CATHY FREEMAN FOUNDATION
EDUCATION CHANGES LIVES

2019 ANNUAL REPORT

striding forward

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.

YOLŊU MATHA

Napurr Cathy Freeman Foundation-ŋur napurr ga dharaŋan ŋunhi wäŋa-wataŋuny mala yolŋu-yolŋuny dhiyak wäŋa mala yirralkaw. Napurr ga waŋa Gululu ga napurr ga milkum walalaŋ rom gurrurruk dhiyak wäŋaw.ŋunhi limurr bukmak nhina ga djäma.

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TIWI

Ngawa ngupunyukuruwani nuwa ngini ngintamataluwa ngirramini kapi ngingawula murrakupuni ngini ngawa ngintipamurrumi awungarra Wurruniyanga.

GHUNGALU

Nghali Woorabinda bunthoo woogoowardi Cathy Freeman Foundation binbee nunnee Wadja Ghungalu bunthoo.

CORPORATE STRUCTURE

ABN: 59 623 241 565
The Cathy Freeman Foundation is a company limited by guarantee and is endorsed under the ATO Provision of item 1 of the table in section 30-15 of the income tax assessment Act 1997, Subdivision 30-B 4.1.1 registered public benevolent institution.

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WHO WE ARE

Cathy Freeman established the Cathy Freeman Foundation (CFF) in 2007 to help Indigenous children and their families recognise the power of education and achieve their goals and dreams. CFF develops long-term partnerships with remote Indigenous communities, working to a community development framework, employing local Indigenous people to build the capacity of communities in a long term and sustainable manner.

OUR VALUES

The team at the Cathy Freeman Foundation share the following values, which generally attracts like-minded community, school and funding partners.

EXPERIENCE:
We take the voice of community seriously and build upon what already works.

FAMILY:
We know the value and strength in family, culture, and personal identity.

LEARNING:
We share a love of learning amongst our staff and with our school and community partners.

INTEGRITY:
We follow through on our word.

LOYALTY:
Communities respect that we are there for the long term.

INITIATIVE:
We take the small necessary steps to create positive social change.

VISION

ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN HAVE THE BEST EDUCATION OUTCOMES AND OPTIMAL OPPORTUNITIES IN LIFE.

MISSION

TO SUPPORT ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN TO REALISE THEIR FULL POTENTIAL.

AND WHAT WE DO

CFF works with students in the classroom building confidence, teaching goal setting and resilience skills and supporting them through their education from primary level through to year 12 completion. All programs are implemented on the ground by local Aboriginal & Torres Strait Islander staff to ensure our projects are appropriate to each individual community context, whilst providing positive relatable role models for the students.

OUR PROGRAMS

OUR EDUCATION PROGRAM CONSISTS OF THE FOLLOWING FOUR KEY PROJECTS

STARTING BLOCK

Starting Block is a multifaceted program that is centered on building student wellbeing and resilience. Through the delivery of CFF generated workbooks, local staff engage local children in discussions that are aimed at developing self-efficacy and confidence.

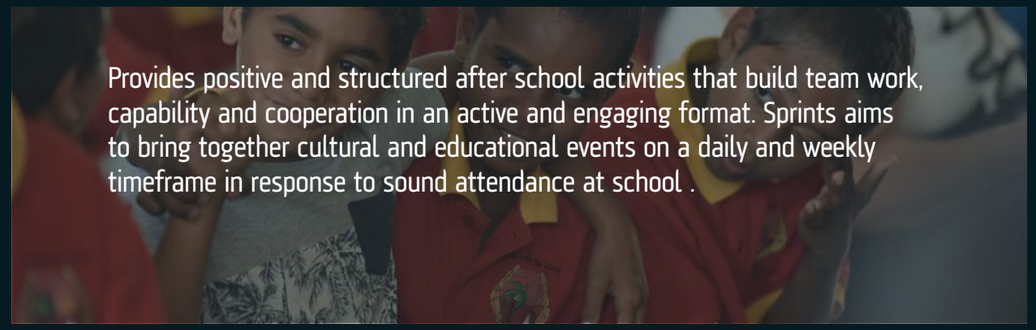
In partnership with this approach, Starting Block also provides incentives to students through an awards program as they strive to improve school attendance and application to their work, as well as a series of community engagement activities.

HORIZONS

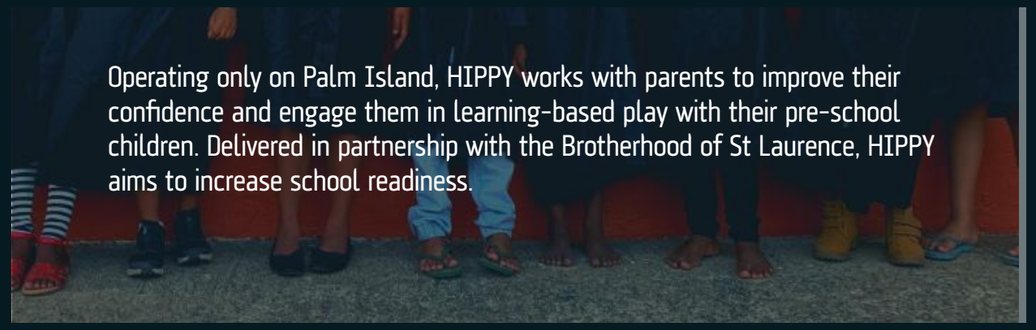
Horizons gives students opportunity to join their peers from our partner communities for a life changing educational experience in an Australian capital city.

Focused on providing positive role models, an understanding of the world of work and building resilience, these camps connect students with people and places beyond their community and cultural experiences in an urban setting.

SPRINTS



HIPPY



WHY OUR PROGRAM WORKS

WE WORK ON A COMMUNITY DEVELOPMENT MODEL IN TRUE PARTNERSHIP. AT THE CORE OF GOOD RELATIONSHIPS AND SUCCESSFUL PARTNERSHIPS IS TRUST, TRUST THAT IS BUILT THROUGH LISTENING, LEARNING AND HAVING TWO-WAY CONVERSATIONS.

One of our biggest success stories is our long-term partnerships with the communities we work with. We are invested in our community partners for the long haul or for as long as the communities want us to be there. That's the only way we can create long term positive impact.

We employ local Aboriginal and Torres Strait Islander staff to deliver our programs in community. Our staff range from mums, dads, aunties, uncles, trained educators and young community leaders who work on the ground every day to positively influence the lives of Indigenous children.

We believe this is a fundamental part of our success. We believe that when schools and community leaders' partner with the Cathy Freeman Foundation, it sends a strong message to a child that education matters.

MONITORING & EVALUATION

CFF has a comprehensive Monitoring and Evaluation (M&E) Framework which guides all aspects of organisational and specific project monitoring and evaluation. In relation to ongoing project monitoring, a range of data collection and analysis methods are used to measure outputs and outcomes.

WE ALSO COLLECT WHAT WE CALL 'MOST SIGNIICANT CHANGE STORIES' WHICH ARE ANECDOTAL REFLECTIONS SPOKEN IN THE STUDENT AND COMMUNITY VOICE, ON SIGNIFICANT CHANGES IN A STUDENT OR PROGRAM.

ALL PROGRAMS STAFF HAVE BEEN TRAINED IN THE USE OF SPECIALISED DATA COLLECTION METHODS AND WORK TOGETHER TO ANALYSE DATA AND UTILISE RESULTS. THIS ONGOING MONITORING AND LEARNING IS UNDERTAKEN ON AN ANNUAL BASIS.

OUR FRAMEWORK SEES QUARTERLY PROGRAM REPORTS DRAWN EACH CLOSE OF TERM, AND CULMINATES IN A END OF YEAR REPORT.

INFORMATION GATHERED IS:

OUR PARTNER COMMUNITIES

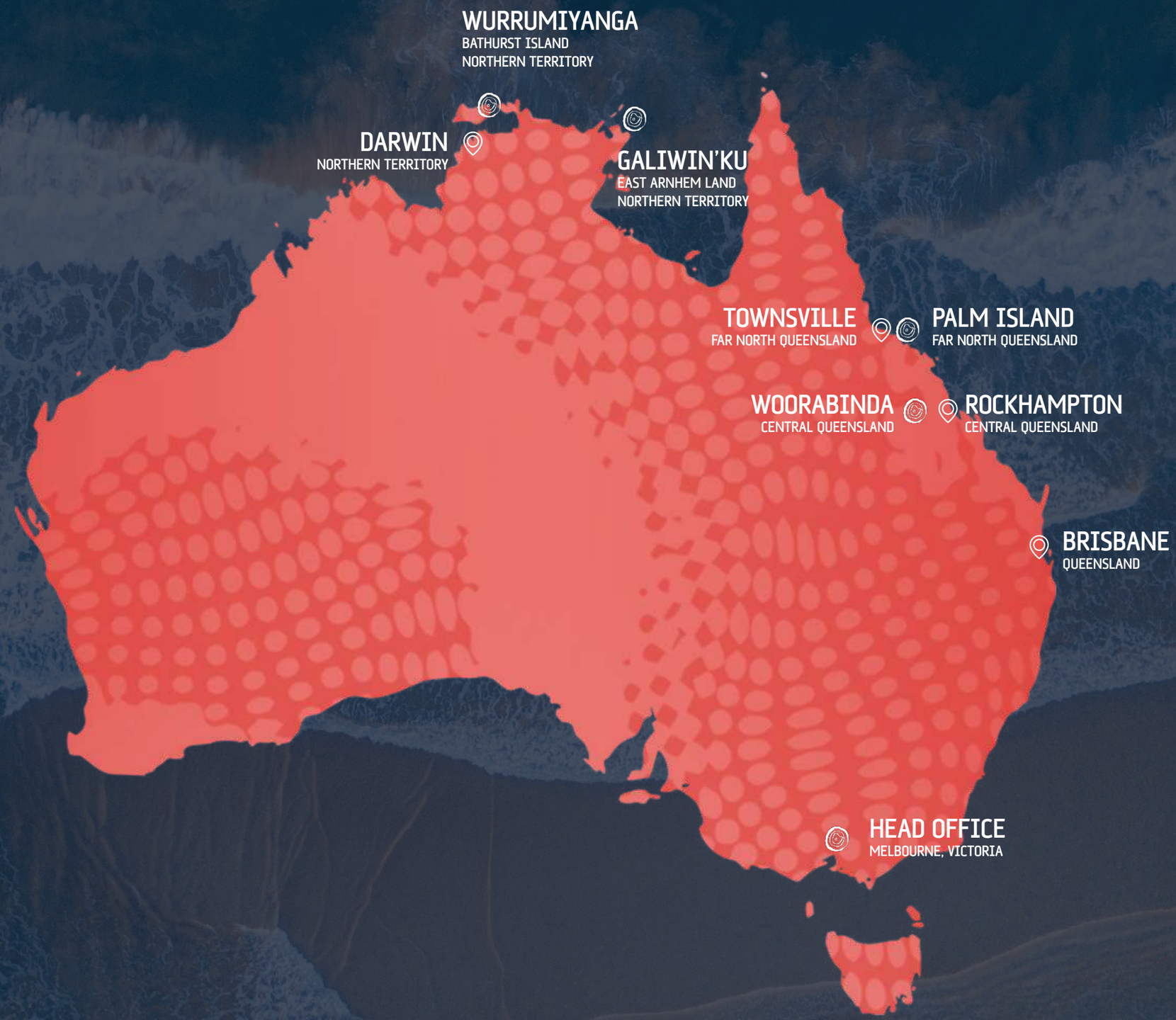
COMMUNITY PARTNERSHIPS ARE CORE TO THE WORK OF THE CATHY FREEMAN FOUNDATION. THE SUPPORT FROM THE LOCAL COMMUNITY AND SCHOOL LEADERSHIP IS WHAT ENABLES THE FOUNDATION TO DELIVER ITS PROGRAMS AND ENABLES US TO MAKE A DIFFERENCE.

A key component of the success of Cathy Freeman Foundation programs in these communities is the holistic approach the Foundation takes in creating positive education outcomes.

Integral to this approach is employing local Aboriginal and Torres Strait Islander staff to run our programs in community.

The process involved in establishing community partnerships was lengthy and complex. The shared criteria, among community partners involved:

- Based in a remote discrete Indigenous community
- Welcoming support from the community and school leaders
- Population of 1,000 plus
- Established primary and secondary schools
- No duplication of services
- Long term commitment to the delivery of programs.



PALM ISLAND

CATHY FREEMAN'S MOTHER WAS BORN ON THIS SMALL, REMOTE TROPICAL ISLAND, AND IT FELT LIKE A NATURAL PLACE FOR CATHY FREEMAN TO ESTABLISH THE FOUNDATION IN 2007.

LOCATION
Far North Queensland

TRADITIONAL OWNERS
Manbarra People

LANGUAGES
English

POPULATION
Approx 3,800

PARTICIPATING STUDENTS
386 students

AVERAGE SCHOOL ATTENDANCE
75% attendance record

SCHOOL PARTNERS
- Bwgcolman Community School (Pre-prep - Year 12)
- St Michaels Catholic School (Pre-prep - Year 6)

Palm Island, also known as Great Palm Island, or by the Aboriginal name Bwgcolman, is a tropical island paradise situated 65 kilometres north west or a 15 minute plane ride from Townsville in far North Queensland.

It is the main island of the Greater Palm group and consists of small bays, sandy beaches and steep forested mountains rising to more than 500 metres.

The traditional owners of Palm Island are the Manbarra people. In 1914, the Queensland Government seized control of the community.

During the next 20 years, more than 1600 people from over 40 different tribes throughout Queensland were sent to the island and were banned from speaking their traditional language and undertaking traditional practices.

In 1985, the Queensland government finally passed jurisdiction of the island to the Palm Island Community Council, giving residents greater autonomy in administering the Island.

Today, Palm Island is one of Australia's largest remote Indigenous communities, with around 3800 residents, and local governance is via the Palm Island Aboriginal Shire Council. Palm Island brings together 40 different tribes who call themselves the Bwgcolman people, meaning "many tribes", "under the sun", or simply "Palm Island".

WOORABINDA

CATHY FREEMAN'S FATHER WAS BORN IN WOORABINDA, WHICH MADE IT A NATURAL SELECTION FOR A COMMUNITY PARTNER. .

LOCATION
Central Queensland

TRADITIONAL OWNERS
Wadja Wadja People

LANGUAGES
Whilst the first language of the people from Woorabinda is predominantly English, there is a strong push to revive the Wadja Wadja language.

POPULATION
Approx 960 [2016 Census data]

PARTICIPATING STUDENTS
241 students

AVERAGE SCHOOL ATTENDANCE
63% attendance record

SCHOOL PARTNERS
- Woorabinda Primary School
- Wadja Wadja High School

Woorabinda is located in Central Queensland, 170 kilometer's or a two hour drive south west of Rockhampton.

Woorabinda means 'kangaroo sit down'. Woorabinda is situated on the traditional lands of the Wadja Wadja and Gungulu Aboriginal people and covers 391 square kms.

Woorabinda was first established in 1927 as a replacement for the Aboriginal camp at Taroom. Indigenous people from around 52 clans across Queensland were forcibly placed in the camp.

WURRUMIYANGA

WURRUMIYANGA IS THE LARGEST COMMUNITY IN THE TIWI ISLANDS, SITUATED 80 KILOMETRES NORTH OF DARWIN IN THE ARAFURA SEA.

LOCATION
Bathurst Island, NT
[30min flight from Darwin]

TRADITIONAL OWNERS
Tiwi People

LANGUAGES
Tiwi & English [in school]

POPULATION
Approx 1,500

PARTICIPATING STUDENTS
241 students

AVERAGE SCHOOL ATTENDANCE
51% attendance record

SCHOOL PARTNERS
- Murrupurtiyanuwu Catholic Primary School
- Xavier Catholic College

The Tiwi people have inhabited Bathurst and Melville Islands for more than 40,000 years and belong to the wider Tiwi Island clans of which there are eight.

The Wurrumiyanga community speak Tiwi as their first language, however students study in English.

In 1912, the entire Bathurst Island was proclaimed an Aboriginal reserve, under the Northern Territory Aboriginals Act in 1912.

Elcho Island is located at the southern end of the Wessel Islands group located in the East Arnhem Region of the Northern Territory and can be reached via a two hour flight from Darwin.

The island's largest community is the settlement of Galiwin'ku, which is the largest Aboriginal community in north east Arnhem Land, and the second largest Aboriginal community (in terms of concentrated population) in the Northern Territory.

Yolngu is also the name given to a group of clans who live in Galiwin'ku, Gapuwiyak, Milingimbi, Ramingining and Yirrkala and speak a dialect of one of a number of closely related languages.

The common language across the Arnhem Region is Djambarrpuyngu. Together these Yolngu clans formed a social system of religious organisation that differs from neighbouring systems. Yolngu people identify themselves first by their family group, then by their clan and language, and finally by their family's country

GALIWIN`KU

LOCATED ON ELCHO ISLAND, GALIWIN'KU IS HOME TO THE YOLNGU PEOPLE. YOLNGU MEANS 'ABORIGINAL PERSON' IN THE LANGUAGES OF NORTHERN ARNHEM LAND.

LOCATION
Elcho Island
North East Arnhem Land, NT
[Two hour flight from Darwin]

TRADITIONAL OWNERS
Yolŋu People

LANGUAGES
Yolŋu Matha
[There are many different Yolŋu Matha dialects and many Yolŋu people speak multiple languages. Many Yolŋu speak and understand little to no English.]

POPULATION
Approx 2,200 [2016 Census]

PARTICIPATING STUDENTS
464 students

AVERAGE SCHOOL ATTENDANCE
42% attendance record

SCHOOL PARTNER
Shepherdson College

FOUNDATION LEADERSHIP

BOARD OF DIRECTORS

The Cathy Freeman Foundation are governed by eight board of directors who are committed to making a difference for Indigenous Australia, particulary young students Our Directors are industry leaders from a diverse range of professional backgrounds, who come together to provide the CFF with strategic direction.

Cathy Freeman

FOUNDER & DIRECTOR

From the very beginning, Cathy wanted the Cathy Freeman Foundation to be a driving force in supporting Indigenous children discover their potential through structured school classroom pathways.

From the youngest age, Cathy Freeman knew that the rights and prosperity of young people was something she was passionate about. Throughout her athletics career, Cathy was humbled by her interactions with children and understood that by sharing her life story, passions and determination she could have a positive influence on their lives. “The school environment is where it starts” Cathy says. “The expectations should be the same for everyone inside a classroom. When kids walk into that room each day, they need to know that their dreams are as important, real and achievable as the person sitting next to them.”

PROFESSOR GREGORY PHILLIPS, CHAIR

Gregory Phillips is from the Waanyi and Jaru Aboriginal Australian peoples, and comes from Cloncurry and Mount Isa.

He is a medical anthropologist, with thirty years’ experience in leading change. He developed an accredited Indigenous health curriculum for all medical schools in Australia and New Zealand, founded the Leaders in Indigenous Medical Education (LIME) Network, established the Aboriginal and Torres Strait Islander Healing Foundation Ltd in the wake of the federal apology to Indigenous Australians, and was honoured in 2011 with an ADC Australian Leadership Forum Award.

He recently led and wrote a national Aboriginal and Torres Strait Islander health and cultural safety strategy for 750,000 health professionals for the Australian Health Practitioner Regulation Agency (AHPRA).

Gregory has a PhD (‘Dancing With Power: Aboriginal Health, Cultural Safety and Medical Education’), a research master’s degree in medical science (‘Addictions and Healing in Aboriginal Country’; published as a book in 2003), and a bachelor degree in arts (Aboriginal Studies and Government majors).

Gregory is Chief Executive Officer of ABSTARR Consulting and is a Professor of First People’s Health in the School of Medicine at Griffith University (Adjunct). He serves on several boards and committees, including chairing the Cathy Freeman Foundation and Ebony Aboriginal and Torres Strait Islander Institute.

DR ODETTE BEST, DIRECTOR

Odette is a Wakgun Clan member of the Gurreng Gurreng Nation and also holds a Boonthamurra bloodline with adoption ties to the Koomumberri people.

Odette holds a Bachelor of Health Sciences (double major in Aboriginal Health and Community Development), Master of Philosophy and a PhD titled ‘The stories of Aboriginal nurses in Queensland 1950-2005.’

Odette is passionate about Indigenous Australians accessing and succeeding in education. Since her nurse registration, Odette has worked within the area of Indigenous health and within the women’s and youth prison systems in Brisbane for 10 years. In 1998 Odette held lecturer positions at the University of Queensland, University of Southern Queensland and Queensland University of Technology (QUT). In 2012, Odette accepted a Senior Lecturers position at the Oodgeroo Unit which is the Indigenous Support Unit at QUT.

CAMPBELL LOBB, DIRECTOR

Campbell is a Managing Director of Credit Suisse, and Vice Chairman of Investment Banking in Australia, based in Sydney.

Campbell commenced his career in investment banking at a New Zealand investment bank acquired by Credit Suisse. Campbell has been working in investment banking for over 30 years and has significant experience in corporate finance, mergers and acquisitions and capital markets in Australia, New Zealand and Europe. Campbell is also a Board member of the Wenona School Foundation.

Campbell is a chartered accountant and has a BCA Degree (with First Class Honours in Accounting) from Victoria University in Wellington. He is a member of the New Zealand Society of Accountants and was formerly a member of the New Zealand Stock Exchange.

BOARD OF DIRECTORS

NAZARETH YOUNGBLUTT
DIRECTOR

Nazareth Youngblutt is a proud Torres Strait Islander woman and teacher who has worked in the education system on Palm Island for over 35 years.

Nazi completed her Bachelor of Education with the Australian Catholic University in 2015 and her experience with the Cathy Freeman Foundation started as a volunteer ten years ago when the Foundation was first established on the island.

Nazi understands the challenges faced by families living in remote communities. She has been involved in all sides of the education system, was one of the Foundation's first full time employees and over the years has worked in various roles including Community Liaison Officer and Early Learning Program Coordinator. Nazi says, "Working with the families in the community really opened my eyes to see the other side. There are parents and kids struggling and I want those kids to experience the same as what every other child in Australia experiences."

DON CARROLL
DIRECTOR

Don worked with Rio Tinto and BHP Billiton for 35 years and spent the majority of this time in overseas postings including the United States, Japan, Hong Kong, India and the UK.

During his career Don sought to combine business objectives with sustainable programs for local Indigenous people.

"2019 WAS A YEAR THAT SAW CFF LAUNCH ITS STRATEGY, WORK TOWARDS MORE FINANCIAL STABILITY, CONSOLIDATE FURTHER, DEEPEN ITS GOVERNANCE WITH SUB-COMMITTEE AND STRENGTHEN PROGRAMS WITH WORK TOWARDS MORE ECO-FRIENDLY AWARDS AND ALIGNMENT TO THE AUSTRALIAN CURRICULUM GENERAL CAPABILITIES."

RICHARD THOMAS
DIRECTOR

Richard is a Partner at Melbourne based Jeffrey Thomas & Partners, Chartered Accountants and is actively involved with the Institute of Chartered Accountants in Australia. Richard has been Treasurer of the Cathy Freeman Foundation since inception. Richard is inspired by the success of the Foundation to date and is determined, now more than ever, to ensure sustainable funding models for long term delivery of the Foundation's programs and organisational growth.

KATE HEALY
DIRECTOR

Kate is a purpose-driven leader with a passion for delivering commercial and social impact. An experienced lawyer, executive and non-executive director, Kate has a background in commercial property law and business, and has led multiple commercial projects and social development initiatives.

In 2018, she completed her MBA at UNSW (AGSM), focusing on social impact and is now able to combine all of these skills in her role as a director at PwC's Indigenous Consulting.

Kate is also an experienced non-executive director for various commercial and philanthropic organisations, including Keystone New Zealand Property Education Trus, and Investore Property Limited.

PROFESSOR

GREGORY PHILLIPS

I am pleased to report that 2019 proved to be a successful year for the Cathy Freeman Foundation. While in 2018 we were focussed on reshaping and focussing our work with the development of a new strategic plan, 2019 was about taking the positive and necessary steps to ensure the realisation of the strategic plan so that the organisation reaches its intended outcomes.

This includes a refreshed head office team, who have brought with them excellent ideas and expertise, and even greater passion to CFF. I have enjoyed watching them grow into their roles and spread their wings across 2019. Jade Colgan as CEO has deepened her impact and lead the Foundation well across the year, having supported the development of the Strategy and led its implementation.

The Board took some important steps this year to further strengthen our corporate governance, with the implementation of two sub committees - the Finance and Risk Management Sub Committee and the Culture, Community and Education Sub Committee. These committees have added an extra layer of professionalism and rigour to CFF governance and strategic development.

Our Board, CEO, Executive Team and Staff maintain a strong iron-clad commitment to, and focus on, executing our organisational objectives economically, efficiently, and effectively. During the year, we took significant steps to ensure the financial position of the organisation is even stronger than before, and I thank everyone involved in this significant effort.

Thanks and appreciation to all of our current funding partners, particularly VIVA Energy our primary corporate partner, and the National Indigenous Australians Agency, formally Department of Prime Minister & Cabinet for your support and partnership. Our philanthropic and community partners are also solid supporters and very trusted friends of our efforts - thank you so much!

We look forward to creating further partnerships and collaborations in 2020, and beyond, to ensure CFF can continue to do the vital work it does in some of the most disadvantaged Aboriginal and Torres Strait Islander communities in Australia. We are here for the long haul and need collaborators to come on this journey with us. I wish to thank the Board, Partners, Communities and the CFF team for your continued passion and dedication.

Regards
Professor Gregory Phillips

A MESSAGE FROM THE

CHAIR

> “The Foundation experienced a renewed focus as we implemented our 2019-22 strategic plan to ensure prosperity into the future and ensure the organisation is reaching our intended outcomes.”

A LETTER FROM THE

FOUNDER & DIRECTOR

I PAY MY RESPECTS TO THE INDIGENOUS PEOPLE OF THE LAND, PAST, PRESENT, AND EMERGING, ON WHICH WE LIVE.

THE ESSENCE OF WHO WE ARE AS AN ORGANISATION BEGINS AND ENDS WITH THE HOPES AND ASPIRATIONS OF THE SOME 1600 SCHOOL STUDENTS WE SUPPORT TOGETHER WITH THEIR FAMILIES, SCHOOLS, AND COMMUNITIES.

I acknowledge the incredible communities of Palm Island, Woorabinda, Wurrumiyanga, and Galiwin'ku who continue to inspire us all here at the Cathy Freeman Foundation (CFF) as we journey altogether through their children's educational experiences.

I want to acknowledge the time and effort of our Board of Directors that Govern CFF and I make particular mention of our Chairman, Dr Gregory Phillips. Throughout 2019, Gregory led with deep insight and expertise regarding Indigenous achievement through education. CFF is part of his legacy which will remain for years to come.

Our longest serving Director and Treasurer, Richard Thomas, is tireless in his commitment to our Vision. He is admirable in showing no signs of wavering in his devotion to CFF. Campbell Lobb, Don Carrol, Dr Odette Best, and Nazi Youngblutt, devoutly stand strong in ensuring that Indigenous school children of some of the most challenging settings realise their potential with our additional support. I thank all Directors of the CFF Board. I am always amazed by the grit and stamina of our staff for their exemplary dedication to each other, and to the CFF Vision and Mission.

CFF CEO Jade Colgan steered this ship safely through a challenging period and this achievement marked the commencement of her remarkable tenure with CFF. Jade fundamentally brought stability to an uncertain working environment that was transitioning through much organisational change, as we left behind our first decade, and I've no doubt that Jade will take CFF into a new era with more success and exceptionalism.

Our longest standing staff member is Director of Finance Courtney Brown. Courtney is to be applauded as she is a credit to any work dynamic that strives to protect the values of family, integrity, and accountability.

CFF programs and its success is attributable to the blood, sweat, and tears, of our staff who implement them on the ground, this reflects a true regard for the children's futures that we aim to support. The degree of seriousness of which we take our children's capabilities, is beyond measure.

> "I am always amazed by the grit and stamina of our staff for their exemplary dedication to each other, and to the CFF Vision and Mission. Our staff are more like a family than a team and that is part of our undeniable strength as we continue to focus on a promise to operate in a way that serves our 1600 children for all their lives."

Our newest staff members are Programs Director Rachel Elphick, and Strategic Partnerships and Funding Director Andrew Farley. Both joined CFF in July and October respectively, and are driving forces in this space. Rachel and Andrew are major assets to the type of organisation we are and the results we aim for.

Finally, to all of those generous groups and individuals who so generously give and donate to CFF. Words aren't enough to express my thankfulness and I am deeply humbled.

The CFF story is special and everybody involved are true heroes, and for this, I'll always be grateful.

Regards,

Cathy Freeman
Founder and Director

A MESSAGE FROM THE

CHIEF EXECUTIVE OFFICER

As I reflect on 2019, I am proud and humbled by what we were able to achieve as a team. We had a positive year, taking many strides forward whilst bedding down the solid and unique base that is the Cathy Freeman Foundation.

It was a year of innovation and consolidation. CFF launched its strategy. This alone enabled us to work towards greater financial stability, deepen our governance with the implementation of Board subcommittees and further strengthen our programs by aligning our workbooks with the Australian Curriculum General Capabilities.

2019 was also a year that saw further maturation and refinement of CFF as a respected and respectful organisation. We leaned into our strategy and worked on numerous plans for our future. Our strategy focusses on four main pillars: connection, influence, empowerment and sustainability. I have been proud to see us strengthen all we do through these pillars and hold them front of mind at all times.

It was a privilege to work with our first-class Board of Directors, talented staff and our four wonderful partner communities in Galiwin'ku, Wurrumiyanga, Palm Island and Woorabinda. Our Board worked tirelessly and selflessly across 2019 and I would like to take this opportunity to thank every Board member for your passion and commitment to CFF. As for the CFF team, their drive and tenacity are undeniable and I thank you for all your dedication this year.

We have aimed to connect more with those we work with and support. We have also aimed at having a positive influence on the young people in community, our partners and our supporters. We believe in empowerment and this is reflected in all the work that we do. Moreover, in terms of sustainability, 2019 was certainly a year where extensive work was undertaken to strengthen our financial future and hence we were able to have some significant positive shifts in our financial position.

I have been especially proud of our work this year to align our classroom workbooks to the Australian Curriculum General Capabilities. Our students are now supported in wellbeing education, led by local community staff, that focusses on resilience, identity, leadership and teamwork. I want to take a moment to thank Rachel Elphick, our Programs Director, for her tireless work and commitment to bring this to life. 2020 will see our workbooks evolve further.

Support for our organisational capacity has been and will remain high on my agenda. Without our team, we are nothing. Having grown as a Foundation from a staffing group of four to over twenty in the last 6 years means a lot of change as an organisation. Many aspects of what we do and how we do it have evolved, professionalised and expanded. Investment in the development of our people and their skills is essential in order to build and broaden our impact. This will remain a priority into 2020.

Finally, the future of CFF is well placed. We have a clear and strong direction, wonderful community partners, amazing young people to work with plus an engaged and passionate Board and staff. We hope to build and grow new and existing friendships and partnerships across 2020 to ensure an even brighter, more impactful and vibrant future.

JADE COLGAN
CEO

> "I am inspired by the young people and communities we walk along side. Their stories of achievement and their dreams for the future are the fuel that drive us as a team day in and out. I am also grateful for the generosity of those who support our work. What we do simply does not take shape without this generosity and support from those who share our vision. We thank you. I thank you."

2019 PROGRAMS

2019 HAS BEEN A PERIOD OF RENEWAL AND REVITALISATION FOR THE PROGRAMS TEAM.

There was a complete change in the Melbourne based staff. The Director, Program Managers and Horizons Coordinator all commenced during the year. Whilst this could have created disruption and lack of continuity, this was not the case with all staff bringing a depth and breadth of experience and knowledge to their roles.

Much planning and discussion also occurred that was aligned to the newly developed strategic plan, ensuring that all the Foundation's community-based programs were well placed moving into 2020 and beyond.

WELLBEING CURRICULUM

Much work was undertaken in the second half of the year to develop a scope and sequence that aligned the Starting Block workbook classroom content to the Australian Curriculum to support schools in their delivery of a wellbeing curriculum.

We are fundamentally a community development/education support organisation. Hence the development of such a document supports multiple aspects of the work that CFF does in community, building resilience and capability in community through our school programs and supporting the educational goals and aspirations of the children and their families.

> "WE HAD A POSITIVE YEAR IN 2019. MANY STRIDES WERE TAKEN IN FORGING FORWARD WHILE FURTHER CONSOLIDATING THE ESPECIALLY SOLID BASE THAT IS THE CATHY FREEMAN FOUNDATION."
>
> - JADE COLGAN, CEO

MONITORING & EVALUATION

The Monitoring and Evaluation framework continued to evolve with Program Managers developing an online journal that recorded all aspects of community-based staff work in real time. With the intent of the M&E framework to reflect the work of the Foundation's community staff, the addition of this online journal has been an important component of this approach.

HORIZONS PROGRAM

Horizons evolved into being the flagship program of the Foundation. Along with a significant increase in the number of young boys and men taking up the opportunity to participate, a more strategic focus on the development of a case-management framework was identified as a way of broadening the opportunities of the students and for CFF to provide targeted support.

COMMUNITY ENGAGEMENT

To cap off this great work, the Foundation saw a significant increase in the level of community engagement activities. Not only has this deepened CFFs commitment to our communities, it has also strengthened the capacity of our community staff; leaning into the key CFF strategic pillar of empowerment.

2019 Highlights & Impacts

HORIZONS PROGRAM

Significant increase in community and stakeholder engagement in 3 out of 4 communities

- 100% in Galiwin'ku
- 58% in Woorabinda
- 42% in Wurrumiyanga

YEAR 12 GRADUATES

17 Year 12 students graduated, in a year where Queensland had the smallest number of students completing year 12.

HORIZONS PROGRAM

32% increase in the engagement of boys and young men in the Horizons program.

STARTING BLOCK

Four of seven schools had a significant increase in the number of Starting Block 90% attendance awards.

THE TEAM

Indigenous staff at CFF made up 71% of total staff in 2019, an increase of 4% from 2018.

HIPPY GRADUATES

21 five year olds graduated from the HIPPY program, an increase of 31% from 2018.

Galiwin'ku saw an 8% increase in Starting Block Awards.

94% increase in the number of Family Open Days.

The Horizons camp significantly increased the confidence of 82% of participants.

Alignment of Starting Block workbooks to General Capabilities in the Australian Curriculum.

PALM ISLAND

MOST SIGNIFICANT CHANGE STORY

Karrisha

STUDENT, BWGCOLMAN COMMUNITY SCHOOL

Hi, my name is Karrisha and I'm from Palm Island. I am 17 years old and very proud of my Aboriginal culture. I currently attend the Bwgcolman Community School in Year 11. I was one of the 4 students that's been selected to go on the Year 11/12 Horizon's Trip to Sydney. I didn't really know what to expect from this camp, so I did ask some of the Year 12 students from last year and their reply was, it's boring we just do lots of work and walking everywhere. Well that wasn't very helpful, so I decided to pack my bags and take this journey on to experience the capital city of New South Wales and to see first-hand the opportunities this leadership camp as to offer me so I am able to come back to my home and share this information with my family and friends.

I must admit I have struggled this year with my attendance and found it very challenging to come to every day. Attending the camp has made me realise there is more things to life that I'm used to living on Palm Island. So, I made up my mind to be dedicated to school. Not only did I get to go on Horizons Sydney trip 2 weeks later, I set off to the Gold Coast with the school for tourism & hospitality training. I recently received my Certificate 3 in Tourism and Hospitality and a school-based traineeship with SOS (Health Foundation), and I have learnt that there are so much opportunities for Aboriginal Indigenous people if you allow yourself to try and never give up.

With the help and support of my family, friends, teachers and the Cathy Freeman Foundation, I will be able to achieve my goals in completing school and moving forward to study at university to become a teacher.

WOORABINDA

MOST SIGNIFICANT CHANGE STORY

My name is Milton. I am a Bidjara / Ghungalu man. I am a grandfather of eight and a family man. I am a Men's Support Worker in Woorabinda through Queensland Health. I become involved with the Cathy Freeman Foundation here in Woorabinda because my son attends Wadja Wadja High School. I have also spoken with the Cathy Freeman worker when we do meet up in the community.

Some of the changes I have seen in Woorabinda with my son being involved with the Cathy Freeman Foundation has been independent, male role models and confidence. My son was a recluse with very few friends. He mainly stuck to himself. He attended Wadja Wadja HS and started slowly making friends. Working on the CFF book he started getting confident. Will received a couple of attendance awards, became more active and confident around the school and community.

Milton

FATHER OF WILL, STUDENT FROM WADJA WADJA HIGH SCHOOL

Students talked about the Horizon camp to Melbourne so Will was keen to have a go at attending and kept up his good behaviour and attendance. Will found out he was excepted for the Melbourne camp and was happy. He came back with so much pride and enjoyment from the camp because he talked with CEO's from big companies, meeting other students and making friends so much that he wants to do another trip when they come up.

The reason I picked this significant change is that Will came home so confident and realised he needed to make some changes to his life. He realised that people close to him make sacrifices daily for him especially his mother. He is more considerate of his mother's needs and helps out more at home and has taken on more household duties for his father. One of the most beautiful events was to watch him sit and hold his mother's hand and close his eyes and feel the hand of someone who has the hands of a domestic mother.

THE THINGS THAT MADE THIS STORY HAPPEN THE HORIZON TRIP TO MELBOURNE WITH THE CFF TEAM AND COTTAGE BY THE SEA TEAM WITH ALL THE GREAT LEADERSHIP PROGRAMS IN PLACE.

THE WADJA WADJA HIGH SCHOOL FOR SELECTING WILL FOR THE TRIP AND HELPING HIM TO MAKE THOSE SIGNIFICANT CHANGES IN HIS LIFE.

WURRUMIYANGA

MOST SIGNIFICANT CHANGE STORY

Pete Heyhoe

TEACHER, MURRUPURTIYANUWU CATHOLIC PRIMARY SCHOOL
STARTING BLOCK PROGRAM (GIVE ME FIVE)

I'M PETE HEYHOE, I AM ROSALIAHA'S TEACHER, SHE'S IN GRADE 5.

LAST YEAR SHE WAS AN EXTREMELY LOW ATTENDER, PROBABLY CAME 1-2 DAYS A WEEK, NOT VERY INTERESTED IN SCHOOL AND DIDN'T REALLY GET INTO SCHOOL, IT DIDN'T GRIP HER AT ALL. AND SO, IF YOU ONLY COME ONE DAY A WEEK YOU'RE NOT GOING TO SUDDENLY GO 'OH THIS IS SUCH FUN', YOU KNOW. SO SHE NEVER REALLY GAVE IT A GO.

But this year she's come to school every single day, and she's really engaged, a lot more engaged. I don't know what all the deciding factors were that caused the change for her, but the Give Me Five challenge definitely gave her a kick start and it made her family realise that 'we need to get our kid to school'. And she likes getting her name ticked off on the Cathy Freeman chart, she enjoys coming in and ticking her name off every morning and looking back at the chart to see that she's been coming every day, that visual. And I'd say I've helped as her teacher too, I've tried too.

Now that she's engaged in school, she thinks its normal for her to come to school. I think it would have been her first ever award so she was extremely happy. She seems a lot more cheerful and bright this year. Last year she was very shy. I think coming to school every day has helped, and helped by her CFF award, has just brighten her whole outlook about school and her childhood in general, she also has a lot more friends this year from coming every day. Today, she looked delighted, very, very happy when she got her award.

I think the whole Cathy Freeman program seems to be working very well across the whole school. We've got high attendance for the NT as far as Catholic and mainstream schools go, and I think the Cathy Freeman Foundation is a big help with that. There are a lot of factors, but CFF is certainly a draw for the kids, it's really good.

GALIWIN'KU

MOST SIGNIFICANT CHANGE STORY

Bobby Nyikamula
CULTURAL LIAISON OFFICER, SHEPHERDSON COLLEGE

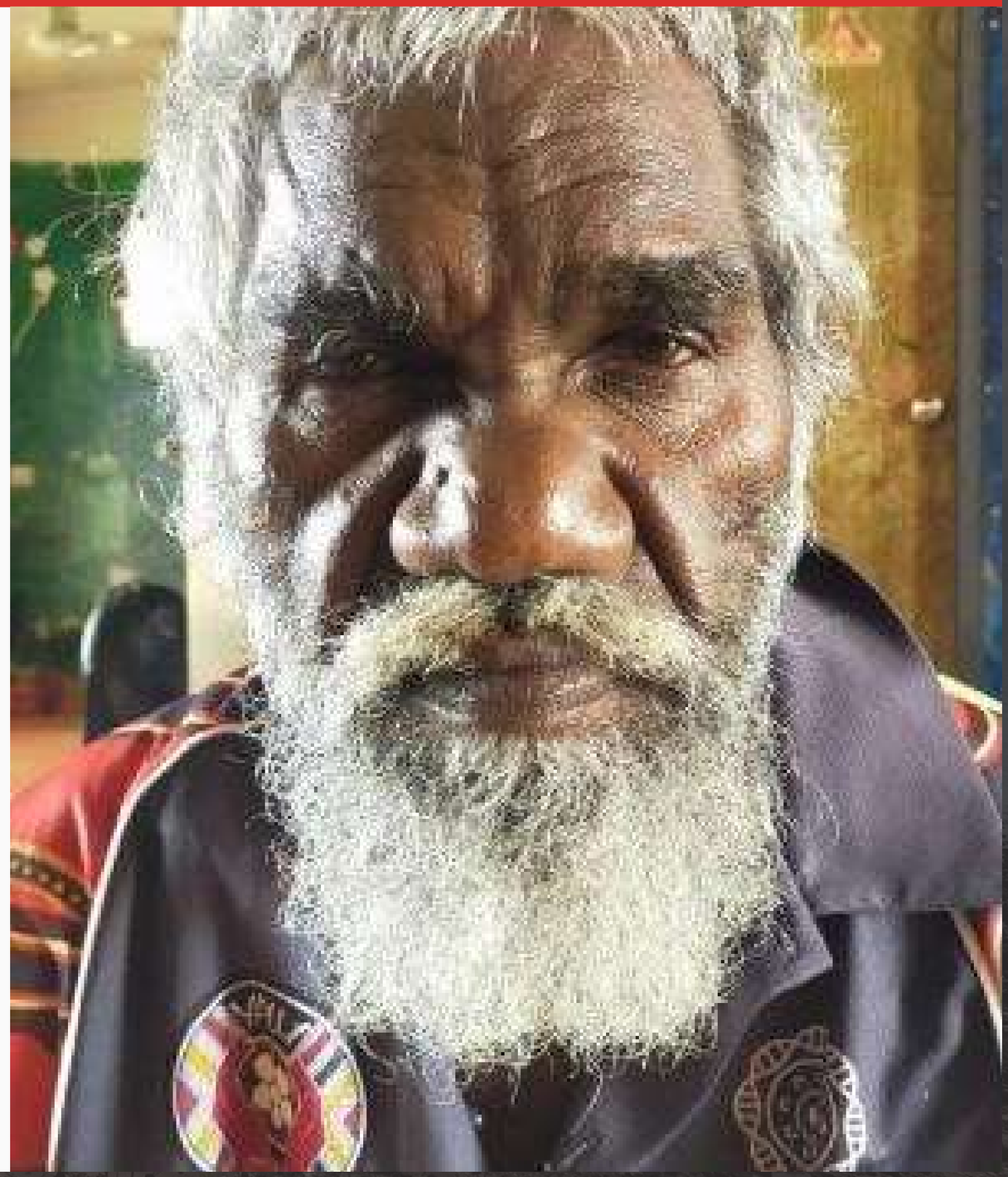
MY NAME IS BOBBY NYIKAMULA AND I AM A CULTURAL LIAISON OFFICER (CLO) AT SHEPHERDSON COLLEGE IN GALIWIN'KU. I STARTED AT THE SCHOOL AS A TEACHER ASSISTANT. I HAVE WORKED AT THE SCHOOL FOR 11 YEARS.

For the past while, I have also been the Chairman on the School Council. My work as a CLO includes working the community and stakeholders, supporting the students to embrace their cultural heritage, working with families and guardians to get kids to school regularly and informing the community of updates using a range of means including the community PA system.

I saw Cathy Freeman Foundation from the beginning in the school. Right from the beginning it was great and important that CFF employed our own local people. They worked really well with teachers in the school to produce healthy, happy, strong and enjoyable educational activities in the classroom. They definitely have a role in the future on the school council. They are a new seed of education and provide opportunities in our local school and for many in our region.

I see the program being an inspiration for Yolngu wellbeing. It is a program that gives opportunities to Yolngu children to experience the outer world. Having local staff delivering to the students is really good role modelling. All the staff want to see the programs in our school in the future. We also want to increase Cathy Freeman Foundation's outreach involvement in the wider community and in more community events.

The programs they do gives wonderful opportunities to our children both in the school and the community. While its good that the staff are young, maybe there needs to be older person working there too, representing the Foundation on the ground to build better understanding towards Elders and to have better capability to lead. Maybe in the future.



STRATEGIC PLAN 2019-2022

The future looks bright as we launched our new strategic direction for 2019-22 in September, reinforcing our mission to support Aboriginal & Torres Strait Islander children to realise their full potential. It was an exciting morning whereby our key friends and supporters joined us to hear about our impactful work and the strategy we have set.

Respected Wurundjeri Elder Aunty Joy Murphy welcomed everyone and set the tone for a great morning. The group was also treated to a dance performance by Wala Connections which was beautiful and powerful. The audience heard from Catherine Freeman herself, from Chair Professor Gregory Phillips and CEO Jade Colgan. Especially touching was a talk by Kelsey Youngblutt who is the current QLD Program Manager on her journey with the Foundation.

It was wonderful to be able to host such an event and we look forward to more events like this.

STRATEGIC FOCUS

PROGRAMS Deepened and refined our suite of programs on the ground.

SUSTAINABLE Have achieved financial sustainability

DELIVERY Changed the game on how education is delivered in remote schools and earned a seat at the table

AWARENESS Substantially increased cultural awareness and sensitivity in non-Indigenous schools / space

CULTURE Have happy, vibrant, achieving teams and staff. A strong company culture

STRATEGIC PILLARS

These four pillars represent how we operate and will underpin all that the Cathy Freeman Foundation does.

In delivering this strategy, the Cathy Freeman Foundation will:

EMPOWER

- Our staff
- Our communities, young people and Schools
- Our partners, friends and Board

SUSTAIN

- Our business model
- Our programs and work
- Financially
- Environmentally (minimise our impact)

CONNECT

- Culturally
- Our students and young people
- Well as a team
- Our partner communities

INFLUENCE

- The space we work in
- Be a strong respected voice
- The young people we work with

OUR DIRECTION

Across the next phase of CFF, we see the 'other elements' of our work becoming more significant and key to our success.

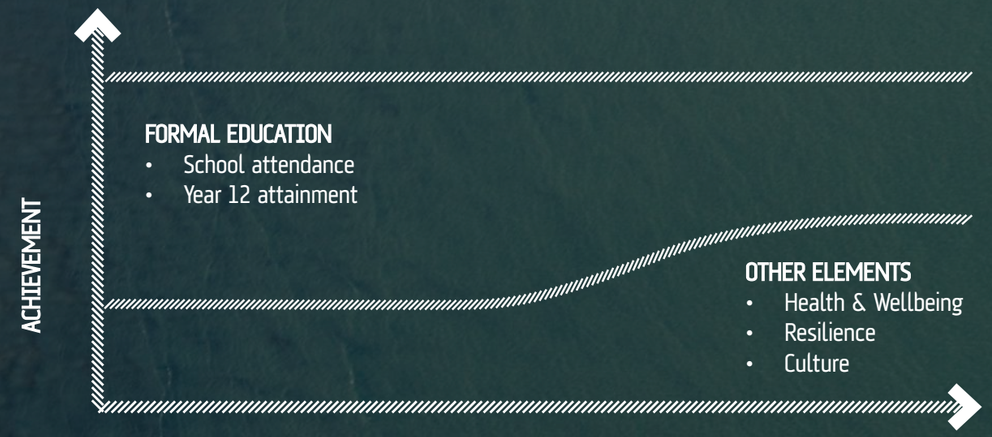
Up to now we have focused on education in its more 'formal' sense. While this will always remain a significant part of our work, we know there are many factors that contribute to a young person's school journey holistically, that fall outside of 'formal' education.

Our strategy aims to build on and strengthen our current work, deepen and build on what we already do. But to not be afraid to try new things, to grow, develop and empower even further

OUR CORE STATEMENT OF BELIEF

- Education can be in many forms, formal, informal & life long.
- To achieve and have a life full of opportunity, we know that education is key.
- Culturally supportive education is paramount.
- Every young person we work with should be able to dream big and be proud.
- We work to a community development approach with long term partnerships being core.
- Building community capacity is paramount.

PROGRAMS 2019
Future - Our Way Forward



OUR PHILOSOPHY

LIFE EDUCATION

We recognise that education is lifelong and comes in many forms, its holistic.

We are about **ACHIEVEMENT** and **EXCELLENCE**. The ability to **DREAM** big, be **PROUD** and have **CHOICES**.

We want every young person we work with to have their gold medal journey.

ACTIVE CITIZEN

HEALTH & WELLBEING

SPORT & ART

SCHOOL

FAMILY & CULTURE

THE WORLD OF WORK

In 2019, slight changes were made to the existing structure to help enhance the experience for the students. These changes included visits to universities for both the Melbourne Year 9/10 and Sydney Year 11/12 camps and a new key theme of "The World of Work" for the Melbourne Year 9/10 camp. Highlights of the year included creating an artwork piece for the Melbourne Head Office.

OPPORTUNITY IS KNOCKING

Overall, 77 students attended a Horizons camp in 2019. All 77 indicated that their confidence levels had improved as a result of engaging with the program, and 73 indicated that they wanted to finish high school. Remarkably, 12 out of the 14 Year 11/12 students and 12 out of the 15 Year 9/10 students mentioned that they wanted to go on to further study post schooling.

HORIZONS

A YEAR IN REFLECTION

THE HORIZONS PROGRAM ENGAGES STUDENTS FROM YEARS 5-12 FROM EACH OF THE CFF PARTNER SCHOOLS. IT PROVIDES A CAMP EXPERIENCE FOR 80 STUDENTS EACH YEAR IN ONE OF FIVE TRIPS TO BRISBANE, DARWIN, MELBOURNE, SYDNEY OR CANBERRA.

Each camp is designed for the overall themes of leadership, culture and pride, and with specific outcomes for each age group, from teamwork and communication skills for the Grade 5/6 camps to resilience and post school pathways for the Year 11/12 students. The camps are run with Cottage By The Sea with the support of principal partners Viva Energy and the Department of Prime Minister & Cabinet.

WE'D LIKE TO THANK THE FOLLOWING PEOPLE AND ORGANISATIONS FOR THEIR SUPPORT AND GENEROSITY:

- Viva Energy
- Cottage By The Sea
- Rawson Family Foundation
- The Ark Vet
- Animal Management in Rural and Remote Indigenous Communities (AMRRIC)
- Career Trackers
- Lander and Rogers
- Wheel of Brisbane
- ACU Brisbane
- University of Sydney
- Booktopia
- Bondi Icebergs Club
- SEEK Australia
- North Melbourne FC
- Art By Safina
- Monash University
- Australian War Memorial

THANK YOU

TO OUR PRIMARY CORPORATE PARTNER

Viva Energy continues to play an integral role in promoting reconciliation and enhancing opportunities for Indigenous Australians to realise their full potential. As our largest corporate partner, Viva Energy and their staff were again pivotal during 2019 to the success of the Cathy Freeman Foundation through their support of our Horizons program, engagement with the Palm Island community and participation in Team Freeman and fundraising efforts.

Beyond vital core financial support, highlights of this valued partnership during 2019 included:

- Adding value to our Horizons program through engagement of Brisbane Horizons Camp students in STEM science experiments, engagement of Melbourne Horizons Camp students in "round robin career insight interviews" with Viva Energy executives and assistance with on the ground logistics of the Canberra Horizons Camp.
- Hands on support at our annual Palm Island Netball Challenge – 5 Viva Energy staff travelled the 2,131 km from Melbourne to assist across the netball challenge with set-up, timekeeping, scoring and presentations. It was wonderful to have them here part of it.
- Spearheading Team Freeman – 10 runners from Viva Energy staff participated in Run Melbourne and raised more than 10% of the total funds for Team Freeman across 2019 events.
- Personal donations by staff which are then matched by Viva Energy through their workplace giving program.

We congratulate Viva Energy on launching its first Reconciliation Action Plan in 2019 at the Innovate level, building on the strong foundations of their 2014-2019 Indigenous Participation Plan. Our Founder, Cathy Freeman, was delighted to be a part of the formal launch of this plan in November in front of an estimated 260 Viva Energy staff, external stakeholders and our Melbourne based team.

Our CEO, Jade Colgan, proudly attended and presented to Viva Energy's Indigenous Advisory Group during 2019 and we had senior staff present at Viva Energy's Community Program Information Session during the organisation's "Good Deeds Week" attended by around 70 of their staff.

We thank the Viva Energy board, senior leadership team and employees for their strong support of the Cathy Freeman Foundation and look forward to further building our partnership over the coming years.

A DECADE OF SUPPORT

LANDER & ROGERS ARE APPROACHING THEIR 10TH YEAR OF PARTNERING WITH THE CATHY FREEMAN FOUNDATION.

Since 2010 Lander & Rogers have contributed more than 1,000 hours in pro bono legal support across diverse areas including sponsorship MOU's, media agreements, fundraising materials, employment and volunteer agreements, privacy policy and disclosure. Their contribution to our reform of governance and organisational structure has assisted the sustainable growth of the foundation.

However, their contribution has extended beyond pro bono legal support. They hosted art shows in Melbourne and Sydney in celebration of the 10th anniversary of the foundation, have participated in Team Freeman running events, provide rooms for meetings and host students during annual Horizons camps to assist with their writing skills, drafting of songs about home with rap artists and work on basic legal knowledge and topics.

Thank you to Jo, Simon, Garth and all the other lawyers and staff for their magnificent support.

Lander & Rogers
Lawyers

THANK YOU TO OUR SUPPORTERS

GOVERNMENT PARTNER

Australian Government
Department of the Prime Minister and Cabinet

PRIMARY CORPORATE PARTNER

VIVA EnergyAustralia

CORPORATE & COMMUNITY PARTNERS

- ANZ Community Foundation
- Bennelong Foundation
- Booktopia
- Dick & Pip Smith Foundation
- KPMG
- Lander & Rogers
- Perpetual
- PMF Foundation
- Rawson Family Foundation
- Reward Gateway Foundation
- Tanarra Philanthropic Advisors
- Viva Energy Australia

CORPORATE & COMMUNITY SUPPORTERS

- Ashby Utting Foundation
- Callida Consulting
- Ecstra Foundation
- Estrella Sports Management
- Euro Monitor International
- GBLA Landscape Architects
- Kimalo Foundation
- Kinfolk
- Matana Foundation for Young People
- Milton Corporation Ltd
- Seek
- TAL Community Foundation
- William Angliss Institute
- Workwear
- Zancott Knight Facilities Management

GOLD MEDAL DONORS

- Leon Ball
- Carter family
- Peter & Ruth Chiodo
- Grange Investments Pty Ltd
- Lyn Harrison
- Kildare Road Medical Centre
- MCK Family (John & Jacob Mamutil)
- Wai-Hong Tham
- Estate of Betty Watt

IN ITS 8TH YEAR TEAM FREEMAN CONTINUED TO PLAY AN IMPORTANT ROLE IN BROADENING COMMUNITY AWARENESS OF OUR WORK AND RAISING FUNDS FOR OUR PROGRAMS.

During 2019 more than 300 people represented Team Freeman in Run Melbourne, City to Surf in Sydney and the Melbourne Marathon, raising close to $40,000 in valuable funds to assist our programs. As our new strategic direction has health and wellbeing as a pivotal dimension of a holistic approach to education there is a greater relevance for Team Freeman moving forward.

With this in mind, during 2019 we undertook a review of Team Freeman to evaluate how we can build broader engagement with the community through fitness-based activity while boosting public awareness and fundraising outcomes for the Cathy Freeman Foundation in the years ahead.

FINANCIAL SUMMARY

The entity has applied AASB 15: Revenue from Contracts with Customers (AASB 15) and AASB 1058: Income of Not-for-Profit Entities (AASB 1058) using the cumulative effective method of initially applying AASB 15 and AASB 1058 as an adjustment to the opening balance of equity at 1 January 2019. Therefore, the comparative information has not been restated and continues to be presented under AASB 118: Revenue and AASB 1004: Contributions.

The details of accounting policies under AASB 118 and AASB 1004 are disclosed separately since they are different from those under AASB 15 and AASB 1058, and the impact of those changes is disclosed in Note n.

When the entity receives operating grant revenue, donations or bequests, it assesses whether the contract is enforceable and has sufficiently specific performance obligations in accordance to AASB 15.

Where the contract is not enforceable or does not have sufficiently specific performance obligations, the entity:

- Recognises the asset received in accordance with the recognition requirements of other applicable Accounting Standards (for example AASB 9, AASB 16, AASB 116 and AASB 138);
- Recognises related amounts (being contributions by owners, lease liability, financial instruments, provisions, revenue or contract liability arising from a contract with a customer); and
- Recognises income immediately in profit or loss as the difference between the initial carrying amount of the asset and the related amount.

If a contract liability is recognised as a related amount above, the entity recognises income in profit or loss when or as it satisfies its obligations under the contract.

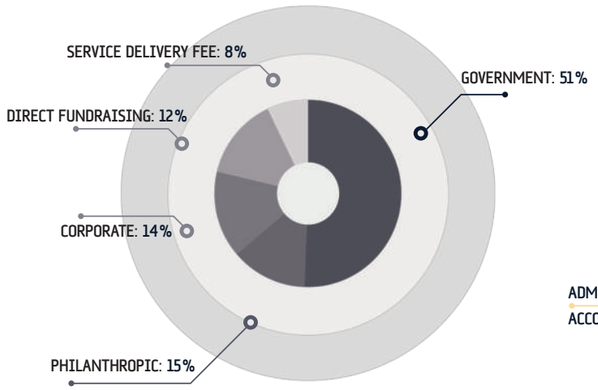
CAPITAL GRANT

When the entity receives a capital grant, it recognises a liability for the excess of the initial carrying amount of the financial asset received over any related amounts (being contributions by owners, lease liability, financial instruments, provisions, revenue or contract liability arising from a contract with a customer) recognised under other Australian Accounting Standards. The entity recognises income in profit or loss when or as the entity satisfies its obligations under terms of the grant.

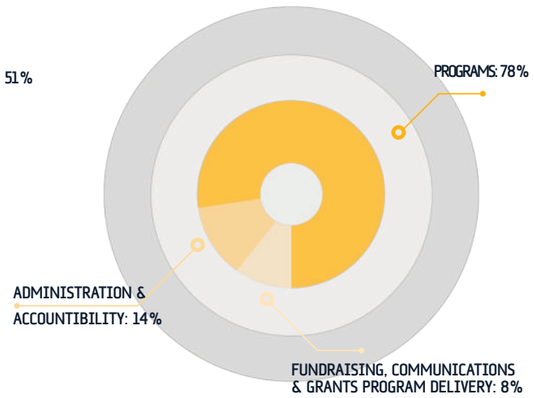
INTEREST INCOME

Interest income is recognised using the effective interest method. All revenue is stated net of the amount of goods and services tax.

WHERE THE MONEY CAME FROM



WHERE THE MONEY WENT



The Community Spirit Foundation Limited and Controlled Entities

A.B.N. 59 623 241 565

CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2019

[This is an excerpt from the Cathy Freeman Foundation special purpose financial statements audited by Mclean Delmo Bentleys]

REVENUE	2019 $	2018 $
Donations, Fundraising & Grants	2,727,514	2,616,661
Interest income	2,468	8,988
TOTAL REVENUE	2,729,982	2,625,649

EXPENSES	2019 $	2018 $
Administration & Accountability	[368,796]	[376,313]
Fundraising, Communications & Grants for program delivery	[197,233]	[529,890]
Programs	[2,008,952]	[2,192,890]
TOTAL EXPENSES	2,574,981	3,099,093
Surplus/(Deficit) for the year	155,001	[473,444]
Other comprehensive income	-	-

INCOME	2019 $	2018 $
Total comprehensive income for the year	155,001	[473,444]
Total comprehensive income attributable to members of the entity	155,001	[473,444]

CATHY FREEMAN
FOUNDATION
EDUCATION CHANGES LIVES
Thank you