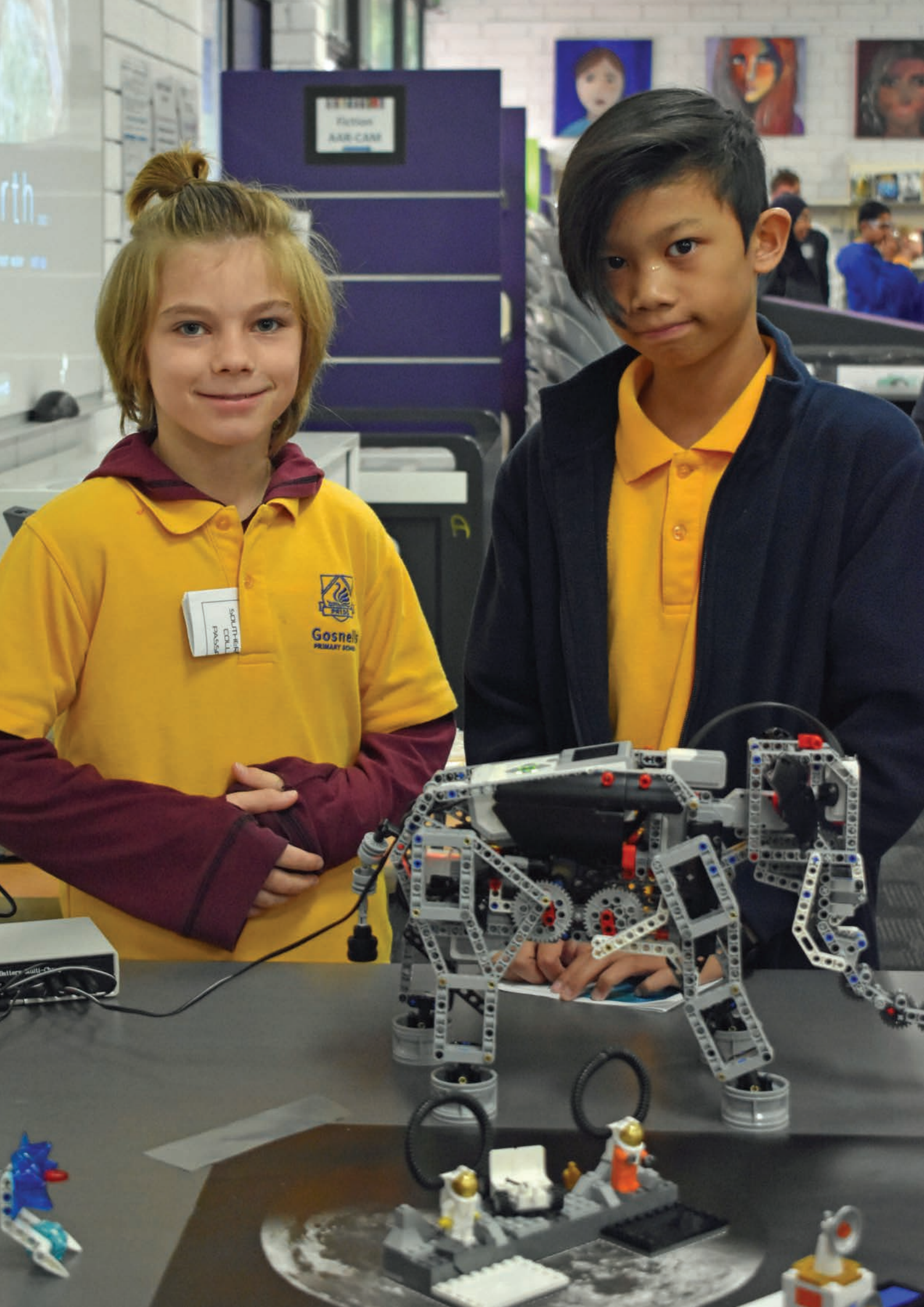


## 2019 Annual Review



We believe all young Australians deserve the education opportunities that enable them to reach their full potential.





## About Schools Plus

**Australian Schools Plus (Schools Plus) is a national charity that delivers high-impact philanthropic support for schools in disadvantaged communities, to give students the opportunities they need to fulfil their potential.**

Our establishment brought to life a recommendation in the 2011 Review of Funding for Schooling (Gonski Review), making it simple, effective and tax-deductible to donate to schools in need.

More than 4,600 government, Catholic and independent schools in Australia are eligible\* for our support.

Through Schools Plus, individuals and organisations can support projects that really make a difference. These could be in areas such as student wellbeing, engagement in learning, effective teaching, parent engagement with schools, and STEM (science, technology, engineering and maths) education.

We have developed several approaches to maximise the impact of every dollar donated to schools, by working closely with principals and teachers to amplify the benefit for students, staff and school communities.

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\*Eligible schools have a value below 1000 on the Index of Community Socio-Educational Advantage (ICSEA) or are defined as special schools by the Australian Curriculum Assessment and Reporting Authority (ACARA).





## Reflections on five years of Schools Plus

Visiting the schools we support is simply magical. The work we witnessed the NT Learning Commission doing earlier this year was no exception. Student voice is at the heart of this initiative – ensuring these young leaders are partners in their learning. Together with principals, teachers and education partners, student commissioners workshop ways school can be better. They also design, co-create and test these ideas, and measure the impact of their work on student learning.

Seeing all these students come together to make their voices and opinions heard gave us more hope for the future. The Commission has grown from five schools in the Katherine region to 16 schools and over 250 student commissioners across NT and Victoria in under four years.

This is just one of the many remarkable and humbling stories Schools Plus has been privileged to be part of since we began operations five years ago.

When we look back at other key moments, the launch of our Pioneers in Philanthropy was a special highlight in the early years. The fact that we had been able to bring together this group of supporters and launch the initiative in a room of over 100 people who believed in our vision was overwhelming. It was delightful to see the Pioneers interact with students from schools we have supported.

Witnessing the life-changing transformations that schools have driven as a result of funding from our donors has been inspiring. For instance, when Salesforce first asked us to match it with schools wanting to introduce coding and robotic programs to build students' digital skills, we started off with two schools in Sydney and Melbourne. This partnership has grown to more than 40 schools across the country, enabling schools to provide professional development for teachers in STEM learning, purchase technology to embed STEM in the classroom and benefit over 12,000 students. The initial schools have become 'lighthouse' schools for others also working in the STEM space.

This growth has translated across all our initiatives, most recently within the Fair Education program. Our first cohort of NSW schools has been with us for three years, and we have seen a real cultural shift in how they engage with families and community. Due to success in NSW, we have now launched the program in Queensland and a trial in Victoria.

It has been wonderful to watch the first Queensland cohort blossom. Through the involvement of Education Queensland, we have been able to reach into some rural and remote communities that don't always have access to this type of support.

**As we look to the future, we continue to ask ourselves how we can have a greater impact and raise awareness about the work we are doing. How do we reach more schools and see greater student outcomes? How do we grow our impact and make sure our learnings reach the schools that are not already connected with us?**

This has allowed us to shift our thinking from not just creating transformational change at a school level, but to also being a catalyst for change at a more systemic level – truly maximising the impact of every dollar donated. We have already begun to see instances where government has built on the work we are doing.

Following the success of The Rivers Secondary College New Choices centre – a reimagining of the conventional long-term suspension centre into a place of inspiration and opportunity – the NSW Department of Education put in additional funding to keep it going. The work they are doing with the most disengaged students and families to provide them with individualised opportunities and help them overcome their learning barriers is fantastic. As a result, suspensions have reduced, attendance has increased and all students who have completed the program are either employed, in training or pursuing further study.

This year, we not only selected 12 new Teaching Fellows, but also hosted, together with Commonwealth Bank, our inaugural Teaching Fellows Forum – an event that brought all three cohorts together to discuss the best ways to make our students and schools future-ready. During the two days, the Fellows were challenged to look deeper and leverage their collective voice to contribute to education reforms at state and national levels.

To our incredible donors, partners and supporters, thank you for believing in our vision and joining us on this path to education equity. Because of you, we have added more than \$15.5 million into Australia's school system, supporting over 620 projects and benefiting 183,000 students – a major achievement in such a short space of time.

To our Board, staff and volunteers, thank you for your tireless work ethic in helping us reach this point. It continues to amaze us that we have gone from one person to 20 staff members, plus 25 coaches, and that we now have a presence in four states and one territory. Our ability to reach more schools in need has gone far beyond our expectations.

To the principals, teachers, families and communities, thank you for your constant passion and drive to highlight and push boundaries and brighten the future of your students. From day one, we believed it was important for our work to be led by the schools we supported and continue to work under the principle that you understand your own context better than anyone.

**While our success to date has reset the bar on what growth is possible for organisations in our sector, we have only just scratched the surface of the 4,600 disadvantaged schools in Australia. To date, we have received 1,015 funding requests and counting, totalling over \$47 million – a clear indication there is still a need for philanthropy in education.**

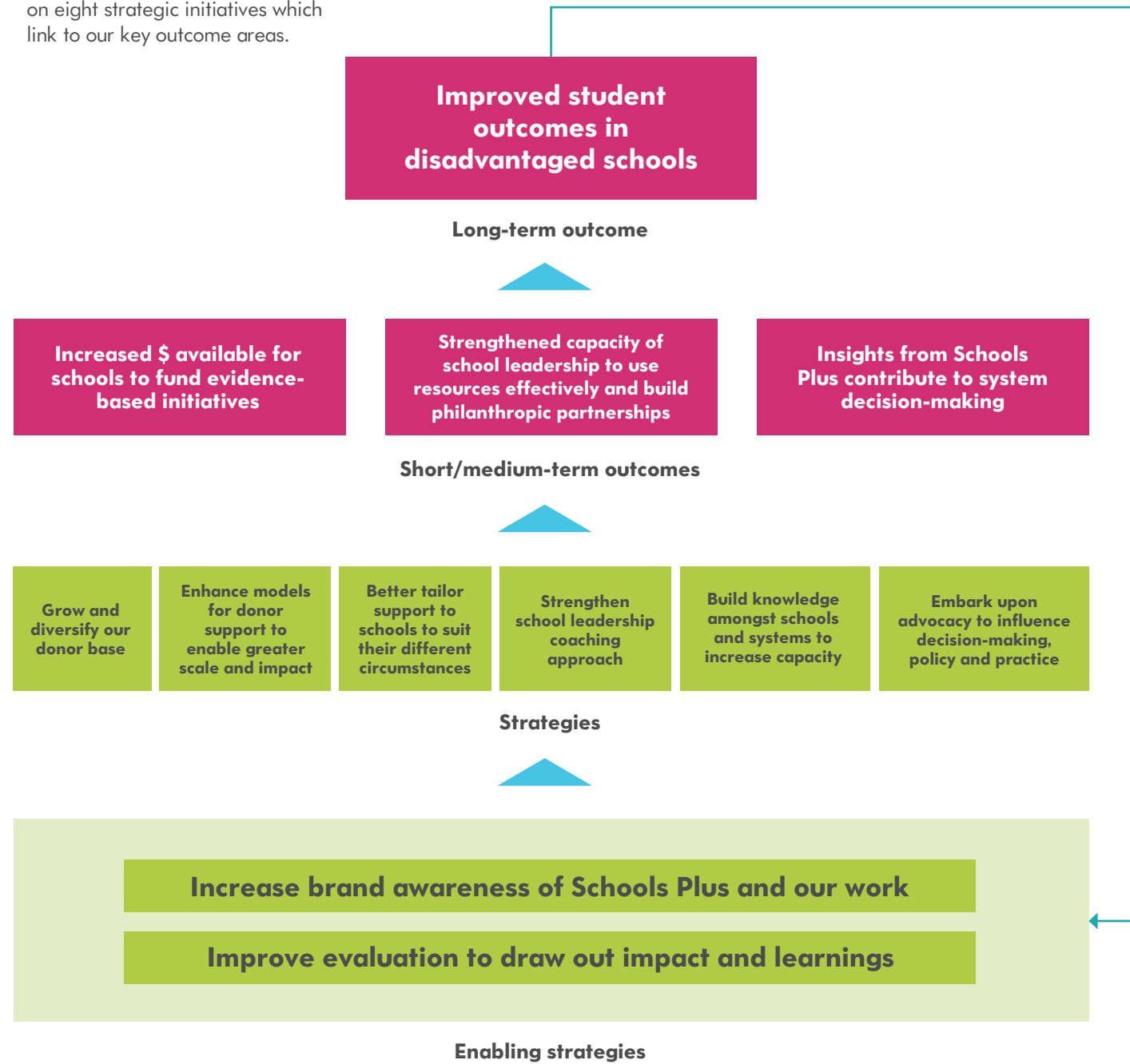
**ANGUS JAMES AND ROSEMARY CONN**  
Chairman and CEO, Australian Schools Plus





# Our strategy

Following a review of our overall strategy last year, we chose to focus on eight strategic initiatives which link to our key outcome areas.

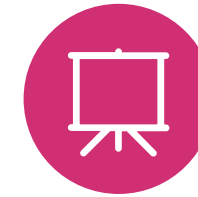


# Our impact since 2015

## Schools Plus has



added **\$15.5 million** into the Australian school system

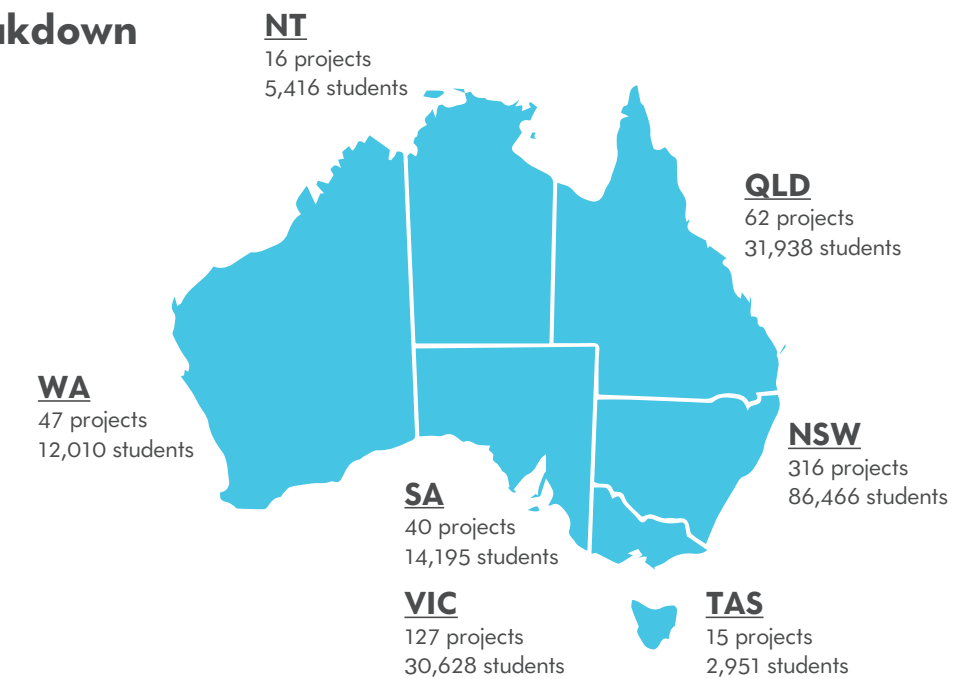


supported more than **620 projects**

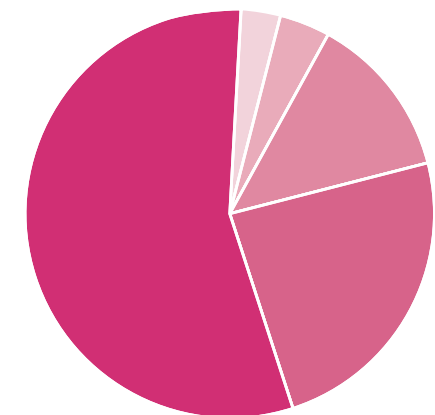
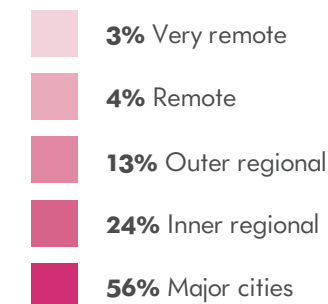


benefitted over **183,000 students**

## State breakdown



## Project breakdown by location



Figures correct as of October 2019.

# Smart Giving

The Smart Giving program is at the core of Schools Plus' work. Through this program, we match high-impact school projects with donors who know the value of a great education, to create opportunities students wouldn't otherwise have.

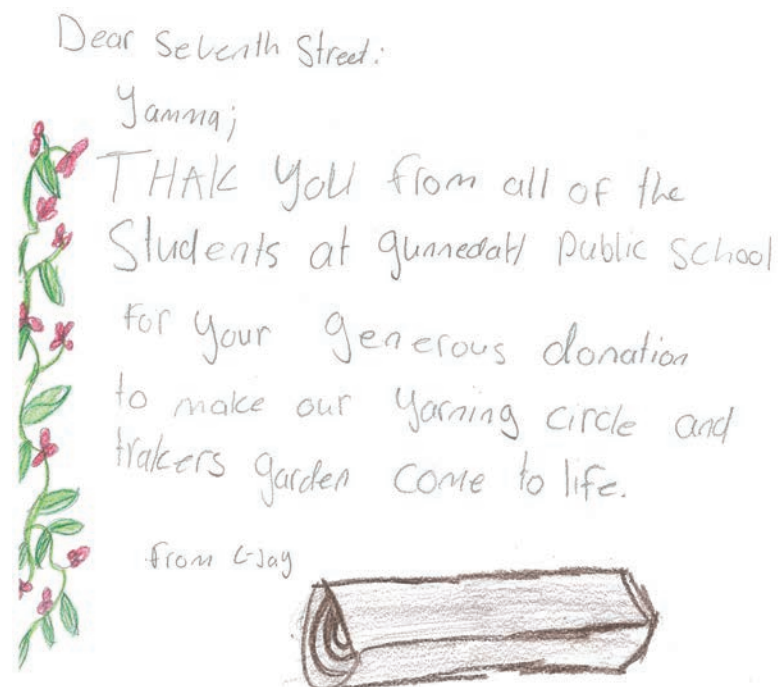
Over the past five years, Smart Giving projects have had a major impact on both individual students' lives and schools' culture and practice. Here's just one example – at Lightning Ridge Central School in remote NSW, a literacy initiative was introduced because two-thirds of students had reading skills below their year level and only 6% were above. By the end of the project, 40% were reading above their year level and only one-quarter were below, and the school had developed new ways to address low literacy.

Over the past 18 months, we have also developed ways to better support schools to ensure the projects our donors fund have the greatest impact on students' lives. Now, our Smart Giving schools receive:

- **leadership coaching for principals and their school leadership teams.** Our expert education coaches hold regular sessions with the school leaders either face-to-face or virtually. The coaching builds the capacity of school leaders to design, deliver and evaluate projects and drive transformation in their schools. The Origin Foundation has provided funding to support the coaching for Smart Giving schools.
- **improved evaluation tools to help them monitor and report on their projects' progress.** These tools help schools articulate the change they want to achieve, the strategies they will use, and to collect the data that shows the impact of funding. They have been well-received by schools, with many seeing them as a useful tool for measuring impact in other projects.

This year, we also welcomed our Education Programs Leader, Kristine Luszczynski, as Jeff Bruce moved from his role as Director of Education to Lead Coach.

Smart Giving projects vary greatly, but always tackle the unique challenges holding students back in their communities. Over the next year, we want to continue evolving the Smart Giving program by increasing multi-year support for schools, sharing knowledge and connecting schools more widely and attracting new donors to improve student learning outcomes even further.



## Re-engaging students in regional Australia

The desire to tackle big challenges is in the DNA of Seventh Street Ventures. The Sydney-based company operates a diverse range of businesses in property development, early education and music media, based on an entrepreneurial mindset and a desire to make the world a better place.

As such, it was only natural for Seventh Street Ventures to want to tackle some big challenges for schools through its partnership with Schools Plus. Over the past year, it has supported three schools in regional and remote Australia. Each of them has high Indigenous populations, a community characterised by issues such as trauma and financial disadvantage, and a need to re-engage students who do not respond to traditional teaching methods.

With Seventh Street Ventures' support, Gunnedah Public School in north-eastern NSW has created a nature-based learning program. Students, staff and families have built and planted 20 vegetable garden beds and resurrected some neglected fruit trees. A chook house designed by students has been built, and the school's 10 happy hens are laying up to a dozen eggs every day. And the local Men's Shed has helped build a yarning circle made of wooden logs, which is used as a daily outdoor learning area. The benefits are many:

- the garden is used as part of a learning program across different curriculum areas. Teachers are building Indigenous perspectives into these lessons, re-engaging students who need physical exercise, connections with nature and culture and a more hands-on approach to learning. Behavioural incidents have dropped dramatically.

- fresh produce is used in the kitchen to create healthy meals, which are improving students' nutrition, teaching them cooking skills and encouraging families to create better eating habits. The next step is to start a pop-up restaurant for the community!
- parents and community members are more engaged – this leads to better attendance as families place a higher value on education.

**"It has been absolutely amazing and even in this short amount of time has changed the mindset of a number of our older students," Gunnedah Principal Cathie McMaster says.**

At Lincoln Gardens Primary School in Port Lincoln, SA, the new principal saw the need to support students' wellbeing, resilience and social and emotional learning. For instance, students found it hard to re-engage in learning quickly after recess and lunch because of frequent conflicts in the schoolyard. Funding from Seventh Street Ventures is supporting professional learning for teachers and teacher aides so they can better help students develop social and emotional skills. The school is also creating spaces for students to play safely and creatively, including an outdoor nature play and learning area.

And at Derby District High School in the Kimberley region of WA, teachers and long-serving Indigenous teacher aides are being trained in an evidence-based, culturally appropriate literacy program. The project will target students with low literacy levels, giving them explicit instruction to improve their spelling, reading and writing.

A Schools Plus coach is supporting each of these schools to ensure the projects are well-designed and measures are in place to track their progress.





## Mossman State School honours the Kuku Yalanji language

Mossman State School's quest to close the gap between its Indigenous and non-Indigenous student attendance, engagement and achievement led to an 18-month consultation process with the Kuku Yalanji Elders, to bring the local Aboriginal language, Kuku Yalanji, to the school. This saw the establishment of the Kuku Yalanji Language Advisory Group and signing of a historic language agreement between the school and the Kuku Yalanji people.

To bring the co-designed program to life, Mossman State School applied for and received funding through Fair Education Queensland.

The language program commenced in Term 4 2018 and has Prep to Year 4 students being taught weekly by a Kuku Yalanji teacher, supported by a Kuku Yalanji Elder.

The school's Head of Teaching and Learning, Sharon Case, shared the impact of the program.

### What attracted you to apply for a Fair Education grant?

As our Kuku Yalanji language program is an addition to our existing languages curriculum offering (i.e. Japanese is taught in Years 5 and 6), our school needed to seek additional funding outside of Education Queensland's allocation model. Fair Education was completely aligned with what we had in mind for our language program – co-designing something special with community, to bring fairness and equity to our students. Once we met their Queensland team, we knew this partnership would be much more than financial support.

### What are the most critical results you're currently seeing?

This level of community engagement is a first for our school. If we had fast tracked those 18 months of consultation, there's no way we'd be here today. We wouldn't have had the buy-in and the platform of collective efficacy from our community.

We now have a successful Indigenous language program that is completely aligned with the Australian curriculum and our school's strategic agenda, which gives the program validity and sustainability, and our Indigenous families a voice. Our Kuku Yalanji students know we value and want to understand their heritage and culture. Our non-Indigenous

students are taking their learnings home to share with their families. Staff have embraced learning the language as well. The Kuku Yalanji Language Advisory Group meets about 2-3 times a term, to discuss the program and proofread all our resources, maintaining the momentum of community engagement and consultation.

Mossman State is now a school of choice. Our student enrolment has increased from 220 to nearly 250. Student attendance and engagement is on the rise and this is flowing into other subjects.

### This is what reconciliation looks like!

### How do you see the program evolving?

Next year, we would like to expand the program to Years 5 and 6. We have also developed an app to share our program with students, teachers and schools beyond our community. While it's written specifically for the Kuku Yalanji language, the format and structure can be used as a basis for any Indigenous language teaching. We're futureproofing our kids and preserving the culture for generations to come.

### Your program has received a Queensland Reconciliation Award and a Showcase Award for Excellence in Schools. What impact has this recognition had on your community?

While we don't do this for the accolades, they have given us and our community the chance to celebrate, which doesn't always happen. It recognises and validates the hard work of the school and community. We've had people from several schools across the country visit our tiny town in Far North Queensland, which makes us feel that our language program is part of something bigger. How great would it be to have an Indigenous language program in every school in Australia?

## Student feedback

**"I think learning Kuku Yalanji has helped me understand how important the culture is and how we should respect the culture, language and land."**

**"I like it because my heart feels light when I talk my language."**

## Fair Education

The Vincent Fairfax Family Foundation (VFFF) took a leap of faith in 2015 when it selected Schools Plus to deliver its vision for the Fair Education program. The foundation's bold ambition was to improve student learning by providing opportunities for school leaders and teachers in disadvantaged areas to become more effective at engaging families and communities.

Since then, the program has experienced incredible growth and maturity – particularly this year when our cohorts expanded from one state to three, thanks to the support of the Tim Fairfax Family Foundation and The Bryan Foundation in Queensland and the Ross Trust in Victoria. Through Fair Education, we offer funding of up to \$70,000 for individual schools and up to \$250,000 for school clusters over three years, as well as termly coaching for the project leadership.

2018 saw the arrival of our Fair Education Director, Maura Manning, as well as the addition of our Queensland Program Manager, Suzanne Grant, and Queensland Lead Coach, Lesley Englert.

Our structure has evolved from a single coach to a panel of coaches, which has enabled us to mobilise knowledge and insight across the states more profoundly and given us the opportunity to invite new perspectives into the program.

Our first cohort of NSW schools has officially finished their formal funding and it is exciting to see their Fair Education work is sustainable and embedded in the schools. It has been a privilege to walk alongside these schools and witness their transformations. Each school engaged their families and communities in very different ways, which speaks to the trust Schools Plus has in educators being able to address challenges in their own contexts.

VFFF has already confirmed their support for the third and fourth cohorts of schools to join the NSW program in 2019 and 2020, which again speaks to the belief they have in the program.

**As we look to the future, we would like to see our Fair Education learning serve to inform, influence and inspire educational practice and policy at a system, state and national level.**

When designing our Queensland and Victorian cohorts, for example, we took the lessons learned from the implementation of the NSW program and made some key improvements, including: a more rigorous approach to project planning and reporting to ensure a greater impact for students, as well as a strong alignment between the school project and broader school plan.



## Learning Conversations with Granville East Public School

In 2016, western Sydney's Granville East Public School sought to increase the engagement of parents and carers in its school community – both in terms of knowing their child deeply as a learner and understanding the changing context of learning in the 21st century. As part of the first cohort of the Fair Education program, the school's leadership team replaced written Kindergarten to Year 6 student reports with half-hour, three-way Learning Conversations that involve the student, teacher, family and often interpreters.

They also held a range of parent learning opportunities (open classrooms, communications via online platforms, and some workshops) and provided them with resources to continue the conversations about learning at home.

We chatted with Principal Louise Reynolds about their three-year journey with Fair Education and the impact of this project – GEPS Connects – on their students.

**There are several funding programs out there. What attracted you to apply for a Fair Education grant?**

What got us in first was the criteria – there were no boundaries. Our project didn't have to be in one particular frame, as long as it was to do with family and community

engagement. It gave us an open list of possibilities. Secondly, one of the highlights of the Fair Ed program is the term-by-term coaching. It builds a sense of community with an outsider (your coach), as well as a level of accountability that keeps the entire leadership team on track and reminds us to focus on our purpose rather than getting stuck on the technical level activities.

**Why do you think family and community engagement programs, like GEPS Connects, are important for student learning?**

Metaphorically and culturally, our GEPS Connects program pulls our community together, with student learning at the heart of these meetings. Students, teachers, parents and families literally huddle together in these Learning Conversations, asking important questions. How can we better understand and support our child? How can teachers get better at communicating where children are at and what's expected of them, in a language that is suitable for our families?

It also gives children the opportunity to articulate their learning to the people that matter to them most. By engaging our families this way, there is a lot of learning for the them on why critical thinking is important.



For example, they now know not to be swayed by the handwriting in a piece of work but to look deeply at the impact of the text on the student.

**What are the most critical short and long-term results you have seen or are currently seeing through your partnership with the Vincent Fairfax Family Foundation and Schools Plus?**

The most critical short-term result we saw at the start – and have continued to see – was a huge increase in parents physically attending the school and engaging with our Learning Conversations. We used to run the old-fashioned parent-teacher sessions once a year and saw about half of the parents. Those sessions were 10 minutes long and very surface level. With GEPS Connects, our average family attendance per semester is now 97%!

**Students are so proud to show off their work to their families during these Learning Conversations, and families have also said they better understand what their child is learning and how to support them at home.**

The biggest long-term result we've seen is K-6 students are much better at articulating their learning to their families because GEPS Connects is now embedded in their classroom teaching and learning.

There has also been a huge cultural shift – families expect to have close talks with their child and teacher. It is very rare that a parent asks for a written report because they know that they're going to get so much out of the Learning Conversation. As teachers, we know our families better.

**What advice do you have for schools trying to set up their own family and community engagement programs?**

Start small but be ambitious. You don't have to change the world for everyone at once, so start your journey with a small group of teachers who can dream big with you.

Your students are your biggest advocates. Even though the key is to engage families and communities, it's important for your program to centre around the students and their learning. They will be the ones to convince their families to jump on board.



# Commonwealth Bank Teaching Awards



The past year has held additional significance for our Teaching Awards program because we not only selected our third cohort of 12 Teaching Fellows, but also hosted our inaugural Teaching Fellows Forum, which 33 out of the 36 Fellows were able to attend.

This was a great opportunity for all three cohorts to come together, share ideas on how to best support their students to make them future ready, update each other on their school projects, and learn from inspiring education and industry experts.

It was great to see the Teaching Fellows strengthen their network and collaboration and to hear about their continuing influence in their respective schools, states and the whole education system.

Our newest cohort was announced at an Awards ceremony in March. Commonwealth Bank Chairperson Catherine Livingstone and Rosie Williams, representing our Pioneers in Philanthropy, presented the Teaching Fellows with their awards.

Each Fellowship is worth \$45,000, to support a project at the Fellow's school, their own professional development and a study tour to Singapore to observe a high-performing education system.

For this year's visit to Singapore, the Teaching Fellows were accompanied by Schools Plus CEO Rosemary Conn and Commonwealth Bank's Corporate Responsibility General Manager Kylie Macfarlane, as well as newly appointed Lead Fellow Rob Nairn. An innovative STEM school, the School of Science and Technology, was a new addition to the itinerary.

Two of our 2018 Teaching Fellows – Yasodai Selvakumaran (Rooty Hill High School, NSW) and Peter Gurrier-Jones (The Hills School, NSW) – were named as Top 50 finalists for this year's prestigious US\$1 million Global Teacher Prize. This was the second year in a row that our Teaching Fellows have been named as finalists. Yasodai went on to be named one of the top 10 teachers in the world, which led to her being recognised at the Global Education & Skills Forum in Dubai.

Social Ventures Australia completed an impact review in August reporting that the program is contributing to the development of the Fellows' knowledge, professional skills and leadership capabilities, as well as helping them pursue new professional opportunities and change at the system level.

The recently closed application round for the 2020 Commonwealth Bank Teaching Awards saw us receive over 5,300 nominations and 460 submissions from remote corners of the country to inner-city schools and everything in between – a clear indication of the increasing reach of the Awards.

*What Schools Plus and CommBank are doing is amazing. There are phenomenal teachers doing amazing things across Australia, and I wish we could tap into and spread the amazing work they're doing.*

*Meeting with the other Fellows and learning what principals do has highlighted the leadership skills I need to become a principal – something I genuinely want to do. I need to become a deputy principal first, but this Fellowship has pushed me to do some leadership training and growth coaching in order to gain the necessary skills for this career path.*

*Also, seeing other Fellows do their PhDs inspired me to pursue mine earlier than I would have. Having their support throughout this whole process has been wonderful. It's really exciting to be able to do research in my field and produce something that teachers across Australia would be able to use. With the professional development funding I received from the Fellowship, I will also be able to cover some of the costs related to my course at the University of Southern Queensland.*

**– 2019 Teaching Fellow Ashley Stewart  
(Newton Moore Senior High School, WA)**

*The Fellowship has acknowledged the great work that the Introduction to Nursing course is doing to provide young people around Tasmania opportunities into future jobs and education. This has opened avenues for me to provide those innovative techniques to schools in low socio-economic areas – expanding from one school to three this year. There's already a fourth school planned in for next year; they are now on the hunt for a teacher to run their course. It has been a humongous but worthwhile learning curve with several instances that have allowed me to grow as a teacher, which ultimately, provides our students with greater benefits.*

*Throughout this experience, I have developed a solid understanding of leadership structures and the way education systems can work together with other sectors. Bringing education and the industry together gives more students immense opportunities to grow their skills. Having the Fellowship funds has also permitted us to be as innovative as possible with the course development and growth.*

**– 2018 Teaching Fellow Matthew Eyles  
(Hobart College, TAS)**

*The collegiality of the Fellowship has grown educational thinking and inspired us all to further innovate practice and expand opportunities to meet the needs of the school communities we support.*

*This experience has built my capacity to take on leadership roles in larger schools, to assist others to build leadership capability to prepare students for a rapidly changing world. The use of evidence-based practice is essential but having the flexibility to react to current climate and direction and the courage to change direction if need be is also important.*

*One of the key learnings has been the power of the coaching model and the investigation of educational thinking and practice. Our coach inspired a vision of education and achievement for all students through encouraging varying perspectives – getting feedback from all corners of the school community and understanding that you sometimes need to start something before making targets since "you don't know what you don't know until you start".*

**– 2017 Teaching Fellow Lesley Mills  
(Tabulam Public School, NSW)**



## Our team

Arabelle Brewer, *Director of Operations*  
 Beth Gibbins, *School Operations Manager*  
 Bronwyn Burr, *Knowledge Sharing Manager*  
 Emma Davidson, *Fair Education Program Manager - NSW*  
 Jeff Bruce, *Lead Coach - National (excl. QLD)*  
 Julie Molloy, *Awards Program Manager*  
 Kristin Gomes, *Manager - Evaluation*  
 Kristine Luszczyński, *Leader, Education Programs*  
 Kylie Buberis, *State Manager - SA/WA*  
 Lesley Englert, *Fair Education Lead Coach - QLD*

Malcolm Beard, *Finance Manager*  
 Maura Manning, *Fair Education Director*  
 Melissa Symons, *Schools Community Fundraising Officer*  
 Rob Nairn, *Lead Fellow*  
 Rosemary Conn, *CEO*  
 Sherrill Nixon, *Director of Donor Relations*  
 Stacey McCrae, *Team Assistant*  
 Suzanne Grant, *Fair Education Program Manager - QLD*  
 Thomas Lopez, *State Manager - VIC/TAS*  
 Yvonne Sewankambo, *Communications Manager*

**We'd also like to thank all our coaches for their work in mentoring and guiding school leaders and teachers to build leadership capability in schools, as well as our Company Secretary, Ebru Davidson.**



*I have spent my entire career, from classroom teacher through to consultancy with the NSW Department of Education, supporting students to have the same access to educational opportunities as those of perceived greater advantage in areas such as health, additional learning needs or community disadvantage. My entire career has prepared me for success in my role as the Leader of Education Programs – at Schools Plus I have found a professional “home” and am fortunate to have colleagues who share my passion to support students to reach their potential.*

**– Kristine Luszczyński**  
**Leader, Education Programs**

*Coming from a teaching family, I spent much of my childhood in and around classrooms. I have fond memories of watching my mum grade papers at night. Since then, I've had a passion and deep respect for teachers and schools, and the important role they have. Working at Schools Plus gives me a chance to give back to schools and teachers.*

**– Thomas Lopez**  
**State Manager - VIC/TAS**

*Schools Plus is an exciting opportunity for me to help other students strive for something bigger than where they're from. I grew up in Dapto, New South Wales, and can remember my primary school teacher sharing that he was looking forward to seeing my name among the university graduates list in the morning paper one day. This vote of confidence transformed my path and will be with me when I graduate with a master's degree in Not for Profit & Social Enterprise Management in March next year.*

**– Melissa Symons**  
**Schools Community Fundraising Officer**



## Our Board

**Schools Plus has a passionate and professional Board of Directors who volunteer their time to help increase education equity.**



**ANGUS JAMES** Chairman  
 Angus is Principal Partner at independent corporate advisory partnership Aquasia. He is a former CEO of ABN AMRO Australia/New Zealand, non-Executive Director of the Business Council of Australia and the Australian Curriculum, Assessment and Reporting Authority.



**ROSEMARY CONN** CEO  
 Rosemary is the inaugural CEO of Schools Plus, with extensive experience in the business and not-for-profit worlds. She has worked closely with schools, corporations and the community to bring about positive change in previous roles with Beacon Foundation, Good2Give Australia and Deloitte.



**BELINDA WALL**  
 Belinda is the Director, Educational Leadership for the Wollondilly Principals Network. She was the Principal of Woonona High School in Wollongong and has been the Deputy Principal of three high schools. Belinda is also President, Secondary Principal Council, Illawarra South East Region.



**KIM WILLIAMS** AM  
 Kim has held various executive leadership positions, including as Chief Executive at News Corp Australia, FOXTEL, Fox Studios Australia, the Australian Film Commission, Southern Star Entertainment and Musica Viva Australia and as a senior executive at the ABC. He is a current AFL commissioner.



**LISA PAUL** AO PSM  
 Lisa was the Secretary of the Federal Department of Education (2004-2016). She holds positions on many boards, including the Australian Research Alliance for Children and Youth, Social Ventures Australia and the Advisory Board to the Strategic Centre of Leadership Learning and Development.

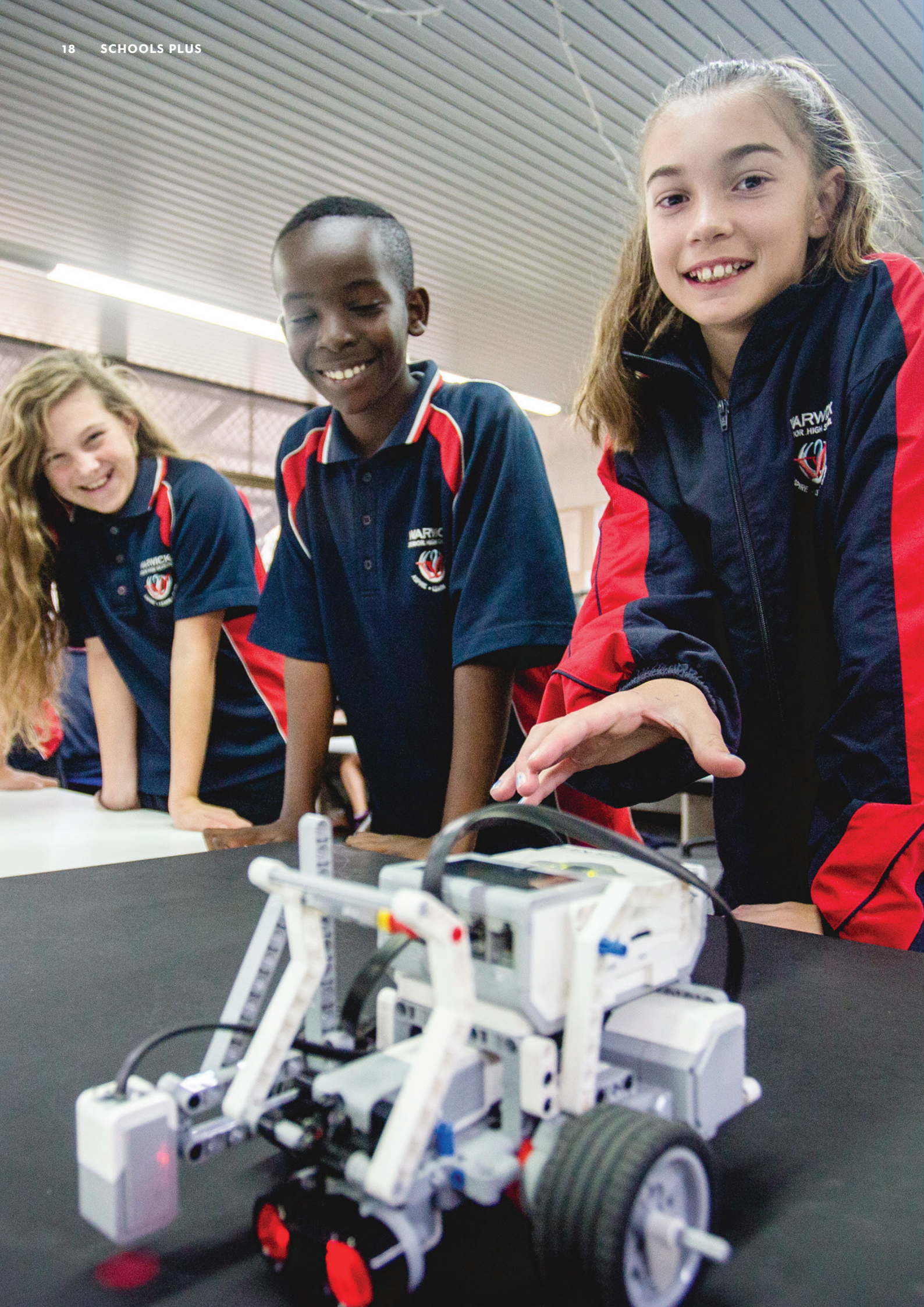


**MICHAEL DEVINE**  
 Michael is the Principal at Western Port Secondary College and the Senior Education Improvement Leader in the south east Victoria region. He has an unrelenting focus on whole-school improvement and cultural change, to achieve positive results in academic, social and emotional outcomes.



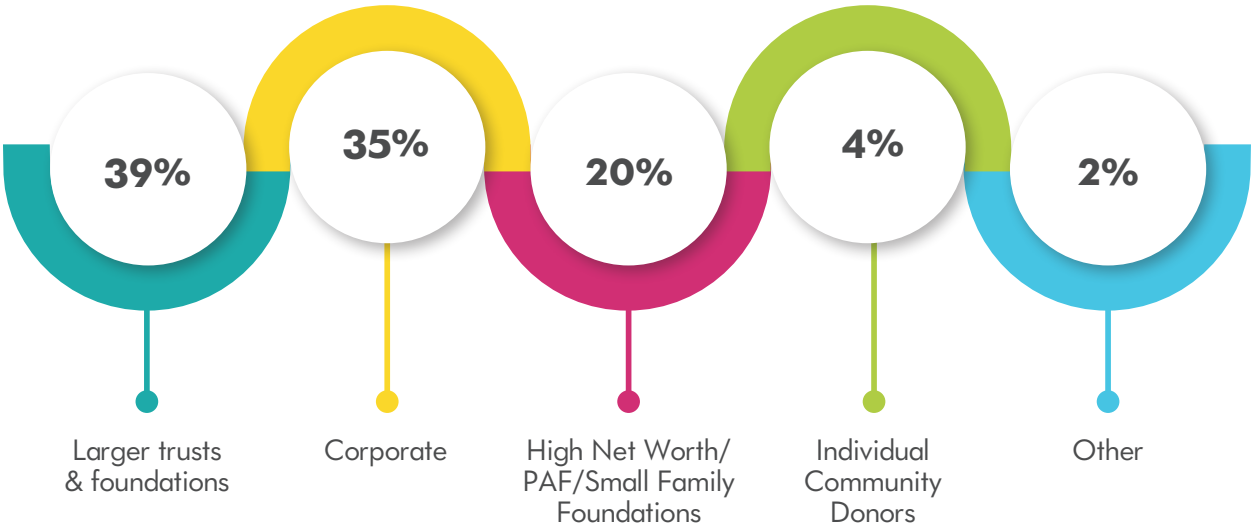
**PETER JACKSON**  
 Peter was CEO of Melbourne Football Club from 2013 to 2018. Previously, he held various positions in the AFL industry including CEO and/or Managing Director of Essendon Football Club (1996-2009) and Chairman of AFL Victoria and SportsReady.



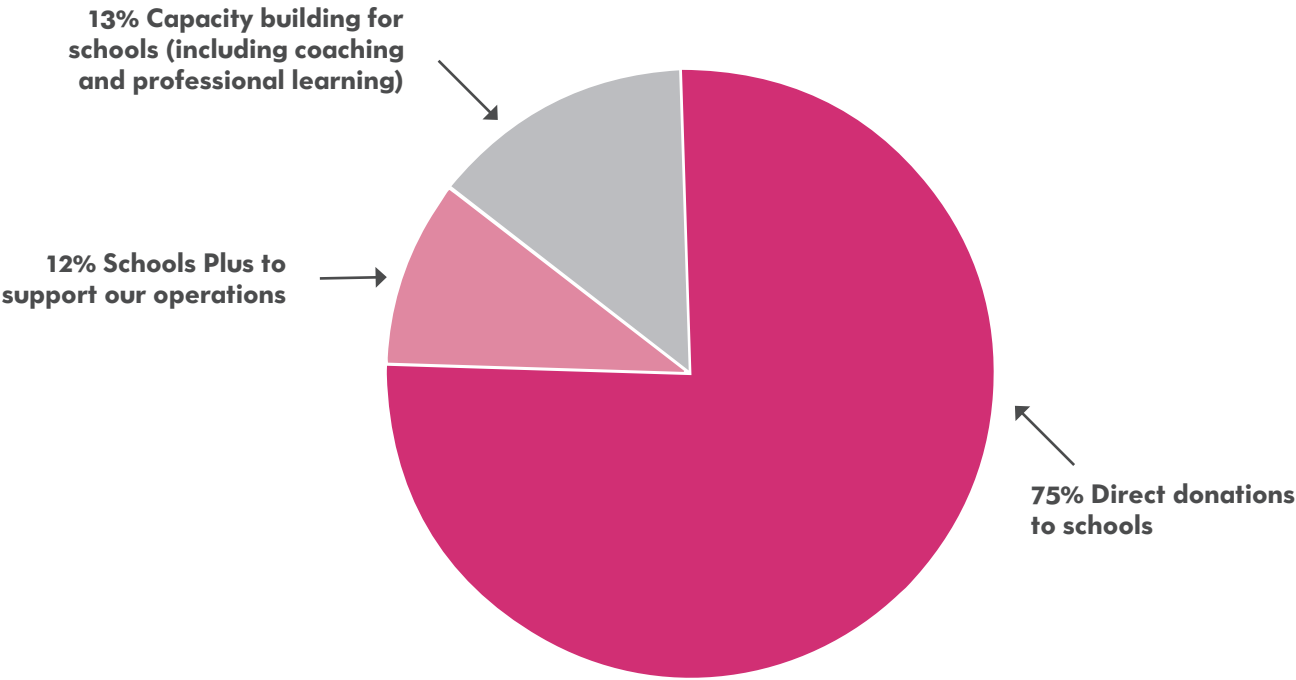


# Our financials for FY 2019

## Donations came from:



## This year, donors chose to donate to:





## Statement of Profit or Loss for the year ended 30 June 2019

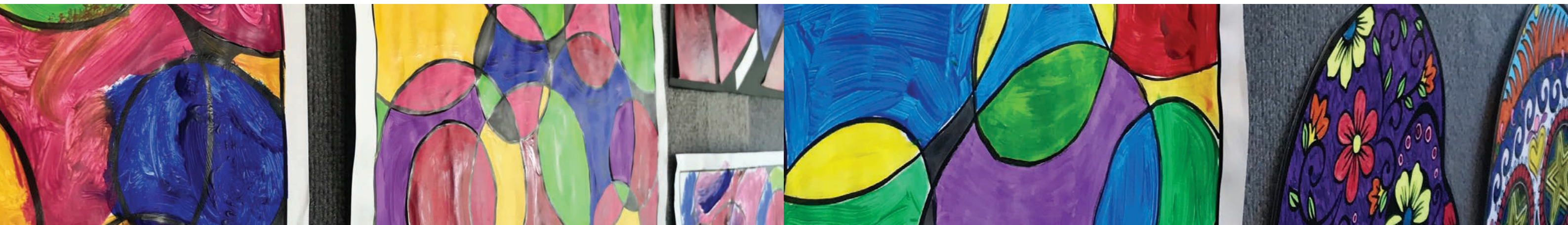
	2019 \$	2018 \$ (Adjusted)
<b>REVENUE</b>		
Donations received for schools	5,036,290	4,953,592
Donations received for Australian Schools Plus Ltd	1,652,199	1,304,411
Pro Bono Donations received	150,000	-
Administration Fees received	468,262	306,239
Interest and Dividends received	232,268	213,805
Sponsorship received	45,455	45,455
Unrealised gains on Investment	85,052	90,504
<b>Total Revenue</b>	<b>7,669,526</b>	<b>6,914,006</b>
<b>EXPENDITURE</b>		
<b>Funds distributed to schools</b>	<b>5,141,430</b>	<b>4,099,333</b>
<b>Operational Expenses</b>		
Administration expenses	197,852	161,862
Consultancy and coaching fees	173,685	58,494
Audit fees	15,000	15,956
Computer expenses	19,911	18,927
Other expenses	30,586	17,064
Staffing costs	1,642,048	1,147,827
Professional fees (incl. pro bono support)	197,325	29,904
Rent	101,103	79,196
Technology expenses	238	951
Travel	79,556	54,033
<b>Total Operational Expenses</b>	<b>2,457,304</b>	<b>1,584,214</b>
<b>SURPLUS FOR THE YEAR</b>	<b>70,792</b>	<b>1,230,459</b>

## Statement of Financial Position as at 30 June 2019

	2019 \$	2018 \$ (Adjusted)
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and Cash Equivalents	2,278,738	3,629,610
Trade and Other Receivables	70,694	104,958
<b>Total Current Assets</b>	<b>2,349,432</b>	<b>3,734,568</b>
<b>Non Current Assets</b>		
Financial Assets	5,655,623	4,099,476
<b>Total Non Current Assets</b>	<b>5,655,623</b>	<b>4,099,476</b>
<b>Total Assets</b>	<b>8,005,055</b>	<b>7,834,044</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Trade and Other Payables	132,673	77,523
Employee Provisions	48,250	20,181
<b>Total Current Liabilities</b>	<b>180,923</b>	<b>97,704</b>
<b>Non Current Liabilities</b>		
Employee Provisions	17,000	-
<b>Total Non Current Liabilities</b>	<b>17,000</b>	<b>-</b>
<b>Total Liabilities</b>	<b>197,923</b>	<b>97,704</b>
<b>Net Assets</b>	<b>7,807,132</b>	<b>7,736,340</b>
<b>Equity</b>		
Retained Earnings	7,807,132	7,736,340
<b>Total Equity</b>	<b>7,807,132</b>	<b>7,736,340</b>

Adoption of AASB 1058 has resulted in a change in Company's accounting policies. Prior year financial information has been restated to conform with the new measurement and disclosure requirements of AASB 1058.

A full copy of the financial report can be provided upon request.





# Our supporters

We are pleased to partner with these organisations and individuals who have invested in schools across Australia.

## Strategic partners



## Our Pioneers in Philanthropy

The Pioneers in Philanthropy are a group of Australia’s most distinguished business leaders and philanthropists who have come together to support disadvantaged schools and the teachers who work in them. Over five years, the Pioneers are directing more than \$5 million through Schools Plus to transformative projects in schools and support the Commonwealth Bank Teaching Awards.

- David Gonski AC (Chair) and Orli Wargon AOM  
*(representing the Gonski Foundation)*

John B Fairfax AO and Nick Fairfax  
*(representing JIBB Foundation)*

John Grill AO and Rosie Williams

Angus and Sarah James

- Roger Massy-Greene  
*(representing Eureka Benevolent Foundation)*

Kerry Stokes AC  
*(representing Australian Capital Equity Group)*

The Commonwealth Bank of Australia

## Major partners



Emalyn Foundation

Day Family Foundation

Claringfeld

## Key supporters

- Alan Corbett

The Blackwood Foundation

Carter Family Foundation

Delaney Endowment, managed by Equity Trustees

Drummond Foundation

Fremantle Foundation

Google Australia

Izaak Robison Family Fund  
*(a charitable fund account of Lord Mayor’s Charitable Foundation)*
- Luke Waters

Massey Charitable Foundation

Michael Ahrens

Richard Bomford

Simon and Heather McKeon

Tracker Fund

Vivi

## Pro bono supporters

PwC

Thomson Geer





# Together, we can help close the education gap.



## Schools Plus

### **AUSTRALIAN SCHOOLS PLUS**

Level 1, 204 Clarence Street,  
Sydney NSW 2000

T: 02 8880 0296

E: [info@schoolsplus.org.au](mailto:info@schoolsplus.org.au)

Australian Schools Plus is a registered charity with Deductible  
Gift Recipient (DGR1) status. ABN 65 164 622 459

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