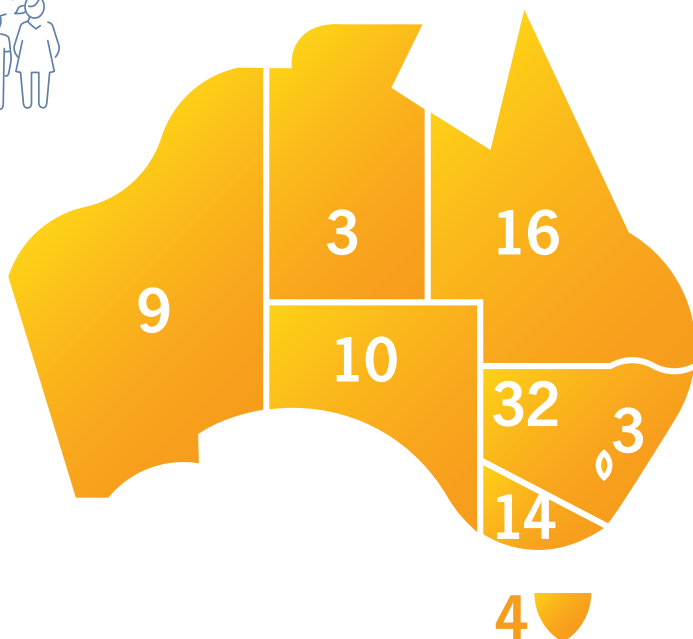
57,847

Learning for Life sponsorship recipients, up 16.3% on the prior year.

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

91 COMMUNITIES

in which *Learning for Life* programs are delivered.



Learning for Life participation

21.5%

of students on sponsorship (12,417) in 2019–20 identified as Aboriginal and Torres Strait Islander peoples.

Partnerships with

741

partner schools attended by *Learning for Life* students, up from 694 schools in 2018–19, a 7% increase.

216,078 SUPPORTERS

Up from 206,238 supporters last year, a 5% increase.

192,068

Sponsors and donors

- 55,375 Sponsors of *Learning for Life* students

- 136,693 Donors funding *Learning for Life* programs



9,149

Individual volunteers

14,861

Members in 306 VIEW Clubs Australia

247

Partner organisations

- 129 Corporate partners
- 105 Trusts and Foundations
- 13 Universities

“Thank you for helping me with my learning.”

Lucy,
Rebecca &
Aidan



Rebecca with her children Lucy and Aidan

STRATEGIC PRIORITY 1

SCALE EFFECTIVELY



LEARNING SUPPORT TO GROW CONFIDENCE

“I find it very fun to read to other people. They can give you feedback. Talking to my buddy on the phone and doing the *student2student* program is definitely helping with my reading.

“My buddy is very nice. She’s very sweet and she’s encouraging,” says Lucy, who is in Year 4.

Lucy and her brother Aidan, who lives with autism spectrum disorder, are sponsored through the *Learning for Life* program. They have participated in The Smith Family’s online maths program and our *student2student* peer-to-peer reading program.

Their mother, Rebecca, is grateful for the financial assistance and extra learning support in areas Lucy and Aidan were falling behind in.

“Thanks to the online maths program, they have both come along so well with their numeracy. Reading twice a week with their buddies in *student2student* is improving their reading. Their buddies are just so supportive. The program is amazing and both the children are far more confident in their reading skills.”

With dreams of being a teacher so she “can help people”, Lucy says: “Thank you for helping me with my learning and thank you for being there, giving me very good feedback, so next time I can work on it.”

Lucy, Aidan and Rebecca,
Learning for Life family

We are growing our reach so that we can help more young people achieve their full potential through education.



Early years

On starting school, one in three children in Australia’s most disadvantaged communities are developmentally vulnerable in at least one key area. In the least disadvantaged communities, this figure is just 15%.¹



Prajish (L) and Christina with their children at the Child and Parent Centre

THE CHALLENGE

When children have access to stimulating early learning experiences, they are less likely to start school on the back foot. Children who are behind their peers from day one are more likely to struggle at school and may have difficulties staying motivated.

By providing pre-school-aged children with basic language and numeracy skills, we can help them enter ‘big school’ on a positive note, laying the foundations for a brighter educational future.

HOW WE HELP

Starting school is a major milestone for any child, and we work to make this transition as easy as possible for students from disadvantaged backgrounds. We do this by helping families, educators and community professionals build the skills and confidence they need to support children in the pre-school years.

The Australian Early Development Census shows that children from low socioeconomic areas and from Aboriginal and Torres Strait Islander backgrounds are more likely to start school developmentally vulnerable. We know that by giving these children access to quality early learning in the year before school, we can help to reduce the outcomes gap between at-risk children and their peers.

That’s why this year, with funding from the Department of Education, Skills and Employment, we commenced a project focused on improving pre-school enrolment and attendance rates for children experiencing disadvantage.

We began the *Early Years Attendance Project* with a national research effort that synthesised existing studies and documented existing programs and practices to increase pre-school participation. Taking a human-centred design approach, we conducted interviews and focus groups with families and other stakeholders to learn more about the barriers and enablers to pre-school participation in disadvantaged communities.

The next step involves working with communities in two states to design and test approaches for promoting participation. Unfortunately, the onset of COVID-19 has delayed this work, which we now expect to be completed in March 2021.

We’re also continuing our pre-school *Let’s Read* and *Let’s Count* programs, and working with local service providers to deliver early intervention and prevention programs for children under 12 across nine *Communities for Children Facilitating Partner* sites.

HIGHLIGHT PROGRAMS

- *Child and Parent Centres*
- *Communities for Children*
- *Early Years Attendance Project*
- *Let’s Count*
- *Let’s Read*

PROGRAM OUTCOMES

- Children start school ready to learn
- Parents and community workers have skills and resources to support children’s early language, literacy and numeracy development

77,998

children aged under five participating in early-years programs

26,150 children aged from birth to five participating in *Let’s Read*

46,197 children participating in *Let’s Count*

4,405 children participating in *Communities for Children*

¹ Australian Government (2019), Australian Early Development Census National Report 2018: *A Snapshot of Early Childhood Development in Australia*, Canberra: Department of Education and Training.

Primary years

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

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

THE CHALLENGE

Children from disadvantaged backgrounds often experience the effects of financial hardship, complex relationships and family health issues at home. And in many cases, their parents and carers can't provide the resources that they need to handle these challenges while staying focused on school.

For children living in families experiencing disadvantage, the move to remote schooling in 2020 has been particularly challenging, given the more limited educational resources and skills available in their home learning environments. These can include: limited space to study; limited or no access to IT, including hardware, software and data; and the more limited confidence and skills of their parents/carers to support remote learning. These challenges are compounded by families' lack of access to the broader networks of social support that are so important for positive family functioning.

HOW WE HELP

The early years of school are formative for any student. But for children experiencing disadvantage, it's especially important to

establish a strong pattern of attendance and engagement early on.

Our *Learning for Life* sponsorships begin the year a student starts school. From kindergarten onwards, financial assistance from sponsors helps families pay for school essentials, including uniforms, books and excursions, so children can get the most out of everything their education has to offer.

As part of *Learning for Life*, our Programs Coordinators work with local communities and partner schools to plan and support learning programs such as Learning Clubs. These provide safe and supportive out-of-school spaces where students can get extra support from volunteer tutors. Students who need extra support with their reading can also access our *student2student* program, which matches students with buddies who help and encourage them to improve their reading.

Access to the internet has become a more pressing challenge than ever, with disadvantaged students often unable to access what they need for learning in the home environment. In December, our long-term corporate partner Optus launched a new campaign to encourage its customers to donate their excess mobile data to *Learning for Life* students who might otherwise struggle to have reliable access to the internet. The response from Optus' customers was staggering and since January, additional data has been received by 11,253 *Learning for Life* students in total.

With the philanthropic support of a major donor, we have developed an intensive primary years program, *On PAR*, which aims to improve the educational outcomes of students in Kinder to Year 4. *On PAR* is a potential new model of support that provides each student with a case worker as well as tailored resources to help engage them in their studies, over a two-year period. It also provides extra learning help, such as tutoring and access to digital technology, as well as health checks and wellbeing activities to help develop a child's interest in school and learning. In addition, *On PAR* engages with



Alannah, *student2student* participant

parents to support skills development and foster positive interactions between parents and schools and other community services.

This year, we were also excited to pilot *Future Seekers*, an interactive career-related learning program that aims to give children the confidence and tools to start thinking about their post-school futures. By facilitating work-focused thoughts and discussions, the program encourages primary school students to draw connections between their interests and their future career possibilities.

HIGHLIGHT PROGRAMS

- *Communities for Children*
- *Future Seekers*
- *Kidpreneur*
- Learning Clubs
- *On PAR*
- *Partnerships for Education*
- *Passport to Success*
- *student2student*

PROGRAM OUTCOMES

- Children enhance their literacy and numeracy skills
- Primary school students start to think positively about the future world of work
- More children get access to online resources and opportunities

54,316

students participating in programs

31,254 students sponsored through *Learning for Life*

11,654 students participating in *Communities for Children*

11,253 students and families receiving data from Optus' *Donate Your Data*

3,801 students participating at 279 Learning Clubs

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

Secondary years

Around 67% of young people from the lowest socioeconomic backgrounds complete Year 12, compared to around 92% for those from the highest socioeconomic backgrounds.¹

THE CHALLENGE

Ongoing family financial strain leads some students to make choices to alleviate the pressure on their families. They may choose low-cost elective subjects, regardless of their interest or academic ability, or opt out of excursions altogether. At the same time, limited opportunities to build personal and social networks can result in disadvantaged students feeling less engaged at school than their peers.

HOW WE HELP

When students can link their current learning to future educational opportunities and career options, they're more likely to stay engaged at school and complete Year 12. That's why our programs aim to expose students to a range of post-school options and give them the tools they need to pursue them.

In 2019–20, we continued the *Career Coaching* program, which focuses on supporting young people in Years 9 to 11 who are at risk of leaving school early. By providing active career coaching, the program helps these students stay engaged by setting goals for the future and developing plans to achieve them. *Career Coaching* also offers structured referrals, community support services and skills development opportunities like vocational cadetships, as well as giving our Family Partnership Coordinators significant additional resources to further support students.

We're pleased to report that the majority of *Career Coaching* participants have stayed

at school, while we've helped many of those who left school to transition to further study or employment. We thank Citi Foundation for its support of the program in 2020.

This year, we decided to cap the number of students participating in our online mentoring program, *iTrack*. We are in the process of reviewing and updating this program to ensure ongoing strong outcomes and alignment with contemporary education settings.

Research tells us that creative enrichment programs can help children develop self-confidence, creativity and problem-solving skills. To encourage young people's creativity and broaden their aspirations, we run *SmArts*. Participants in this art enrichment program are also introduced to post-school educational and vocational options in the Arts.

This year, COVID-19 restrictions led us to develop a digital version of our *Work Inspiration* program. *Work Inspiration* helps businesses showcase their work, meet the future talent pool and support their local communities. By running the program digitally, we continued to give *Learning for Life* students first-hand, meaningful exposure to the world of work and even delivering a richer and more diverse experience for some. When students took part in the digital program in Tasmania, for example, they were able to connect not only to Tasmanian employers, but also to those on the mainland and even across the globe, with engineering firm Arup taking pupils on a virtual tour of their California office.

HIGHLIGHT PROGRAMS

- *Career Coaching*
- *Certificate 1 Financial Services*
- *Girls at the Centre*
- *Indigenous Youth Leadership Program*
- *iTrack*
- *Learning Clubs*
- *Partnerships for Education*
- *SmArts*, including *Bella Momentum*
- *Work Inspiration*

PROGRAM OUTCOMES

- Secondary students improve their literacy and numeracy skills
- Students learn about available career options and pathways to further study
- Students improve their knowledge and understanding of financial management

Self-portrait of Lorelei by *Bella Momentum* participant



36,931

students participating in programs

24,973 students sponsored through *Learning for Life*

6,439 students participating in post-school planning activities, including careers workshops and university experience days

929 students participating in *Work Inspiration*

550 students working with tutors in *Learning Clubs*

558 students in Years 8–12 participating in *SmArts*

¹ Lamb, S, Huo, S, Walstab, A, Maire, Q, Doecke, E, Jackson, J and Endekov, Z (2020), *Educational opportunity in Australia 2020: Who succeeds and who misses out*, Melbourne: Centre for International Research on Education Systems, Victoria University for the Mitchell Institute.

Post-school years

Around 49% of 24-year-olds from the most disadvantaged backgrounds are not fully engaged in work or study, compared to 18% of those from the most advantaged backgrounds.¹



Cecilia, former *Learning for Life* Tertiary Scholarship student

THE CHALLENGE

Many of our sponsored students are the first in their family to complete Year 12 and go on to tertiary study. The costs of travel, textbooks and other resources required for their studies can place financial strain on their families. The lack of adequate technology at home, such as internet access or a reliable computer, can also make it harder for these students to complete their studies. Without connections to professionals in the workforce or a network to provide study and career advice, students from disadvantaged families can find it hard to manage the demands of tertiary study and grow networks to improve their career prospects.

HOW WE HELP

For any student, the transition from secondary to tertiary education is full of surprises and challenges. For students experiencing disadvantage, who often lack the financial resources and digital technology that their peers rely on, the road can be even bumpier.

Our *Learning for Life* Tertiary Scholarship program helps school leavers from disadvantaged backgrounds continue their studies at university or TAFE. The program gives students financial support as well as specialised help tackling other obstacles that get in the way of their tertiary education.

Our national team of Tertiary Coordinators continues to assist our students to remain engaged with their studies, and provide additional resources and programs designed to help students take their first steps into the workforce.

This financial year, we worked with 23 employers who hosted Tertiary Scholarship students with paid summer work placements as part of the *Cadetship to Career* program. As well as vital workplace experience, the support of companies including Accenture, ANZ, ASX, Cochlear,

Programmed, Rio Tinto, Telstra and WSP enabled cadets to receive training on a variety of topics from 'Making the Most of your Cadetship' to 'Delivering Dynamic Presentations'.

This year, we continued to develop our student-centred higher education strategy, which we are trialling in Queensland and Victoria. The strategy aims to develop deep, responsive and collaborative relationships between The Smith Family and universities and vocational training providers nationally, so that we can work together to support our post-school *Learning for Life* students.

HIGHLIGHT PROGRAMS

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

PROGRAM OUTCOMES

- Students stay engaged with their studies and attain a qualification
- Students benefit from supportive networks and relationships in their post-school years
- Students develop the skills they need to achieve success in the job market

1,620

tertiary students sponsored through *Learning for Life*

105

tertiary students participating in *Cadetship to Career*

46

tertiary students participating in *Career Mentoring*

¹ Op. cit. Lamb et al. (2020).

Parents and carers

Parental engagement in a child’s learning is a bigger predictor of academic performance than a family’s socioeconomic status. Regardless of background, students with engaged parents are more likely to do well at school, graduate from Year 12 and go on to higher education.¹

THE CHALLENGE

Many of the families we work with face complex, cumulative and interlinked challenges. These challenges, if unaddressed, can lead to poor educational outcomes for their children.

Research is clear about the importance of supporting families who are navigating multiple issues. Accessing the right support at the right time is key to avoiding the rippling effects of stress and pressures on families who often don’t fit neatly into service categories. Helping these families navigate complex service systems is a key feature of our approach, with a special focus on supporting families as they establish and achieve the goals relevant to their unique circumstances.

HOW WE HELP

Parents and carers play a central role in a child’s education, which is why *Learning for Life* families enter into a Partnership Agreement with The Smith Family. This agreement acknowledges our shared goal of supporting a child’s long-term education and the importance of parental help in achieving this.

Our Family Partnership Coordinators build strong long-term relationships with parents and carers, collaborating with them to develop ways to engage with their child’s learning. These close relationships help our coordinators identify the opportunities that will most benefit children and their families.

Our Practice Framework takes a relationship-based partnership approach with strategies that help families to respond more effectively to the complexity and uncertainty of their lives.

This year, we experimented with a new interactive messaging system to improve communication with *Learning for Life* families, enable quicker service and help us to better understand the challenges our families are facing when interacting with our processes. The system offers predetermined journeys and responses mapped out based on families’ responses. Family feedback has been overwhelmingly positive and indicates this new approach is easy to use and provides them with more information than traditional text message or email systems.

We also continued to expand the features and capabilities of My Smith Family, our online portal for families. Launched in 2017, the portal has proven popular with 73% of our families who are registered users, logging in to access services relating to their children’s scholarship. Over the past 12 months, we’ve updated the portal to allow families to manage all scholarship documentation and track payments. To ensure we keep improving, we’ve implemented a tool that asks families for their feedback on the portal via an infographics-based mood board, with the overwhelming majority happy with their experience of My Smith Family.



Learning for Life family, Merrily and her son

This year, we broadened the reach of our *MoneyMinded* program to include *Learning for Life* families. *MoneyMinded* gives parents and carers training in basic financial skills and knowledge in a supportive setting. We were pleased to hear parents found this year’s workshops helpful, with one participant commenting: “Hearing others share and being able to relate to others in the same situations was very helpful.”

HIGHLIGHT PROGRAMS

- *Child and Family Centres*
- *Engaging Parents and Community*
- *Let’s Count*
- *MoneyMinded*
- *Partnerships for Education*
- *Ready Set Go*
- *Saver Plus**

PROGRAM OUTCOMES

- Families feel more confident to support their children’s learning
- Parents and carers benefit from helpful networks and relationships
- Families receive practical financial management skills and knowledge

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

33,115

parents/carers/other adults participating in programs

24,300 participating in *Let’s Count*

1,775 participating in *Saver Plus*

1,104 participating in *Partnerships for Education*

¹ Fox, S and Olsen, A (2014), *Defining parental engagement*. Canberra: ACT Department of Education and Training.

Working with the community

School–community engagement helps students broaden their knowledge and develop new skills. It provides access to new networks – broadening students’ outlook and understanding of future employment opportunities, and encourages a positive attitude to life. Students from disadvantaged backgrounds particularly gain from community engagement.¹

THE CHALLENGE

In communities with poorer access to services and fewer job opportunities, disadvantage is often entrenched in families over generations. Young people from these communities need to overcome a huge range of obstacles to break the cycle of poverty, which is why it’s crucial to provide them with extra help and resources throughout their early, primary and secondary school years.

When services and individuals connect and align, young people have a better chance of improving their educational and life outcomes. When families, school communities, local businesses and community services work together, the complex challenges faced by students can be overcome.



The Song Room Teaching Artist Project, Katherine Northern Territory – funded through *Communities for Children*

HOW WE HELP

The Smith Family aims to break the cycle of intergenerational poverty. One of the most effective ways to do this is by helping young people get the most out of their education. But this isn’t a simple task. The challenges facing our families are complex, multi-dimensional and often long-term.

To help parents and carers access the services they need, we work to build meaningful relationships between families, The Smith Family and other community organisations. We start this process even before children commence school. By training educators and other community workers to present our early-years programs, such as *Let’s Count* and *Let’s Read*, we help parents and carers develop their children’s early numeracy and literacy skills.

Factors like the availability of support networks and services, as well as community and cultural influences, play a major role in determining educational outcomes for children and young people. That’s why we help families navigate service systems more easily and build closer community ties through the *Communities for Children Facilitating Partner* initiative.

In nine *Communities for Children Facilitating Partner* sites, we facilitate a community-based approach to program development that involves listening to families, establishing

strengths-based partnerships with local service providers, and collaborating with local schools, businesses and government agencies. This helps ensure that the voices of children and families inform every aspect of planning, designing and implementing programs.

HIGHLIGHT PROGRAMS

- *Child and Parent Centres*
- *Communities for Children*
- *Engaging Parents and Community*
- *Let’s Count*
- *Let’s Read*
- *Partnerships for Education*

PROGRAM OUTCOMES

- Improved collaboration and integration between community service providers
- Families can access community resources with confidence
- Communities across sectors partner to produce better outcomes for local children

29,827

participants supported through community programs funded by governments.

9 *Communities for Children Facilitating Partner* sites in NSW, the NT, Qld, Vic and WA, supporting 4,405 pre-school children, 11,654 primary school students, 196 secondary students, 4,016 parents and carers, and 1,240 community professionals and educators

4,241 participants in *Partnerships for Education*, made up of 65 children, 1,590 primary students, 1,002 secondary students, 1,104 parents, carers and other adults, and 480 community professionals and educators

¹ Gonski, D et al. (2018), *Through growth to achievement: Report of the Review to achieve educational excellence in Australian schools*, Canberra: Department of Education and Training.

Our work with Aboriginal and Torres Strait Islander children and young people

In 2019, the average school attendance rate for Aboriginal and Torres Strait Islander students was 81.5%, compared to 92.0% for non-Aboriginal and Torres Strait Islander students.¹

THE CHALLENGE

For many years, a wide range of complex social and cultural factors have affected the educational outcomes for Aboriginal and Torres Strait Islander students.

The ongoing impacts of disadvantage can cause students to fall behind their peers at school. Because it can be hard to catch up and keep up without additional support, students may become disengaged. Challenges at home and in their communities can compound the problem. When students find it difficult to attend school regularly or stay engaged while there, it becomes very challenging to stay motivated to reach Year 12.

HOW WE HELP

We understand that the most effective strategies for closing the gap in educational outcomes are community-led. To help Aboriginal and Torres Strait Islander children achieve their full potential, we work closely with students and their families to design tailored and sustainable support initiatives that work for them and their communities.

In 2019–20, we put this philosophy into action by exploring ways of embedding Indigenous knowledge into our programs. With funding from The Ian Potter Foundation and Equity Trustees – James Raymond Hartley Charitable Trust, we partnered with the Stronger Smarter Institute to include Aboriginal and Torres

Strait Islander learning systems in our *Let's Count* program. This initiative won't just help Aboriginal and Torres Strait Islander children engage with the program – by broadening our knowledge pool, the update will benefit all participants.

This year, we started developing a new Stretch Reconciliation Action Plan (RAP), which sets out our strategy for addressing the inequalities experienced by Aboriginal and Torres Strait Islander children and young people. To kick off our new RAP, we held a forum with members of our Advisory Group on Issues Concerning Aboriginal and Torres Strait Islander Peoples. Their valuable insights helped us design and develop the targets set out in the new plan.

Working with this Advisory Group, we also developed new governance frameworks. Moving forward, the group will use these frameworks to review The Smith Family's work and give us suggestions on how to deliver culturally appropriate resources for Indigenous children. To grow our cultural competency further, our team members, including senior leaders, participated in a range of cultural learning initiatives, as well as National Reconciliation Week activities, this year. We also joined several external forums to learn more about how other organisations are meeting their RAP commitments.

With funding from the Department of the Prime Minister and Cabinet's Indigenous

Advancement Strategy, we continued the *Indigenous Youth Leadership Program* in 2019–20. The program supports 221 secondary students from remote communities to attend high-performing schools in several states.

Over the past year, we've continued to transition ownership of a number of community-based programs to Aboriginal Community Controlled Organisations. We've now transitioned *Ready Set Go*, which tackles Indigenous disadvantage in the early primary years, to community ownership. In the coming year, we look forward to working with communities to help this program deliver better outcomes for our families.

HIGHLIGHT PROGRAMS

- *Engaging Parents and Community*
- *Girls at the Centre*
- *Indigenous Youth Leadership Program*
- *Ready Set Go*

PROGRAM OUTCOMES

- Students of all ages improve their confidence, skills, knowledge and understanding
- Students stay motivated to attend school and complete Year 12
- School leavers engage in further study, training or work

23,067

program participants who identify as Aboriginal and Torres Strait Islander Peoples

12,417 students sponsored through *Learning for Life* who identify as Aboriginal and Torres Strait Islander Peoples

2,726 Aboriginal and Torres Strait Islander participants in *Communities for Children*

221 participants in the *Indigenous Youth Leadership Program*

¹ Steering Committee for the Review of Government Service Provision (2020), *Report on government services, 2020, Childcare, education and training*, Canberra: Productivity Commission.

Susan, *Learning for Life* parent with her boys

“Every parent wants to give their child the best; it’s just that some of us struggle to do so.”

SUSAN

CASE STUDY

IT TAKES A VILLAGE

“I’ve been a single parent for well over six years. I came out of a very unhealthy relationship and had to find emergency accommodation for myself and my three kids.

When my youngest son was born with autism, I became a full-time, stay-at-home mum. I went from working a government job, which gave me security, to going on Centrelink. It was a struggle, but I had to do what was best for my family. You have to make sacrifices.

People who sponsor children are doing an amazing job. My kids struggled to stay motivated at school and didn’t feel part of a team – but being part of The Smith Family has really encouraged them. Now they realise why it’s important. It’s their path to a better life.

Student2student has been great for my kids, too. Reading aloud really benefits Indigenous

kids like my boys because our history is aural. They’ve grown in confidence and independence because of it.

To know my kids love reading is probably one of the best feelings I can describe. It’s also created a connection between them. The older boys often read stories to my youngest child. He can’t verbalise that he’s enjoying it, but you can see it in his face. There are sounds of happiness. It’s a beautiful thing.

It takes a village to raise a family, and The Smith Family is part of my family’s village. I don’t think there are enough words to say thank you.”

Susan, *Learning for Life* parent

“I want to make a difference
like The Smith Family has
made a difference for me.”

Maddy



Maddy, *Learning for Life* student with her mother

STRATEGIC PRIORITY 2

INNOVATE



BUILDING CONFIDENCE THROUGH LEARNING

“I’ve been on the *Learning for Life* program for three years. When I joined, my confidence was really low and we were struggling a little bit, money-wise.

My mum worked really hard to make sure that I didn’t miss out, but I know that it was really difficult.

The sponsorship has really taken the pressure off her. It’s helped her to know that I’m more confident now. She doesn’t have to worry about me as much because I’m now a bit more resilient and I’m more confident. It also takes that financial pressure off, which has been a tremendous help for her.

The best thing about being part of The Smith Family is the different opportunities I get.

I was pretty shy before. Doing the *iTrack* and *SmArts* programs has shown me how to come out of my shell. My confidence has grown so much. I don’t know where I would be without these programs.

There are not enough words to say how grateful I am. I don’t know the type of person I would be without the confidence that I have today. I just hope the sponsors know that not only have they changed my life, but they’ve changed a lot of other students’ lives as well.”

Maddy, *Learning for Life* student

We are innovating
to support students
and families more
effectively.



We continue to foster a culture of learning and innovation across our organisation. This year, we focused on innovations that deliver significant value and bring the voices of the people we support to the forefront of all we do. We continued to train our team members in the skills and competencies they need to innovate across all aspects of their work, from day-to-day activities to complex, long-term problem-solving initiatives.

We are proud to have been named one of Australia and New Zealand’s most innovative organisations in the 2019 AFR BOSS *Most Innovative Companies* list, ranking eighth in the Government, Education and Not-for-Profit category.

PUTTING FAMILIES AT THE CENTRE OF INNOVATION

Our Program Innovation Lab brings together the voices of our families and uses their ideas to develop new ways of enhancing student outcomes. This year, the team designed and undertook five initiatives focused on developing new programs and refreshing and improving our existing programs. It also conducted a detailed review of all our programs with a focus on ensuring the effectiveness and efficiency of their delivery.

During the initial months of COVID-19, the team designed the Family Experience Project, a research initiative to better understand how our families were experiencing the pandemic and how we could support them most effectively. We used the insights from this project to pivot many of our programs online. Our learnings from this process will inform the development of online programs in the longer term.

Throughout the year, we also innovated to achieve costs savings and efficiencies, and to enable better user experiences in the way we run our programs. For example, we piloted

an online Roll Call and Results app for our *Certificate 1 Financial Services* program. The app allows real-time attendance and results data to be updated automatically in our customer database. As well as improving the quality of data, this app is delivering hundreds of hours in time savings for our Programs Coordinators and enhancing our students’ enrolment experience.

INNOVATING FOR THE FUTURE

Our approach to innovation is focused on creating change that adds value. We embed the voices of our students, families, supporters and volunteers into our problem-solving processes, and rapidly test creative prototypes and solutions based on their ideas. The insights we get from their diverse viewpoints allow us to re-imagine our internal processes, address specific stakeholder needs and reach our organisational goals faster.

The *Spark* innovation program applies a creative, problem-solving framework to the strategic challenges we face as an organisation. Our approach involves recruiting innovation champions from across The Smith Family and training these ‘Sparkies’ in best-practice innovation processes.

During the past year, 31 team members participated in the *Spark* innovation program, bringing the total number of participants to more than 80 since the program’s launch in 2016. We also hosted four Spark Labs in 2019–20.

In 2019–20, our Sparkies tackled a range of strategic challenges, including four key innovation missions:

Improving the volunteer recruitment experience: We developed and tested ideas to enhance the volunteer experience, such as conducting volunteer training earlier to minimise application processing time, and trialling better communication tools to enhance volunteer engagement.

Learning Club volunteer tutor retention: We discovered that a volunteer’s propensity to continue with us is directly linked to how comfortable they feel engaging with our students and how much they feel their talents are needed and valued. To address this finding, we explored options for providing extra support to our tutors.

Meeting corporate Australia’s volunteering needs: Because our corporate partners and their staff need more flexible volunteering options, we tested the concept of a skilled volunteering program, developed alternative engagement activities and designed a volunteering ‘menu’ to provide greater visibility into upcoming opportunities.

Growing Workplace Giving: We developed ideas to help our corporate partners increase staff take-up in their workplace giving programs.

FOSTERING OUR AGILE WAYS OF WORKING

Following a successful trial in 2018–19, we implemented permanent teams based on the Agile methodology to deliver faster, cheaper and more reliable innovation throughout our organisation. This methodology creates more opportunities for knowledge sharing through daily team ‘stand ups’ and other ceremonies that build a culture dedicated to innovation and improvement.

31

new Sparkies trained, taking the total number of Sparkies to 81

4

Spark Labs held during the year, addressing four innovation missions

4

Agile squads formed with a focus on building value for those we support

5

Programs transformed to digital delivery during COVID-19



“Thank you for the call. I needed someone to talk to.”

“I don’t want to be the reason why they fall behind.”



CASE STUDY

FAMILY EXPERIENCE PROJECT

In the early months of COVID-19, The Smith Family needed a holistic understanding of how our students and families were faring, so that we could find out how better to support them. To provide these insights, our Program Innovation Lab developed the Family Experience Project.

Over 10 weeks, we collected information, experiences and stories about life during COVID-19 from team members, *Learning for Life* families and tertiary students. We collated existing feedback from surveys with team members and held regular, in-depth interviews with our families. All of these voices helped us understand what was happening in families’ lives: the challenges they were facing; the other services and supports they were accessing; and their needs, thoughts and feelings more generally.

We recruited 15 families, including four

Aboriginal and Torres Strait Islander families, to share their stories. From these in-depth interviews, we learnt about the difficulty many were having getting online, due to a lack of devices, connectivity and digital skills. We learnt more about the barriers to capability and confidence many parents and carers encounter when it comes to supporting children with school work. And we found out more about the importance of connection and peer support for our families and students, who often have very small support networks to call on in times of need.

As well as uncovering challenges, these interviews highlighted the resilience and strength of our families and students. Our families have had a lot of experience in pushing through difficult times and for them, supporting their children’s education is a top priority.

Illustrations: Laura James

“The Smith Family support is not just about the financial sponsorship – it’s all the add-ons.”

Donna

STRATEGIC PRIORITY 3

ADVOCATE



LONG-TERM SUPPORT FOR EVERY ASPECT OF LEARNING

“My daughter Amy joined the *Learning for Life* program when she was six or seven. I’m a single mum. At that time I was only working around 10 hours a week. Things were difficult financially, so a friend suggested The Smith Family.

The financial support is great, and the educational support has been fantastic. The programs have been the most beneficial part. Amy went to a Learning Club. She did the *student2student* reading program, became a reading buddy and is now doing the *iTrack* mentoring program. I did *Saver Plus* and saved for Amy’s school camp.

It’s all helped her heaps. The programs have helped her improve and given her more confidence. With *student2student*, it wasn’t so much her reading ability that improved but her self-confidence and her ability to talk to other people.

Supporting Amy’s education is important because I want her to have a better future than I had, job-wise. The world’s there for her to go for it. She wants to go to university. Her dream is to be a forensic scientist in criminology – I’ll definitely be proud if she achieves that.”

Donna, *Learning for Life* parent and Learning Club volunteer

We use our influence to advocate for the interests of disadvantaged young Australians in the public sphere.



RESEARCHING BETTER WAYS TO SUPPORT FAMILIES AND STUDENTS

Every year, we analyse the unique dataset from our national *Learning for Life* program. Then, we use our insights to refine the program’s effectiveness and add to the national educational evidence base. In a milestone year that saw more than 57,000 students receive *Learning for Life* scholarships, we engaged social science researcher Dr Ian Watson to undertake a sophisticated analysis of the data we’ve collected over many years.

Dr Watson’s analysis showed the value of targeting early risk factors, particularly poor attendance in primary school, to advance longer-term educational outcomes like Year 12 completion. It also highlighted the importance of additional support for primary school students who are struggling academically. These findings will help inform the type, timing and focus of the assistance we give our *Learning for Life* students in the future.

This year, we wanted to learn more about Aboriginal and Torres Strait Islander *Learning for Life* students who are not completing Year 12 and find out how we might better support them. To that end, we engaged Dr Cathie Burgess from the University of Sydney and Dr Katrina Thorpe from the University of Technology. Dr Burgess and Dr Thorpe’s conversations with young people, their parents and carers, and other members of their communities highlighted multiple barriers to high school completion. These include health issues, bullying, academic difficulties, mobility challenges and caring responsibilities.

Their research also demonstrated the value that Aboriginal and Torres Strait Islander *Learning for Life* students and their communities place on each component of the program. Ultimately, we learnt that The Smith Family’s new practice framework – which sets out how we work with

and support students and families – can play a key role in helping Aboriginal and Torres Strait Islander students complete Year 12.

USING DATA INSIGHTS TO IMPROVE OUR APPROACH

By putting innovation at the centre of our work, we can respond to emerging needs faster, trial new approaches quickly and enhance the effectiveness of our programs. Our test-and-learn approach to innovation makes evaluation an important part of our culture.

This year, we completed major evaluations of a number of our pilot programs: *Future Seekers*, *Career Coaching* and *Let’s Count Community Professionals*. Our learnings from these evaluations helped us improve these programs, which are now part of our suite of offerings.

We also finalised our multi-year national evaluation of *Partnerships for Education* in 2019–20. While we learnt that the program provided valuable experiences and opportunities for disadvantaged students, we could find limited evidence that it strengthened long-term educational outcomes. Despite the hard work of schools, community partners and our teams, our evidence-based approach compelled us to make the difficult decision to cease the program.

In 2019–20, we continued our multi-year evaluation of *Care2Achieve* and commenced evaluating our new *On PAR* program, which provides intensive case management support for highly vulnerable primary school children over a two-year period. We are pleased to partner with Professor Nick Biddle from the Australian National University on this evaluation.

CLOSING THE DIGITAL DIVIDE

The Smith Family has long advocated for a greater national focus on the digital divide, given that many disadvantaged young people

don’t have access to the hardware, software and connectivity essential to a 21st century education. With COVID-19 lockdowns bringing this problem into sharp relief, digital inequity is now a national policy issue.

We are delighted to be participating in two new multi-year Australian Research Council funded projects that address this problem: the *Centre of Excellence for the Digital Child* and the *Advancing digital inclusion in low income Australian families project*. These initiatives aim to support young children growing up in the rapidly changing digital age, as well as low-income Australians experiencing digital exclusion. Researchers at the Queensland University of Technology are leading both multi-partner projects.

ADVOCATING FOR FAMILIES IN NEED

In 2019–20, we established a staff Public Policy Advisory Group (PPAG). The group’s role is to ensure that students’ and families’ voices continue to inform The Smith Family’s advocacy. The PPAG’s work in tracking and understanding the experiences of students, families and schools during COVID-19 has been particularly valuable, helping us identify gaps in support and discover new opportunities to advocate for public policy responses. The PPAG played a key role in developing our *COVID-19 Insights Snapshot*, which we published and distributed in May 2020.

Our advocacy efforts this year included eight public policy submissions, five pre-budget submissions, 21 external presentations and two blogs, including one for the Committee for Economic Development of Australia. Our advocacy focused on child poverty and looked at methods to strengthen the educational, training and employment opportunities of disadvantaged young people. It also helped inform the development of a national Indigenous Evaluation Strategy.

13 public policy and pre-budget submissions

21 external presentations and two blogs, including one for the Committee for Economic Development of Australia

1 Insight Snapshot

“It means everything to me to have Sylvana’s education supported by The Smith Family.”

Sylvia & Sylvana

CASE STUDY

SUPPORT FOR A POSITIVE FUTURE

“My granddaughter Sylvana has lived with me on and off since she was born, due to her mum’s mental health challenges. She’s with me full-time now. It was better for me to look after her. I think if she stayed where she was, she would have probably ended up not going to school.

Sylvana has been on the *Learning for Life* program for about 18 months, since she was in Year 1. It helps me get her schoolbooks and everything at the beginning of the year. If she needs new shoes or anything like that, it comes from the money that she gets from The Smith Family. The support also helps for excursions and swimming lessons at school.

When Sylvana started prep, it was difficult for me to buy the school uniform, hat and jumper she needed. I’m on the disability

pension and the little bit of money that I get for Sylvana doesn’t go a long way.

The best thing is the support that The Smith Family gives you – it’s not just financial help.

At Christmas, they gave Sylvana a lovely present and her sponsor gave her a voucher for her birthday. I thought that was beautiful. Sylvana was just so over the moon. It brightens her up to think that somebody else is thinking of her, not just her Nanny.

I can’t say thank you enough to her sponsors. It means everything to me to have Sylvana’s education supported by The Smith Family.”

Sylvia, *Learning for Life* grandparent



Deb

“I knew I needed to be able to contribute in a way that would set somebody up for life.”

Deb, *Learning for Life* sponsor

STRATEGIC PRIORITY 4

FUND



GIVING BACK TO THE COMMUNITY

Deb started supporting The Smith Family not long after graduating from university. The challenges of growing up and navigating school were still fresh in her mind and she was motivated to help students succeed. Nine years later, as a parent, Deb is sponsoring her second *Learning for Life* student. She is passionate about supporting students but understands the importance of the *Learning for Life* program for the whole family.

“As a parent you want nothing but the best for your child. You want their life to be as easy and as calm as possible. But that’s not always the case. I can see how my sponsorship can help a parent be able to provide something for their child, and also take away just a little bit of stress.”

Deb is a strong believer in the power of education to shape a child’s future.

“Education is fundamental to everything. It’s the key to opportunity in life, allowing you to make informed decisions about yourself, your life and your career. Not all students grow up in an environment that is supportive of education, but The Smith Family and the work they do helps to foster that and encourage it.

“I feel like [sponsorship] is just the most basic thing I can do to help. You get to help a student build a future for themselves.”

Deb, *Learning for Life* sponsor

We are developing a sustainable funding base to support our growth and development for the long term.



Every year, our supporters enable us to improve educational outcomes for young Australians across the country. Our sponsors, donors and volunteers, as well as our corporate, philanthropic, university and government partners, help us create opportunities for disadvantaged students in every state and territory to reach their full potential.

We hold the individuals and organisations who fund our work in the highest possible regard and remain committed to conducting our work under the principles of honesty, transparency and accountability.

SPONSORS

Our sponsors help us create better futures for Australian children in need. This year, we are excited to report that we ended 2019–20 with 55,375 individual sponsors supporting students on the *Learning for Life* program.

Early in 2020, we reviewed our Back to School campaign strategy to take into account the broader impacts of the bushfires and then, as it developed, the COVID-19 pandemic. Our team worked hard to foster public awareness of the educational disadvantages facing children in need throughout these crises. As a result, we had our most successful Back to School campaign to date, bringing us 8,392 new sponsorships from individuals. It's also been our most successful recruitment year yet, with 24,408 new individual sponsorships overall and 2,180 new sponsorships from philanthropy partners – an increase of 11% on last year's results.

With almost 98,000 pieces of correspondence sent between sponsors and students, this year, we focused on improving the sponsor experience by digitising correspondence and enhancing the My Smith Family supporter portal.

Pleasingly, we ended the year with a retention rate of sponsors at 91% – a 3% increase on our target.

DONORS

The generosity of Australians continues to astound us, especially in times of crisis. Our message and mission have continued to resonate this year, with 15,400 new donors signing up to support our work and collectively giving \$2.8 million.

Our Christmas appeal raised \$4.4 million – a testament to the kindness of the Australian public. The Back to School cash campaign generated \$1.2 million between February and March, while the Winter Appeal delivered \$6.7 million, up on last year's result by 34%.

We thank our corporate partners ANZ and Officeworks for their work promoting our appeals in their communities, as well as oOh! Media for its ongoing support. We also call out the generosity of Southern Cross Austereo (SCA). Through our SCA Embrace partnership, we have been grateful to receive pro bono support worth \$22.2 million for advertising and media space this year, in addition to market research and operational and logistical support.

BEQUESTS

Once again, we are humbled by the kindness of those who leave gifts in their Wills to support children in need. We received bequests of \$9.1 million from 94 estates this year. Most notably, the late Michael White, a long-time supporter of The Smith Family, left us \$2.8 million in his Will. We value the generosity of these benefactors enormously and their gifts will ensure a lasting legacy and changed life outcomes for hundreds of young Australians.

DATA AND DIGITAL FOR GROWTH

We made major enhancements to our website this year, focusing particularly on our online supporter portal. We implemented a live chat feature on the portal in May, which users have awarded a 100% satisfaction rating. We're also working to streamline communications with existing supporters through digitisation efforts that, so far, have saved us nearly 1,500 work hours in administration.

In 2019–20, we invested significant time and resources into our online marketing channels and have met particular success attracting sponsors through Facebook advertising. Of the 12,324 new sponsors signing up via our website this year, 22% came from Facebook.

MAJOR DONORS

We couldn't be more grateful to the philanthropists whose generosity helps children across Australia get a better start in life. Despite the financial stressors of 2020 impacting many of our major donors, we saw the contribution from this group of supporters grow by more than 12% on the previous year.

We were humbled to receive a number of additional generous donations in response to the bushfires and COVID-19. One of our long-term supporters with a special interest

in supporting young Aboriginal young people gifted us \$400,000 on top of their annual \$100,000 donation. We will direct this gift towards our *Girls at the Centre* program as well as Indigenous *Learning for Life* students. We were also delighted to welcome a new Victorian donor, who gave \$100,000 during the bushfires – and committed to giving the same amount annually for the next five years to support fire-affected *Learning for Life* students.

CHILDREN'S FUTURE EDUCATION FUND

Our endowment fund, known as the Children's Future Education Fund, has continued to grow, reaching \$7.6 million by June 2020. The Fund provides ongoing, long-term funding to support young Australians in need. Through our endowment fund, a number of generous philanthropists established Perpetual Scholarships this year, which exist to support *Learning for Life* students in perpetuity.

CORPORATE PARTNERSHIPS

We continue to take a strategic approach to our work with corporate supporters, ensuring we all benefit from our strong partnerships. We do this by finding out what drives our partners' support and using this knowledge to design a partnership that provides the most value. We also keep partners connected to the cause with regular updates on the achievements their support enables.

During the bushfire crisis, we made a special appeal to our corporate partners to help fund our Additional Education Support Payment for fire-affected *Learning for Life* students. We reached out once more in the early stages of the pandemic, and were overwhelmed by the generosity of many partners. We were pleased to work with Suncorp and Allan and Gill Gray Philanthropy Australasia, to source and deliver 1,200 digital inclusion packs to students around the country during the initial COVID-19 lockdown in March and April 2020.

The generosity of our corporate partners to these appeals saw our income from this area grow 39% in a single year, reaching \$11.7 million by June 2020.

The support of our long-time partner Optus was also invaluable throughout the remote learning period. In December, Optus launched a campaign encouraging customers to donate their excess mobile data to digitally disconnected *Learning for Life* students. Since January, over 11,000 of these students have received 30GB of additional data every month.

CASE STUDY

A HELPING HAND DURING THE PANDEMIC

In response to the COVID-19 crisis, ANZ, one of our long-term corporate supporters, advised they had a large pool of remediation funds allocated to charitable causes. We were delighted when we learned they had chosen to distribute a significant contribution to The Smith Family.

The extraordinarily generous contribution will be used to fast track a number of initiatives designed to support students and families through the pandemic. These include the digitisation of our programs as well as the development of The Smith Family portal and online financial education for students and families facing disadvantage.

This latest donation comes after ANZ responded to the bushfire and COVID-19 crises with a generous \$544,000 donation to support

families affected by both events.

It is the latest chapter in an enduring relationship of 31 years, that has covered many areas of support for disadvantaged students and families. ANZ has played a key role in supporting our financial wellbeing and literacy programs, *MoneyMinded* and *Saver Plus*, for many years.

The bank's Treasury team also sponsors 20 *Learning for Life* students and hosts a very successful *Work Inspiration* program. More than 200 ANZ staff members support our programs through our Workplace Giving program, making them our number one workplace giving partner. ANZ staff have also generously supported the annual Toy and Book Appeal over many years by donating gifts and volunteering for this event.

We extend our deepest thanks to the ANZ team for their generous and dependable support.



Tahleah and her two sons

THANK YOU TO OUR AMBASSADORS

The Smith Family greatly appreciates the extraordinary work of our ambassadors, who continued to go above and beyond to raise awareness of our work and spread our education message.

This year, we were proud to celebrate a special milestone with Sarah Harris, co-host of Network Ten's Studio 10, who has now been an ambassador with us for five years. Throughout our journey together, Sarah has been a passionate and vocal supporter – selflessly drawing on her own story to raise our profile among key national audiences.

Sarah continued to support all our major fundraising appeals and her involvement promoting the work of The Smith Family in the Easter Special with the Australian Women's Weekly (broadcast on Network 10) was one of the year's most memorable media highlights. Here's to many more years of working together!

After starting as an ambassador for us early last year, joint 2019 Australian of the Year Dr Craig Challen SC OAM worked tirelessly to spread the message about the importance of a good education in transforming lives and allowing young people to reach their

full potential. Most memorably, Craig drew on his own inspirational story and national status to promote The Smith Family in two separate opinion pieces published in highly influential newspapers across the country. He also participated in a host of key events – from student graduation to the Toy and Book Delivery Day – with his involvement inspiring staff, supporters and students alike.

We extend our heartfelt thanks and appreciation to both Sarah and Craig for all they have done, and continue to do, for our students and families.

Sarah Harris



Dr Craig Challen SC OAM



CASE STUDY

OFFICEWORKS' SUPPORT SETS A RECORD IN GIVING

After seven successful years running a Back to School Appeal, this year Officeworks took its support for The Smith Family to the next level. The team set itself a bold fundraising target of over \$1 million – a 50% increase on the previous year.

Thanks to the generosity of its teams and customers, Officeworks exceeded that target by the end of January. As the final tally in February showed, the Back to School Appeal raised an extraordinary \$1.4 million. What a wonderful result!

These funds will help to support more than 2,200 *Learning for Life* students nationally.

The Officeworks team also dedicated a day in January to raising money for bushfire-affected communities. Funds raised, alongside a generous matching donation from Officeworks, totalled almost \$180,000. This was used to support our Additional Education Support Payment for bushfire-affected *Learning for Life* students. Families in need also received \$50,000 worth of vouchers from Officeworks.

We want to congratulate the Officeworks team members and customers on this outstanding achievement and thank them for their generosity.



Dr Lisa O'Brien and Judy Barraclough, Head of Strategy and Philanthropy, (L) with Officeworks team members.

TRUSTS AND FOUNDATIONS

Thanks to the support of 105 philanthropic organisations, including 15 new trusts, we saw significant growth in philanthropic support for The Smith Family this year. Throughout COVID-19, our families have received additional support from the Fogarty Foundation's *Learning for Life* Fogarty Fund, the Joe White Bequest, the McKnight Family Foundation, the Orloff Family Charitable Trust, the Reuben Pelerman Benevolent Foundation and the Stan Perron Charitable Foundation.

This year, we were delighted to commence a multi-year partnership with the Paul Ramsay Foundation, focused on generating better insights to support young people transitioning out of high school. The foundation's support will also allow us to expand a pilot program for assisting primary school children with complex needs, *On PAR*, which we established with the generous and ongoing support of a NSW-based donor.

During the year Allan and Gill Gray Philanthropy Australasia provided a significant gift that we directed towards our *student2student* reading program as well as the ongoing development of the My Smith Family portal for families. This gift was in addition to their generous support of digital inclusion packs for families.

UNIVERSITIES

Our university partners grew in number from 11 to 13 this year, and we continued to work closely with tertiary institutions to support student-focused activities at a local level. These relationships help us deliver tertiary *Learning for Life* scholarships and community Learning Clubs, as well as initiatives like *Exploring Education Pathways* and *Work Integrated Learning*.

These, as well as residential and academic preparation programs and on-campus events, enable *Learning for Life* students to learn more about their post-school education options and get the tools they need to embark on their tertiary journeys.

GOVERNMENT FUNDING

Thanks to support from the Commonwealth and several State and Territory governments, we're able to reach many more disadvantaged families and children than would otherwise be possible.

Funding from the Department of Education, Skills and Employment has helped us increase the number of children and young people benefiting from *Learning for Life* and reach our growth goal of 56,000. 24,000 of these students have joined the program since the Department's funding commenced in November 2016.

Australian government funding has also enabled us to continue expanding our *Let's Count* program, deliver *Saver Plus* in partnership with ANZ and the Brotherhood of St Laurence, pilot our *Future Seekers* program and commence a design process to support increased pre-school participation among children from disadvantaged families.

55,375

sponsors of *Learning for Life* students

136,693

donors funding *Learning for Life* programs

247

Partner organisations

With support from the Department of the Prime Minister and Cabinet, our *Indigenous Youth Leadership Program* continues to help students from remote communities attend high-performing secondary schools across Australia.

State government funding has helped support our programs across Australia. This funding has allowed us to continue our *Learning for Life* support for students and the important work of the *Child and Parent Centres* in Western Australia; our mentoring and support programs in Victoria; our *Care2Achieve* program providing support for female tertiary students exiting out-of-home care in Queensland; and our implementation of *Learning for Life* and *Partnerships for Education* in Tasmania.

In 2019–20, we continued to deliver the Department of Social Service's *Communities for Children Facilitating Partner* initiative in nine communities across Australia. This initiative works to build the capacity of service systems in those communities to deliver better outcomes for local children and their families.



Participants in the 13th Annual Smith Family Challenge

EVENTS

Every year, thousands of Australians participate in community fundraising events like the annual Smith Family Challenge off-road adventure, the Around the Bay bike ride and our Christmas Toy and Book Appeal, as well as in fun runs, head-shaving challenges and other events.

Fortunately, this year's Challenge took place just before social distancing restrictions came into effect. We saw 13 teams, including many business leaders, compete in the two-day off-road cycling and running event and raise a very generous \$813,000. Later in the year,

the @HomeFunRun virtual fundraising event invited families across the country to design and host their own fun runs and obstacle courses to raise money for The Smith Family.

2020 also saw us hold our first supporter webinars, with 175 of our major donors and corporate partners logging in to hear how *Learning for Life* families were fairing through the COVID-19 crisis and what we were doing to help. These were a great success, and we were grateful to receive offers of additional support.

EXPENDITURE OF FUNDS RAISED

In the five years to June 2020, 72% of donations and funding from individual supporters and partner organisations has been spent on our community programs.

This excludes revenue and expenses related to a short-term funding agreement with the Australian Government that enabled us to invest

in the growth of our flagship program *Learning for Life* to build our long-term sustainability.

Our expenditure on administration averaged 1.5% throughout the year.

Transparency, robust governance and sound ethics are essential for any charity in our sector, and The Smith Family continues to

perform strongly in these categories.

A survey conducted with our individual supporters revealed that 92% believe we make a real difference, 90% agree that we are ethical and honest and 88% feel confident that we use their donations wisely.

FUNDRAISING PERFORMANCE

\$103.5m

in funds raised during 2019–20 from individuals, major donors, organisations, bequestors and VIEW Clubs of Australia

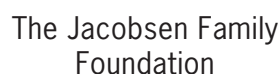
Supporters and VIEW Clubs of Australia gave \$66.8 million, up 21% on 2018–19. Major donor contributions, including donations to the Children's Future Education Fund, totalled \$10 million. Our corporate partners, trusts and foundations, and universities gave \$17 million, an increase of \$5.5 million on last year.

We continued to receive substantial donations from benefactors, with 94 generous supporters leaving legacies totalling \$9.1 million to help fund our programs.

Thank you to all our supporters for providing ongoing vital assistance for our work.

Thank you

to all our partners for working with us to help improve the educational outcomes of young Australians in need.





VIEW Clubs of Australia

Every year, the 14,861 women of VIEW (Voice, Interests and Education of Women) improve the lives of disadvantaged young Australians through their exclusive support of The Smith Family. Women in 306 VIEW Clubs volunteer, fundraise and advocate in communities across Australia, spreading public awareness of The Smith Family’s mission and giving us the resources to fulfil it.

This year, VIEW celebrated its 60th Diamond Jubilee anniversary. Although the national women’s organisation hosted several events to commemorate the occasion early in the year, COVID-19-related restrictions forced the postponement of other events. Throughout the pandemic, however, the dedicated members of VIEW continued to provide generous support.

SPONSORSHIPS

As the largest community sponsor of *Learning for Life*, VIEW has supported the education of thousands of children experiencing disadvantage across the country. This year, we were delighted to see VIEW exceed its goal of sponsoring 1,400 students.

We extend special thanks to the individual members who directly support children through their work as volunteer tutors and mentors in our learning programs, and in a range of other vital roles such as volunteer office administrators.

NATIONAL CONVENTION 2019

More than 650 VIEW members attended the biennial National Convention on Queensland’s Sunshine Coast in September 2019, for three days of thought-provoking speeches, presentations, debates and panel conversations. The convention was

also an opportunity to celebrate the VIEW spirit of fun and friendship with social and networking activities.

Attendees used the occasion to acknowledge the leadership and enthusiasm of 2018–19’s outgoing National Executive – Jan Roberts, Pat McRae and Annette Schlafrig – for their work advancing VIEW’s cause.

NEW NATIONAL EXECUTIVE AND FIVE-YEAR STRATEGY

The new 2020–21 National Executive’s theme is ‘Celebrating 60 years of strength and support’. National President Anne Louise O’Connor is supported by National Vice Presidents Joanne Gray and Beryl Pike.

VIEW began the first year of its Five-Year Strategy by updating its Mission Statement and Charter to emphasise the strong foundational bond we share: “As a leading voice and valued support network for women, VIEW actively raises awareness of, and participates in, the work of The Smith Family.”

NEW PARTNERSHIP

This year, VIEW partnered with Australian Community Media (ACM) for the 2020 Community Women content series, which features a number of articles celebrating

VIEW women’s achievements. The series allowed VIEW and The Smith Family to promote their cause across ACM’s regional and rural networks in this special Diamond Jubilee year.

VIEW’S FIRST ZOOM NATIONAL LEADERSHIP CONFERENCE

Physical distancing restrictions saw VIEW Club meetings postponed for several months and the June National Council meeting cancelled. VIEW members embraced the opportunity to develop new digital skills and maintain strong connections online.

VIEW’s leadership team held its first National Leadership Conference via Zoom, which concluded with our executives and Dr Lisa O’Brien thanking VIEW for its 60 years of strength and support and leading everyone in a rousing happy birthday singalong!

VICE-REGAL EVENTS

The Hon. Margaret Beazley AO QC, Governor of New South Wales, opened the anniversary year in March with a morning tea for more than 100 VIEW members and guests, including Nicholas Moore, Chairman of The Smith Family. VIEW members travelled from all over the state to attend the reception at Government House, which featured celebratory champagne, a magnificent birthday cake and an army jazz quartet. Her Excellency praised and congratulated VIEW members for their work advancing the interests of disadvantaged Australian children.

The Governors of Tasmania, Queensland and South Australia also hosted celebratory events at their respective state government houses. It is expected that a number of other celebratory events that were postponed in light of COVID-19 will go ahead in 2021.

14,861

members in 2019–20

1,441

Learning for Life students sponsored by VIEW Clubs

306

VIEW Clubs across Australia



60TH ANNIVERSARY – DIAMOND JUBILEE

To mark VIEW’s milestone anniversary, we celebrated the organisation’s many outstanding achievements and the continued dedication of its members.

60 STUDENTS FOR 60 YEARS VIDEO

The Smith Family’s Operations team, including our state general managers, developed a heartwarming commemorative video to celebrate the occasion. *60 Students for 60 Years* features *Learning for Life* students from each state and territory offering congratulations and thanking VIEW Club members for their ongoing support.

COMMEMORATIVE ITEMS

VIEW Clubs designed a special Diamond Jubilee logo plus a range of limited-edition merchandise to celebrate its 60th birthday, including retro tea towels and spectacle cleaners incorporating images from an original 1960s VIEW Club brochure.



2018–19 VIEW National Council at the National Councillor meeting. Back – Jan Roberts, Annette Schlafrig, Chris Manger, Marlene Powell, Sandi Muntisov, Rosie McDermott, Maria Culka and Anne-Louise O’Connor. Front – Jo Gray, Lesley Carroll, Marilynne Weston, Beryl Pike, Lyn Masters, Jeanette Cassidy, Helen Zirri, Pat McRae and Maryanne Maher.

Dr Lisa O’Brien sent each VIEW Club a 60th anniversary card to congratulate and personally thank all members for their contributions to The Smith Family over the last six decades.

CASE STUDY

VIEW CLUBS OF AUSTRALIA

“I joined Caloundra VIEW Club in 2014 after moving from Brisbane. I was looking for an opportunity to connect with other people. VIEW was one of them.

I enjoy the camaraderie and have made some really good friends. When I joined VIEW I learnt there were other things you could do to support The Smith Family besides being a member. I started to get involved in my club’s committee and volunteering.

I was a volunteer with the *student2student* reading program for one year. Then I became an *iTrack* mentor and really enjoyed it. It’s a very worthwhile volunteering role.

In 2017, I learnt about The Smith Family Learning Clubs. In 2019, I ended up starting a Learning Club at our local school with the help of Marion Allan, The Smith Family Programs Coordinator in Sunshine Coast .

We attracted five or six VIEW Club volunteers fairly quickly. Then through word of mouth, we found more tutors.

We now have 12 volunteers who assist us every Wednesday afternoon. Each week, we have between 18 and 20 primary school students, and we help them with homework and reading and play educational games. The kids love it. Some of them need one-to-one

support, while others can have one tutor for two or three students.

It’s nice to see students getting a positive result from what we’re doing. I also like seeing the kids having fun and enjoying what they’re doing.”

Sue, Caloundra VIEW member and Learning Club volunteer

“The Smith Family has allowed me to do a lot of things I never expected to do.”



George, Indigenous Youth Leadership Program participant

STRATEGIC PRIORITY 5

DATA ENABLE AND DIGITISE



OPENING UP NEW OPPORTUNITIES

“I used to live with my Nan, but she passed away in 2016. I’ve been living with my dad ever since.

Primary school was challenging because I didn’t really spend a lot of time there. When my Nan had cancer, I wasn’t really going to school often because I was looking after her. In Year 6, I was only probably there for two and a half terms.

I was accepted into The Smith Family’s *Indigenous Youth Leadership Program (IYLP)* and started as a boarder in Year 7. I wouldn’t be able to go [to that school] without The Smith Family’s support.

I was definitely behind when I started Year 7, but I’ve improved my grades heaps since then. The support when I got here was pretty good. I struggled sometimes, but I had learning support teachers to help me.

The IYLP is helping me focus on school more. It also allows me to show leadership in my own way.

My dad is very proud because no-one in my family has graduated Year 12. He’s really hoping I can keep striving to Year 12 and finish.

I’m very grateful to The Smith Family for letting me be on their program. I think it’s really helped me. If I didn’t have the IYLP, I don’t know what I’d be doing.”

George, *Indigenous Youth Leadership Program* participant

We are using
new technologies
to become more
adaptable, resilient
and responsive.



As our families navigate one of the most challenging years of their lives, we're using data at every step to learn how to help them through this crisis. And in a time of remote learning and working, we're focused more than ever on accelerating our digitisation efforts.

Throughout the COVID-19 pandemic, we've shifted some of our program offerings online and delivered digital resources to families in need. We've continued to digitise our supporter communications and processes, and unlocked efficiencies across our organisation by streamlining our operations.

As part of our Data Enablement strategy we launched the Working with Data intranet site, which we developed through a user-centred design process. We also produced a range of resources and established 17 reporting dashboards to help team members work with data more effectively and make more informed decisions in their day-to-day work. We also spent the year working closely with teams across the organisation to build their digital skills. We are pleased to record a 30% improvement in team members' data literacy, confidence and capability in 2019–20.

DIGITISING OUR PROGRAMS

Throughout the year, our teams on the ground worked closely with families and children to support their educational needs. They responded effectively to a number of unprecedented challenges, including the needs of families affected by the bushfires and those struggling with a range of disadvantages exacerbated by COVID-19.

COVID-19 impacts meant we had to deliver our mentoring, literacy and numeracy programs online to help students stay engaged in their studies remotely. Our Program Innovation Lab tested and developed an online version of our Learning Clubs, with positive early results. We are continuing our work on designing and testing a viable longer-term model.

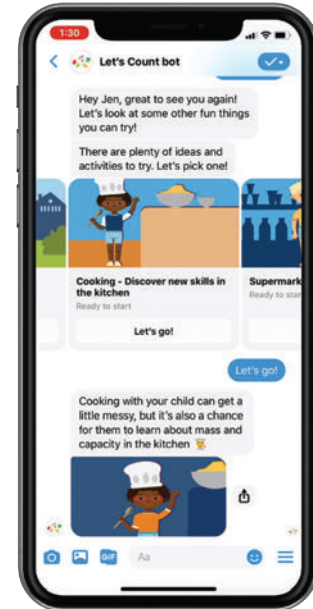
This year, we also launched our innovative *Let's Count* parent bot (pictured) on Facebook Messenger. This tool helps parents and carers support three to five-year-old children in their care to develop mathematical skills. Hosting the tool on this widely accessible platform enables the program to reach thousands more families.

MY SMITH FAMILY FOR FAMILIES

In 2019–20, we continued to improve our responsiveness and strengthen our relationships with families by expanding the capabilities of the My Smith Family online portal.

Families can use the portal to manage their *Learning for Life* support without having to navigate FAQ pages or go through a lengthy phone call. The portal allows them to update personal details, review their payments and upload their child's school reports quickly and easily.

We're pleased to report that our work on simplifying the portal and making it even more user-friendly has seen 73% of our *Learning for Life* families log on this year.



STREAMLINING TO STRENGTHEN OUR SUPPORTER RELATIONSHIPS

The year, our four Agile squads worked hard to create significant value for our supporters, families and students.

Our supporter squad for example, focused on delivering exceptional digital experiences. Initiatives included digitising sponsor/child communications and in the process reducing turnaround times, cutting postage costs and fostering closer relationships between sponsors and children.

This year, they also designed a webpage that enables sponsors to send birthday gift vouchers and messages to the students they're sponsoring. In just four months, we saw sponsors use the page to send 5,165 gifts to our students, and were happy to hear that 95% had a positive experience of the new process.

The digitisation efforts of the supporter squad have saved The Smith Family 1,473 work hours and \$413,000 in operational costs this financial year.

Colleen and her three children

Colleen

“When we received the laptop and internet pack, the kids were so much more engaged.”

CASE STUDY

KEEPING STUDENTS ENGAGED IN LOCKDOWN

We know that personal and financial pressures can make it harder for many children and young people to stay engaged with their studies.

Prior to the COVID-19 crisis, one in five of the students on our *Learning for Life* program had no access to a home computer with reliable internet service. These already vulnerable students found themselves with no or limited access to online learning, and risked falling behind in their education as a result.

To help tackle this problem, Suncorp and Allan and Gill Gray Philanthropy Australasia supported us to deliver 1,200 digital access packs to *Learning for Life* students in every state and territory. These packs, which provide students with a device, internet access and technical support, have been invaluable in helping students continue to learn in lockdown.

Colleen and her three children, who are all sponsored through *Learning for Life*, were grateful to receive one of the packs.

“At the start of lockdown, I had an overwhelming feeling of hopelessness about the situation. I was feeling very anxious about how I could support the kids.

My children were struggling to complete their work and really missing the social engagement with their friends. Home learning was a very new concept for them.

It was impossible to get the kids engaged to sit down with their books and work in the home environment. When we received the laptop and internet pack, the kids were so much more engaged,” Colleen says.

“Without The Smith Family,
I would still be behind.
I wouldn’t have been
able to do the uni course
that I wanted to do.”

Quynhi



Quynhi, *Learning for Life* graduate

STRATEGIC PRIORITY 6

ENABLE HIGH PERFORMANCE



TURNING SUPPORT INTO SUCCESS

“It’s been just me, my younger brother, mum and grandma. When I was 10, my mum was diagnosed with a brain tumour. It was all a bit much for her, so my grandmother sent me and my brother to Vietnam to live with our extended family. We spent six months overseas. When we came back, I was super behind in school. That’s when all the trouble started.

I became involved with The Smith Family in Year 7. I was falling behind, and with mum not being able to work anymore and my grandma being retired, we didn’t have much family income.

I never really caught up at school until I started going to Learning Club. I would go twice a week. It really helped me catch up. Emotionally, I noticed the impact of Learning Club straight away. It was an escape from everything that was going on at home. It wasn’t until The Smith Family was involved that we had the income to be able to fund things like excursions and school camps for my brother and I.

I’m the first to go to university in my family. I’m super happy with what I’ve achieved, and my family is really proud of me.”

Quynhi, *Learning for Life* graduate

To be an employer of choice, we want to create an environment that brings out the best in every team member and volunteer.



OUR TEAM MEMBERS

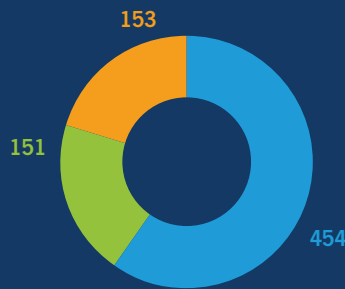
All data as at 30 June 2020

758

Smith Family
Team members

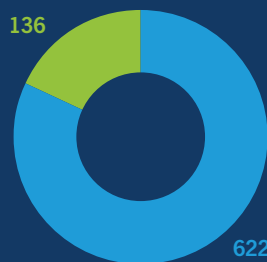
Employment status

454 Full time
151 Part time
153 Casual



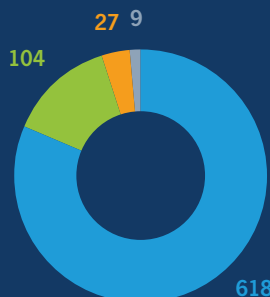
Gender composition

622 Female
136 Male



Breakdown of roles

618 Team members
104 Middle and Frontline Managers
27 Senior Managers
9 Executives



Our people

Like everyone in Australia this year, our people experienced some major upheavals due to the summer bushfires and the COVID-19 pandemic. Yet despite these obstacles, team members in every state and territory continued to dedicate enormous energy to providing better futures for young Australians in need.

We were in a good position to transition to remote work, with an existing flexible working policy and the digitisation of our operations already well underway by the time COVID-19 broke out. In March, we refreshed this policy and boosted our digitisation efforts so we could keep delivering services remotely to our supporters, families and students.

We also supported our own team members by rolling out a variety of mental health and wellness initiatives, ramping up our leadership training and providing the tools to work effectively from home.

We want to say a big thank you to all our wonderful team members. Without their adaptability, resilience and dedication, none of the achievements we've made this year would have been possible.

SAFETY AND WELLBEING

This year, we've continued our focus on the health and safety of team members. But given the additional stressors of COVID-19, in particular the isolation of remote working, we've taken extra steps to support their mental health as well.

Throughout the pandemic, we've offered remote mindfulness sessions and resilience training, as well as individual and group counselling through our external Employee Assistance Program. We've also given our leaders the tools to support team members in crisis, while continuing our monthly health and wellness emails on topics including wellbeing, men's health and positivity.

We were pleased by feedback from our team member survey, with 93% of respondents agreeing or strongly agreeing that: "The Smith Family is supporting employees during the COVID-19 pandemic."

Our systems and processes

LEADERSHIP EFFECTIVENESS

We've continued to focus on developing management skills through our LEADership promise framework:

- L**everage talent
- E**nable others
- A**ctivate autonomy
- D**evelop daily.

To put this framework into action, we held monthly coaching sessions and webinars to train managers on new skillsets, such as hosting effective virtual meetings. We held LEADers Loop people management sessions on topics like 'Building a high-performance team' and 'Taking action on your Leadership 360 survey feedback'. And we launched the LEADergram, a monthly email filled with insight-packed articles, video interviews with our leaders and information on upcoming events.

ENGAGING AND DEVELOPING OUR PEOPLE

The results of our Employee Engagement Survey were a high note of the year, showing an engagement score of 73% – an increase of 5% since 2017. This was one of a number of surveys we rolled out this year to check in with our team members. Others included the Leadership 360 surveys and COVID-19 emergency response surveys.

In 2020, we developed new training workshops and learning modules to ensure our people were able to continue developing their skills. These included:

- Agile Foundations;
- our Child Protection Framework;
- disability and cultural awareness;
- workplace health and safety compliance; and
- anti-bullying.

CREATING AN INNOVATION CULTURE

We continued our Agile transformation this year, deploying four cross-functional squads. We introduced a number of new Agile ceremonies, including a regular Scrum of Scrums meeting that focuses on building interdependencies across various teams. We've also held quarterly showcase events to display and celebrate the value that each squad has delivered over a given quarter.

TECHNOLOGICAL UPGRADES

As well as implementing the ContactSpace and Zendesk customer support solutions, we upgraded The Smith Family's website and portals this year. These upgrades focused on improving usability by providing more responsive, interactive navigation experiences for our supporters and families.

This year, we continued to implement a range of digitisation initiatives to make team members' and volunteers' experiences of our systems as simple and streamlined as possible. This involved implementing Docusign to reduce paperwork. It also included launching HR Central, a digital portal that gives managers access to all employee data, and supports all processes from recruitment and onboarding to role arrangements and reports.

To enable our systems to handle increased traffic, we migrated our data warehouse to the Azure cloud platform this year. Our enterprise data now lives in the cloud, delivering enhanced performance and reduced overheads. Now our IT team has the time to focus on value-adding activities, such as scaling our platforms and making more use of data and analytics. Given the growing risk of cyber threats in remote working environments, we've also adopted a 24/7 managed security detection and response service. This service gives us visibility of security incidents and provides security support outside of business hours.

In the coming year, we will continue to migrate our legacy systems into the cloud so that we can keep digitising and streamlining formerly time-consuming processes.

BUSINESS PLANNING

We continued to streamline our business planning process this year, focusing on involving a broad group of senior leaders in our decision-making. This year, a cross-organisational project helped us identify some important sources of savings that will help ensure The Smith Family's long-term financial sustainability. Our planning for 2020–21 factored in the risks associated with a worsening economic situation induced by the pandemic, and explored strategies to mitigate this outcome, as outlined in our COVID-19 Response and Recovery Plan.

CHILD PROTECTION FRAMEWORK

Under the Child Protection Framework, each of our teams has reviewed and updated its policies, procedures and practices to ensure we meet our obligations to protect the children we support.

As well as updating our child protection training programs for all team members, we maintain an up-to-date internal webpage with information and resources to keep team members and their managers informed in all aspects of their child protection work. We've also developed an online system to lodge internal child safety alerts.

Our commitment to protecting children extends to strict screening and reference checks of potential team members before they join The Smith Family and mandatory training immediately on commencement. We also make sure our potential partners – including sponsors, donors and supporters – are aware of how and why we protect children and their personal information.

We continue to monitor our performance through surveys, analysis of child safety alerts and benchmarking against the National Principles for Child Safe Organisations.

Our planning for 2020–21 factored in the risks associated with a worsening economic situation induced by the pandemic, and explored strategies to mitigate this outcome, as outlined in our COVID-19 Response and Recovery Plan.

Volunteers

Every year, individuals across Australia donate their time, knowledge and skills to families in need by volunteering with The Smith Family. In 2019–20, these volunteers contributed 214,350 hours – amounting to an estimated \$6.3 million worth of value. Without the energy and passion of 9,149 individuals, filling 9,440 volunteering roles, we simply could not have done our work.

We are proud to report our busiest year of Christmas volunteering in recent times. Throughout December 2019, 3,617 ‘elves’ brought Christmas magic to our *Learning for Life* families by helping us sort, pack and deliver hampers of toys and books across the country.

Due to health and safety concerns around COVID-19, many of our volunteers were unable to continue their work for much of 2020. Yet this unique occurrence prompted us to work creatively to retain their support and to digitise some volunteering activities so they could continue their valuable work from home.

VOLUNTEERING IN A PANDEMIC

With nearly 66%¹ of Australian volunteers ceasing their activities between February and April, we worked hard to stay connected with our volunteers remotely.

Our centralised Volunteer Coordination Unit (itself supported by a large team of volunteers) quickly moved its activities online when COVID-19 hit. Although this presented a major logistical challenge, our teams pivoted so effectively that we were quickly back operating online in a new and unique way.

Beyond enabling our own team to work remotely, one of our first COVID-19-related initiatives involved moving all volunteer

interviews to Zoom online video conferences. We also developed scripts and guidelines to support our volunteer managers in their transition to the new recruitment model.

We know how much our volunteers appreciate the social connections their work with The Smith Family provides. Throughout this period, we hosted a series of Zoom sessions to maintain our relationships with our valued volunteers. We also created resources, templates, responses to FAQs and an outline of our approach to supporting volunteers, and made all of these accessible via our intranet, SmithNet.

As some states moved out of lockdown, we were thrilled to see many familiar faces again. But to protect everyone’s safety, we enacted a COVID-19 plan to keep our volunteers and all our activities safe.

Ultimately, the success of our remote volunteering experiment will enable us to offer more flexible arrangements in the future, widening the pool from which we can recruit our much-needed volunteers.

SHOWING OUR APPRECIATION

The ups and downs of 2020 have shown us the value of our volunteers more than ever.

We made sure to acknowledge National

Volunteer Week this year, albeit in a different way. We marked the occasion remotely, by hosting a series of Zoom celebrations. We also recorded videos and posted these and other messages on social media to thank our volunteers publicly for their hard work.

This year, we appointed a Retention and Engagement Manager to help us keep experienced volunteers onboard by enhancing their experiences with us and deepening their connection to our work. By achieving our retention goals, we can also save the time, cost and effort involved in recruiting high volumes of new volunteers.

DIGITISING FOR TOMORROW

This year, we introduced the first of a suite of new digitisations that will help The Smith Family better manage our significant volunteer workforce in the years to come.

This included implementing Zendesk, which will assist our volunteering team in managing its administrative workload. This new email management and ticketing system saves the team time and resources, with smart incoming request management and automated replies to common queries.

We’ve also introduced new data dashboards that help our volunteer managers by giving them greater visibility into the status of their screening requests. It’s early days but our users are already noticing the benefits, with one remarking, “Now I can provide volunteers with more information about where they are along the process and assist in setting their expectations.”

To create further efficiencies in the volunteer recruitment process, we’ve also outsourced the previously time-consuming police check process to a third-party screening provider with a wealth of experience in the non-profit sector.

9,149

volunteers supported The Smith Family across every state and territory in 2019–20

214,350

total hours of service donated by volunteers, equivalent to nearly \$6.3 million

92%

of surveyed volunteers said they would talk positively to friends, family members and colleagues about their volunteering experience at The Smith Family

¹ Biddle, N and Gray, M (2020), *The experience of volunteers during the early stages of the COVID-10 pandemic*, Canberra: Centre for Social Research & Methods, Australian National University.

Nick, Toy and Book Appeal volunteer

Nick

CASE STUDY

THE GIFT OF GIVING

“Christmas can be an indulgent time for many of us. Packing a child’s Christmas presents, knowing they might be the only presents that a kid gets, gives you a bit of perspective about how many families are doing it tough.

My team at the Bank of Queensland has been volunteering for the Toy and Book Appeal since 2018. We’ve now turned it into a Christmas tradition. It’s a little different to a normal Christmas activity a corporate might do. Something with a bit more purpose to it.

I had no hesitation getting involved because I know the great work The Smith Family does.

The volunteering [activity] is a whole day organising presents and packing them into bags based on the size of the family and the

age of the kids. It’s a big day – but by the time we finish, we’re all energised by the things we’ve been able to do to help.

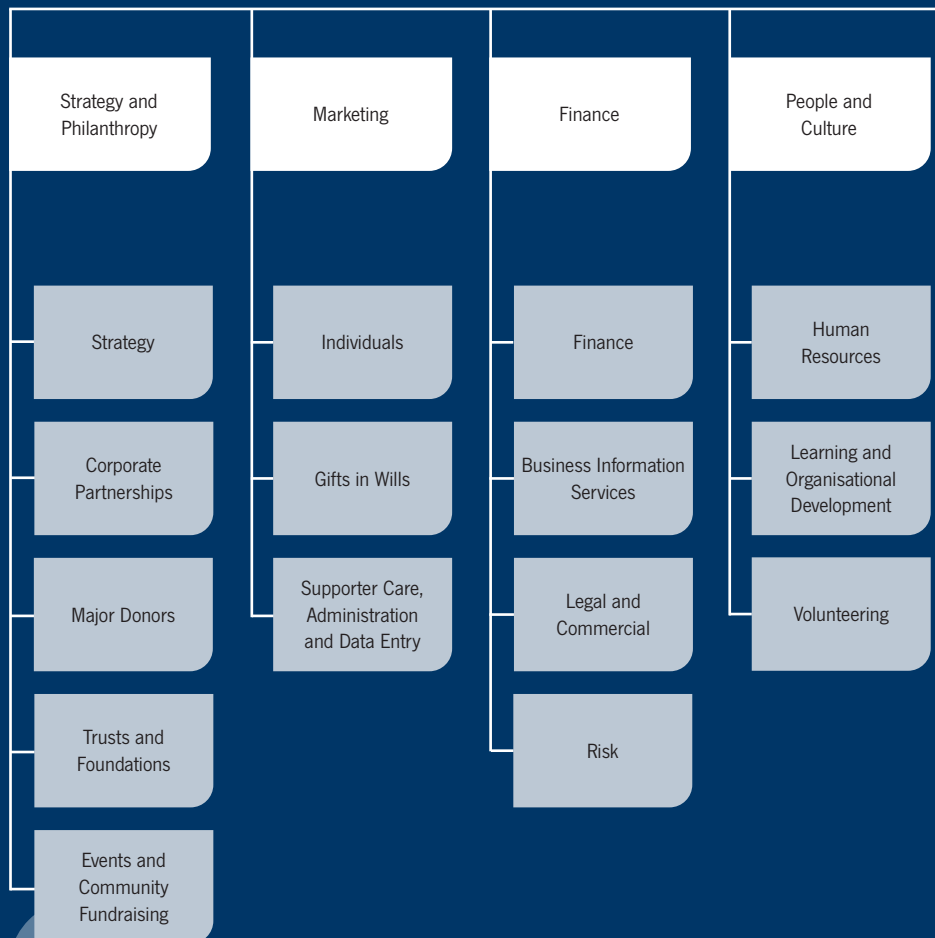
The hardest part of any volunteering is taking the first step. The idea of taking a day out of the office, especially around Christmas, can be a bit unnerving. But the value that both you and the kids will get out of it is huge.

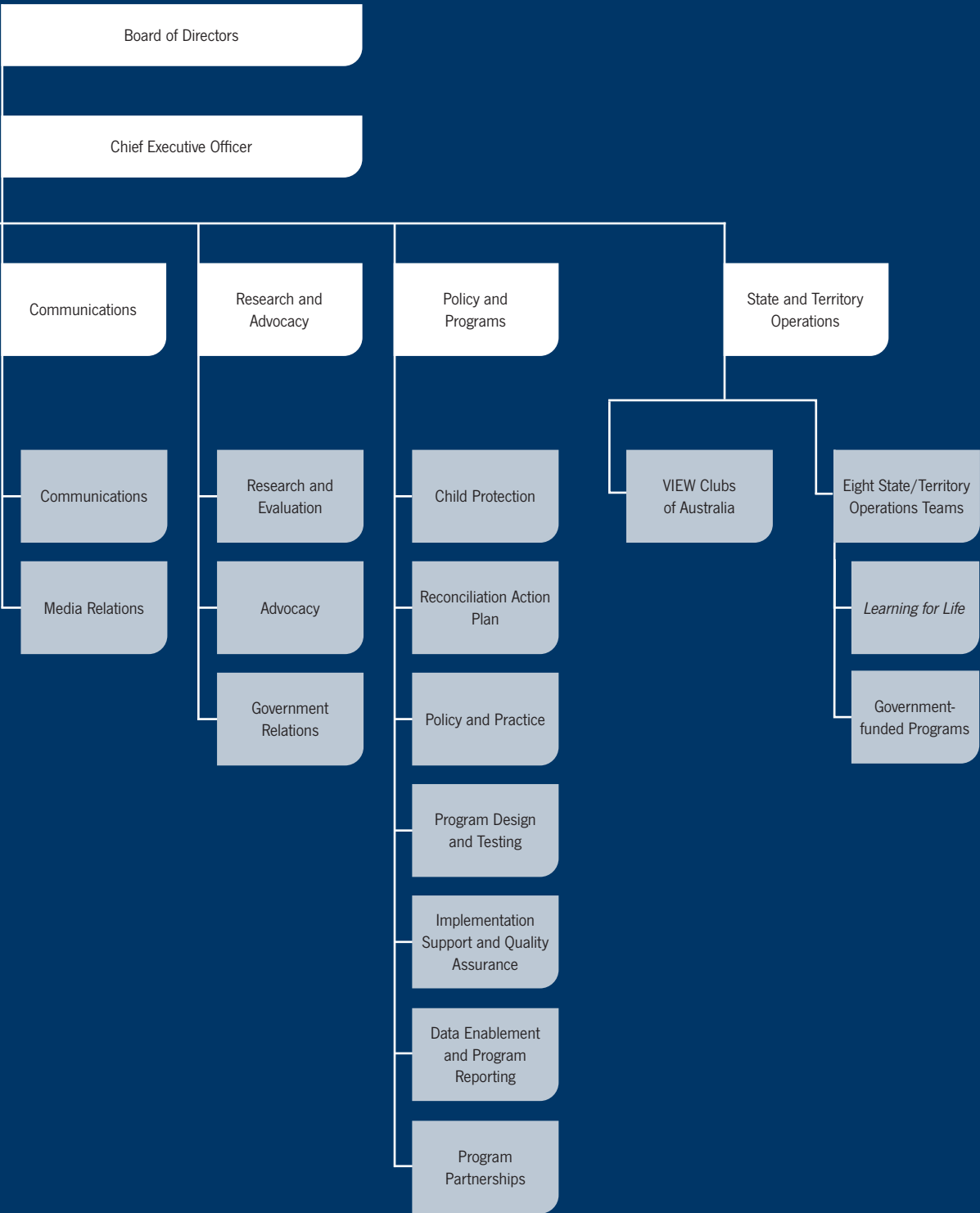
I have a two-year-old girl of my own. When you have your own kids, it makes you feel empathy for what some families are going through. When my daughter is a bit older, I’d like to get her involved in the appeal, to give her some perspective on how Christmas is for some people.”

Nick, Toy and Book Appeal volunteer

Our organisation

The Smith Family employs 758 team members.





“My schoolwork has improved a lot because of *student2student* and Learning Club.”

Matilda



Learning for Life parent Hannah reading to Grace (L) and Matilda

Source: News Corp Australia

CORPORATE GOVERNANCE



BUILDING CONFIDENCE THROUGH READING

“I used to feel shy about my reading and I didn’t really enjoy it. I have three sisters, so it was hard for mum to find time to read with us.

I was really nervous before I started *student2student* because my teacher said I was at a pretty low level.

Now I really enjoy reading and talking with my buddy on the phone each week. I feel more confident with my reading, and I’m catching up to the other kids in my class.

When I’m on the phone to my buddy, it means mum gets to have a bit of time to herself.

These days I feel comfortable reading in front of small groups. My favourite book is called *Meg, Jo, Beth and Amy*. It’s about a group of girls who go on all these fun and exciting adventures.

Me and my twin sister Grace love going to Learning Club. Grace says it’s fun. She likes it because it’s quiet when we do our homework. When I’m having trouble there’s someone who can help me. That makes me feel better about going to school.

I want to say thank you to The Smith Family for helping me and my sister get better at reading and schoolwork.”

Matilda, *Learning for Life* student

We are responsible and transparent about how we manage our resources.

Board of Directors



Nicholas W. Moore
BComm LLB FCA

Chairman and Non-executive Director since 2019. Chairman of Screen Australia, the Sydney Opera House Trust, The Centre for Independent Studies, Willow Technology Corporation and the National Catholic Education Commission; member and former Chairman of the UNSW Business School Advisory Council; former Chief Executive Officer of Macquarie Group Limited; and former Chair of Police Citizens Youth Club (PCYC) NSW.



Christine Cawsey AM
BA DipEd MEd (Admin)

Non-executive Director since 2013. Principal of Rooty Hill High School and past President of the NSW Secondary Principals' Council; member of the Greater Western Sydney Giants Board; member of the Department of Education Project Management Board for the Online Formative Assessment Initiative; and member of the Teachers Mutual Bank Educational Advisory Panel.



S.A. (Tony) Davis

Non-executive Director since 2016. Founding Director of Quantum, a global leader in applied data analytics and technology; Non-executive Director, advisor and investor in a range of tech ventures; and former Chairman and Director of peak marketing body the Association for Data-driven Marketing and Advertising (ADMA).



Rosheen M. Garnon
Bec/LLB FCA CTA GAICD

Non-executive Director since 2019. Chair of the Board of Taxation; Non-executive Chair of Alexium International Group Limited; Non-executive Director of Australian Rail Track Corporation, Resolution Life Australasia and Creative Partnerships Australia; former senior partner with KPMG; over 29 years' experience in professional services; and member of Chief Executive Women.

Dr Jeffrey A. Harmer AO
BA (Hons) DipEd PhD
FAIM FIPAA FANZSOG

Non-executive Director since 2013. Director of the John James Foundation; Secretary of the Department of Families, Housing, Community Services and Indigenous Affairs from 2004–11, and of the Department of Education, Science and Training from 2003–04; and Managing Director of the Health Insurance Commission from 1998–2003.

Mark G. Johnson
BComm FCA CPA FAICD

Non-executive Director since 2012. Non-executive Chairman and Director of The Hospitals Contribution Fund of Australia Ltd (HCF), Aurecon Group Pty Ltd and G8 Education Ltd; Non-executive Director of Coca-Cola Amatil Ltd, Goodman Ltd and Goodman Funds Management Ltd; member of the Board of Partners of Corrs Chambers Westgarth and the UNSW Council; Chief Executive Officer of PwC Australia from 2008–12 and former Chairman of PwC Foundation; 15 years in senior roles managing PwC's Assurance and Business Advisory Services, Consumer and Industrial Products team, and Audit, Technical, Risk and Quality groups; member of the UNSW Business School Advisory Council.

Adrian J. Kloeden
MSc (Business Studies)
BSc (Hons – Forestry)
Hon. Doc FAICD

Non-executive Director since 2016. Chairman of Hancock Victorian Plantations Holdings Pty Ltd and Aquasure Pty Ltd; Deputy President of the Victorian Chamber of Commerce and Industry; and extensive experience in senior management roles in agribusiness, manufacturing, distribution, retail, technology and transport companies in Australia and overseas.

Jeremy C. R. Maycock
BEng (Hons) FAICD FIPENZ

Non-executive Director since 2013. Chairman of NSW Electricity Operations Group (Transgrid) and Port of Brisbane Pty Ltd; former Chairman and Non-executive Director of AGL Energy Ltd; former Non-executive Director of Nuplex Ltd; former Non-executive Chairman and Director of Arrium Ltd; former Managing Director and Chief Executive Officer of CSR Ltd; inaugural Chairman of Cement Australia Pty Ltd; former Senior Vice-President and Country CEO Australia and NZ of Holcim Ltd; and former member of the UNSW Business School Advisory Council.



DIRECTORS WHO RETIRED DURING 2019–20



Dr Lisa J. O'Brien
MBBS (Hons) MBA MHRM&C
FRACMA GAICD

Executive Director since 2011. Non-executive Director of BUPA ANZ; Council Member of the University of Technology Sydney; member of the National COVID-19 Coordination Commission Charity, Philanthropy and Fundraising Group and the Charities Crisis Cabinet; former Director of the Community Council for Australia Ltd; founding member of Lou's Place, a drop-in centre providing respite and support for women in need; and more than 25 years' experience in the health care, community services, biomedical and information technology sectors.



Arun K. Abey AM
BEC BA (Hons)
Hon DUniv (ANU) FFSIA

Non-executive Director from 2007–2019. Co-founder and Chairman of ipac securities limited and Walsh Bay Partners Pty Ltd; strategy consultant; former General Manager of Strategy and Corporate Social Responsibility for AXA Asia Pacific Group; extensive experience in investment and economic market research; writer on investment matters in the media and academic journals; and co-author of a number of books about money and wellbeing.



Christine N. Bartlett
BSc MAICD

Chairman from May 2016 to November 2019 and Non-executive Director from 2007–2019. Non-executive Director of Mirvac Ltd, Sigma Healthcare, GBST Ltd, TAL Life Ltd, iCare and Clayton Utz; member of the UNSW Business School Advisory Council; former Director of PropertyLook and National Nominees Ltd; former Deputy Chairman of the Australian Custodial Services Association; and extensive management experience with IBM, Jones Lang LaSalle and National Australia Bank.

Professor Peter J. Radoll
BInfoTech MInfoTech PhD

Non-executive Director since 2019. Pro Vice-Chancellor, Indigenous, and Director of the Ngunnawal Centre, University of Canberra; inaugural Dean of Aboriginal and Torres Strait Islander Education and Research, University of Canberra; Director of the Wollotuka Institute, University of Newcastle; former Assistant Professor in Information Systems, University of Canberra; extensive experience in senior management in Indigenous higher education, including research, teaching and curriculum development; and ACT NAIDOC Scholar of the Year 2012.



June C. McLoughlin
M Ed Studies BEd ECE Dip ID

Non-executive Director from April to September 2019. Executive Director of Our Place, an education initiative of the Colman Foundation in Victoria; Non-executive Director of Goodstart Early Learning Ltd; former policy advisor in children's and family services, and early intervention in community services in Victoria; extensive experience as an educator, manager and policy developer in the public and private sectors, dedicated to understanding issues relevant to the needs of families and their children, and developing projects to refocus community services and education to provide integrated support for families and vulnerable children.



COUNCIL OF GOVERNING MEMBERS

The Council of Governing Members consults with the Board of Directors on the operations of The Smith Family, ensuring they align with the objects stated in our constitution.

The Council forms the voting membership of the organisation and is responsible for electing Directors and approving the annual accounts.

In addition to the Directors of the Company, the members of the Council are Arun Abey AM, The Hon. Bruce Baird AM, Christine Bartlett, Barbara Cail AM, Professor Ross Griffith, Jane Hemstritch, Tim Holden, John Kelly AM, Chris Leptos AM, Christine McLoughlin, James Millar AM, Linda Bardo Nicholls AO, Anne-Louise O'Connor, Greg Ruddock, Doug Snedden, Rosa Storelli, Paul Tobin, Richard Turner AM, Terry Walsh, Richard Warburton AO, Geoff Willmott and Emeritus Professor Ken Wiltshire AO.

Jan Roberts was a member of the Council until her retirement from the role of VIEW National President in December 2019. Anne-Louise O'Connor replaced her in this role in January 2020.

We thank them all for their support during the year.

BOARD OF DIRECTORS

The Board of Directors is the decision-making body of The Smith Family, responsible for governance and management. The Board assumes the company's fiduciary and legal obligations. Its roles and responsibilities are governed by the constitution and a comprehensive Board charter.

In 2019–20, the Board consisted of up to 11 honorary Non-executive Directors and the Chief Executive Officer, each offering a range of skills in addition to their board-level experience in various sectors. Nicholas Moore was appointed to the role of Chairman in November 2019, following the retirement of Christine Bartlett, who served as a Director for 12 years and as Chairman from May 2016 to November 2019. Arun Abey AM also retired in November 2019 after completing 12 years as a Director, and June McLoughlin resigned in September 2019.

The Smith Family's management conducts a detailed induction process for new Directors to provide them with a comprehensive understanding of our organisation, strategy and programs. This enables each Director to start contributing from the commencement of their appointment.

BOARD COMMITTEES

The functions of the Board's sub-committees in 2019–20 are outlined below.

The Corporate Governance Committee supports the Board in developing governance principles, identifying candidates for membership of the Board, its committees and the Council of Governing Members, and reviewing The Smith Family's constitution.

The Endowment Fund Committee oversees our investment policy and mandate for the Children's Future Education Fund. Over time, our earnings will provide a secure revenue stream to fund student scholarships and community work as part of the *Learning for Life* program.

The Finance, Audit and Risk Committee continues to focus on enhancing The Smith Family's investment policy and mandate, safeguarding our financial resources while seeing that we earn acceptable returns. The committee ensures that funds are available to meet our operating requirements. It also identifies, monitors and manages risk, particularly in the areas of child protection and cyber security.

The People and Culture Committee provides advice on remuneration policies and practices and ensures The Smith Family complies with employment-related statutory and regulatory requirements, including those concerning workplace health and safety.

In addition to these formal Board committees, several other groups operate within our organisation.

MEETINGS HELD AND MEETINGS ATTENDED

Director	Board of Directors		Corporate Governance		Finance, Audit and Risk		People and Culture		Endowment Fund	
	Number held	Number attended	Number held	Number attended	Number held	Number attended	Number held	Number attended	Number held	Number attended
C. Cawsey	8	6					1	0		
S.A. Davis	8	8								
J.A. Harmer	8	6	1	0					1	1
R.M. Garnon	8	7			3	3				
M.G. Johnson	8	6			3	3			1	1
A.J. Kloeden	8	7					2	2		
J.C.R. Maycock	8	7	1	1						
N.W. Moore	6	6			2	2				
L.J. O'Brien	8	8	1	1						
P.J. Radoll	8	7					2	2		
A.K. Abey	2	2			1	1			1	1
C.N. Bartlett	2	2	1	1	1	1	1	1	1	1
J.C. McLoughlin*	0	0								

* J.C. McLoughlin was granted leave of absence from 31 July 2019 until her resignation on 30 September 2019.

VIEW CLUBS OF AUSTRALIA

This national women's organisation with 14,861 members exclusively supports the work of The Smith Family. The organisation's National Council leads the overall development of VIEW and administers policy. The National President is Anne-Louise O'Connor, whose two-year term commenced in 2020. She is supported by two National Vice-Presidents, Joanne Gray and Beryl Pike.

The National Councillors are Evelyn Berg, Elizabeth Birch, Sally Cronberger, Rosemary Day, Margaret Elliott, Judith Hemmingway, Janice Spraakman, Anne Strangway, Gail Tooth, Betty Van Heeswijck, June Weise and Margaret Woodhouse.

ADVISORY GROUPS

The following groups provide advice to the Chief Executive Officer as well as senior management expertise on particular issues and projects.

The Advisory Group on Issues Concerning Aboriginal and Torres Strait Islander Peoples is chaired by John Rawnsley. Its members are Pauline Brown, Teangi Brown, Jayde Geia, Lenique George, Dr Jeff Harmer AO, Alara Hood, Jesse King, April Long, Professor Peter Radoll, Todd Sculthorpe, Vinny Valentine, Wanda Wellington and Jodie Wyatt. Meetings are also joined by The Smith Family's Aboriginal and Torres Strait Islander team members Karen Parker, Jason Smith and Leanne Smith.

The Financial Capability Advisory Group (formerly known as the Financial Literacy Advisory Group) is chaired by Michael Herring. Janet Liu joined the group during the year. Its other members are Robert Drake, Paul Ivers, Gregory Mowle, Irene Payne, Di Robinson and Caroline Stewart.

The Information Systems Advisory Group is chaired by Doug Snedden. Anthony Robinson joined the group during the year. Its other members are David Boyle, David Ellis, Ray Fleming and Richard McLaren.

The *Let's Count* Project Advisory Group is chaired by The Smith Family. Its members are Sean Barrett, Belinda Emms, Associate Professor Ann Gervasoni, Penny Markham, Samantha Page, Emeritus Professor Bob Perry and Duncan Rayner. Gillian Pratt stepped down from the group at the end of the year.

The Principals Advisory Group is chaired by The Smith Family Director Christine Cawsey. Its members are Anne Denham, Malcolm Elliott, Caroline Fishpool, Terry Heath, Andrew Pierpoint, Lee Sibir, Karen Snibson, Rebekah Stapleton, Zachary Taylor and Lorna Woodley.

We thank all members of these advisory groups for their ongoing service and support.

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 and services tax and fringe benefits tax.

The Smith Family is registered with the Australian Charities and Not-for-profits Commission (ACNC), and as required by law in the following states and territory, where it raises funds:

New South Wales
Registration number CFN 11049
– renewable in 2024

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

South Australia
Registration number 778 – ongoing subject to continued registration with the ACNC

Tasmania
Registration number 170
– registration is ongoing

Victoria
Registration number 10290
– renewable in 2021

Western Australia
Registration number 20352
– renewable annually

Australian Capital Territory
Registration is ongoing subject to continued registration with the ACNC

Five-Year Financial Summary

(Figures in \$'000s)

	2015–16	2016–17	2017–18	2018–19	2019–20
INCOME					
Fundraising					
Donations and corporate support	52,349	56,189	64,484	73,672	92,152
Bequests	11,131	8,262	7,110	5,882	9,090
VIEW Clubs	4,928	5,135	5,518	5,297	5,300
Government funding	10,057	16,649	23,450	26,563	35,814
Children's Future Education Fund		3,090	405	1,631	1,169
Commercial activities net contribution	1,403	1,872	396	7	10,702
Investment and other income	2,170	2,441	3,146	3,348	1,831
Total Income	82,038	93,638	104,509	116,400	156,058

EXPENDITURE

Policy and programs	(52,073)	(56,097)	(64,400)	(72,136)	(82,325)
Fundraising	(17,770)	(23,377)	(28,529)	(32,004)	(32,598)
Promotion and profiling	(2,309)	(2,305)	(3,277)	(3,945)	(4,358)
Administration	(1,870)	(1,865)	(2,440)	(2,569)	(2,314)
VIEW Clubs	(3,730)	(4,012)	(3,878)	(3,865)	(4,198)
Total Expenditure	(77,752)	(87,656)	(102,524)	(114,519)	(125,793)
Surplus/(Deficit)	4,286	5,982	1,985	1,881	30,265

OTHER RESULTS

Recycling Operation and other commercial activities					
Sales and other revenue	17,911	17,354	17,965	17,173	24,911
Expenditure	(16,508)	(15,482)	(17,569)	(17,166)	(14,209)
Commercial activities net contribution	1,403	1,872	396	7	10,702

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. Volunteering contributions are valued based on the level of skill required by various volunteering positions.

	2015–16	2016–17	2017–18	2018–19	2019–20
Volunteer hours	398,978	464,614	410,742	362,450	214,350
Value of volunteering contribution	\$11.9m	\$13.9m	\$12.1m	\$10.7m	\$6.3m

Five-Year Financial Performance

INCOME

Since 2015–16, total income has grown by an average of 17.4% annually, rising from \$82.0 million to \$156.1 million in 2019–20.

Donations and corporate support	In 2015–16, income from individual donations and corporate support was \$52.3 million. By 2019–20, it had risen to \$92.2 million, representing average annual growth of 15.2%.
Government funding	The Smith Family received \$10.1 million in government funding in 2015–16. In 2019–20, it received \$35.8 million, representing average annual growth of 37.4%.
Children's Future Education Fund	In 2019–20, The Smith Family received \$1.2 million into its Children's Future Education Fund.

EXPENDITURE

Total expenditure has risen from \$77.8 million in 2015–16 to \$125.8 million in 2019–20.

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 increased on average by 12.1% annually, rising from \$52.1 million in 2015–16 to \$82.3 million in 2019–20.
Fundraising	Fundraising expenditure increased from \$17.8 million in 2015–16 to \$32.6 million in 2019–20. The underlying increase in expenditure reflects our investment in regular giving initiatives and our digital, corporate and major donor fundraising activities.
Administration	Expenditure of \$2.3 million on administration support in 2019–20 represented 1.5% of total income, reduced from 2.2% in 2018–2019.

OTHER RESULTS

Recycling Operation and other commercial activities	The Recycling Operation ceased in 2019–20. The net surplus from the discontinued operation was \$10.7 million.
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VOLUNTEERING

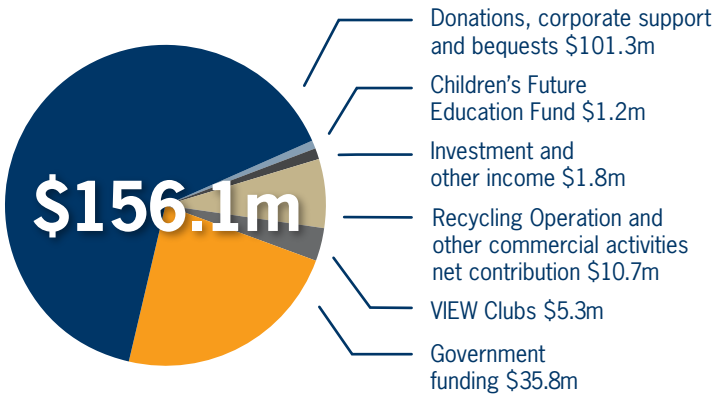
Estimated value of volunteering contribution	The estimated value of the contribution of volunteers in 2019–20 was \$6.3 million, compared to \$11.9 million in 2015–16.
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At The Smith Family's *Great Big Thank You* event: Dr Lisa O'Brien (L) with *Learning for Life* tertiary students Andela and April (R) and Dr Craig Challen SC OAM

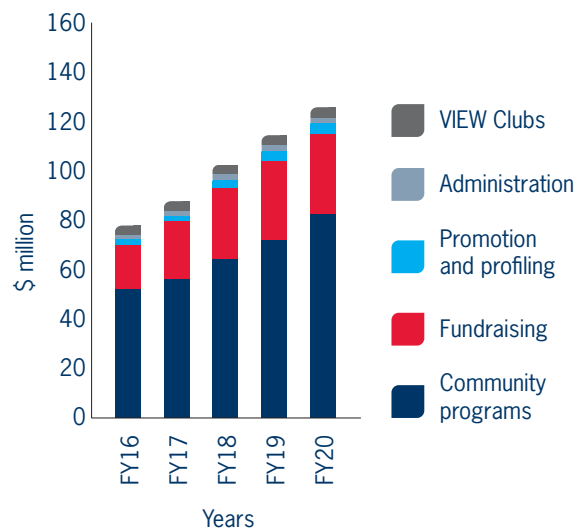
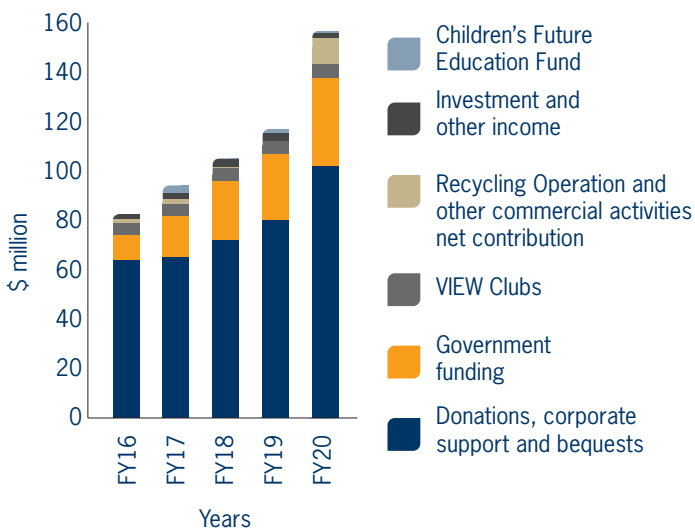
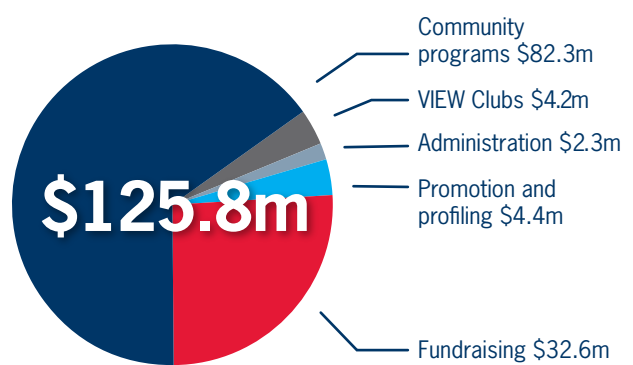
Where we obtained our financial resources

2019–20



How we applied our financial resources

2019–20



This annual report is the third in a series reporting on our 2018–22 Five-Year Strategy.



Australasian Reporting Awards
Silver Medal winners for our
Annual Reports in 2018 and 2019

Contact details

GENERAL ENQUIRIES

GPO Box 10500
Sydney NSW 2001
Website: thesmithfamily.com.au
T Freecall: 1800 024 069
E 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

VIEW CLUBS OF AUSTRALIA

Level 8, 117 Clarence Street
Sydney NSW 2000
T 02 9085 7178
1800 805 366
F 02 9085 7294
E 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

Level 5, Westpoint Office Tower,
17 Patrick Street, Blacktown
T 02 9895 1233 F 02 9633 9897
Albion Park | Auburn | Bathurst
Blue Haven | 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 | Springfield
Tamworth | Taree | Tarrawanna
Tuggerah Lakes | Wagga Wagga | Warrawong
Wiley Park | Windale | Wyong

Northern Territory

Darwin
Level 1, 6 Pavonia Place
Nightcliff NT 0810
T 08 8985 6841
Darwin | Katherine | Palmerston

Queensland

Brisbane
Level 13, 340 Adelaide Street,
Brisbane, Qld 4000
T 07 3115 6200 F 07 3337 6424
Brighton | Brisbane | Caboolture | Cairns
Coomera | Gladstone | Inala | Ipswich
Logan | Mackay | Maroochydore | Redlands
Rockhampton | Southport | Toowoomba
Townsville

South Australia

Adelaide
Level 2, 187 Rundle Street
Adelaide SA 5000
T 08 8224 1400 F 08 8223 4421
Christie Downs | Elizabeth Downs
Elizabeth Vale | Hackham | Morphet Vale
Port Adelaide Enfield | Port Augusta
Salisbury North | Smithfield Plains | Whyalla

Tasmania

Hobart
Level 3, 'Galleria Building'
31-35 Salamanca Place
Hobart TAS 7000
T 03 6223 2627
Bridgewater/Gagebrook | Burnie/Wynyard
Chigwell/Clairemont | North-East Launceston

Victoria

Melbourne
Level 7, 50 Queen Street
Melbourne Vic 3000
T 03 9473 4300
Bairnsdale | Ballarat | Bendigo | Brimbank
Broadmeadows | Collingwood | Dandenong
Epping | Frankston | Geelong
Lakes Entrance | Morwell | Shepparton
Werribee

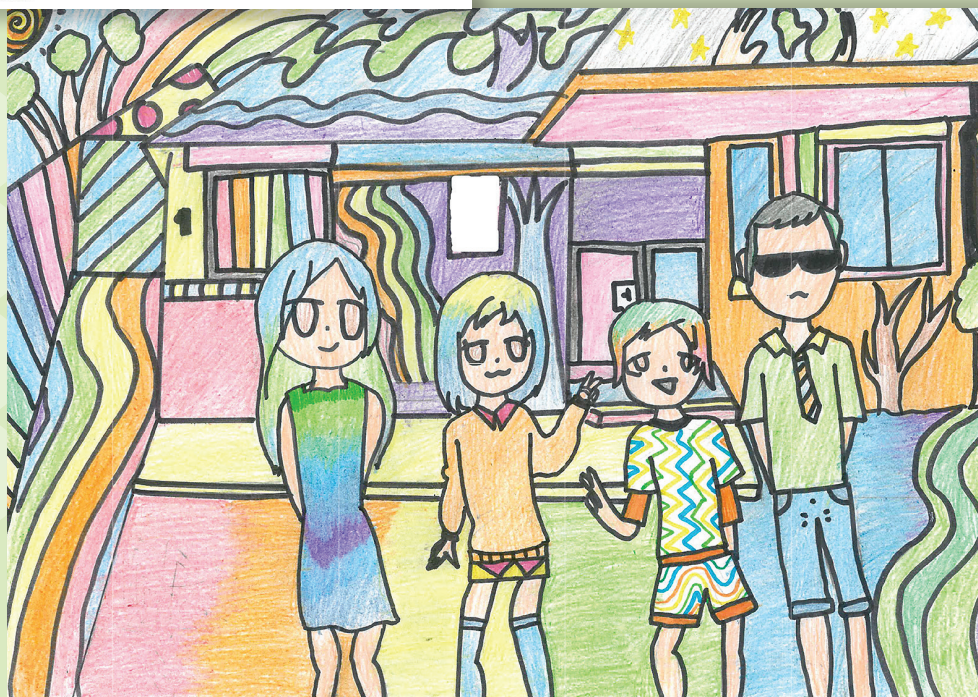
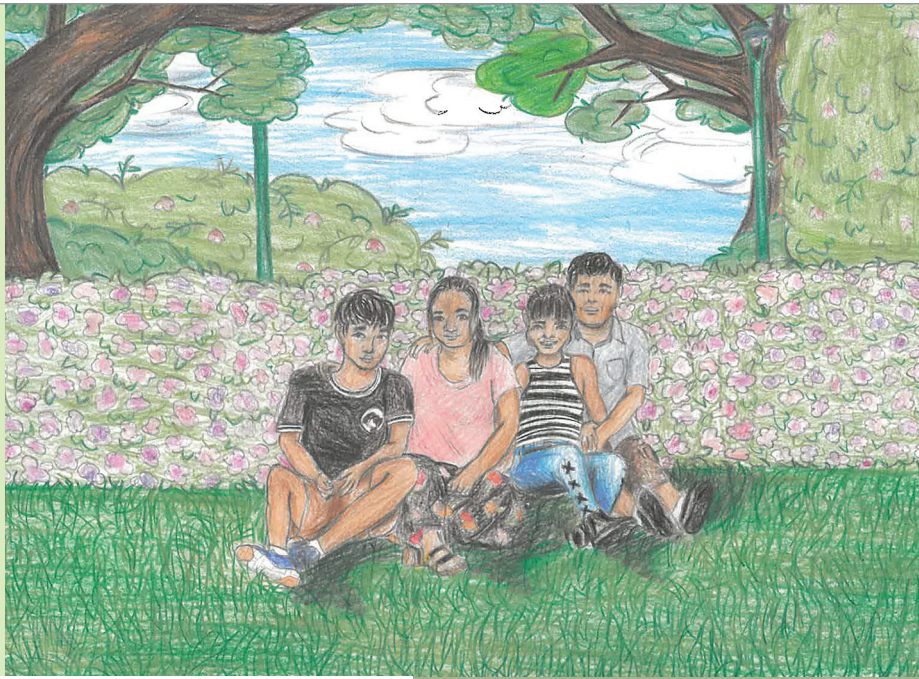
Western Australia

Perth
Level 1, 14–16 Victoria Avenue
Perth WA 6000
T 08 9265 5555
Armadale | Bunbury | Collie | Gosnells
Kwinana | Midland | Mirrabooka | Rockingham

ENTRIES IN THE SMITH
FAMILY'S 2019 ART AND
WRITING COMPETITION

“Self-portrait or
family portrait”





Artwork by children and young people participating in The Smith Family's Learning for Life program

"*Student2student* is good because when you read, you get better at learning.

I feel much better about my schoolwork now. I'd like to say thank you for helping me improve my reading and my schoolwork. And if I could, I would give my reading buddy a big hug."

Alannah

Learning for Life student and
student2student participant

"The centres are a lifeline for many vulnerable families like mine in the community. They have become a place of comfort to make friends, learn new things and feel a sense of belonging. Thank you to The Smith Family for making them available."

Christina

Child and Parent Centre participant

"Thanks to the online maths program, they have both come along so well with their numeracy. Reading twice a week with their buddies in *student2student* is improving their reading. Their buddies are just so supportive. The program is amazing and both the children are far more confident in their reading skills."

Rebecca

Learning for Life parent

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Sydney NSW 2001
T Freecall: 1800 024 069
E tsfmktg@thesmithfamily.com.au

 TheSmithFamilyAustralia

 SmithFamily_org

thesmithfamily.com.au



everyone's family