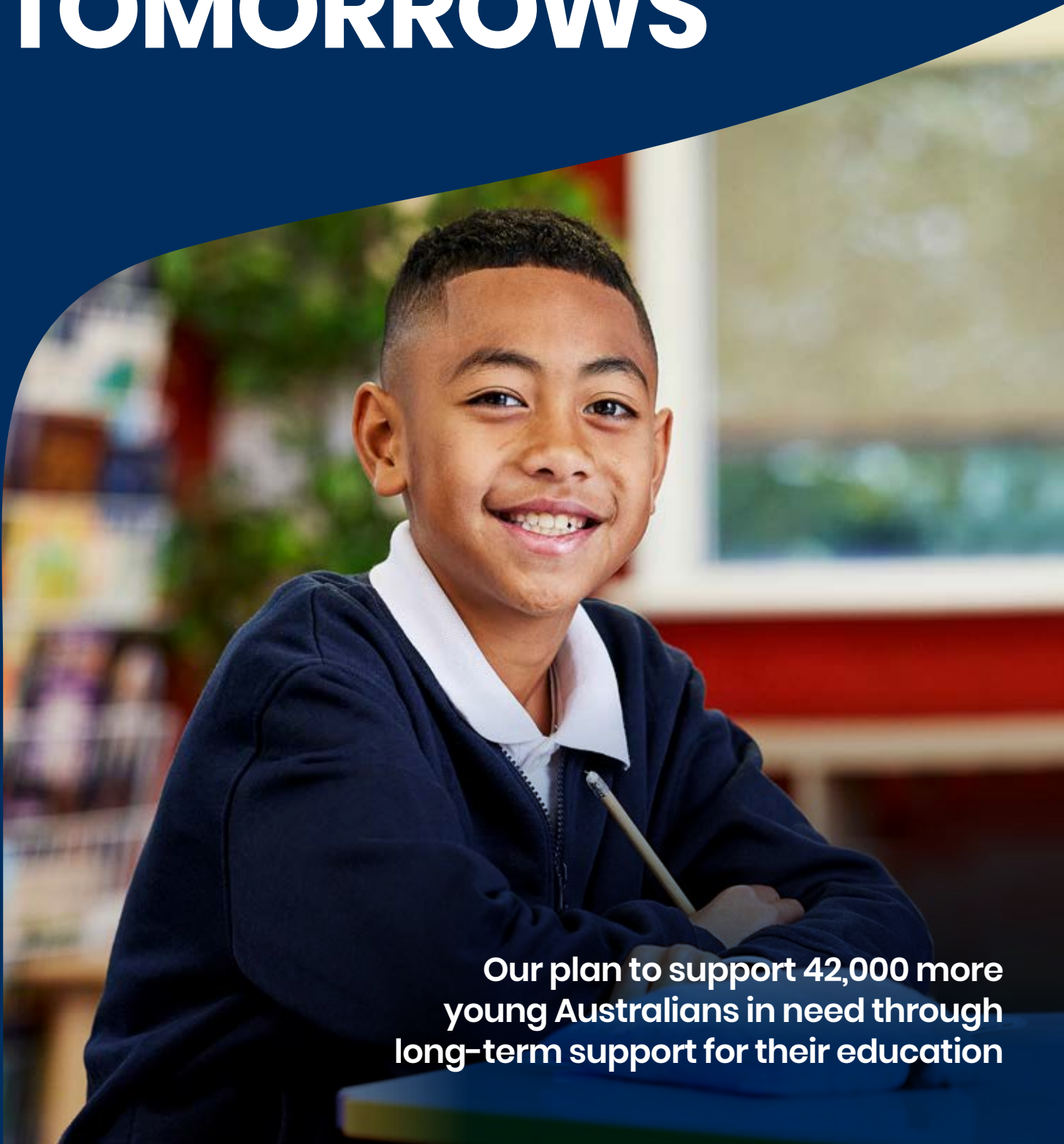




**The Smith
Family**

Learn today, change tomorrow.

CREATING BRIGHTER TOMORROWS



Our plan to support 42,000 more
young Australians in need through
long-term support for their education

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 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.





Every child deserves the chance to be their best.

The Smith Family helps young Australians experiencing poverty to overcome their circumstances and reach their full potential by providing holistic, long-term support for their education.

Our proven *Learning for Life* program has been a vital part of the educational journey of thousands of students and their families. We now have a plan to support 42,000 additional young Australians on the *Learning for Life* program in 91 communities across the country. And we're asking for your help to make it happen.

MESSAGE FROM THE CHAIRMAN & THE CHIEF EXECUTIVE OFFICER

Every year, The Smith Family helps thousands of young Australians to overcome educational inequality caused by poverty. We do this by providing support at every stage of their educational journey – from early childhood through to the completion of school or higher education.

We work with parents and carers, recognising they play the crucial role in supporting their child's education. We partner with 764 schools from 91 low-socioeconomic communities across every State and Territory, and over 50% of these partnerships are in regional communities.

The Smith Family has developed several programs, including *Learning for Life*, that have been shown to improve educational output and performance. We continue to refine and enhance our programs and we are confident of their effectiveness.

Our programs are highly targeted, supporting young people who are at significant risk of poor educational and employment outcomes. In other words, they risk remaining in a cycle of poverty. In 2022, we were supporting around 58,000 children and young people through our core long-term scholarship program, *Learning for Life*. This program has been extremely successful in reducing the risk of tens of thousands of children and young people remaining in a cycle of poverty. But, research tells us more needs to be done.

Family challenges such as illness, disability, unemployment, and rising costs of living can see parents and carers unable to provide support and resources for their child's education. Challenges our families face include digital exclusion – limited access to technology and a lack of digital skills. Currently, one in six of our *Learning for Life* students live in families that don't have a computer or tablet connected to the internet at home. The Smith Family has a plan to help bridge this digital divide. Given the critical importance of digital skills to educational and employment outcomes and Australia's future economic and social success, we will seek to support thousands more children and young people to develop these skills in the years ahead.

However, if these and other issues are left unaddressed, we know the result will be children who lack essential skills when they start school, and without what they need to fit in and succeed. This results in students falling further behind their peers, with the difficult task of trying to catch up. A lack of engagement and support leads to lower educational performance and a high risk of leaving school early with few or no qualifications. Over the long term, this makes it incredibly difficult for young Australians to get ahead in life; it negatively impacts their health and wellbeing, and ultimately means poverty may be passed on to the next generation.

Investing in more children and young people to help them reach their full potential makes sense on many levels.



The Smith Family's Chief Executive Officer, Doug Taylor (L) with Chairman, Nicholas Moore

And it is an investment that is urgently needed. Over the next five years to June 2027, The Smith Family has a plan to support 42,000 more young Australians in danger of remaining in the poverty cycle by providing long-term support for their education.

This means growing the reach of our proven *Learning for Life* program to 100,000 students, because now is the time to invest in their futures. To make this a reality, we require an additional investment of \$164 million.

This is a unique opportunity without parallel. It is a chance to deliver our evidence-based program that is continually refined, tested and improved – ensuring both organisational effectiveness and agility to meet the ever-evolving needs of our students, families and schools. The investment will enable greater family engagement and support through 122 additional Family Partnerships Coordinators – our team members on the ground who work closely with parents and carers to help them develop skills to support their children's learning. This is vital because we know 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

After 100 years of helping Australians in need, The Smith Family is well placed to lead this once-in-a-generation opportunity for philanthropists, partners and governments to help break the cycle of poverty for an additional 42,000 young Australians. Every day we see first-hand the incredible impact that The Smith Family has on children, young people, families and communities.

We will continue our work to give every child the opportunity to change their own future – no matter their circumstances. Together, we can empower thousands more young Australians to harness their education and build skills to unlock their true capabilities. But first, we need your help to provide long-term support for their education.

Nicholas Moore
Chairman

Doug Taylor
CEO

THE SMITH FAMILY'S STRATEGY & AMBITION

For 100 years, The Smith Family has been working to support Australian families in need. Today, we have become the leading education-focused children's charity in Australia. We believe education is a powerful change agent. We work with children, young people and families to help them overcome educational inequality caused by poverty.

Our approach is simple. It starts in early childhood when we work with a child's family and community to build the foundational numeracy and literacy skills children need when they start school. Later, we ensure children have the everyday essentials and extra support that they need to succeed at school.

If students go on to tertiary education, we provide them with additional support and mentoring to continue their studies and – eventually – take the first steps in their chosen careers. To support children, we also help parents, carers and communities to develop the confidence and skills they need to engage with their child's education and enable them to build important life skills.

Through the long-term, evidence-based approach of our core program, *Learning for Life*, we provide children and young people with a proven combination of practical, personal, and financial support, so they can harness education and use it to unlock their full potential.

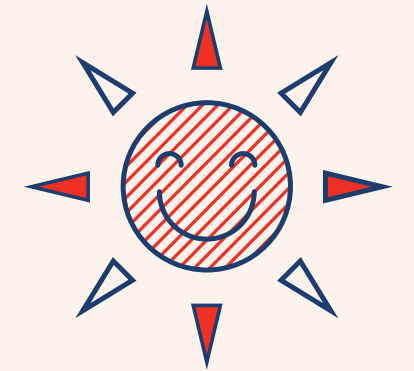
In our current Five-Year Strategy to 2027, we've set a bold ambition to deepen our impact and broaden our reach to help thousands more young Australians through our educational support. We've set the bar high – because the need is great. We know this because the data tells us that poverty continues to be a persistent problem here in Australia. More than a million young Australians are living in poverty today² and face significant barriers to achieving at school and beyond.

We also know this because we listen to our community. By consulting with our students, families, partner schools, team members, volunteers and supporters to hear their insights and experiences, we can understand first-hand the key challenges facing Australian children and young people. We also worked closely with sector leaders and pro bono partner Bain & Company to develop our strategy.

Our Five-Year Strategy is underpinned by our unwavering focus on the children and young people whose lives we seek to improve through our targeted and effective support.

OUR VISION

A world where every child has the opportunity to change their future.



OUR PURPOSE

To overcome educational inequality caused by poverty.



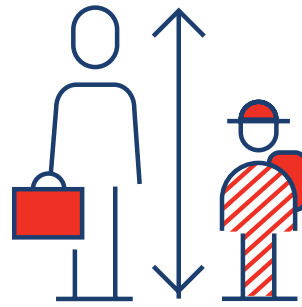
OUR BELIEF

Education is one of the most powerful change agents.



STRATEGIC PRIORITY 1

Strengthen impact in *Learning for Life*

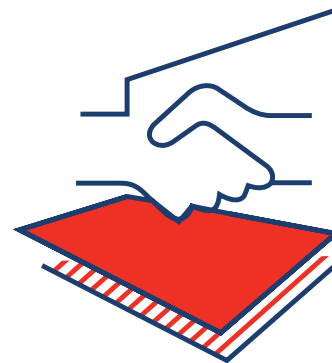


A key component of our ambition is to deepen our impact, through a strategy that enables us to give *Learning for Life* families and students more holistic support that is tailored to their needs – ultimately driving better education and life outcomes.

We will measure our impact by tracking the progress of our students, including their attendance at school; completion of Year 12 or equivalent; participation in further study or work after they complete the program; and completion of tertiary qualifications for students undertaking further study. We will also augment our outcome measures to improve our tracking of student progress and enable more timely responses to what the data is telling us.

STRATEGIC PRIORITY 2

Leverage digital and partners



Children's and young people's educational outcomes are influenced by a range of factors and an ecosystem of relationships, including family, school and community. Aligned with our principle of 'doing what we are best placed to do and partnering with others for impact', The Smith Family works with others to achieve our purpose.

We will leverage a greater range of partnerships to deliver our short-course programs to access greater reach, innovative content, and platforms that best meet student needs and avoid unnecessary duplication. Partnering with other organisations to deliver programs will enable us to broaden our program offering without taking on the building and maintenance of associated program infrastructure.

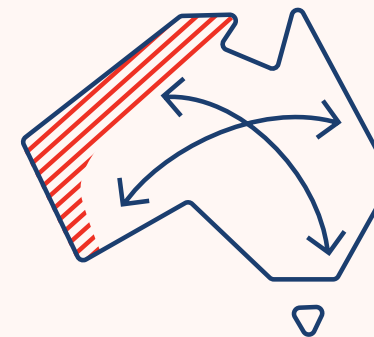


STRATEGIC PRIORITY 3

Expand digital inclusion

Our ambition is for all 100,000 students on our *Learning for Life* program to be digitally included by 2027. The 'digital divide' has been a critical issue for disadvantaged communities, and this challenge was exacerbated by the pandemic, with extended periods of remote schooling causing many students to fall further behind in their learning.

We estimate that around one in six students on our *Learning for Life* program live in families without a computer or tablet connected to the internet at home. Moreover, their digital capability is often not equal to their peers. It is essential for all *Learning for Life* students to be digitally included so that they can fully participate in an education system that is increasingly reliant on digital learning.



STRATEGIC PRIORITY 4

Grow our reach

We have an ambitious growth agenda, aiming to increase *Learning for Life* scholarships from around 58,000 students in 2022 to 100,000 students in FY27 – an increase of 72% over five years.

In addition, we will employ another 122 Family Partnerships Coordinators to support this growth.

Our Family Partnerships Coordinators play an integral role, as they build strong relationships with parents and carers, collaborating with them to develop ways to engage with their child's learning.

STRATEGIC PRIORITY 5

Grow our influence



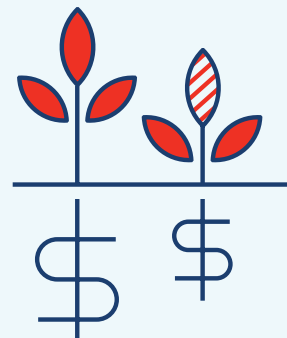
We aim to grow The Smith Family's influence with our stakeholders, within the sector and our nation.

Children's educational and life outcomes are influenced by a range of factors, including government policies and processes, and community attitudes. Advocacy is a key priority to both maximise The Smith Family's impact on those who participate in our programs and to amplify our impact beyond the lives of the children and families we directly support.

Our advocacy is underpinned by research, practice and innovation, and we'll continue to engage Commonwealth, State and Territory governments to ensure our *Learning for Life* program is aligned and supportive of achieving specific policy objectives and goals.

STRATEGIC PRIORITY 6

Grow our funding



To support 42,000 more children and young people to overcome educational inequality caused by poverty by June 2027 and achieve other ambitious goals, we'll launch new initiatives to grow income from key audiences, including philanthropists, partners and governments, as well as the broader community.

With income from fundraising representing around 86% of our total funding base, increasing fundraising income will be critical in achieving our growth ambition.

"When I didn't have the things that I needed for school, it really made me feel like I wasn't worth it. Getting help from The Smith Family improved my reading, writing, and everything. I want to be a doctor because I want to be able to help people."

Amelia, *Learning for Life* student



PARTNERING WITH FAMILIES & COMMUNITIES

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.³ This is because parents and carers play a central role in their child's education.

However, as shown below, the students we support face complex and often compounding challenges that mean their families need extra

support to help them achieve the best educational outcomes for their children. Each family is supported by a professionally trained and qualified Family Partnerships Coordinator, who works closely with parents and carers to help them develop skills to support their child's learning.

The Smith Family also helps families to build meaningful relationships with other community organisations. Evidence suggests that factors like the availability of school-community networks play a major role in determining educational outcomes for children and young people.

All
live in
low income
families



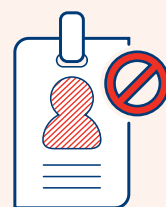
More than half
live in
single-parent
families



1 in 6
don't have a
computer or
tablet connected
to the internet
at home



Around 3 in 4
have a parent
or carer who
is not in paid
employment



About 1 in 3
and a similar
proportion of
parents and/or
carers have a
disability or
health issue



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



"I just want my boys to have the best education they can possibly have and succeed in life. My sons, Max and Jacob, both have sponsorships with The Smith Family, which is fantastic. It pays for some of their schooling needs and things like school bags and shoes when they've got holes. It helps because it means we can put other money away so we can do other things."

Kylie, Learning for Life parent

OUR CORE *LEARNING* FOR LIFE PROGRAM

A holistic solution that is proven to work.

To break the cycle of poverty and unlock their potential, young Australians from disadvantaged backgrounds need long-term support at every stage of their educational journey.

Our approach supports families from the earliest years of a child's life through to the end of their formal education. In the early years, we help parents and community providers to develop children's literacy and numeracy skills before they start school. In the school and tertiary years, families on our *Learning for Life* program enter a partnership with The Smith Family to work collaboratively to ensure positive educational outcomes for children and young people.

Children on our *Learning for Life* program are also linked with a sponsor who provides financial support to help cover education-related expenses.

This support continues through secondary school and, potentially, tertiary studies.

Our *Learning for Life* program provides children with educational support well beyond the classroom in three ways. Each child receives:

- 1. **Financial support** for education essentials, like uniforms and books.
- 2. **Personal support** for the child and their family – to help children stay motivated at school, complete their education and go on to further study or work.
- 3. **Practical support** through our extra learning and mentoring programs – tailored to each child's needs.

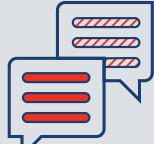
This proven combination of financial, personal and practical support enables young people to harness education and build skills to unlock their true potential.

1



FINANCIAL SUPPORT
for education essentials, like uniforms and books

2



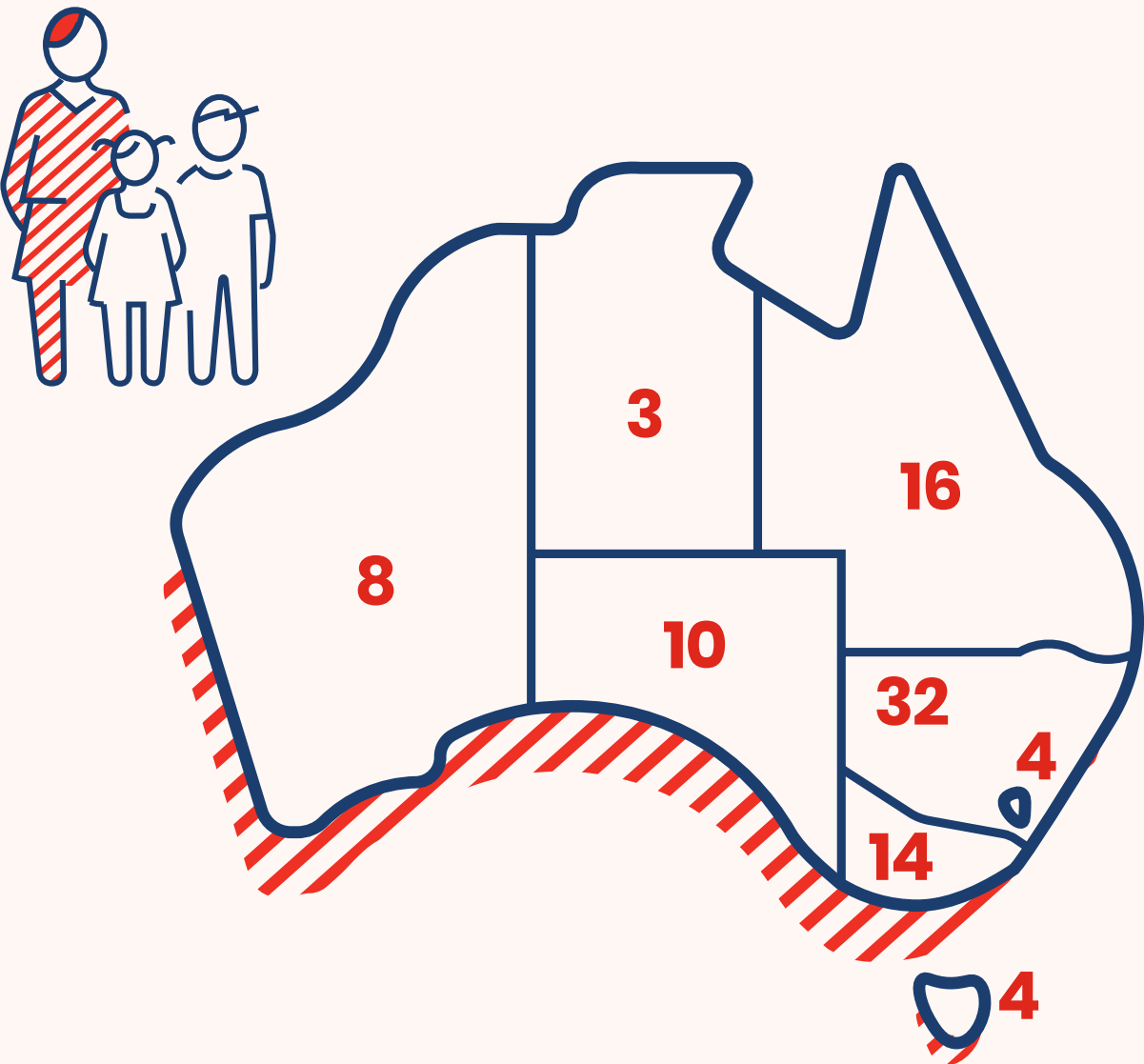
PERSONAL SUPPORT
for the child and their family

3



PRACTICAL SUPPORT
through our extra learning and mentoring programs

THE 91 COMMUNITIES IN WHICH WE WORK



WORKING WITH FIRST NATIONS PEOPLES

13,304 or 22.2%

of *Learning for Life* students identified as Aboriginal and Torres Strait Islander peoples in FY22, and we remain committed to helping close the gap in their educational outcomes. We know these students can face a range of additional social and cross-cultural challenges that impact their educational and life outcomes.

That's why we place significant emphasis on supporting students' regular attendance at school and engagement while there. By doing so, students are more likely to be motivated to complete Year 12 – leading to better educational and life outcomes.

THE VITAL PERSONAL SUPPORT WE PROVIDE

Terri's experience as a Family Partnerships Coordinator



"The key challenge for the families I work with is job opportunity. With the privatisation and closure of power and wood industries over the years, many have found it difficult to find work or reskill. This means that financial costs are often seen as a barrier to their child's education. I have the opportunity to break down these barriers, and help empower children for success at school and into the future.

"The support goes beyond just our students. I build strong professional relationships with parents, encourage them to support their child's education, and make them feel a part of the community. I enjoy advocating for our families and being that support network that breaks the barriers of disadvantage through education. The families that we work with continually offer gratitude for the support we provide, as it helps cover the cost of uniforms, camps, excursions, digital access and so on. These are the things that help young people succeed in their studies and provide a sense of belonging at school. Without the support, students could miss out on these opportunities and feel singled out from their peers.

"I have grown up in the community and was a recipient of The Smith Family scholarship. It offered my family such a relief from the financial strains of education, and meant I didn't have to miss out. The opportunities it gave me allowed me to successfully complete Year 12, and go on to further study at university. I'm now able to pay it forward and support other local families to achieve the same educational success I received through The Smith Family.

"Each year, the highlight is seeing the pride on the faces of those that have supported the scholarship recipients, and the excitement of graduating students reaching the milestone of their Year 12 qualification."

OUR LEARNING & MENTORING PROGRAMS BY LIFE STAGE

We support the education of young Australians before school all the way to adulthood.

Early Years



- *Let's Count*
- *Let's Read*

Primary Years



- *student2student*
- *Young ICT Explorers*
- *Kidpreneur*
- *Passport*
- *Future Seekers*
- *Digital Inclusion*
- *Learning Clubs*

Secondary Years



- *iTrack*
- *SmArts*
- *Work Inspiration*
- *Girls at the Centre*
- *Ready for Work*
- *Money Talks*
- *Future Seekers*
- *Futurepreneur*
- *Digital Inclusion*
- *Learning Clubs*
- *Indigenous Youth Leadership*

Post-school Years



- *Tertiary Scholarship*
- *Cadetship to Career*
- *Digital Inclusion*

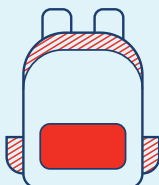
Parents and Carers



- *Let's Count*
- *Let's Read*
- *Financial Literacy*

LONG-TERM EDUCATIONAL OUTCOMES FOR OUR STUDENTS IN FY22

ATTENDANCE RATE



86.9%

for students in Years 1 to 10.

82.4%

for Aboriginal and Torres Strait Islander students.

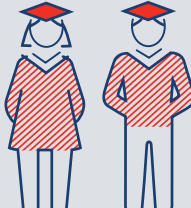
ADVANCEMENT RATE



68.4%

of students in Year 10 in 2019 advanced to Year 12 in 2021.

TERTIARY COMPLETION



48%

of students who commenced a Tertiary Scholarship in 2018 completed a qualification by the end of 2021.

Another 23% are still studying.

ENGAGEMENT RATE



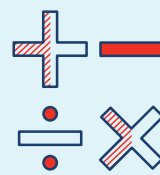
84.2%

of students who were in Year 12 in 2020 were working and/or studying 18 months after leaving school.

SHORT-TERM EDUCATIONAL OUTCOMES FOR OUR STUDENTS IN FY22

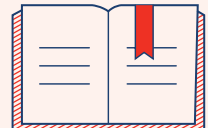
IMPROVED NUMERACY

Let's Count: 94% of early-years professionals felt that they had increased confidence in engaging with parents and carers about their children's mathematical development.



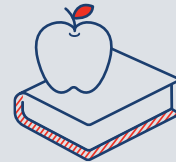
IMPROVED LITERACY

Let's Read: 86% of parents agreed that they now have more ideas about how to read, talk and sing with their child to enhance early literacy.



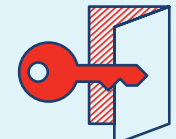
INCREASED ACADEMIC ENGAGEMENT AND ACHIEVEMENT

student2student: 95% of students improved their reading. 84% of students agreed that participating in student2student made it easier to do their schoolwork.



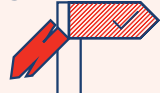
INCREASED SELF-MANAGEMENT AND CONFIDENCE

Passport: 82% of students reported that Passport helped them learn skills that would assist them in high school. 78% of students increased their knowledge and understanding of high school.



IMPROVED KNOWLEDGE AND UNDERSTANDING OF STUDY OPTIONS AND CAREER PATHS

iTrack: 79% of students reported that participating in iTrack improved their knowledge of post-school options and career pathways. 75% reported their mentor increased their aspirations to go on to further education.



IMPROVED KNOWLEDGE AND UNDERSTANDING OF FINANCIAL MANAGEMENT

Certificate 1 Financial Services: 89% of participants attained the Certificate 1 qualification. 88% reported saving on a regular basis since completing the program.



THE SCOPE OF THE PROBLEM

Every child should have the opportunity to change their future. But for 1.2 million young Australians⁴, poverty stands in the way.

Our research shows that within our existing *Learning for Life* communities, which are made up of 764 partner schools in 91 communities, there are thousands more students who would benefit from our program. Our ambition over the next five years is to reach at least an additional 42,000 students.

Through no fault of their own, young Australians impacted by poverty face daily challenges that can prevent them from achieving all they're capable of. The risk factors that lead to educational inequality can begin in a child's early years and continue throughout school.



Over the years, the impact compounds, and for some, it can lead to poorer overall educational and life outcomes. Despite the resilience and commitment of parents and carers, the contributors to disadvantage are complex.

Without the right support at the right time, the effects can be long-term and intergenerational. If we don't take action together now, many Australian children will not have the extra learning support they need to make the most of their education and realise their full potential.

The cost to our nation is also significant. Independent studies estimate that each student that does not complete Year 12 costs the community around \$1 million⁵ over their lifetime in lost earnings, tax receipts, and health and welfare.

We know the scope of the problem because we've listened to our community. By consulting with our students, families, partner schools, team members, volunteers and supporters to hear their insights and experiences, we can understand first-hand the key challenges facing Australian children and young people.

Education provides children with a pathway out of poverty – empowering future generations.

If we don't act together now, 42,000 young Australians will miss out on the extra learning support they need to unlock their potential.

⁴ *Poverty in Australia 2022* Australian Council of Social Service/UNSW Sydney.
⁵ Lamb, S and Huo, S (2017), *Counting the costs of lost opportunity in Australian education*, No. 2, Melbourne: Mitchell Institute.



“The Smith Family has essentially been the key to my entire education. It’s given me everything. If there’s one thing I can say to The Smith Family supporters is thank you. Thank you for believing that we can make a life for ourselves.”

Jack, *Learning for Life* tertiary student

INVESTING IN BREAKING THE CYCLE OF POVERTY

For families already dealing with limited financial resources, unemployment, disability, poor health or unstable housing, the compounding pressure of COVID has been immense.

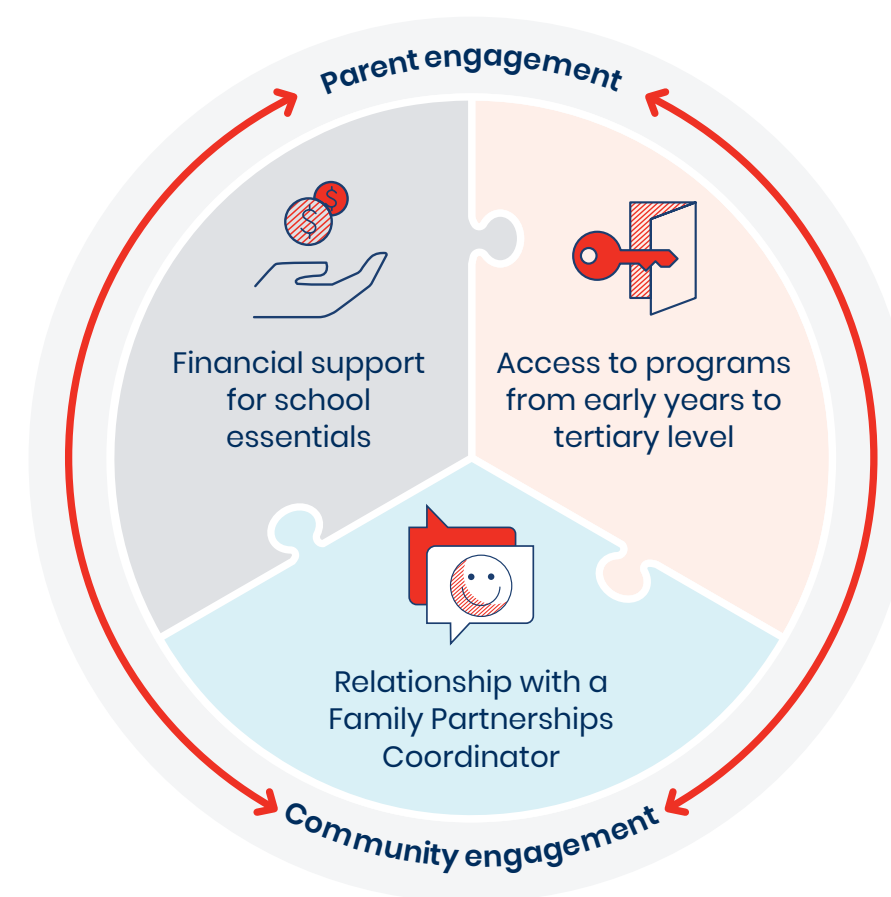
The effects continued in 2022, with cost-of-living pressures and greater housing insecurity adding to the challenges already facing many Australian families.

While many children from all walks of life have experienced learning impacts due to the pandemic, a report commissioned by the Australian Government in 2020 shows its

educational impacts are likely to be significantly greater for children from disadvantaged backgrounds than for their more advantaged peers.⁶

Given the myriad of challenges families are facing, our wrap-around support is now more important than ever. Our approach supports families from the earliest years of a child’s life through to the end of their formal education journey.

Families on our *Learning for Life* program enter a partnership with The Smith Family to work collaboratively to ensure positive educational outcomes for children and young people.



⁶Centre 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.

THE IMPORTANCE OF LONG-TERM, HOLISTIC & TAILORED SUPPORT

We believe that to break the cycle of poverty for Australian families, we must continue to invest in supporting the education of children and young people experiencing educational inequality.

Given the range of challenges they face, no single or short-term response will achieve sustained and significant progress in the educational outcomes of children and young people impacted by poverty. However, significant improvements are possible. Research by Nobel economist, James Heckman, highlights the broad principles which are required.

The most cost-effective way of improving the educational and wellbeing outcomes of children experiencing disadvantage is to provide targeted support that begins early in their lives, and continues in a balanced long-term way throughout their first two decades. For example, as shown in the table, the balanced approach results in nine in ten young people completing high school. This compares to around four in ten children without support.

For the same overall investment, this approach is far more effective than concentrating support on a particular period of young people's lives, such as preschool or adolescence. This approach results in increases in high school graduation and university enrolments and decreases in welfare reliance and criminal convictions.

Investment is not bound to students only. Investment must also involve supporting the family. Evidence suggests focusing on supporting parents' engagement with a child's learning is vital. Research suggests that children with parents who are engaged in their education – no matter their income or background – are more likely to do well at school, graduate and go on to higher education.

The Smith Family's work is evidence-based and focuses on continuous improvement, looking for the best ways to respond to disadvantage, including in regional Australia.

Our sustainable approach to tackling disadvantage is through a focus on place, or a particular community, providing an intensity of interventions over a longer timeframe. Such an approach requires an empowerment model that moves away from doing things 'to' or 'for' communities to acting 'as' a community. This strategy of place-based work, adopted for over 20 years, is the foundation of our *Learning for Life* program. However, to grow our impact through schools, as both a place and a set of partnerships between the school and other community resources, investment is urgently needed to achieve our goals by 2027.



The impact of early intervention and balanced long-term support

	High School Graduation (%)	University Enrolment (%)	Use of Welfare (%)	Criminal Convictions (%)
No intervention	41	4	18	23
Early childhood intervention only	66	13	9	17
Adolescent intervention only	64	12	10	18
Balanced intervention across full life-cycle of a child	91	38	3	11

Source: James Heckman and Flavio Cunha, 2007.

BRIDGING THE DIGITAL DIVIDE

Being digitally connected is essential for all Australians to participate in our society – in almost every way.

Yet, one in six students on our *Learning for Life* program are not digitally included. The gap between digitally included and excluded young Australians is widening, with the need for affordable and reliable digital access accelerated by the pandemic.

This is amplified by the importance of digital learning to young people, who also need digital access in order to develop a sense of comfort in digital environments, which will be a key requirement for the future workforce. Bridging the digital divide for Australians with lower levels of income, employment, and education who are significantly less digitally included is also essential for realising socioeconomic equality.⁷

Our ambition by 2027 is for all 100,000 students on our *Learning for Life* program to be digitally included, so they can fully participate in an education system that will be increasingly reliant on digital learning and equipped for the future world of work.

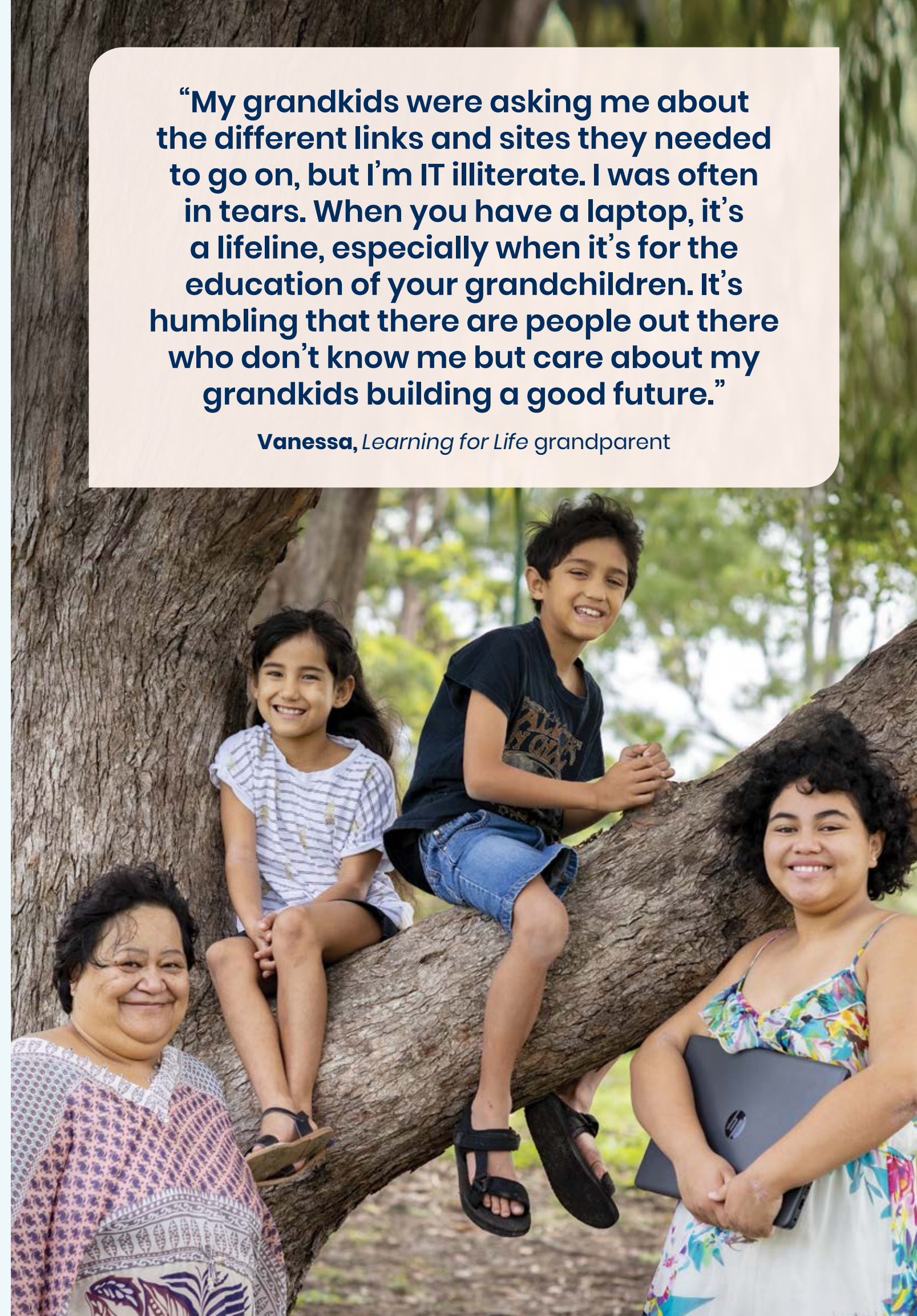
Achieving digital inclusion for all our *Learning for Life* students means ensuring they have access to a reliable device connected to the internet that can be used for educational purposes; technical support; and the opportunity to develop their digital capability, such as the ability to understand and use the technology they have, seek solutions where needed, and keep themselves safe online.

Not every student will need all the components of digital inclusion outlined above, so we will tailor our approach based on the needs of each student. We will also make sure the voices of our students and families drive the delivery of our digital inclusion offering. With this invaluable support, our students can not only make the most of their education – our families will be more connected to their school community, leading to improved outcomes for their children.

Tackling digital disadvantage must be a key priority for our nation – not only in our recovery from this pandemic but to help shape a more prosperous future for all Australians.

“My grandkids were asking me about the different links and sites they needed to go on, but I’m IT illiterate. I was often in tears. When you have a laptop, it’s a lifeline, especially when it’s for the education of your grandchildren. It’s humbling that there are people out there who don’t know me but care about my grandkids building a good future.”

Vanessa, *Learning for Life* grandparent



THE CASE FOR INVESTMENT

If we don't work together as a community to address educational inequality caused by poverty, we know the result will be children who start school without the essentials they need to fit in and succeed.

This results in students falling further behind their peers, with the difficult task of trying to catch up. A lack of engagement and support leads to lower educational performance, and a high risk of leaving school early with few or no qualifications.

Over the long term, this makes it incredibly difficult for young Australians to get ahead in life; it negatively impacts their health and wellbeing, and ultimately means poverty may be passed on to the next generation.

There is no other charity in Australia that provides long-term educational programs and family support like those provided by The Smith Family. The range and scale of our programs and services support a child's educational journey from pre-school all the way through to the tertiary level. It is an unparalleled asset for the 91 communities in which we work.

Established a century ago, we have been an important part of the lives of hundreds of thousands of Australian children and their families. We are now ready to grow and support an additional 42,000 children and young people experiencing disadvantage, so they can unlock skills to change their futures.

An expanded *Learning for Life* program will improve the educational outcomes of these students, enable the delivery of high-quality educational content, and support an evidence-based continuous improvement of the program underpinned by data and research.



“Investing in an expanded *Learning for Life* program provides an immediate opportunity to improve the educational outcomes for many children and young people, which will make an impactful difference for generations to come.”

Nicholas Moore, Chairman, The Smith Family

OUR CHALLENGE IS URGENT

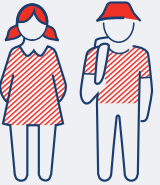
To realise The Smith Family’s strategic ambitions, we urgently need the financial support of the wider Australian community. The total investment required to support an additional 42,000 students by 2027 is \$164 million.

An expanded *Learning for Life* program offers a proven solution for addressing the educational inequality facing 42,000 students impacted by poverty over the next five years.

Analysis of the needs of our 91 communities and 764 partner schools confirmed the pressing requirement for more resources to be invested to support improved educational outcomes.

Specifically, greater investment in our core *Learning for Life* program, including additional scholarships for students, 122 more Family Partnerships Coordinators, and 100% digital inclusion for all participating students to maximise the opportunity to achieve their potential.

We are here*



58,000

students on *Learning for Life*



15%

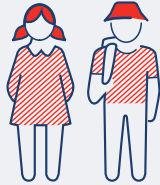
of our students digitally excluded



130

Family Partnerships Coordinators

Where we want to be by 2027



100,000

students on *Learning for Life*



100%

of our students digitally included



252

Family Partnerships Coordinators

*As of 2022.

PROJECTED GROWTH IN *LEARNING FOR LIFE* STUDENTS & ESTIMATED COSTS

Estimated additional *Learning for Life* students (cumulative)

ADDITIONAL STUDENTS EACH YEAR	FY23	FY24	FY25	FY26	FY27	TOTAL
NSW/ACT	791	2,520	5,901	8,963	10,990	10,990
VIC	514	1,637	3,833	5,822	7,138	7,138
QLD	488	1,554	3,640	5,529	6,779	6,779
SA	440	1,401	3,281	4,984	6,111	6,111
WA	480	1,531	3,585	5,445	6,676	6,676
TAS	192	612	1,434	2,178	2,670	2,670
NT	96	306	717	1,089	1,335	1,335
TOTAL	3,000	9,560	22,390	34,010	41,700	41,700

Estimated investment required (cumulative)

INVESTMENT REQUIRED	FY23	FY24	FY25	FY26	FY27	TOTAL
NSW/ACT	\$1,196,041	\$3,359,073	\$8,869,219	\$13,072,469	\$16,536,928	\$43,333,647
VIC	\$776,868	\$2,376,633	\$5,760,848	\$8,490,996	\$10,741,275	\$28,146,620
QLD	\$737,745	\$2,256,946	\$5,470,733	\$8,063,392	\$10,300,348	\$26,729,165
SA	\$665,089	\$2,034,672	\$4,931,949	\$7,269,271	\$9,195,768	\$24,096,747
WA	\$726,567	\$2,222,750	\$5,387,843	\$7,941,219	\$10,045,798	\$26,324,178
TAS	\$290,627	\$889,100	\$2,155,137	\$3,176,488	\$4,018,319	\$10,529,671
NT	\$145,313	\$444,550	\$1,077,568	\$1,588,244	\$2,009,159	\$5,264,836
TOTAL	\$4,538,250	\$13,883,640	\$33,653,297	\$49,602,081	\$62,747,596	\$164,424,863



Education is one of the most powerful change agents.

And with your help, we'll ensure an additional 42,000 children and young people get the extra learning support they need today, to unlock their potential for tomorrow.

Let's take a stand. Together, we'll help create a world where every child has the opportunity to change their future – and build a society that's more inclusive and prosperous for all.

This is a once-in-a-generation opportunity.
Please consider giving generously.

CONTACT THE SMITH FAMILY

Please get in touch to explore how you may be able to make a transformational gift to provide vital educational support for young Australians in need.

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