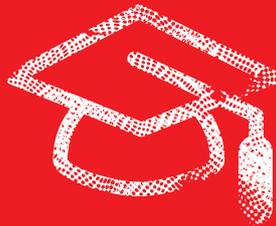




**CATHY
FREEMAN
FOUNDATION**
EDUCATION CHANGES LIVES



Acknowledgement of Country:

ENGLISH The Cathy Freeman Foundation would like to acknowledge and pay our respects to the traditional custodians of the land on which we work and live.

YOLŃU MATHA Napurr Cathy Freeman Foundation-ŋur napurr ga dharanjan ŋunhi wāŋa-watanjuny mala yolŋu-yolŋuny dhiyak wāŋa mala yirralkaw. Napurr ga waŋa Gululu ga napurr ga milkum walalan rom gurrurruk dhiyak wāŋaw. ŋunhi limurr bukmak nhina ga djāma. **TIWI** Ngawa ngupunyukuruwani nuwa ngini ngintamataluwa ngirramini kapi ngingawula murrakupuni ngini ngawa ngintipamurrumi awungarra Wurruniyanga. **WADJA** Nghali Woorabinda bunthoo woogoowardi Cathy Freeman Foundation binbee nunnee Wadja Ghungalu bunthoo.

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‘When we began the journey of putting together this year’s Annual Report, the one thing that stood out as great importance to me was ensuring that stories, not numbers, were the centerpiece. Annual Reports can often be focused on sharing data, numbers and statistics and while we recognise their importance (and you will find many numbers throughout these pages), they can never tell you the full story.’

Indeed it is important to look beyond the numbers and get to the heart of the story because that is where the beauty of success lies. And so I’m very happy to share many of these achievements and reflections with you in this year’s Annual Report.

The voices of our communities and the children, parents, families, Elders, teachers and principals we work with guide everything we do here at the Cathy Freeman Foundation. I am incredibly proud and humbled to say that is the way it’s always been and I hope it stays this way.

2016 marks nine years of this remarkable Foundation and as we find ourselves moving swiftly into our 10th year it is the perfect time to stop and pause and give consideration to everything we have achieved and what our future holds.

I’d like to acknowledge our Chairman and CEO for their ongoing leadership and to extend my sincerest gratitude to all of our communities, supporters and staff. It is our determination, to achieve our vision of an Australia where Indigenous and non-Indigenous children have the same standards and access to education, that is stronger than ever before.

Cathy Freeman
Co-Founder and Director



2016 was another extremely positive year for the Cathy Freeman Foundation. We continued to experience strong outcomes across all our programs, whilst maintaining an exceptional governance structure and stable financial position.

The development of our programs in three new partner communities - Woorabinda, Wurrumiyanga and Galiwin'ku - is particularly exciting. We now have staff in all locations, delivering programs in close collaboration with our key stakeholders. Employment of local Indigenous staff is a key pillar of the Cathy Freeman Foundation, as we firmly believe it is these people who best understand their communities and can most effectively deliver programs and achieve education outcomes on the ground. We currently have 28 staff, 60% of whom are Indigenous community based workers working closely with their communities.

2017 will mark the 10th anniversary of the Cathy Freeman Foundation, an achievement we are extremely proud of. Throughout this period, we have worked closely with our founding partner community, Palm Island, a partnership built on trust, respect and a mutual desire to create better education outcomes for all the children in the community. This relationship represents a key pillar of the Cathy Freeman Foundation: setting up long term community partnerships which create sustainable programs that have ongoing positive impact.

As always, the highlights this year was in visiting our partner communities, witnessing the programs on the ground and smiles of the children we support. Spending time with our community partners never fails to make me feel inspired and optimistic about what we can achieve in the future.

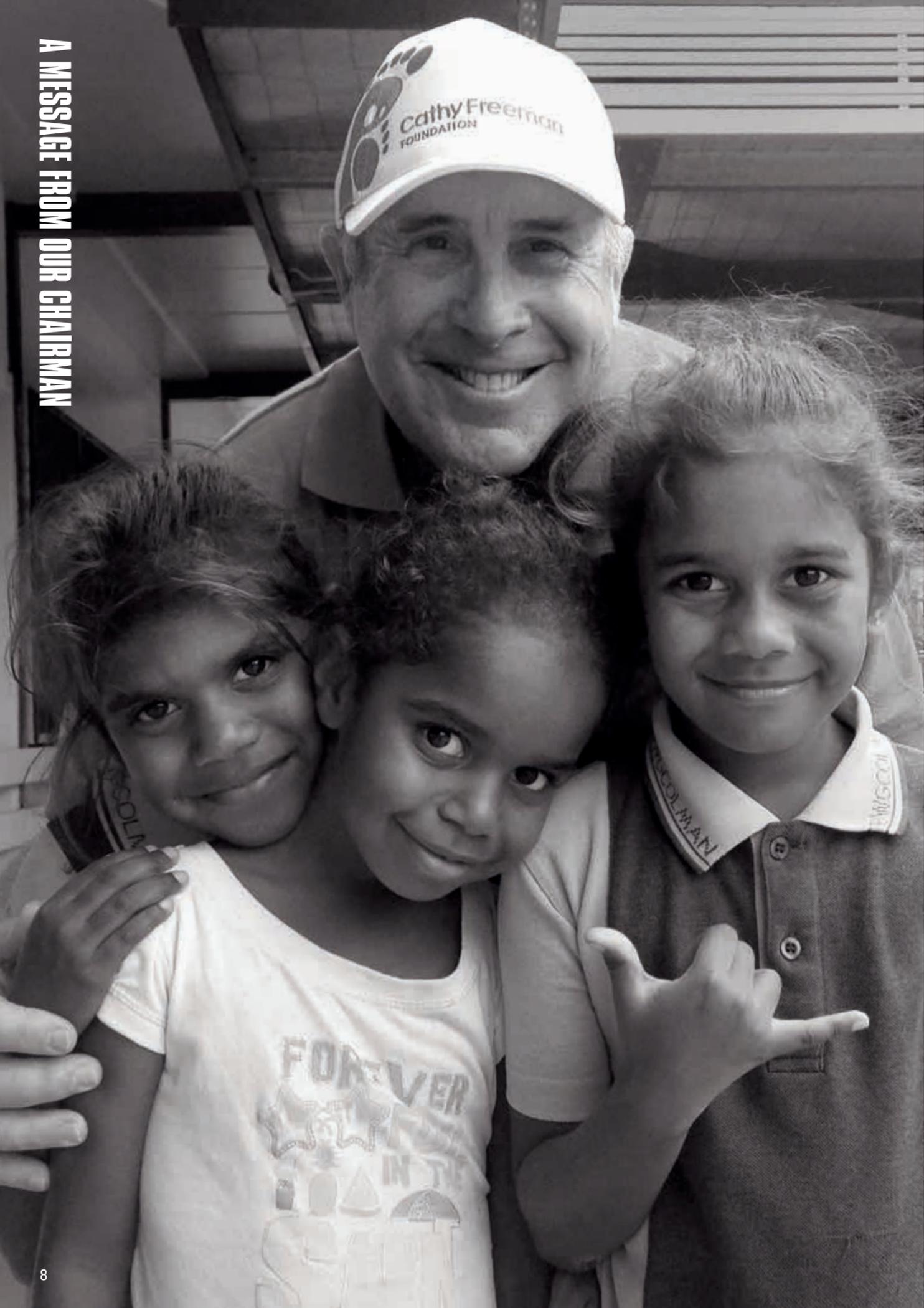
I would like to thank all our supporters for sharing our dream and vision. Without you we would not be able to have a positive impact on the education outcomes of Indigenous students across Australia. You constantly send us messages of support and encouragement and for this and your generosity we are truly thankful.

Finally, I would like to thank our team and Board. Together we share a passion and work ethic to constantly improve and deliver the best possible programs in our partner communities. We all know that there is a gold medal moment for each and every one of the students who participate in our programs and this is something for which we continually strive.

Jamie Howden
CEO

‘Over the past five years, there has been an incredible 350% increase in the number of Palm Island students completing Year 12. This phenomenal achievement encapsulates exactly what it is that the Cathy Freeman Foundation is trying to achieve.’





This year, we commence celebrations of our 10 years of operations. We have the opportunity to reflect on the lives that we have enriched, the opportunities that have been given and the progress made in the four communities in which our programs are implemented.

We are grateful to the wonderful staff that we have had on our journey thus far and the care and attention they have continued to bring to their roles in bringing improved educational outcomes in our remote indigenous communities.

In this regard, the Board and I wish to acknowledge the tireless work of Jamie Howden our CEO and his team. We also thank the community leaders in our communities who enable our work to take place.

We have continued to have wonderful support from our donors including support from the Government, corporate and philanthropic sectors – your support is valued and cherished.

As the Foundation and its reach continues to grow, the complexity of its operations does also.

In this regard, I wish to acknowledge and thank my fellow directors for the expertise, rigour and governance overview they individually and collectively bring to the Foundation. Their time and attention is valued. We are also greatly enhanced as a Foundation to continue to have the proactive involvement of Catherine Freeman our founder and director, who has inspired the nation with her athletic deeds

and continues to inspire young Indigenous and Non-Indigenous Australians with her selfless, focused and dedicated engagement to achieve the Foundation's aim of bridging the gap between the educational opportunities and outcomes of Indigenous and Non-Indigenous children.

We look forward to continuing our Programs, extending our reach, increasing our outcomes and having a positive impact for children, families and communities.

Jeff Thomas
Chairman

‘Our growing support from individuals who recognise the significance and impact of our work is much appreciated and a vital part of our ability to sustain our ongoing work.’





A YEAR IN REVIEW



'The Cathy Freeman Foundation is so important for these kids, because without it they wouldn't get the opportunity to go to these big cities and see Indigenous people just like them living amazing successful lives.'

'You're lighting a fire within that there is life outside of community.'

Lisa Wogand - Acting Principal, Woorabinda State School

MAJOR ACHIEVEMENTS



36%

increase in Indigenous staff in community in 2015.

52%

increase in the number of families participating in the Early Learning program in 2015.

124%

increase in number of people running with Team Freeman.

350%

increase in the number of students completing Year 12 in Palm Island compared to 5 years ago.

86%

of Horizons students said the program increased their commitment in completing Year 12.

33%

increase in the funds raised through Team Freeman events.





Education Changes Lives.

The Cathy Freeman Foundation started in 2007 with the aim to close the education gap between Indigenous and non-Indigenous children, and help children realise their education potential. With humble beginnings on Palm Island, the Foundation supported more than 600 children with a focus on goal setting, school attendance and Year 12 completion.

Today, we are proud to support 1600 Indigenous children and their families in our four partner communities - Galiwin'ku and Wurrumiyanga in the Northern Territory, and Palm Island and Woorabinda in Queensland. We recognise the great privilege it is to be welcomed into these communities each year as it is Community and Children that are at the heart of the Cathy Freeman Foundation's work.

In a year of consolidation, we continue to grow and strengthen our relationships with key stakeholders such as Elders,

principals, teachers, and most importantly families and their children. We respect the uniqueness of each community and work hard to deliver educational programs that meet the specific needs of each community and their children. The Cathy Freeman Foundation programs aim to equip Indigenous children and their families with the skills and confidence they need to succeed in school.

'In the past year we have worked harder than ever to improve and reinforce our program framework with a focus on providing aspirational and culturally relevant learning environments, which bring out the best in the children we work with,' said Jamie Howden, CEO of the Cathy Freeman Foundation.

'With the wisdom and passion of our community partners, and the help of our supporters across Australia and abroad, we are able to provide educational opportunities that truly change lives,' said Jamie.

Some of the highlights from 2016 include; handing out more than 2,400 awards to students in acknowledgement of their 90% and above attendance as part of our Starting Block Program, hosting 88 students who participated in the Horizons Program, and celebrating the graduation of 15 students across all four communities.

In the nine years of working with Indigenous children and their families, the Cathy Freeman Foundation is proud to have contributed to success and positive change. This year marked the first time in Palm Island history that 100% of senior level students graduated from Year 12 with a QCE. 'We strongly believe that it takes a whole community to educate a child and this year we celebrated the unprecedented outcomes from working together. We recognise the significant support these students received from the Cathy Freeman Foundation on their journey towards completing Year 12,' said David O'Shea, Deputy Principal, Bwgcolman Community School.

'Every community has its own individual culture which develops over time. Anything that we can do to positively impact this culture through the power of education is a great thing. The key to success is all about resilience. Keep trying, it doesn't matter if you fail and the Cathy Freeman Foundation really helps us with that.'

Gary Recklies - Principal, St Michael's Catholic School





'What I see from the Cathy Freeman Foundation is that it's complementary. It's not an add on or superficial. It's authentic and it's been designed to be a part of what we do.'

David O'Shea - Deputy Principal, Bwgcolman Community School



'The behaviour in the kids when they get back is different. When they come back they find themselves between the two worlds.'

Danny Dangadanga - Community Liaison Officer, Shepherdson College





Whilst Year 12 achievement and an increase in attendance are crucial to creating brighter futures for Indigenous children, it is the narrative around these statistics that must also be celebrated. Programs Coordinator for Woorabinda, Geoff Major, proudly reflects on the experience of a Year 5 student from Woorabinda State School who returned from a Horizons camp with a new-found confidence. 'The camp helped him with his self-esteem and public speaking. He did a speech at the school parade to get a place as a House Captain and as he got up, the Acting Vice Principal asked him, 'Where's your speech?' The student pointed to his head and said, 'Up here, Sir.' And he presented it beautifully, memorising the whole speech in the week leading up to it. Now he has taken on a Senior House Captaincy role.' Undoubtedly attendance goals set a direction for results, but for many students and their families the positive journey towards these results is a far greater marker for success.

The positive effects of the Foundation's support on the broader community are also evident as explained by Simon Cotton, Principal at Shepherdson College in Galiwin'ku, 'Thinking about the number of

mums sitting at the Starting Block Award ceremony, they almost outnumbered the kids. And that's the real change that's happening in our school. It is the ownership of the school by the community...because it is their great school.'

The power of education and having long-term support and stability can change generational attitudes too. 'I think there's a really big growth in terms of appreciation of education throughout the entire community. I think there has been a cultural shift that now sees and understands that education benefits the whole community,' said Gary Recklies, Principal at St Michael's Catholic Primary School on Palm Island.

Likewise, success can be a fragile thing and this is why the story behind the numbers is important. In some instances a school term can be off to a great start with positive numbers in attendance. However, unfortunate circumstances such as a community funeral, or 'Sorry Business', can adversely impact on school attendance. The Cathy Freeman Foundation recognises that it is equally as important to understand the situation and the stories, more so than the numbers. This respect

of culture and community life has attributed to a mutual trust and successful relationships with our partner communities.

This year, the Cathy Freeman Foundation will celebrate 10 years of providing educational opportunities and support to children and families of Palm Island in north Queensland. The long term partnership between the Cathy Freeman Foundation and the Palm Island community is undoubtedly one of the Foundation's greatest successes.

'The Cathy Freeman Foundation is special because people from all over Australia donate and they want to see Indigenous education succeed. People in our community know the Foundation is here for our children's education, here for the long run and for as long as the community want us here,' said Ruth Gorrige, Palm Island local and Community Liaison Officer for the Foundation.

As we celebrate this wonderful milestone, it is also a time to look to the future and know that there are still great challenges ahead. We must continue to work together to ensure all Indigenous children can experience their potential in school and beyond.

EDUCATIONAL PROGRAMS



WHAT WE DO

The Cathy Freeman Foundation delivers five programs designed to support students from Pre-Prep through to Year 12 as we travel the journey of the child through school.

Our longest standing partner community is on Palm Island, where we offer all five programs. More recent partner communities in Woorabinda, Wurrumiyanga and Galiwin'ku have commenced with the Starting Block and Horizons Programs and the Foundation will implement additional programs in 2017.



1 EARLY LEARNING PROGRAM

Since 2014, the Cathy Freeman Foundation has partnered with the Brotherhood of St Laurence to deliver the HIPPY Program (Home Interaction Program for Parents and Youngsters), which is designed to help prepare children for success in the classroom by equipping them with reading and writing skills in the early schooling years. Through the Program, parents guide their preschool-age children's early learning experiences and help them realise success by beginning school, ready to learn.



2 STARTING BLOCK PROGRAM

The Starting Block Program encourages students to achieve at school and strive for personal goals by giving recognition to those who demonstrate academic progress, good behaviour and regular attendance. This involves classroom resources provided to teachers to measure student success in school attendance and literacy and behaviour on a daily basis. These results lead to the Starting Block Awards ceremonies, celebrated at the end of each school term where students are acknowledged for their efforts in front of family, friends and community.



3 HORIZONS PROGRAM

In partnership with Cottage by the Sea, the Horizons Program gives students a once in a lifetime opportunity to join their peers from our partner communities for an intense personal development experience in Australian capital cities. With a major focus on positive role models, goal setting and post school pathways, these trips provide students with unique educational and cultural experiences in an urban setting.



4 ACTIVITIES PROGRAM

The Activities Program celebrates school achievement, attendance, healthy living and sociable behaviour. The two main components of the Activities Program are after-school sport and school-based sporting tournaments in netball and rugby league. The Activities Program also enables teams from partner schools to compete in external competitions.



5 SCHOLARSHIPS PROGRAM

In partnership with the Australian Indigenous Education Foundation (AIEF), this program provides scholarships to willing students who wish to attend private boarding schools and helps broaden their education experiences and opportunities during secondary school.

The Cathy Freeman Foundation works in partnership with the Brotherhood of St Laurence to deliver the Home Interaction Program for Parents and Youngsters (HIPPY). This two-year program is designed to instil children with the necessary skills to prepare themselves for the classroom in the early years of schooling. HIPPY is a home-based parenting and early childhood enrichment program that works with parents of young children. HIPPY aims to build and strengthen families' connections to and engagements with their local community and to expand their networks and knowledge around local resources.

The fundamental elements of the HIPPY program are about providing children with new learning concepts, increasing the self-confidence of parents as early childhood educators, improving communications between parents and children, and creating

a smooth transition to school. All of these generate a positive impact on family relationships and educational outcomes.

HIPPY began on Palm Island with 11 families and 1 tutor in 2014, and we ended 2016 with a record 19 families graduating and 25 families continuing on into the second year, supported by 5 tutors. There has been great growth in this program and we have seen a steady incline, as word-of-mouth has spread talking about the benefits of the HIPPY program.

This was especially apparent this year, with parents so keen to participate in the program that even before the school year started in 2016, the Cathy Freeman Foundation had a full cohort of families signed-up and ready to start, with families coming up to our staff in the street wanting to sign their children up.

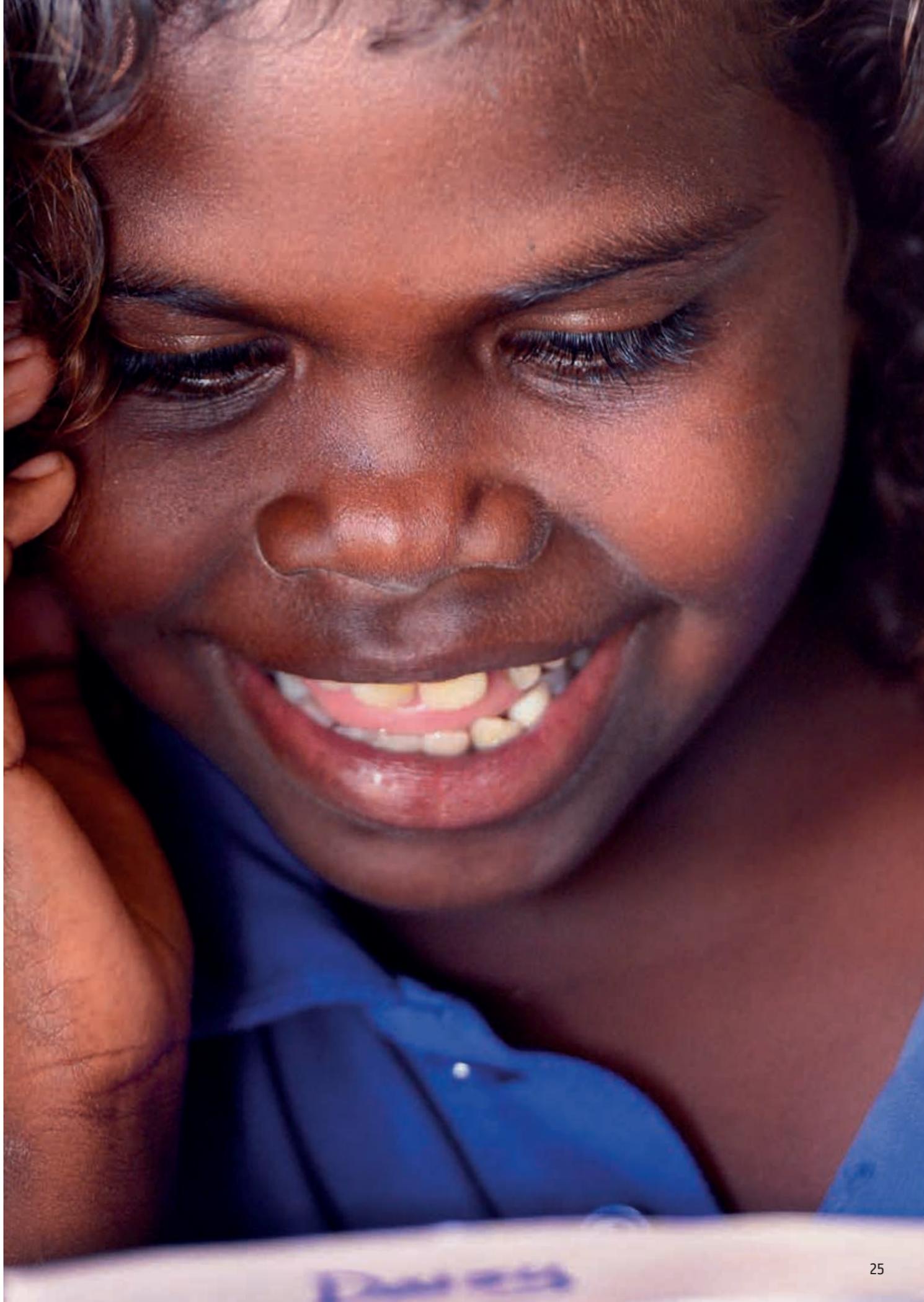
This is a credit to the great trust we have built in the communities we support and the mutual respect we share.

In 2017 we anticipate to continue building on this success by providing ongoing professional development for the HIPPY tutors, and continuing to expand to have six tutors supporting more than 50 families in weekly program delivery. With the support of parents, tutors and the community, we look forward to seeing more families approaching the Cathy Freeman Foundation and even greater numbers of children becoming school ready.

The Home Interaction Program for Parents and Youngsters is funded by the Australian Government through the Department of Social Services. The Brotherhood of St Laurence holds the licence to operate HIPPY in Australia.

Home Interaction Program for Parents and Youngsters (HIPPY) is an Australia wide program aimed at supporting parents, families and carers to work directly with their young children to improve their school readiness.

EARLY LEARNING



The Starting Block Program is a unique school based program primarily focused on engaging students to reach benchmarks for attendance, literacy and behaviour. The Starting Block Awards ceremony is a highlight for students and this incentive and recognition initiative continues to inspire students, to be the next one standing up in front of their peers receiving this award. The Cathy Freeman Foundation delivers this program in collaboration with all of our seven partner schools. The award ceremonies are held four times a year in the last week of each school term.

The Starting Block Program is embedded into all of our partner schools and used by teachers and students as a tool to track attendance, positive classroom behaviour and literacy improvement.

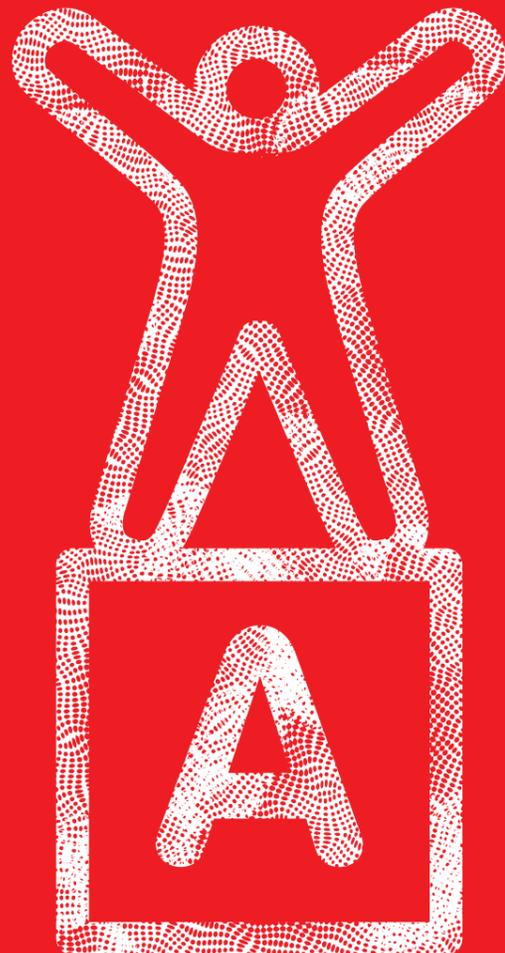
This year the highlights for the Starting Block Program include the opportunity to have Luke Carroll - Cathy Freeman Foundation ambassador, Dr Odette Best - our Board member, and Cathy Freeman visit the award ceremonies. All the visits were welcomed with open arms and one of the highlights for students was when Cathy Freeman came into the classroom and read to the students in grade 1 and 2. This left a lasting impression and had the parents and teachers speaking of her great involvement.

Another significant event was for the first time at our Starting Block Awards in Galiwinku, Danny Dangadanga a Community Liaison Officer at Shepherdson College MC'd the award ceremony with Evelyn Dhamarrandji, Programs Coordinator in the Yolngu Matha language. Our partner schools are building on our Starting Block

Awards in which schools are recognising the benefit of showcasing the award ceremonies. For many years Bwgcolman Community School have celebrated their Starting Block Awards with an end of term event which includes a meal for parents, decorations and videos celebrating the Term. Xavier College in Wurrumiyanga are leading by example and held the term 4 Starting Block Awards in conjunction with the Year 12 graduation ceremony. It's wonderful for the Cathy Freeman Foundation to see our partner schools celebrating student milestones and successes.

The Starting Block awards continue to build great confidence in students, and their belief that they can achieve is something that will be instilled in their learning pathways throughout their school years.

The Cathy Freeman Foundation 'Starting Block' Program is an incentive and reward based project aimed at improving school attendance for all students from Pre-Prep to Year 12.



STARTING BLOCK



The Horizons Program is an experiential and educational opportunity for students in Year 5 to Year 12. The Horizons Program gives students a once in a lifetime opportunity to join their peers from our partner communities for an educational and aspirational excursion to capital cities across Australia.

In partnership with Cottage by the Sea, students have the opportunity to travel to Melbourne, Sydney or Canberra. In 2008 when the program commenced we delivered only one Horizons camp. 2015 was the first year running Horizons trips for students from all four communities, with 75 students receiving the opportunity to attend one of five trips. In 2016 due to the number of suitable students, an additional Year 5/6 trip was added resulting in a total of 88 students experiencing educational opportunities as a result of the Horizons Program.

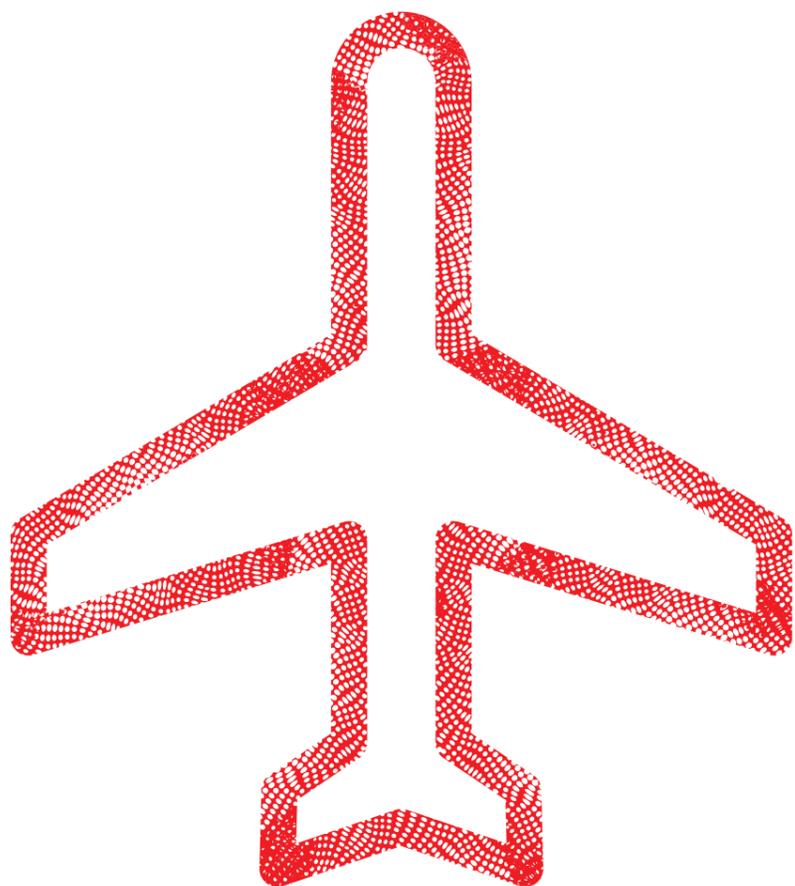
Over the past year the Horizons Program has evolved into a more structured week, with extra focus being placed on students' goal setting and building resilience.

The trips conclude with the students speaking publicly in front of their peers to share their dreams and aspirations. This activity has been well received and has built great confidence amongst students.

The Horizons Program activities include education, resilience and personal development workshops and work with organisations such as the Australian Indigenous Mentoring Experience (AIME), Creating Chances and Sports Without Borders to use sports, arts and culture to provide learning and development opportunities in a fun, non-threatening and engaging environment. Participating students also get the chance to experience local iconic activities such as climbing the Sydney Harbour bridge or attending the 'Dreamtime at the G' AFL match. There has also been a greater focus this year on exposing students to tertiary educational opportunities. Highlights for students included meeting with Senator Nigel Scullion, Minister for Indigenous Affairs, meeting Kyle Vander Kuyp, Linda Burney

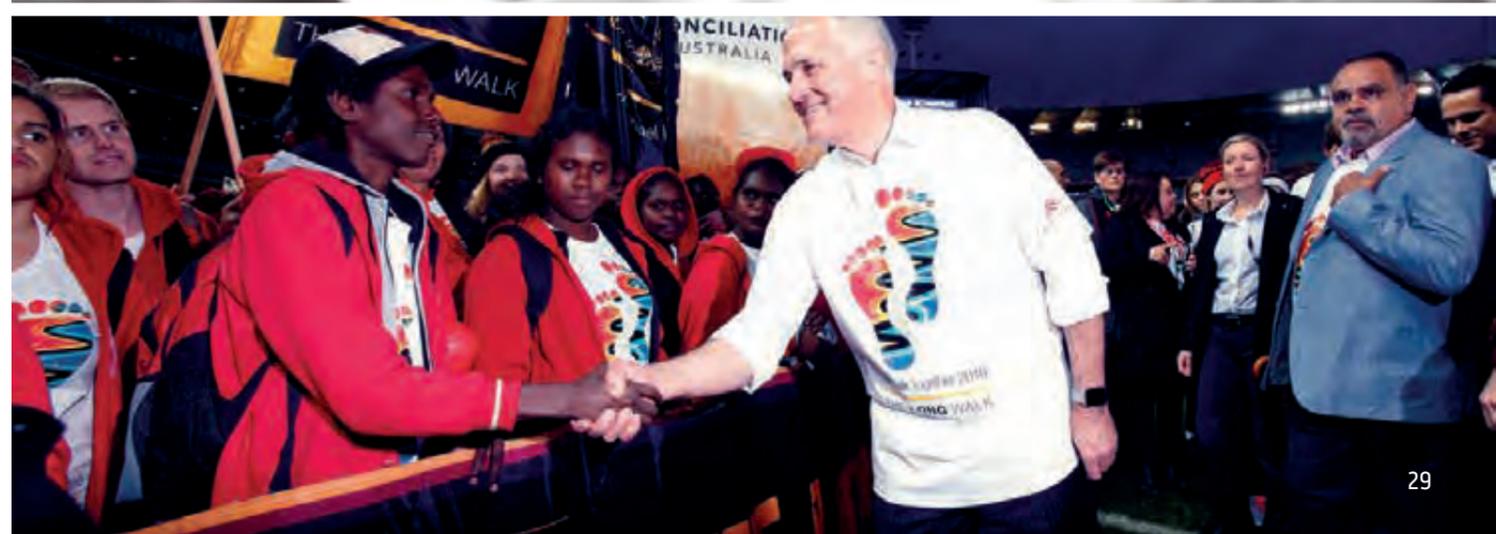
and Cathy Freeman. One of the lasting impressions left on all of the students and the Cathy Freeman Foundation was the day of the Long Walk this year when students walked alongside Prime Minister Malcolm Turnbull and the students had the opportunity to shake hands with him.

In 2017, the Program will continue to focus on educational and personal development outcomes for students. We will particularly focus on educational opportunities for students in Year 7-10, as this tends to be the age range where students most commonly disengage from education. This is a pivotal age to teach students about the opportunities you open up by completing Year 12 and also allow them to expand their Horizons around the post-school opportunities including, TAFE, University and a range of career pathways. Furthermore in 2017, we will continue to develop the program by providing the Year 5/6 opportunities in Brisbane and Darwin tours to offer some additional experiences through the Horizons Program.



HORIZONS

Horizons is a personal development project to build resilience and provide school students with the tools to set and achieve their own goals and to finish Year 12.



The Activities Program facilitates school achievement and attendance via extra-curricular sport, recreation and cultural activities. This includes after-school activities and sporting trips and tournaments including netball and rugby league. In remote communities, there is often limited infrastructure and programming to provide leisure and other pursuits (SA CSI 2007; Cunningham & Beneforti 2005), at times leading to engagement in unhealthy or negative activities (SA CSI 2007). Sport transcends boundaries and provides opportunities for all competitors to connect with each other and the communities around them.

A primary focus of the Activities Program is improving school attendance and educational outcomes more broadly. The links between educational outcomes and human, social and community development as well as the links between school attendance and educational outcomes have been clearly defined and demonstrated innumerable times and are

broadly accepted within the education, public policy and community development sectors. Similarly accepted is the inverse relationship between school remoteness and school attendance. Research shows that participating in extracurricular activities can have positive effects on student engagement and in many of these communities there is a deficit of extracurricular activities for young people.

By implementing an activities-based incentivised program for students in exchange for attending school, this continues to create student engagement in the classroom and on the field. The Activities Program is currently delivered on Palm Island and one of the key developments over the past 12 months has been working to build the links between the activities and school attendance. In late 2016 we supported a community led, traditional 'Raypirri' camp in Galiwin'ku which selected 20 students who had disengaged in education and took them on a traditional Yolngu camp aimed at instilling in them the importance

of education and re-engaging them in school and community educational activities. At the end of this camp, the students came back to school and participated in a full week of re-engagement classes and activities.

Another significant adjustment in this program has been the focus on students who are not attending regularly and using this program to particularly target them, through setting goals and then students who meet the targets are eligible to attend the trips. In 2017 we look forward to rolling out the Activities Program in all communities, as this seems to be driving attendance rates. Again, our target focus is the Year 7-10 students as this is a pivotal age group when students are more likely to consider completing Year 11 and 12.

Next year the Activities Program will continue to utilise extra curricular sport and recreational activities within its program and we intend to launch this program in Galiwin'ku, Woorabinda and Wurrumiyanga.



ACTIVITIES





In partnership with the Australian Indigenous Education Foundation (AIEF), Cathy Freeman Foundation provides scholarships to students who wish to attend private boarding schools in Queensland. Currently available to students on Palm Island these scholarships help enhance their education experiences and opportunities during secondary school. Selected students are provided mentoring and career support to ensure they make a successful and fulfilling transition from school to further studies or employment. The long-term success of this program is largely attributed to its sustainability and post-school support.

The Scholarships Program is unique unlike other programs that require academic or sporting excellence. Any Indigenous student from Palm Island with the desire and family support can apply to receive a scholarship as long as they are eligible to receive ABSTUDY and the family is in financial need. Cathy Freeman Foundation staff support families and students to apply for scholarships, including providing information to families, liaising with schools and supporting parents with the administrative side of completing the applications.

Cathy Freeman Foundation staff liaise regularly with families to provide ongoing support and visit students to check-in when they return home for holidays on Palm

Island. In 2016, there were nine students participating in the scholarships program at schools across Queensland.

Two of these students recently graduated from Year 12, making five students to graduate in the past three years. This has been a long journey for both these students and they have come a long way, their commitment and enthusiasm is a credit to their success. The Cathy Freeman Foundation team was overwhelmed for these students to reach this milestone, and has enjoyed sharing this education journey with the students.

‘Kids having a sense of identity leads to confidence. Understanding who they are and where they have come from is so important.’

Lisa Wogand – Acting Principal, Woorabinda State School



SCHOLARSHIPS

2016 has been an exciting year for all of the Cathy Freeman Foundation programs. Not only have we continued to deliver high quality, community led education programs across each of our four partner communities, but we have also clearly identified and articulated our organisational program goals and objectives. By doing so, we are now in a great place to ensure that we are on the right track to impact the change we want to see in community and in Indigenous students' lives.

In May all Cathy Freeman Foundation permanent staff, from head office and each of our four community offices came together to identify our organisational program goal and develop a full 'program logic' to strategically guide all of our programs.

As a group we quickly agreed that 'the goal of the Cathy Freeman Foundation is to empower Indigenous Australians through culturally supportive education'. This goal led to the development of five key program outcomes, each one articulating and describing the change that we want to see in community as a result of our programs.

This program logic will allow us to better monitor and evaluate our programs to reflect, learn and continually improve to ensure we are delivering the highest quality programs possible. It also helps us 'keep our eye on the prize' and make sure everything we do is aimed and delivering real outcomes and impact.

In 2017 the Cathy Freeman Foundation will be implementing a new 'Monitoring and Evaluation Framework' to ensure that we are capturing and recording all of the amazing work that we do to allow us to continue to learn and improve and ensure that we can keep both our supporters and communities fully informed about our work.

A specific highlight of 2016 was employing a Program Coordinator for our Wurrumiyanga office. We also employed a new full-time 'Activities Coordinator' to deliver this program in Palm Island. These additions to the team bring our total Indigenous employment to 60%, a core objective of the organisation.

We now have full-time Indigenous staff employed in each of our partner communities to deliver our programs in a culturally appropriate way that meets the needs and priorities of each individual community.

THE YEAR AHEAD



TEAM FREEMAN



‘I absolutely love running for the kids supported by the Cathy Freeman Foundation. When I’m in those last 10km of a marathon, it’s the power of their dreaming being supported by my fundraising that makes me stronger every step! Cathy is an amazing human being and this is an amazing Foundation.’

Janelle Da Silva - Team Freeman runner



Increase in Team
Freeman participation by

124%

increase compared
to 2015

Increase in Team
Freeman fundraising by

33%

increase compared
to 2015

Increase in Team
Freeman events by

100%

increase compared
to 2015

Team Freeman, formally known as Deadly Runners, was founded in 2011 when 26 people raised funds for the Cathy Freeman Foundation through their participation in the Melbourne Marathon.

Team Freeman has since grown to be the Cathy Freeman Foundation's core community engagement and fundraising program. In 2016, Team Freeman included 558 people from corporate supporters, schools, community groups and generous individuals.

The Cathy Freeman Foundation partners with some of Australia's largest running events, including the Melbourne Marathon and Sydney's City2Surf, offering a unique event experience for people that choose to run in support of Indigenous education.

2017 is a very exciting time for Team Freeman, with the addition of new events in Melbourne and Sydney, as well as our first events in Brisbane and Perth.

**Move to change lives.
Move with Team Freeman.**



2016

Official events: 4

Event Type:

Running, walking

Team members: 550+

Funds raised: 150k

2016 was a huge year for Team Freeman with more than 550 generous individuals raising funds and running or walking alongside Cathy Freeman, Luke Carroll and Emma Carney at events including the Melbourne Marathon, City2Surf, City2Sea and Gold Coast Marathon.

Team Freeman's two staple events, Sydney's City2Surf and Melbourne Marathon continued to grow in 2016 with a 109% increase in participants and 24% increase in fundraising. The team comprised of schools, corporate supporters and individuals, resulting in the most successful events in the Foundation's history.

Thank you to everybody who fundraised, donated and supported Team Freeman in 2016.

Official events: 11+

Event Type:

Running, walking, swimming, cycling

2017 is set to be the biggest year for Team Freeman yet. With the inclusion of cycling, swimming and triathlon events, along with many new running and walking events across Australia. By partnering with new events in Brisbane, Perth, Sydney and Melbourne, there will be many new opportunities for people around Australia to join Team Freeman and support Indigenous education. Joining Team Freeman is extremely simple and fun but most of all you can walk, run, swim or cycle with a smile on your face knowing that you're supporting thousands of children in remote Indigenous communities across Australia.

To join us in 2017, go to teamfreeman.org.au



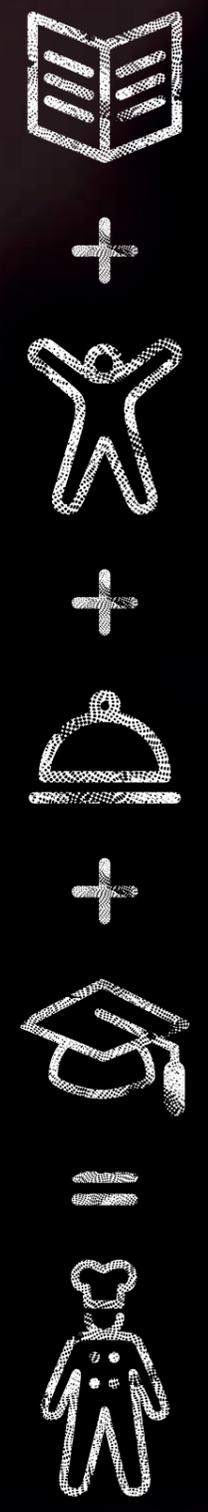
'I want to acknowledge the incredible group of people who have joined Team Freeman and those who have fundraised in support of the remarkable Cathy Freeman Foundation. Your friendship and support is so inspiring and I shall be eternally grateful.'

Cathy Freeman, Co-Founder and Director, Cathy Freeman Foundation





OUR SUPPORTERS



2016 has been an impactful year for the Cathy Freeman Foundation and we have had excellent growth and progress in our partner communities. This is a wonderful opportunity for the Foundation to be able to thank each and every one of you for the amazing support that has been provided throughout the year.

Each year the Foundation is going from strength to strength, and this has everything to do with the exceptional support and commitment from our supporters, who share the vision of the Foundation and value the importance of supporting Indigenous education.

When you pledge to support the Cathy Freeman Foundation through donations, participation in Team Freeman events, Workplace Giving or other fundraising initiatives, you take the initiative to create positive social change and awareness about closing the education gap between Indigenous and non-Indigenous Australians.

This includes every tin shaking supporter, every sausage sizzle volunteer and children and adults who have held birthday parties in lieu of the Foundation; we all share values of loyalty and integrity. We are like-minded people that have come together to support the Cathy Freeman Foundation to reach even greater heights year on year.

To our Corporate Partners, volunteers, friends and employees of the Foundation, thank you for helping us impact the lives of Indigenous children through education. The Cathy Freeman Foundation is proud to be partnering and working alongside you and we can't thank you enough for the generosity, support and opportunities that each partnership provides.

The following generous partners, supporters and friends all enable Indigenous children to receive the Cathy Freeman Foundation's wonderful education opportunities.

Government Partner
Department of the Prime Minister and Cabinet

Trusts and Foundation Supporters
Bennelong Foundation
Danielle and Daniel Bensen Foundation
John T Reid Charitable Trust
Laureas Sport for Good Foundation
Maple-Brown Family Foundation
PMF Foundation
The E Robert Hayles & Alison L Hayles Charitable Trust
The John Villiers Trust
The Ray and Margaret Wilson Foundation
Thyne Reid Foundation

Corporate Partners
Booktopia
Credit Suisse
International Olympic Committee (IOC)
Jaguar Australia
Land Rover Australia
McCullough Robertson

Partner Schools
Bwgcolman Community School
Murrupurtianuwu Catholic Primary School
Shepherdson College
St Michael's Catholic School
Wadja Wadja High School
Woorabinda State School
Xavier Catholic College

Program Partners
Australian Indigenous Education Foundation (AIEF)
Brotherhood of St Laurence
Cottage by the Sea

Corporate Supporters
BHP
Seek

Individual Supporters
Alexander Bodecker
Jeffrey Thomas
McGrath Family
Patricia Griffin
Peter and Ruth Chiodo
Stephen Lancken
Wayne Sidwell and Wellcom Group

Community Fundraising Supporters
Campbell Lobb - E'tape du Tour 2016
Geelong Street Rodders
Heidi and Greg Wane and their incredible volunteer team
Kinfolk Café & Donkey Wheel House Events
Mahè Ward
Medibank Melbourne Marathon Festival
Molly McGrath
Paul and Julia Ryan

Gold Medal Schools
Balwyn High School
Blackburn High School
Camberwell Girls Grammar School
Carey Baptist Grammar School
Elsternwick Primary School
McKinnon Secondary College
Middle Park Primary School
Mount Waverley Secondary College
St Columba's Primary School
Stawell Secondary College
The Peninsula School
Tintern Grammar
Wesley College

Program Supporters
Australian Indigenous Mentoring Experience (AIME)
Australian Olympic Committee (AOC)
Bangarra Dance Theatre
Bondi Icebergs Club
Career Trackers Indigenous Internship Program
Creating Chances
National Centre for Indigenous Excellence (NCIE)
The Long Walk

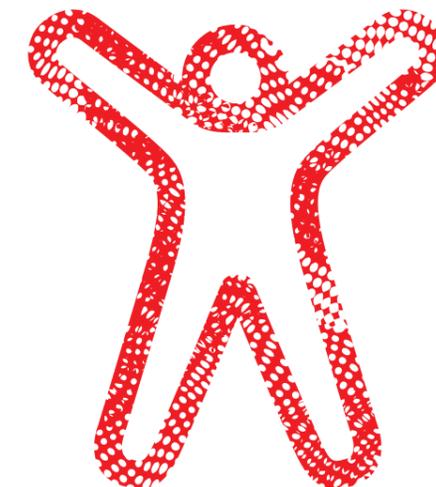
In-Kind Supporters
CAPI
Carman's Kitchen
CATO Brand Partners
James Murch
Jeffrey Thomas and Partners
Lander & Rogers
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Ross Bird Photography
SeaLink Queensland
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Team Freeman
Amy Hirst
Andrew Lynch
Arabella Douglas
Beck Dawson
Ben Buckley
Bianca Nicholas
Catherine Gillespie
Dwayne Good
Gary Russell
Gavin Costello
Heidi Wane
Jan Jones
Janelle Da Silva
Katarina Cobain
Kristal Kinsela
Mandy Patmore
Marion Arnott
Monica Keightley
Paul Ryan
Richard Walton
Tess Maricic
Tim Murray
Trent Langlands
Wai-Hong Tham
Boyce Family Office
In Travel Group

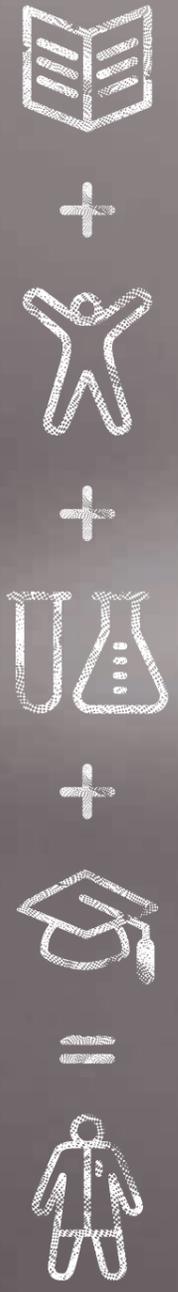
The Cathy Freeman Foundation is also grateful for the generosity of the Australian community who donate their time, energy and funds to help us achieve our vision to help Indigenous children experience their full potential in school, and beyond.

'I have a student this year who went on the Horizons trip and since coming back she can stand up and speak in front of the class with confidence. She comes to school everyday and has become a great leader. Horizons has really broadened her understanding of the world.'

Ms Linda - Teacher, St Michael's Catholic School



FINANCIALS



The Cathy Freeman Foundation Income Statement for the year ended 30 June 2016

(This is an excerpt from the Cathy Freeman Foundation Special Purpose Financial Statements audited by McLean Delmo Bentleys).

	2016 \$	2015 \$
Revenue		
Donations, Fundraising & Grants	2,745,284	3,442,656
Interest income	45,241	46,452
Total revenue	2,790,525	3,489,108
Expenses		
Administration & Accountability	(220,010)	(335,339)
Fundraising, Communications & Grants for Program Delivery	(456,496)	(306,240)
Programs	(1,880,331)	(2,271,988)
Total expenses	(2,556,837)	(2,913,567)
Surplus for the year	233,688	575,541
Other comprehensive income	-	-
Total comprehensive income for the year	233,688	575,541
Total comprehensive income attributable to members of the entity	233,688	575,541

Aggregation

The Cathy Freeman Foundation Trust and Community Spirit Limited have been aggregated together. All transactions between the two entities have been eliminated from the aggregation. There is no equity ownership between either the trust or the company.

Revenue

Revenue is recognised when the amount of revenue can be reliably measured and it is probable that future economic benefits will flow to the trust.

Grant revenue is recognised in the income statement when the entity obtains control of the grant and it is probable that the economic benefits gained from the grant will flow to the entity and the amount of the grant can be measured reliably.

If conditions are attached to the grant which must be satisfied before it is eligible to receive the contribution, the recognition of the grant as revenue will be deferred until those conditions are satisfied.

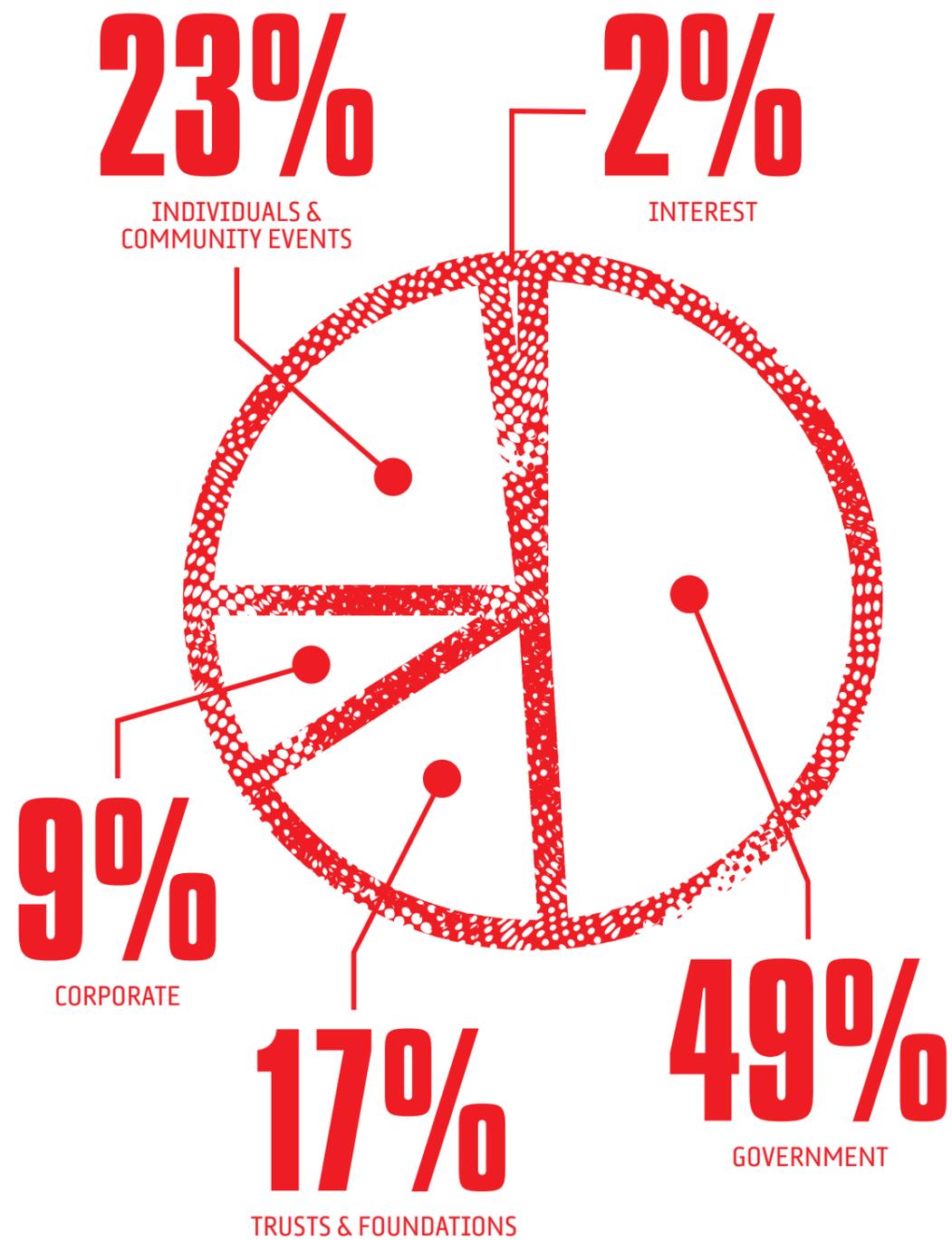
Grant monies received and recognised as revenue which subsequently became deferred income are shown as a negative revenue item in the period in which they were recognised as deferred.

Donations and bequests are recognised as revenue when received.

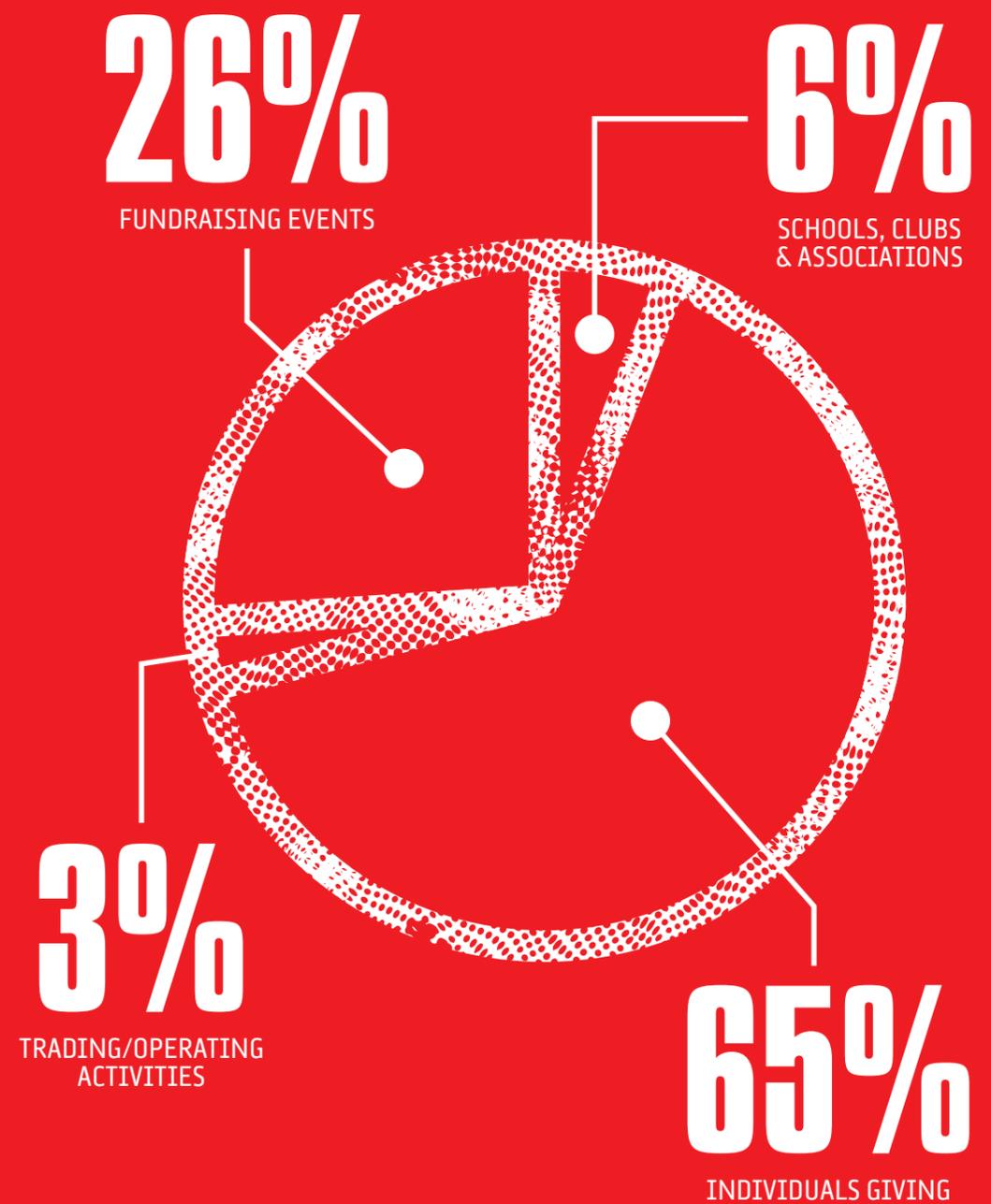


WHERE THE MONEY WENT

2015 / 2016 (Expressed as a percentage of total expenditure)



WHERE THE MONEY CAME FROM
2015 / 2016 (Expressed as a percentage of total income)



**BREAKDOWN OF FUNDRAISING FROM
INDIVIDUALS AND COMMUNITY EVENTS**
2015 / 2016



Giving Thanks:

ENGLISH The Cathy Freeman Foundation would like to offer our sincere thanks to all of our partner communities and the wisdom you share by allowing us to work alongside you. The privilege is all ours and we remain humbled and honoured by the trust you have given us. **YOLŊU MATHA** Buku-gurrupanawuy dhäruk. Napurr dhiyal Cathy Freeman Foundation-nur napurr ga buku-gurrupan nhumalany bukmaknha yan wänany mala communities malany ŋunhi nhuma djäma rrambanj napurrungal ga milkuŋal nhuma gan gungayuna napurrunŋ ga djambatj nhumalanŋ ga dhärran nhuma gan napurrungal gali'ŋur. Napurr ga mirithirr yan buku-gurrupan nhumalay ŋayanunŋ nyil'maranharan, dhayunŋanminyaray ga buku-gurrupar nhumalany ŋunhi nhuma marr-yuwalkthin napurrunŋ djämaw. **TIWI** Ngawa ampirikuruwani nuwa ngini puranji yimatakirayi ngajinuwali alaruwi amintiya ngintirimataluwa ngawa ngini ngamamurrumi ngawati ngini ngaripapunya pupuni ngirramini. **WADJA** Nghali Cathy Freeman Foundation bunthoo (acknowledge) Wadja Ghungalu bunthoo.



With 2016 being such a phenomenal year, it's hard to believe that there are even more exciting things in store for 2017. On June 6 2017 the Cathy Freeman Foundation will be celebrating our 10th anniversary. To mark this amazing milestone there will be a range of spectacular events that we would love for our supporters to be a part of. To stay across the latest updates and how you can be involved, please visit our website:
cathyfreemanfoundation.org.au/10years



**CATHY
FREEMAN
FOUNDATION**
EDUCATION CHANGES LIVES