



Impact Report 2023

**EVERY CHILD
HAS THE RIGHT
TO THE SAME
OPPORTUNITIES**



Pictured: Marble Bar in Nyamal Country, WA.

ACKNOWLEDGEMENT OF COUNTRY

Schools Plus acknowledges the Gadigal people of the Eora Nation as the Traditional Owners of the area our head office is based, and the Traditional Owners and their custodianship of the lands on which we work with schools. We pay our respects to their Ancestors, the land's first teachers, and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to Australian and global society.

A MESSAGE FROM OUR CEO

You've helped us to create opportunities for children to thrive despite years of unprecedented challenge.

As we sum up the past year in this report, we are absolutely amazed at the resilience and determination of our children, families and school communities as they have begun to address the impact of some of the toughest few years.

Whilst many schools have returned to a level of normality post-pandemic, the impact of two years of lockdowns with limited face-to-face engagement and socialisation, as well as natural disasters and other crises have left many children even further behind. In response, we've doubled down our focus on addressing learning gaps, such as literacy, numeracy and STEM as well as focusing on interventions to improve children's wellbeing through a range of innovative approaches. We've also shone a light on some of our more vulnerable communities including children impacted by crises, First Nations children, and children in rural, regional and remote locations.

In the past year we have supported 70,042 children and young people. We could not have achieved this without the support of our amazing donors who have over nearly a decade helped to raise over \$60 million in support of our organisation to deliver this incredible impact.

We've continued to take a place-based approach to interventions to support students because we know that it is the families, teachers and community who know their children best. We've also taken a holistic approach to improve opportunities and outcomes for students through supporting the design and implementation of school projects that benefit children in multiple ways. For example, The Two-way Science program (page 17) that is strengthening the cultural identity of First Nations children, contributing to wellbeing and is also seeing students achieve higher in science and reading. Recognising that transformational change for any community takes time and support, Schools Plus is also shifting to a multi-year focus. This will provide stronger opportunities for schools to deepen and sustain the impact of their work.

We have continued to advocate for the role of teachers, by celebrating 22 amazing teachers at our Commonwealth Bank Teaching Awards in July 2022. We were delighted to host Federal Education Minister, Jason Clare, at the Awards and very pleased to receive his invitation to host the teaching awards in Parliament House in Canberra for 2023. We've also continued to work closely with various Departments of Education collaborating on insights, knowledge sharing, and the incubation and scaling of key projects across several states and territories.

It has been a very rewarding year for the team at Schools Plus as we have witnessed the incredible impact you have helped us to make in 2022.

Do you remember that one teacher or one moment when you realised that you had mastered something or you were given that opportunity to achieve something that was important to you? Did it change your life? Well, you have helped to provide a vital and perhaps life-changing opportunity for tens of thousands of Australian children in 2022 and given them the chance to reach their potential. We are very proud to share this Impact Report with you.

Rosemary Conn
CEO, Schools Plus

How we drive change

Schools Plus is a national not-for-profit that supports children to have the opportunity to thrive through school and beyond.

We enable all children to have an equal playing field so that they develop the skills they need, and the personal qualities and characteristics required to reach their full potential.

During the 2022 school year¹, we have:

**Supported
358 school
communities**

**Benefited
70,042 children
and young people**

**Benefited
7,722
teachers**

WE WORK ACROSS 5 KEY PILLARS



Learning
Gaps



Wellbeing



First
Nations



Rural, Regional
and Remote



Crisis
Response

BUILDING CAPACITY IN



School
leadership



Teaching and
learning practice



Family and
community
engagement

TO IMPROVE STUDENT OUTCOMES



Achievement



Wellbeing



Learning dispositions

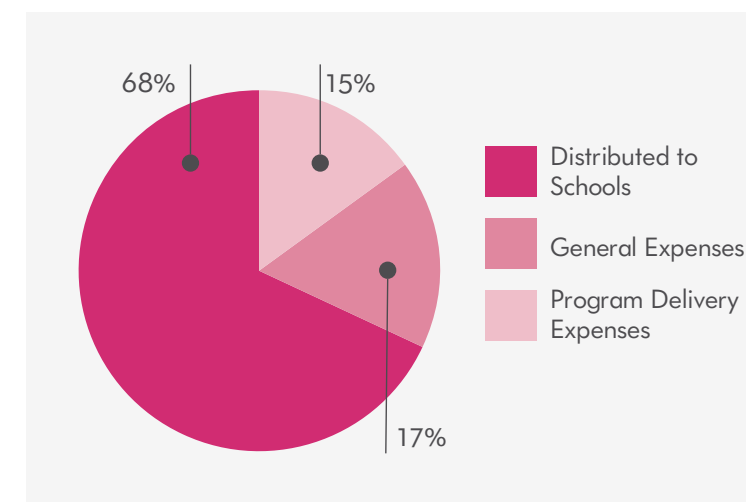
¹ Works delivered in the 2022 school year are defined as those with annual acquittal occurring between 1.4.22 - 7.4.23.

Our Impact

The impact of our work on children and school communities across Australia is made possible by our supporters.

Our generous supporters donated \$9,120,637 in the 2022 financial year (FY22) which supported school projects. In FY22, support to schools was allocated as per the figure on the right.

Our major expenditure was direct funding to schools, enabling them to invest in resources to effect change within the context of their communities. Program delivery expenses covered coaching, program management and evaluation support for schools. General expenses include support for Schools Plus' operations.

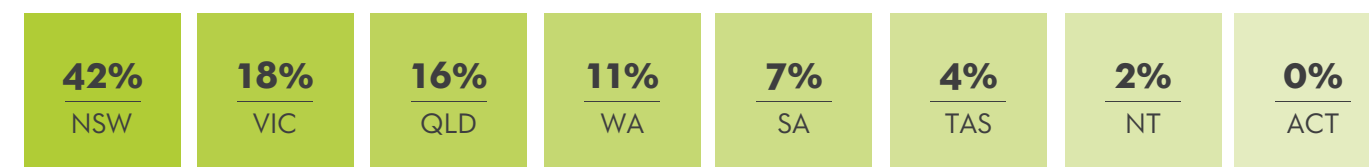


Above: Expenditure FY 2022

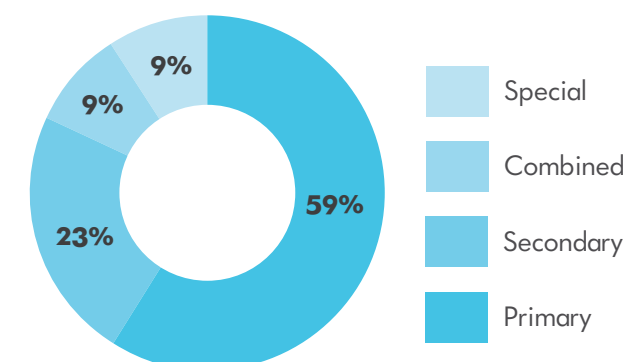
We partner with schools that need our support.

During the 2022 school year¹, we partnered with 358 school communities whose projects are either complete or still in progress. In this period, 4,415 schools across Australia were eligible for support².

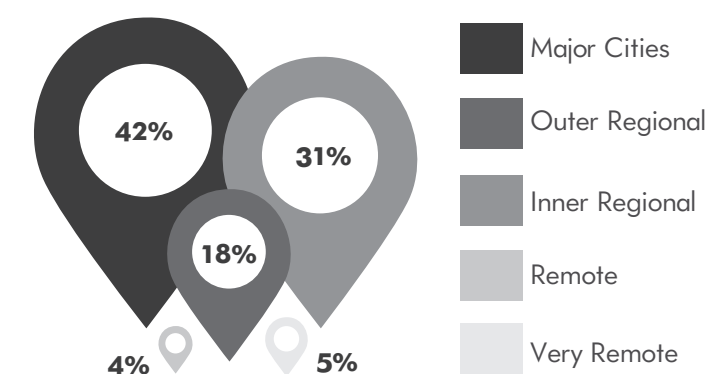
Schools by state



Schools by type



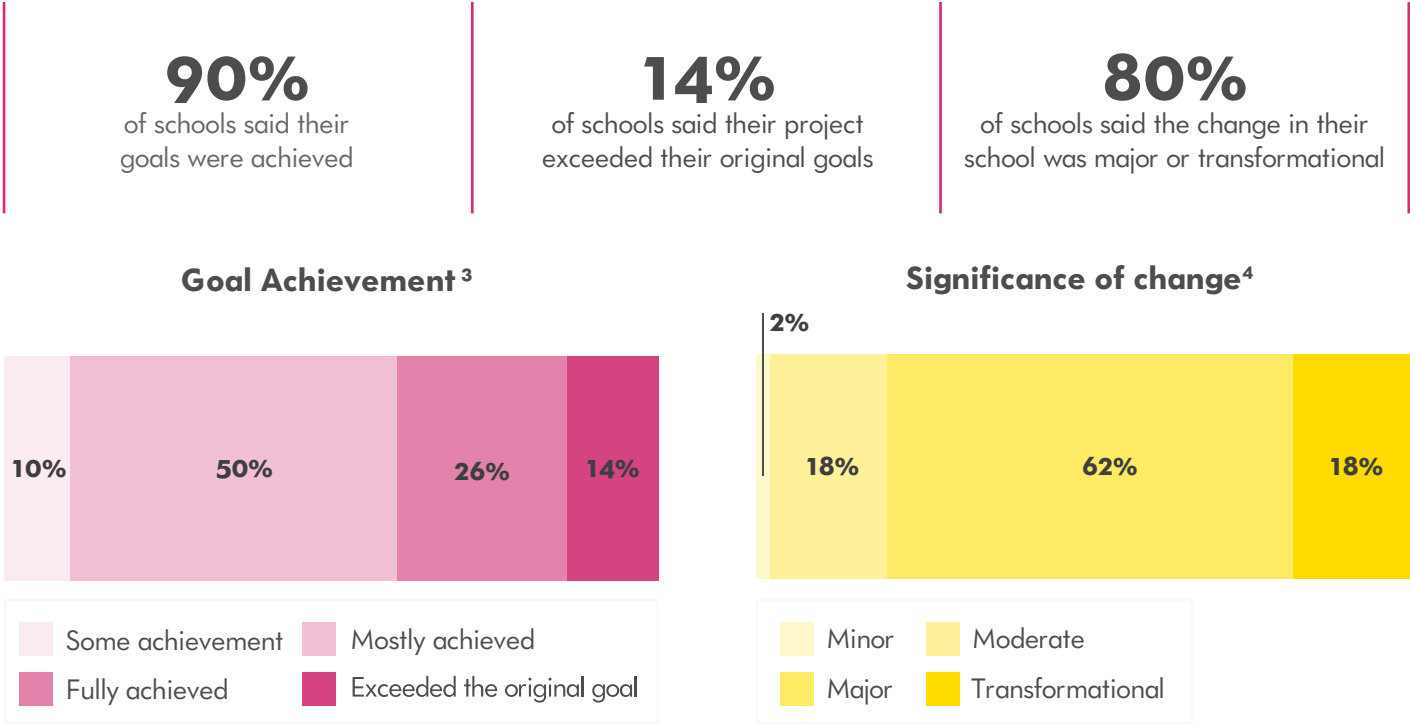
Schools by location



² To be eligible, schools must have an ICSEA value below 1000 or be a special needs school.



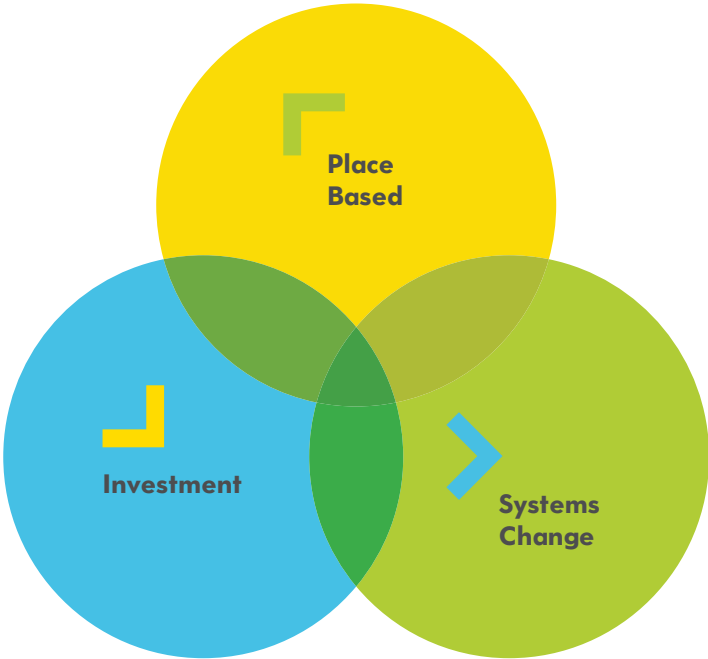
We empower teachers to create lasting change in their schools and beyond. We asked our school partners to report on the success of their projects.



³ n = 124 projects ⁴ n = 109 projects

Our unique model drives our impact

Schools Plus’ model combines three interdependent components that work together to drive change.



Pictured: Jason Clare (Federal Minister of Education) and Rosemary Conn (Schools Plus’ CEO). Commonwealth Bank Teaching Awards, July 2022.

1. Place-based approach

We take a place-based approach to target the unique needs of children within a specific community. We engage a broad range of stakeholders including educators, health practitioners and families to be active participants in the development and implementation of interventions, because we know that it is the community that knows its children best.

2. Investment to effect change

We support school communities with critical resources that help them to effect change. This includes a financial component to help access physical and professional resources as well as coaching and wrap-around support to enable the project’s successful implementation.

3. Influencing systems change

Some of our larger-scale projects are now playing a key role in influencing systems change at a sector level with some projects that were initially incubated by Schools Plus now expanding and scaling into mainstream educational programs.

Our support of schools and teachers

BUILDING SCHOOL CAPACITY WITH COACHING

Schools Plus has a team of 27 experienced coaches who are independent education experts that support schools to design, deliver and evaluate their projects, as well as help to build leadership capacity and encourage knowledge sharing within and between schools.

During the 2022 school year¹, we delivered 1,053 hours of coaching to teachers and school leaders across 358 schools.

90%

of schools said coaching supported them to achieve their overarching project goal

83%

of schools said coaching helped them to design and implement their project

80%

of schools said coaching helped them to develop their leadership capacity

“Staff members involved in the project have been given the opportunity to grow and demonstrate their leadership skills. One staff member has earned a position on the school executive team in 2023 due in part to the leadership they demonstrate with this project.” - Teacher

“The benefits of the coaching were part of the project; without that we wouldn’t have been brave enough to take the leaps and bounds that we did take in the end.” - Teacher

“(Our coach) has an exceptional capacity to see what is happening now, in real time, and to always keep people on track. But at the same time makes us feel like we are owning the ideas.” - Teacher



Pictured: Teachers visit the the Singapore School of Science and Technology, April 2022.

SHARING KNOWLEDGE & RESOURCES

Our knowledge sharing program aims to promote a culture of collaboration and professional development across the schools we support. We do this through a range of activities including communities of practice, coaching clinics, webinars and forums, and resources including videos that share learnings and insights from school initiatives. In the 2022 school year¹, we hosted 15 knowledge sharing events.

To extend the reach and impact of these activities we have also partnered with international and national organisations including The Brookings Institution, the Connection, Social Ventures Australia, Evidence for Learning and the Australian Education Research Organisation (AERO) to contribute our learnings and deliver different elements of the program.

“It was great to be able to share and learn with other professionals. While our projects are quite different, I was inspired by the work everyone is leading.”
- Regional and Remote Community of Practice participant

“I found this session today, and the last session such a gift. Thank you so much for facilitating such an evidence-based and relational project.”
- Fair Education Community of Practice participant

RECOGNISING GREAT TEACHERS HELPING CHILDREN TO THRIVE

Raising the profile of teachers and celebrating outstanding achievement within the profession is an integral part of Schools Plus’ role within the Education sector.

We were pleased to recognise 22 exceptional teachers at the Commonwealth Bank Teaching Awards 2022 for their outstanding practice and educational leadership that has positively impacted their students, schools and the broader education community - 12 teachers were awarded a Teaching Fellowship and 10 Early Career Teachers received the inaugural Early Career Teaching Scholarship. Teaching Fellows received funding for a strategic project at their school and professional development including an overseas study tour designed to strengthen their practice, enhance leadership skills, and grow their influence in the sector. Early Career Teachers received funding for individual professional development, coaching and a domestic study tour.

The Awards program is delivered with the generous support, and in partnership, with the Commonwealth Bank and Pioneers in Philanthropy.

Our 2022 event also gave us the privilege of hosting the Federal Minister of Education, Jason Clare, who remarked that “it is the teachers who are the key makers, who open doors that would otherwise stay locked.” Minister Clare has also invited Schools Plus to host the 2023 Awards at Parliament House in Canberra.

2,184
teachers nominated

280
teachers applied

22
teachers rewarded



Pictured: Jason Clare (Federal Minister of Education). Commonwealth Bank Teaching Awards 2022.



Pictured: from left, Rosie Williams (Pioneers in Philanthropy), Daniel Edwards (Montello Primary School, TAS), Rosemary Conn (Schools Plus’ CEO). Commonwealth Bank Teaching Awards 2022.

Every child in Australia has the right to access quality education that enables them to thrive in school and beyond.

We consult with Schools, Government and Departments of Education, and have identified five key areas of need in the education space - Learning gaps, Wellbeing, First Nations, Rural/Regional/Remote and Crisis. These areas are multi-faceted and often intersect as we take a holistic approach to address the challenges facing children living in the communities we support.



Pillar 1
Focus on Learning Gaps

Helping to address learning gaps and reduce the number of children and young people falling behind.

Across Australia, many children living in lower socio-economic contexts, First Nations and rural and remote regions are more vulnerable to falling behind in their education. We partner with schools to enable early intervention for children where learning gaps are occurring and provide access to future-focused skills in literacy, numeracy and STEM, to help children develop lifelong learning.

Our work to close learning gaps:

34,098
children

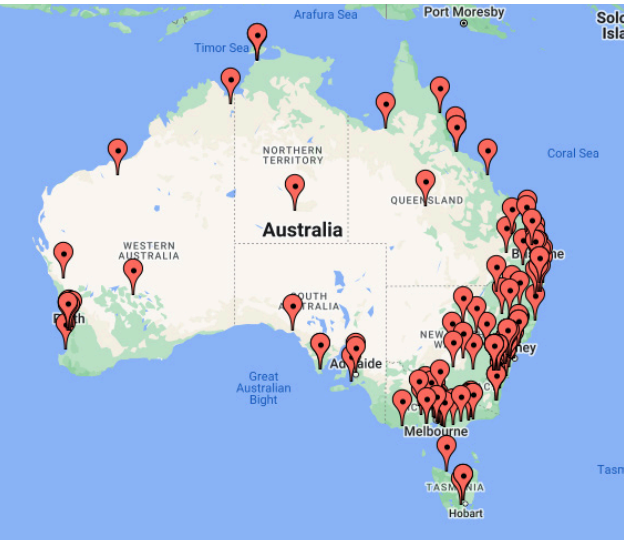
4,144
teachers

250
school communities

Children and young people facing disadvantage are:

- twice as likely to be unprepared for school. Each year, 22% of 4–5-year-olds start school behind.⁵
- likely to be around 3 years behind at the age of 15 in reading, maths and science versus those from advantaged backgrounds.^{6,7}
- less likely to exhibit the growth mindset, resilience and learning habits that set them up to thrive at school and make a positive contribution to society.⁷

Also, students who are female, First Nations or living in rural, regional and remote areas are less likely to choose STEM subjects in senior high school, missing out on STEM career pathways.^{6,7}



Map: All projects which acquitted 01/04/2022 to 07/04/2023, within the Learning Gaps Pillar, in 2022. Lead school location only.



STEM LEARNING MADE FUN

For children like Candice in regional Australia who participate in the innovative Virtual STEM Academy, the fun and interactive lessons are often the favourite part of their school week.

The Virtual STEM Academy (VSA) is a program that has transformed online learning and developed children’s skills in problem solving, inquiry, critical thinking and curiosity.

With foundations in QLD in 2017, the VSA has provided opportunities for students at the critical ‘future shaping’ point of Years 5 to 9 to access exciting STEM learning activities.

Now, with multi-year support from Schools Plus that began in 2022, the Academy has expanded to NSW and the NT. Over the past year, more than 3,000 students across the three states logged in regularly to an innovative video collaboration platform that uses gamification to create an engaging learning environment. The VSA enables children to connect online with like-minded students and for STEM teachers, experts and industry leaders to build their skills and lift their aspirations for future STEM careers.

With a strong focus on female and First Nations students, one of its goals is to open career pathways for groups currently underrepresented in the STEM sector. In addition, the VSA builds the capability of teachers in regional and remote communities to deliver much-needed STEM learning in their schools.

Candice sums it up simply: “I love it because it’s educational and at the same time it’s fun.”

“I love it because it’s educational and at the same time it’s fun.” - Candice



*Stories include fictional names for students



RESTIMULATING THE LEARNING JOURNEY

Ava, a Year 4 student at Bruthen Primary School (VIC), responded honestly when teachers asked her and her classmates what they thought about maths; Ava said: “we told them we hated maths.”

Ava’s perspective and experience with maths was transformed after the school introduced new ways of learning and engaging with students. Through an intensive professional development program, teachers deepened their understanding of empowering students as self-regulated learners, reading comprehension strategies and maths teaching. Teachers put their learnings into practice in maths and literacy classes by encouraging students to co-construct learning goals, evidence their learning and develop a language for talking about their learning.

Over the 18 months of the project, students have made gains in maths and reading. Of note, an increase from 43% to 77% of students have made one year or more growth in maths.

Comparing her former outlook to now, Ava said: “So many worksheets were boring, doing the same thing over and over again. Thank goodness they listened to us, now maths is so much better. It is a lot more fun, we do more challenging activities, get to use different materials and we can show our thinking in our workbook, make a model or use a book creator to video us working or talking about our thinking.”

*Stories include fictional names for students



REMOVING BARRIERS FOR BETTER LEARNING OPPORTUNITIES

Spearwood Primary School (WA) invested in a targeted speech therapy program in response to recognising that many children from Kindergarten to Year 2 needed extra support to develop their speech, language and literacy.

The program involves access to an onsite speech therapist and professional learning for teachers including identifying at-risk students and targeted teaching strategies for speech, language and literacy development.

As one of the children in the program, Zaahid engaged in weekly individual and group sessions with the speech therapist. He also received language and phonemic awareness lessons from his teacher and education assistant.

Zaahid, alongside all other students in the program, has made significant progress - most of the children’s families could not organise and afford speech therapy otherwise. Zaahid’s dad said: “It has been amazing seeing the improvements in his speech this year.” Teachers have also been impressed with how quickly children have progressed and the increased engagement and achievement across all learning areas.



Pillar 2

Focus on Wellbeing

Enabling positive and holistic wellbeing for children and young people.

There is a growing concern about persistent inequity impacting the wellbeing of many Australian children, affecting a child's ability to manage daily tasks and their readiness for learning. We understand wellbeing can be influenced by socioeconomic pressures, family trauma, educational inequality, and cultural identity. Additionally, in the past few years, the pandemic and multiple natural disasters have had a significant impact on the wellbeing of many Australian children.

We partner with schools to give children the opportunity to experience positive physical, mental, social, and emotional wellbeing throughout school and beyond.

Our work to support children's wellbeing:

33,837
children

3,466
teachers

139
school communities

Children and young people from disadvantaged backgrounds are:

- twice as likely to experience poor mental wellbeing and, by Year 3, children with poor wellbeing are nine months behind their peers.⁸
- more likely to experience a lower sense of belonging – acceptance by peers and others at school influencing motivation, participation and academic outcomes.⁷



Map: All projects which acquitted 01/04/2022 to 07/04/2023, within the Wellbeing Pillar, in 2022. Lead school location only.



CHANGING MINDSETS AND ATTENDANCE

After months of lockdown due to Covid, poor attendance became common practice for many children at Lavington East Public School (NSW). For Xavier in Year 6, his attendance dropped to below 70% and his academic results followed a similar path.

A quick shift however was seen in Xavier as the school invested in a coaching program to help re-engage students falling behind in attendance. An Attendance Coach worked regularly with Xavier and his mum to explore family

challenges at home and their perspectives of school, and then co-create solutions. This helped Xavier and his mum to adopt a more positive mindset about school and Xavier's attendance and academic performance dramatically improved.

Targeted students increased their attendance to over 85% and 93% of these students have sustained this. A teacher said: "We did not anticipate that restoring some students' attendance would improve so quickly and that they have maintained this in the new year." A clear trend between high attendance and high academic achievement was also observed - 88% of targeted students significantly improved in literacy and numeracy.

SHINING A LIGHT ON A DIFFERENT FUTURE

Roxy, Year 10 student at Wynyard High School (TAS), never felt she had a role model. Her mum and older sister never had a job and much like other children in the area, the household she grew up in caused a bit of trauma. Feeling like her prospects were bleak, Roxy did not regularly attend school.

Wynyard High created a targeted program to re-engage the small number of students whose attendance had fallen below 50%, including Roxy. Through the program, students received literacy and numeracy support and completed units on growth mindset, resilience, goal setting and wellbeing. They also learnt first aid and resume-writing, visited workplaces and with great results: attendance increased by an average of 35% and more students said they felt safe at school and had a role model after completing the program. Students also demonstrated more confidence and resilience through presenting public speeches and applying for jobs (with one successful placement) and school leadership positions.

Roxy's outlook on her future has been transformed. She said: "I didn't really know what I wanted to do before I started doing this. Now I know what I want to do for a job, and I think I can actually do it!"





Pillar 3

Focus on First Nations Children

Giving First Nations children and young people opportunity to walk confidently in two worlds.

Australia has a rich Indigenous history dating back over 65,000 years with communities retaining a strong connection to culture and language and identity and yet First Nations children and young people remain some of the most vulnerable in the country. First Nations communities in Australia are significantly impacted by collective trauma, including from experiences of the Stolen Generations, disempowerment, and cycles of disadvantage.⁹

We partner with schools to give First Nations Australian children access to culturally appropriate education programs and support so they are healthy, resilient and experience positive wellbeing and strong cultural identity.

Our work to support First Nations children:

4,999
children

624
teachers

40
school communities

First Nations children and young people are:

- 2 to 3 years behind non-Indigenous students in reading, maths and science.¹⁰
- attending school 79% of the time versus 92% for non-Indigenous students.¹¹

Map: All projects which acquitted 01/04/2022 to 07/04/2023, within the First Nations Pillar, in 2022. Lead school location only.



ENHANCING CULTURAL IDENTITY AND LEARNING THROUGH ANANGU-LED TEACHING

The Two-way Science program has fostered a significant partnership between a group of schools in remote SA and the Anangu community. The Anangu-led initiative aims to build cultural identity, teach science, reinforce literacy and numeracy and introduce technology.

From classroom to Country, children learn from the wisdom and experience of Anangu Educators, Elders, Rangers, families and community members about the land, water, weather, animals, plants and astronomy. Whilst gaining insight to the deep connection between nature and their culture, student learning is integrated across the Australian curriculum.

The voice and influence the Anangu community have been given in the education of their children has been empowering. Ernabella, Anangu Educator of Two-way Science said: "This is what we have been waiting for. This is for us."

Students of the program, like Ellin, have developed a stronger sense of cultural identity and pride. Engagement and attendance at school have also improved and students are achieving higher in science and reading. Additionally, teachers have improved their practice across learning areas by connecting on-Country learning with the national curriculum.

Now in its third year, Two-way Science has grown from involving five schools initially to all 10 Anangu schools. Schools Plus' multi-year support has been fundamental to its growth and success.



LIGHTING THE SPARK

As a school already providing opportunities for students to develop entrepreneurial skills, Kepnock State High School (QLD) sought to do more and with a focus on First Nations students.

In partnership with Schools Plus and social enterprise experts, Young Change Agents (YCA), the school delivered the Lighting the Spark program – an entrepreneurial capability program centred on connecting First Nations youth to their identity, Country and culture.

Kirra, Year 9, was one of the 30 First Nations students that completed the program. This included YCA-led workshops, connecting to Taribelang Bunda Country, and networking and learning from Indigenous entrepreneurs and organisations. Students worked in small groups to create their own social enterprise as they were taught to look at real problems in their community and create solutions in the form of a business. Students got to showcase their enterprise through delivering a pitch at the Youth Education summit and by selling their finished products at school events. One of the enterprises, Custodians of the Sea, was a finalist in the Teens in Business Awards First Nations entrepreneurial award.

The program has helped First Nations youth to develop their own voice, confidence, communication, critical thinking and teamwork skills, while enabling them to explore and strengthen their cultural identity. Kirra said: "This program has made me think of my culture and where my mob is from, I want to find out."

*Stories include fictional names for students

⁹ Australian Child Rights Taskforce – The Children's Report 2019

¹⁰ Australian Government – Closing the Gap Report 2020

¹¹ Australian Government – Regional Insights for Indigenous Communities



Pillar 4

Focus on Children in Rural, Regional and Remote areas

Providing equitable access and opportunity for children and young people living in rural, regional and remote Australia.

Children living in rural, regional and remote communities face numerous and complex challenges accessing quality education. For example, a lack of quality teachers or retaining teachers can mean children do not get the individualised attention that their urban peers may have, and a lack of access to technology or digital literacy can hinder children from advancing their ICT skills and online learning.

We partner with schools to provide opportunities for children living in rural, regional and remote communities by building teachers' capacity and providing access to technology and digital literacy, wellbeing support and sports and extracurricular activities to build confidence, skills and socialisation.

Our work to support children in rural, regional and remote Australia:

30,111
children

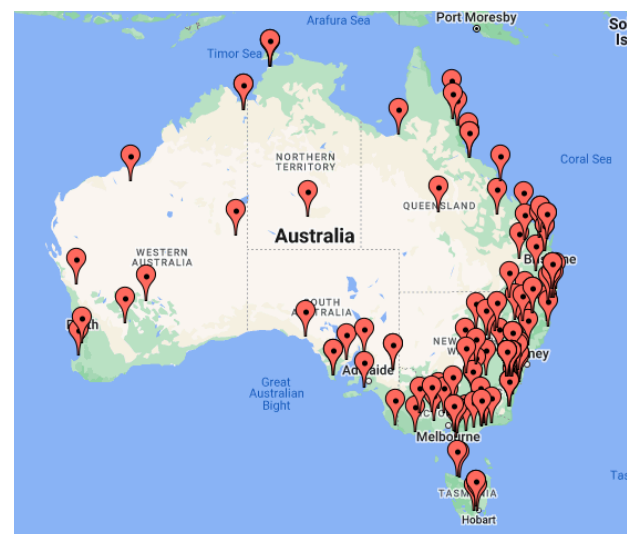
2,809
teachers

227
school communities

Children and young people living in rural, regional and remote Australia are:

- more likely to experience lower educational outcomes in science and maths.¹²
- showing higher rates of absenteeism.¹³
- experiencing lower access to adequate technology.¹⁴

Map (right): All projects which acquitted 01/04/2022 to 07/04/2023, within the RRR Pillar, in 2022. Lead school location only.



LEADING PRACTICES IN EARLY YEARS TEACHING

Recognising a high percentage of children in their early years were behind in literacy, a collective of Southern Midlands Schools (SMILE) in rural TAS sought to build on their existing relationship to better support children from Kindergarten to Year 1. Holden, a Prep student at Bagdad Primary School, was one of these children.

Through a collaborative inquiry process involving professional learning, reflection of practice and knowledge sharing, the schools developed a phonics teaching approach based on clear and consistent targets and practices. Teachers were challenged by their previously understood notion of phonics and were taken out of their comfort zones as they were observed and coached to improve their practice.

The shift in practice has led to great student outcomes. Alongside all other early years students, Holden has achieved well over 75% growth in oral language. The collective of schools also outperformed the state average of Kindergarten children achieving expected developmental outcomes by 13%. The supportive network across the schools has been valuable to teachers, where one said: "We feel we are not alone in our school and it is nice to have support from each other to make a difference to our students learning outcomes."

*Stories include fictional names for students



FAST TRACKING ENGLISH WITH ONLINE LEARNING

Lan, Year 6, has reaped the benefits of Milpera Live - an online English language program that supports children with English as a second language/dialect (EAL/D).

After migrating to Australia with little English and an immediate start to mainstream learning at Goodna State School (QLD), Lan had difficulties fully engaging in classroom learning. As Milpera Live was introduced at his school, Lan fast-tracked in reading and written English, and ICT skills. Lan said: "I loved the book (All in a Game). I also went from a D to an A in English, Milpera Live helped me to do that."

Milpera Live was developed by Milpera State High School (QLD), an intensive English language school. Two online language programs have been developed and delivered by their expert teachers into 10 QLD schools including some in regional and remote areas who otherwise don't have specialised language support for EAL/D students. The schools have seen significant growth in children's reading, writing, ICT skills and technical language required for on-line learning.

Milpera Live is now on its way to becoming a fully funded program by the QLD Department of Education. Additionally, with now multi-year support from Schools Plus, the school is working to reach more rural and remote schools and a third program to support ongoing language development.



Pillar 5

Focus on Children impacted by Crisis

Providing rapid response and building resilience for children and young people impacted by crises.

Over the past few years, children in Australia have been exposed to a range of challenges caused by floods and bushfires, and extended lockdowns caused by the pandemic, particularly in Victoria. These disruptions have impacted children's lives in multiple ways and have exacerbated many pre-existing challenges faced by schools. Each of these crises has required a unique response including short-term rapid response interventions, as well as longer-term care and support.

We partner with schools to provide children with support mechanisms to ensure that the impact of slow or rapid onset disasters are minimised and that children have the tools and resources required to thrive during and post a crisis event.

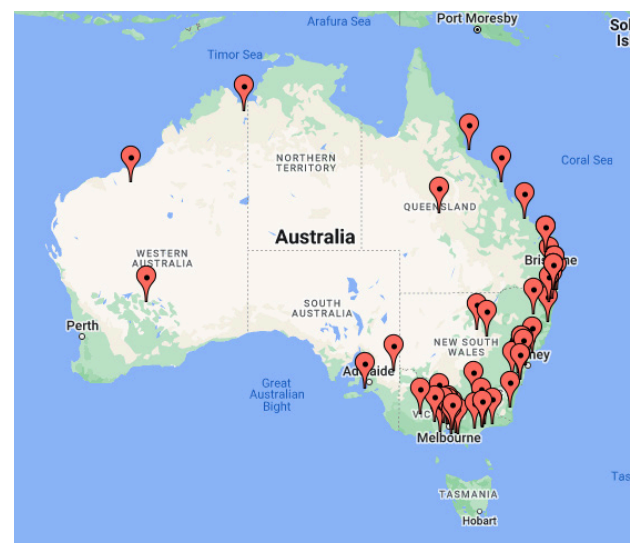
Our work to support children impacted by crisis:

13,958
children

1,785
teachers

93
school communities

The devastating floods that surged across south-east QLD and the NSW coast in early 2022 forced teachers to operate from temporary classrooms, damaging property like computers, furniture, books, musical instruments and sports equipment. The mental health and wellbeing of children, teachers and families was also significantly affected by the traumatic experience. In response, Schools Plus launched its 2022 Flood Recovery Appeal to support the urgent needs of school communities in QLD and NSW.



Map: All projects which acquitted 01/04/2022 to 07/04/2023, within the Crisis Pillar, in 2022. Lead school location only.



RESPONDING TO THE AFTERMATH OF FLOODS

Seven classrooms at North Nowra Public School (NSW) were damaged by the floods. It was yet another challenge to face at this school that had also been affected by the 2019/20 bushfires and repeated Covid lockdowns. The school's Breakfast Club and Kids Club had been run in one of the damaged rooms. These clubs are used daily by students like Cody, who need extra support to ensure they have a nutritious breakfast or need a space away from the playground during lunch and recess. The room is also used to support students' social and emotional learning and mental health through social skills and wellbeing programs. With Schools Plus' support, the school was able to replace and improve the equipment and other resources in the room that have been vital to lifting the wellbeing and engagement of Cody and other children.

The floods left Bundamba State School (QLD) with an immediate issue of no uniforms. Many parents like Madi's were struggling and couldn't afford to purchase new uniforms and there weren't enough second-hand uniforms available for all the students who had lost theirs. Schools Plus' support enabled the school to restock its 'community hub' to provide Madi and other students with the basic items they required from underwear to school uniforms and resources that give them back their sense of belonging and pride.

"The school's demographic is lower socio-economic with a high percentage of students from trauma backgrounds, experiencing family violence in the home, living in out-of-home care or suffering poverty that impacts their basic living needs. Bundamba State School was negatively impacted by the recent floods [and] could really benefit from some financial assistance to restock our uniform supply and resources for our student community." – Principal, Bundamba State School

BREAKING BARRIERS FOR MULTILINGUAL FAMILIES

For St Peter's Catholic Primary School (VIC), prolonged periods of Covid lockdown added to their existing challenge of engaging culturally and linguistically diverse families in their children's learning.

The school partnered with a local school facing the same challenge (St Bernadette's Catholic Primary School), to improve communication with multilingual families.




A Student Research Group (SRG) was formed where student researchers interviewed children about communicating with their families. Zeya, Year 5, shared her difficulties of talking with her parents who spoke Burmese and three other languages but had limited English; Zeya was only fluent in English. Recognising parents needed support to communicate with their children, the SRG developed tools for them – a podcast, video, and posters. A parent said: "The students provided some really practical suggestions that are easily taken on board." Student researchers also gained valuable skills and one said: "I have more confidence in speaking in person and to an online audience. I also know how to interview and do some data analysis."


Parent-teacher interviews were also held with the support of an interpreter, which shed light on how multilingual families are affected by systemic barriers at school and that Burmese families were the most marginalised group. A Burmese Bicultural Worker was then employed to work with Burmese families to support their specific communication needs.


By taking time to listen to children and parents, the schools have a better understanding of complex language issues within multilingual families which has led to a targeted response and the schools' decision to continue to employ the Bicultural Worker.


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Greater Charitable Foundation

Green Family Foundation

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Hino Motor Sales Australia

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John and Myriam Wylie Foundation

Massey Charitable Foundation (Rallou Pty Ltd)

Matana Foundation for Young People

Milner Road Foundation

Ronald Geoffrey Arnott Foundation

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Stan Perron Charitable Foundation

The Envato Foundation

The Foundation of Graduates in Early Childhood Studies

The Ian Potter Foundation

The Primary Club of Australia

The Rali Foundation

The Ross Trust

The William Buckland Foundation

Toyota Community Trust

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Key Supporters

Atlassian Foundation

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Nelson Alexander Charitable Foundation

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The Barbara Luree Parker Foundation

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Pro Bono Supporters

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Our Pioneers in Philanthropy

Our Pioneers in Philanthropy are a group of Australia's most distinguished business leaders and philanthropists who come together to support disadvantaged school communities across Australia.

Over eight years, the Pioneers have directed more than \$8 million through Schools Plus to transformative projects in schools and supported the Commonwealth Bank Teaching Awards.

- David Gonski AC (Chair) and Orli Wargon OAM (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 AM (representing Eureka Benevolent Foundation)
- Kerry Stokes AC and Christine Simpson Stokes AM (representing Australian Capital Equity Group)
- The Commonwealth Bank of Australia

Our Ambassadors

Our Schools Plus Ambassadors play an important role in driving awareness about our organisation and the work we do to provide equal opportunities in education to children and young people in Australia.



EDDIE WOO is a Professor of Practice at the University of Sydney's Sydney School of Education. Since 2012, he's uploaded his everyday classroom lessons to his Youtube channel, Wootube, which has more than 1.5 million subscribers and 130 million views. Within the NSW Department of Education, he leads the Mathematics Growth Team, a statewide program of instructional leaders focused on engaging and evidence-based teaching practices.

In 2018, he was named Australia's Local Hero in the Australian of the Year Awards and listed as one of the Top 10 teachers in the world by the Global Teacher Prize. He is an internationally published author, TED speaker, TV host of ABC's Teenage Boss and Channel 10's Ultimate Classroom and Fellow of the Royal Society of New South Wales. Eddie is also an inaugural Teaching Award Fellow.



ADAM SPENCER, a lifelong numbers nerd, flitted with a law degree and a PhD in maths before launching his career as a radio host at triple j radio and then ABC Sydney radio station 702. Adam has had numerous television roles hosting everything from the national science show Quantum to poker championships, to appearing on the weekly sports review The Back Page, ABC news and current affairs wrap, The Drum.

His Sleek Geeks Science Comedy show with Dr Karl Kruszelnicki was a particular favourite of the public. A passionate sports lover, Adam is an ambassador for the Sydney Swans and coached a women's soccer team at the University of Sydney for over a decade. He is the University's first-ever ambassador for mathematics and science and is aligned with numerous charitable causes.

Our Board



ANGUS JAMES brings more than 30 years of corporate finance experience and a background on boards in the business, arts and education sector to his role as Chairman of Schools Plus. A former CEO of ABN AMRO Australia and New Zealand, he is now the Principal Partner at independent corporate advisory business Aquasia. He is also a Non-Executive Director of Region Group and a past Deputy Chairman of the Australian Chamber Orchestra, as well as a non-Executive Director of the Business Council of Australia, the Australian Financial Markets Association and the Australian Curriculum, Assessment and Reporting Authority.



ROSEMARY CONN 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. Under Rosemary's leadership, Schools Plus has connected with over 25% of disadvantaged schools in Australia through programs, workshops and inquiries; and created major partnerships with foundations and corporates to support innovative programs that generate long-term change in schools and the wider education system. In addition, Rosemary was the Co-Chair of Philanthropy Australia's Education Funder Network (2016-2018), facilitating conversations focused on what works and advocating on behalf of disadvantaged schools. She has made submissions to various forums, including the Review to Achieve Excellence in Australian Schools (Gonski 2.0 Review), and presented at conferences and events to raise awareness of Schools Plus and the needs of disadvantaged schools. Rosemary was named as one of the Australian Financial Review's 100 Women of Influence in 2019, was featured in the 2019 NSW Inspiring Women showcase, and was an NFP Executive Director finalist in CEO Magazine in 2022.



BELINDA WALL has broad and extensive experience within the public education system and is currently Director, Educational Leadership for the Wollongong North Principals Network. Belinda was the Principal of Woonona High School in Wollongong; has been the Deputy Principal of three high schools; and held the executive positions of District Guidance Officer (Senior Psychologist) and Relieving Student Welfare Consultant. Belinda was elected by her peers to the position of President, Secondary Principal Council, Illawarra South East Region in 2013. In 2017, she was seconded by the Department of Education to the position of Principal School Leadership, collaboratively mentoring and coaching principals with a focus on continuous school improvement and building leadership capacity. Belinda has forged significant learning partnerships between schools and tertiary settings and collaborated with the University of Wollongong in broadening the scope of a Quality Teaching and Mentoring Program for pre-service teachers and their supervising professional experience mentors. In 2017, Belinda was one of 12 inaugural recipients of the Commonwealth Bank Teaching Awards.



CATHERINE BRENNER has been in the business community for more than 25 years as a senior investment banker and as a non-executive director and chair in the education, arts, health, community, manufacturing, fast moving consumer goods, financial services, property and building materials sectors. She is the proud daughter, granddaughter and sister of school teachers. Current roles include Chair of Australian Payments Plus and Non-Executive Director of Scentre Group Limited and The George Institute for Global Health. Catherine holds an MBA from the Australian Graduate School of Management (UNSW) and a Bachelor of Laws and a Bachelor of Economics from Macquarie University.

*Our Board as at 8.6.23



MYRIAM BOISBOUVIER-WYLIE is the Honorary Consul General of France in Melbourne. She is the Founding President of the Bastille Day French Festival of Melbourne; a member of the advisory board of the French Australian Chamber of Commerce and Industry; and an advisor to two Associations she created in 2012 and 2013, Melbourne Accueil and French Assist Melbourne. Myriam holds a degree in Business Law from the Panthéon-Sorbonne University in Paris and an MBA from Tulane University, USA. She has worked in investment banking in New York and had her own practice as a lawyer in Monaco, her country of birth. From 2003-2009, she was President of the Parents' Association of the French School in Melbourne. With her husband, she established The John and Myriam Wylie Foundation, which provides support to organisations in education, social inclusion, Indigenous affairs, sport and wellbeing, and community interests in Australia. Myriam is also a member of the advisory board of Tanarra Philanthropic Advisors, which helps Australian charities to reach their full potential. In recognition of her work for the French Republic, Myriam was recently appointed an Officier de la Legion d'Honneur, having previously been appointed a Chevalier of this award. She is also a Chevalier de l'Ordre des Palmes Académiques. A resident of Australia since 1996, Myriam and her husband John live in Melbourne and have four sons.



MICHAEL DEVINE is a Senior Education Improvement Leader in the South East Victoria Region of the Department of Education and leads a network of schools in and around the suburb of Frankston in the Bayside Peninsula Area. Michael served a number of roles with the Department including Director of the Frankston North Education Plan, Principal of Western Port Secondary College and as Assistant Principal and Leading Teacher at Western Port and Patterson River Secondary College. Throughout his extensive career, a key focus for Michael has been addressing the impact of education in low socio-economic and disadvantaged communities, through individually tailored and whole-school cohort programs. He has also had an unrelenting focus on whole-school improvement and cultural change, to achieve positive results in academic, social and emotional outcomes. Michael holds a Bachelor of Arts Degree, a Diploma of Education and Masters in Education from Monash University, and a Certificate in Educational Leadership from Harvard University. He is also an inaugural Commonwealth Bank Teaching Fellow.



PETER JACKSON was CEO of Melbourne Football Club from 2013-2018. 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. Peter now runs his own executive leadership development consultancy.



TIM CROMMELIN has over 40 years of experience in investment banking, stockbroking and the property industry. Tim is the Chairman of Morgans Holdings (Australia) Limited. He was appointed General Manager of the Girdis Group of Companies (Property Development and Investment) in 1974 before joining Morgans in 1986. Tim is also the Chairman of Eagers Automotive Limited, a Trustee of the Australian Cancer Research Foundation, a Director of the Morgans Foundation, Director of Adney Limited, Director of the University of Queensland Endowment Foundation, and is on the Queensland Brain Institute Advisory Board. Tim was formerly the Deputy Chairman of Queensland Gas Limited and G.O.E CS Energy Limited, a member of the Senate of the University of Queensland, and a Non-Executive Director of Senex Energy Limited. Tim has a Bachelor of Commerce from The University of Queensland, has completed the Advanced Management Program at the University of Hawaii and is a Member of the Stockbrokers and Financial Advisers Association. Outside of his work, Tim enjoys golf, rugby, and cricket.



TONY COOK PSM is Secretary of the Australian Government Department of Education, having previously held the position of Deputy Secretary of the Higher Education, Research and International Group. Prior to commencing with the department, Tony was the Director General of the Department of Education, Queensland between April 2018 and September 2021. Tony previously held the role as Associate Secretary for Schools and Youth in the former Australian Government Department of Education and Training and has held senior executive positions within the Victorian public service. In October 2013, Tony was made Honorary Fellow of the Australian Council for Education Leaders. In January 2014, he was awarded the Public Service Medal for outstanding public service in driving school policy and funding reform in Australia. Tony is a registered primary school teacher with a major in early childhood education. He holds a Bachelor of Education from the Queensland University of Technology.

Schools Plus acknowledges and thanks Kim Williams for his valuable contribution as a former Board Director.



On behalf of the children and teachers across Australia, Schools Plus would like to thank all of our supporters, without whom our work would not be possible.

This report is a snapshot of the tremendous work being done in schools across the country each year.

Please visit **schoolsplus.org.au** or get in touch to learn more about our work.

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