



BRIDGING THE EDUCATION GAP WITH TLG



ANNUAL REPORT 2020



TLG
TEACH LEARN GROW



Our Vision

We believe in an Australia where every child has equal opportunities in education, regardless of their background, location, and circumstances.

Our Mission

To improve the educational outcomes and aspirations of rural and remote students in socioeconomic disadvantaged areas so that they can reach their full potential.

Why We Exist

Australian children are falling through the gap every day.

The 2011 Gonski Report analysis of the education system in Australia found a profound link between low levels of achievement and disadvantage, such as low socioeconomic and Indigenous backgrounds. It identified **three key factors** indicative of educational inequity in Australia [1]:

- Level of **remoteness**
- **Indigenous** background
- **Socio-economic** background

The report also brought to light the large gap between the highest and lowest achieving students in the country, including the following:

- There is a **2.5 year educational gap**, on average, between students from the highest and lowest socioeconomic quartile
- There is a **gap of 2 full years** of achievement, on average, between **Indigenous and non-Indigenous** students in Australia
- **1 in 2 Indigenous students do not finish school**

The 2019 National Assessment Program - Literacy and Numeracy (NAPLAN) report showed that Year 7 students in regional areas of Western Australia were **2-3 times more likely** to be **below the minimum standard** in numeracy compared to those in major cities. The same report also showed that those students in **very remote areas** were around **10 times more likely** to be below the minimum standard in numeracy [2].

Improving educational outcomes for these students is crucial to their ability to break the cycle of disadvantage. Research has repeatedly shown that improving schooling quality leads to 'better prospects for employment, higher wages and increased attainment of post-school education'. On a national level, this leads to a more productive workforce which brings a number of significant economic and social benefits [3].

[1] Australia, Review of Funding for School, & Gonski, David, 2011. Review of Funding for Schooling: final report Review of Funding for Schooling, Canberra.

[2] Australian Curriculum, Assessment and Reporting Authority 2018, NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018, ACARA, Sydney.

[3] Deloitte Access Economics (2016). The economic impact of improving schooling quality, Canberra: Australian Government Department of Education and Training



MESSAGE FROM THE CHAIRPERSON

David Sherwood

It's hard to believe that TLG turned 9 this year, where has the time gone! It is a testament to all of our brilliant volunteers that we have established a legacy and created a lasting impact on rural and indigenous students in WA, and now NSW as well.

The COVID-19 pandemic has taken the world by surprise. It has created tragedies for families and a huge increase in unemployment. Many of the other impacts have not been assessed in detail yet.

When looking at the education gap, it has been shown historically that this gap increases when students are away from school. There is a fascinating study in *freakonomics* that links long school holidays (which were created to help the family harvest, hundreds of years ago) as one of the key drivers of educational inequality [1]. Those well off are able to provide their children with tutoring, books, movies, discussion and other things that create an educational gap. Consequently, COVID-19 has almost definitely increased the education gap and it's essential that we work together to address this. Governments, schools, not for profits and technology providers can all work together to ensure that the educational outcomes are still realised now, and well after the pandemic subsides.

We've sadly been unable to run our winter Rural Program for the first time in our history due to the pandemic. Bridget and the team have done an outstanding job at working proactively to design and implement a response plan to ensure the safety of our students, teachers, tutors, staff and volunteers. The time has provided an opportunity for TLG to reflect, implement scalable remote working technologies, and refine our structures and policies for the future.

The executive and program volunteers have always been very innovative with technology and despite no Rural Program we were able to continue to service our schools and students throughout the pandemic to continue to help close the gap. The eMentor program was adjusted to meet government-mandated physical distancing regulations. We also launched a new Pen Pals program to enable volunteers to connect with students in place of the Rural Program, and a STEAM booklet of at-home activities was sent to 600 students to help them learn remotely. We feel this is particularly important given that the gap tends to increase when students are not at school, and we hope to alleviate an element of the 'remote learning' factor with these initiatives.

I'd also like to thank our wonderful Board of Directors, all of whom are very busy individuals who have kindly given us their time and expertise. Shane, Annie, Travis, David, Rachel, James and Ross you've all been wonderful thank you.

Thank you to all of the wonderful sponsors, volunteers, schools and executive, keep up the great work - we can bridge the gap together. Special thanks to Bridget, Cate, Brod, Alex and the team!

[1] Stewart, H, Watson, N, Campbell, M, 2018. The cost of school holidays for children from low income families, *Childhood*, Vol.25(4) 516-529, University of Glasgow, UK.



MESSAGE FROM THE CEO

Bridget Staude

In 2019, Teach Learn Grow successfully provided 38 schools with the eMentor and Rural Programs. We achieved consistently positive results across all programs, and were preparing for 2020 to be a year of growth and expansion across WA and especially NSW. Early on in 2020 however, like all organisations we were faced with the unprecedented challenge of the COVID-19 global pandemic, following shortly after the horrific bushfires in NSW.



Faced with such dramatic and difficult circumstances, I am incredibly proud of the way our team, with the guidance and support of our Board of Directors, was able to respond quickly and effectively to pivot our operations to provide support to students experiencing disadvantage wherever we could.

While it was devastating to cancel our Rural Program for the first time since Teach Learn Grow's inception in 2011, we were able to adapt to meet the needs of our partner schools. Fortunately, given our existing technical capabilities we were in a strong position to respond to the crisis and modify our eMentor program to meet social distancing requirements. This allowed all eMentor schools to continue to receive services throughout Term 2, providing one-on-one mentoring to upper primary students. In addition, we developed a comprehensive booklet of engaging STEAM activities for students to complete at home while isolating. This was distributed with the help of generous sponsors, to over 600 students, and remains available on our website. Finally, we launched a brand new Pen Pals program in May, connecting over 120 students in rural and regional areas with volunteer Pen Pals.

As always, Teach Learn Grow's organisational strength lies with our dedicated army of volunteers. Their understanding, support and hard work has been exceptional, especially during a period where the majority of our team faced huge disruption to their university studies and employment. With their commitment, we were not only able to establish new programs, but also use this time to reflect on and improve our policies and processes across the organisation, placing us in a stronger position moving forward. We are also thankful for the ongoing support of our sponsorship partners who make our work possible, and who have shown exceptional commitment to sustaining our partnerships during this time.

The recent crisis has shown us more than ever how much work there is to be done in closing the education gap in Australia. A recent Grattan Institute report showed that the achievement gap between disadvantaged and advantaged students increases at three times the rate in remote schooling compared to regular class, due to existing inequalities such as inability to access a device or internet connection [1]. This reinforces our strong commitment to improving the educational outcomes and aspirations of rural and remote students in socioeconomically disadvantaged areas so that they can reach their full potential.

We know that the next 12 months will continue to present new challenges and I am confident that the commitment, passion and innovation of our team will allow us to overcome any obstacles we face. Our results continue to demonstrate the powerful impact that one-on-one tutoring and mentoring has in improving a student's outcomes, attitudes, and perspective and we look forward to providing these opportunities to as many students as possible in the year to come.

(1) Sonnemann, J. and Goss, P., 2020. COVID Catch-Up: Helping Disadvantaged Students Close The Equity Gap. Grattan Institute.

STRATEGIC FOCUS



Our 2020 Plans

In 2020, TLG has implemented a new three year strategic plan. The process of creating this plan, involved consultation with our executive team and Board of Directors. The process commenced with assistance from an external strategic planning consultant in early 2019. Later in the year, several collaborative planning sessions we held with the executive team and board members which commenced with a stakeholder analysis and a SWOT analysis. This strategic plan will serve as an overarching vision and will be supplemented with annual Action Plans.

The **four key goals** of the plan to be achieved by 2022 are:

Financial Sustainability

Increase revenue streams, reduce dependence on, and diversify our sponsorship, and expand fundraising initiatives.

Growth

Increase the number of students tutored and mentored in Western Australia and New South Wales, and expand to a third state/territory.

Our Volunteers

Maintain volunteer satisfaction, provide quality training and professional development opportunities, maintain positive executive team culture and introduce more efficient technical systems to reduce volunteer workload.

Stakeholder Engagement

Engage volunteer alumni, foster relationships with sponsors and supporters, connect with relevant government departments, and establish local community and business relationships.

TLG Executive Values

At TLG, we work hard to embody our organisational values.



Innovation is our nature



Excellence is our attitude



We are one team

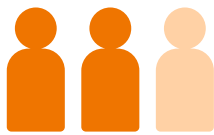


TLG PROGRAMS

At Teach Learn Grow, our two major programs, the Rural Program and the eMentor Program, usually run twice a year. They work in unison to achieve our mission to bridge the education gap that exists in rural and remote Australian communities. 2019 ended on a high with incredibly positive results showing improvements to educational outcomes for students. 2020 has been different to what any of us expected. It has proven to be a year of innovation and adaptability as we have found new ways to support the communities we work with, during the COVID-19 pandemic.



During the 2019 Summer Rural Program, our passionate and motivated volunteers travelled to 29 rural and remote schools across New South Wales and Western Australia. In collaboration with the teachers of over 95 classrooms, Teach Learn Grow's volunteers provided a week of high-dose, individually tailored, one-on-one tutoring and mentoring to students experiencing educational disadvantage.



58 Coordinators
264 Tutors

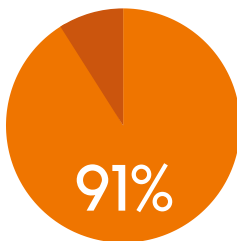


1,011+ Students

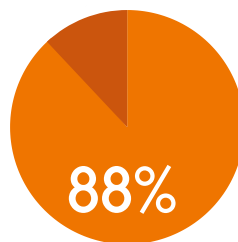


7,920+ Hours
Tutoring

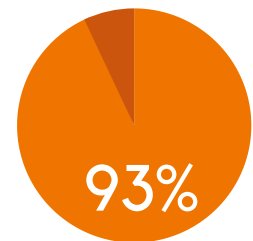
2019 Summer Rural Program Results



91%
of students demonstrated significant improvement in their identified maths concept



88%
of students demonstrated an improved positive attitude towards school



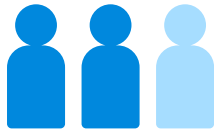
93%
of students stated they now feel more confident in maths

"The students were so excited about working with the volunteers each day. A few of my students made comments to me about how they are good at maths because their tutor had helped them. They now show more interest in this area of learning."

- Emma Julius, Classroom Teacher, Tambellup Primary School



In 2019/2020 the eMentor Program continued to grow, providing upper-primary school students in eight rural and remote communities across Western Australia mentoring from our positive role model volunteers. Over two eight-week programs, mentees were supported through a structured approach to two key topics chosen by their teacher. Topics are designed to encourage the emotional and social development of students as they transition to high school, and cover areas such as positive relationships, leadership, goal setting, and cybersafety.



24 Coordinators
103 Mentors



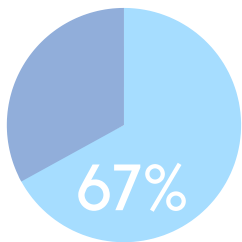
103 Students



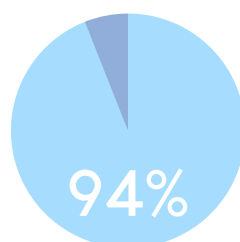
824+ Hours
Mentoring

In response to the COVID-19 restrictions in March 2020, we paused the Semester 1 eMentor Program. Our teams quickly transitioned to a new mixed format delivery so that all students and mentors could continue their relationships while staying safe at home. We continued the program once Term 2 began with all schools on board. Students without access to the required internet or devices for video sessions exchanged weekly scanned copies of letters handwritten by their mentors and delivered by dedicated teachers from our partner schools.

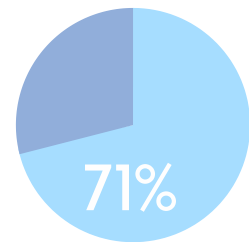
2019/20 Program Results



of students feel more comfortable
about starting high school



of students enjoyed having a
mentor support



of students felt more positively
about school in general

"Having that one-on-one time catered to the individual's needs definitely assists with that child being able to reach their full potential. Not only in an academic way, TLG helps those children who need attention and care."

- Tania Dornan, Classroom Teacher, Nulsen Primary School

2020 ALTERNATIVE PROGRAMS

As the pandemic unfolded in Australia we made the decision on 20 March to suspend our in-person Rural Program to ensure the safety of our staff, volunteers, stakeholders and the Australian school communities we work with. Adapting to this new environment, our forward-thinking Executive volunteers launched the TLG Pen Pals Program using learnings from the eMentor Program and created an At Homes Heroes Handbook for primary school students who would be spending more time at home due to lockdowns and the suspension of sport and other extra curricular activities.

TLG Pen Pals Program

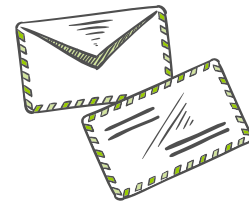
As a new initiative in place of the Winter Rural Program our volunteers continued to support students from rural and remote communities by connecting with 120 students from seven classrooms across Western Australia and New South Wales. In the six week program, students developed positive relationships with our volunteer pen pals, while practicing their literacy skills, by exchanging weekly handwritten letters which were scanned and emailed. Each letter was tailored to the interests and ability of a student as our pen pals worked with students from year one to year ten.



69 Volunteers



120 Students



400+ Letters



Letter from Year 1/2 student



Volunteer Pen Pal Olivia with her letter

At Home Heroes Handbook

For students unable to attend school or leave home we put together a booklet full of fun activities to keep students entertained and learn some new skills. The booklet has games and colouring pages as well as science, maths and problem activities for primary school students of all ages.

With the help of our sponsors **St Barbara Limited**, **Anglogold Ashanti**, and **Sandfire Resources** we were able to print and deliver **690 hard copies** of the handbook to our partner communities. We also made an electronic copy publicly available on our website for all schools and students to access.



TLG TUTORING CENTRE

Tutoring Centre

The past 12 months has seen the TLG Tutoring Centre consolidate many of its internal management policies alongside a structured expansion of operations – including the provision of online tutoring services for the first time!

The team entered 2020 with an array of new goals and exciting ideas, poised to grow the Tutoring Centre to new heights – many of which were unfortunately parked due to the COVID-19 pandemic. However, as restrictions have eased the team is ready to relaunch the growth of our business via a powerful marketing push and new initiatives, such as WACE preparation sessions and referral programs.

Over the past few months, the Tutoring Centre has successfully introduced online tutoring using an online video communication platform. This has provided a wonderful alternative method for us to provide services not only during the pandemic, but also paves the way forward to delivering online tutoring services to rural and remote students.

In 2019, Tutoring Centre partnered with national not-for-profit organisation, **Aurora Education Foundation**, to support the education of Indigenous students in Perth metropolitan high schools. Tutoring Centre tutors undertook group tutoring at **Southern River College** and **Kent Street Senior High School**, with Year 8 & 9 students, providing them with tailored and often individualised weekly tutoring for Terms 3 & 4. Improvements in educational understanding and performance were seen as a result, and the partnership has continued into 2020 with a pivot into online tutoring for students.

The Tutoring Centre continues to run a weekly **Digication** program at **Subiaco Library**, which engages the public in technology and digital education, in order to keep up with a technologically driven society. While Western Australian libraries were shut, the TC team created video tutorials for patrons so they could continue their digital learning during isolation. The Tutoring Centre aims to expand the Digication program to other Perth metropolitan libraries during the next financial year.



375
hours
of lessons
provided

TLG PARTNER SCHOOLS



WESTERN AUSTRALIA

Avonvale Primary School
Boddington District High School
Boulder Primary School
Coolgardie Primary School
Cosmo Newbery Remote Community School
Cue Primary School
East Kalgoorlie Primary School
Gnowangerup District High School
Goomalling Primary School
Kambalda Primary School
Kambalda West District High School
Kellerberrin District High School
Kondinin Primary School
Leonora District High School
Meekatharra District High School
Menzies Community School
Morawa District High School

Mount Magnet District High School
Mullewa District High School
Norseman District High School
North Kalgoorlie Primary School
Nullagine Primary School
Nulsen Primary School
Pia Wadjarri Remote Community School
Tambellup Primary School
Traying Primary School
Yalgoo Primary School

NEW SOUTH WALES

Glenroi Heights Public School
Moree East Public School
Wee Waa Public School

TLG VOLUNTEERS

Program Volunteers

This year, Teach Learn Grow recruited over 450 volunteers to undertake tutor, mentor and coordinator positions in our programs in WA and NSW. We continue to receive many more applications than we are able to accept, which has led to a rigorous recruitment process, in which candidates must demonstrate skills such as problem solving ability, initiative, and communication skills.

Each volunteer brings enormous energy to their role, making an effort to establish a personal connection to the students they work with, while implementing engaging and creative tutoring and mentoring activities. Our volunteers come from 11 university campuses in WA and NSW, across a range of faculties and industries, and take on the additional position of role model for the students they tutor and mentor.

We are incredibly thankful to each of our program volunteers for the time they put into providing opportunities for students in rural and remote communities.

2019/20 Program Feedback

26%

of non-education student volunteers now consider teaching as a future career path

96%

of our volunteers are university students

92%

of volunteers are more aware of different cultural practices in society

94%

of volunteers developed skills applicable to everyday life



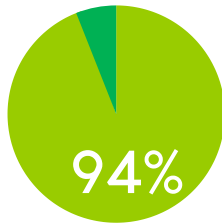
TLG VOLUNTEERS

Organisational Volunteers

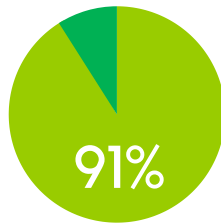
Teach Learn Grow is proud to be a volunteer-driven organisation, with 70 volunteer executive members across WA and NSW contributing to day-to-day operations, in addition to the hundreds of program volunteers each semester. The members of our executive team come from a diverse range of backgrounds and academic disciplines, and each brings individual talents and perspectives to their team. The majority of these volunteers are full time university students who balance their work and study commitments with their TLG role, which requires between 5-15 hours per week.

This year, COVID-19 greatly disrupted the usual calendar of in-person meetings and social events, but the resilient TLG executive team adapted quickly to the changing circumstances, and continued to dedicate themselves to their roles. The TLG executive volunteers are the backbone of the organisation and are to be commended for their commitment and passion for our work, even in the face of such challenges.

Our executive team attended two training retreats this year, with a focus on communication, team-building and goal setting for the semester. Throughout the year, the executive volunteers are also offered a number of professional development opportunities, plus ongoing internal training and social events in recognition of the incredible work they do for the organisation.



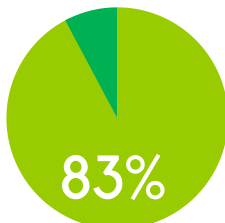
of volunteers believe they have gained skills that will help them in the future



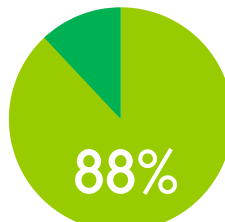
of volunteers believe their work on the Executive contributes to achieving TLG's vision



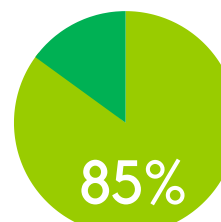
of volunteers would recommend joining the Executive to their friends



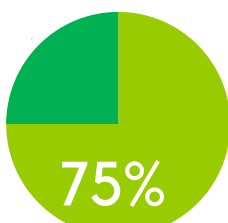
of volunteers felt comfortable with the adjustments made by their team due to COVID-19



of volunteers believe they have improved their communication skills



of volunteers are more confident about being a leader



of volunteers felt they were able to effectively carry out their tasks online and remotely (during COVID-19 shutdown)



TLG LEADERSHIP

BOARD



David Sherwood
Chair & Co-Founder



Shane Devitt
Deputy Chair



James Panerettos
Treasurer



Travis Elliott
Secretary & Co-Founder



Annie Fogarty
Board Director



David Price
Board Director



Rachel Lee
Board Director



Roscco Jennings
Board Director



Scott Meacock
Board Director (2019)



Kirsten Williams
Board Director (2019)

STAFF



Bridget Staude
Chief Executive Officer



Cate Leedman
Chief Funding Manager



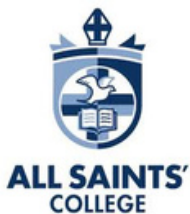
Broderick McCallum-Hee
Chief Operating Officer



Alex Davison
Chief Financial Officer

Dhanushke Fernando
Chief Financial Officer (2019)

TLG PARTNERS



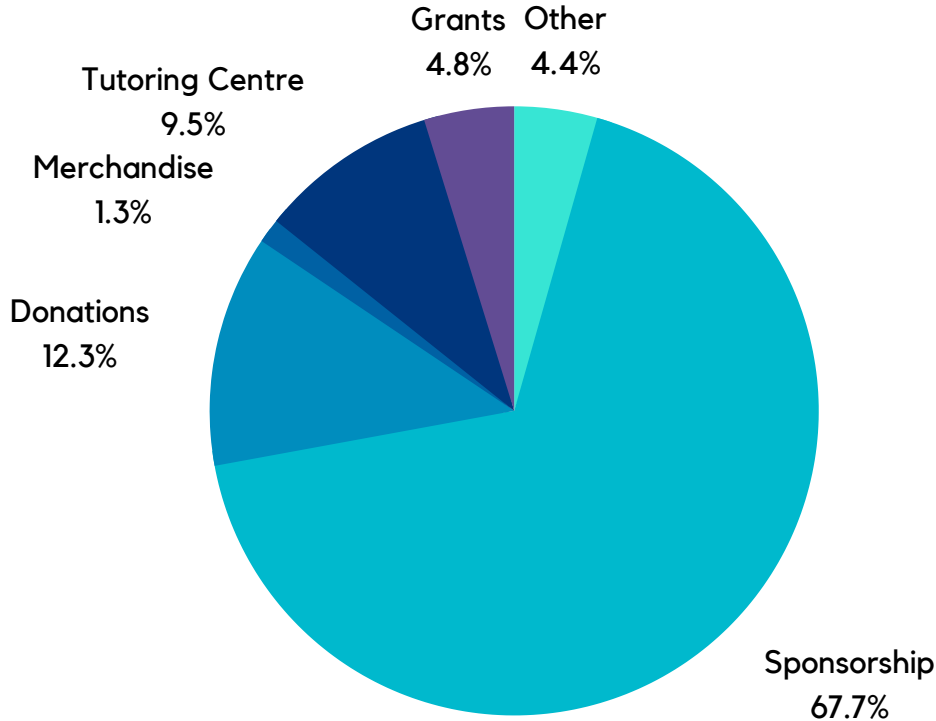
OUR FINANCIAL SUMMARY

Teach Learn Grow received sponsorship from university sponsor Edith Cowan University in 2019, as well as cornerstone partner Independence Group NL. We received sponsorship from ongoing funding partnerships with Sandfire Resources, AngloGold Ashanti, Gold Fields Australia, Fortescue Metals Group, Horizon Power, Transwa, and South32.

In 2019 we began funding partnerships with St Barbara Limited, Gruyere Joint Venture, and a second partnership with South32. In 2019 we received grant funding from Australia Post, Orange City Council, and Morawa Shire, and in 2020 we received funding from Wood.

TLG receives in-kind legal advice and support from Squire Patton Boggs and Hall & Wilcox, in-kind program transport from the Batavia Coast Rotary Group and the Rotary Club of Scarborough, and worked on an in-kind project with Deloitte. Edith Cowan University supports TLG with the in-kind use of an office space on campus.

TLG continues to be supported by Swan Christian College and All Saints College through the Immersion Schools Program, where high school students attend schools in the Kimberley and provide TLG one-on-one tutoring and mentoring. Unable to run the School Immersion Program in 2020, we plan to run it with more schools in 2021. TLG continues to receive support through donations from a range of donors within the community, and through a number of annual fundraising and marketing events.



Teach Learn Grow (TLG) is an incorporated association incorporated under the Associations Incorporation Act 2015 (WA). ABN is 90 562 114 725 and its registered office is located at Bloom, St Catherine's College, 2 Park Road, Crawley WA 6009. Its status as a Public Benevolent Institution was confirmed in December 2015 by the Australian Taxation Office, as was the organisation's status as a Deductible Gift Recipient and Income Tax Exempt Charity. The organisation enjoys certain other tax concessions and exemptions consistent with its status as a PBI which relate to Goods & Services and Fringe Benefits Taxes. Teach Learn Grow is registered with the Australian Charities and Not-for-Profits Commission. In Western Australia, TLG is registered under the Charitable Collections Act 1946 with Licence No. 21538.



THANK YOU

For your continued support
of our mission to bridge the
education gap.



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