



Submission to The House of Representatives
Standing Committee on Indigenous Affairs

for

Inquiry into education opportunities and outcomes for
Aboriginal and Torres Strait Islander students.

2015

19 October 2015

The Hon Dr Sharman Stone MP
Chair
The House of Representatives
Standing Committee on Indigenous Affairs

Dear Minister

Please accept the following submission from AIME for the ***Inquiry into education opportunities and outcomes for Aboriginal and Torres Strait Islander students***.

AIME is a charitable organisation which, since 2005 when we started with 25 Year 9 students from a single school in Redfern in Sydney, has been delivering our highly cost-effective, structured educational mentoring program for Aboriginal and Torres Strait Islander high school students to access for free. This year we are working with more than 4,500 students across the ACT, New South Wales, Queensland, Victoria, South Australia and Western Australia. Our mentees are being mentored by over 1800 volunteer students from 18 partner universities.

With a proven track record, AIME clearly measures the impact of the program for each high school year group. Our program outcomes are audited every year by KPMG and published in our annual reports. In 2014 just under 100% of AIME students in Years 7-10 progressed to their next year of study and 93.2% of our Year 12 students completed that year, out-performing their non-Indigenous counterparts by 6.7% (86.5%).

In 2013 KPMG also undertook an economic evaluation of the program finding that in 2012 AIME contributed a net benefit of \$38 million to the Australian economy, and for each \$1 spent \$7 in benefits were generated. Further, KPMG found that AIME students were reported by their schools as being inducted into positions of leadership, suggesting that positive role modelling by these students would encourage and inspire others to follow. These report findings also fit well with the Australian Government's Closing the Gap targets and AIME is already making a strong contribution to achieving the targets for Indigenous people aged 20-24 in Year 12 or equivalent attainment (by 2020).

The AIME program has also been the subject of independent research, which shows that participation in the program "is effective in strengthening and solidifying the mentees' aspirations, sense of engagement and sense of identity".

Impact of the AIME program can also be attributed to the scalable model that we have developed over the past ten years and the ease in which this has enabled AIME to expand. Our engagement with local schools, organisations and communities, and the support we receive from corporates and philanthropic donors and foundations across the country have played a very big part in AIME's success.

On the following pages you will find a snapshot of AIME, along with information about how we do what we do, together with evidence of the impact we are making on the lives of our first nations' young people. Our goal of working with 10,000 kids by 2018 is in our sights.

Thank you for the opportunity to put forward this submission for the Inquiry.

Yours sincerely

Jack Manning Bancroft
Founder and CEO

“I could not feel more proud of any initiative
or project with which I have an association.
It is a dream becoming reality.”

-Dame Marie Bashir AD, CVO

AIME SNAPSHOT 2015

Indigenous kids are born superheroes,
we simply show 'em *how to fly*.

WHAT IS AIME?

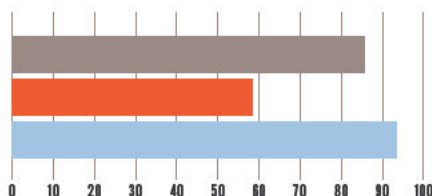
AIME provides a structured educational program for Indigenous kids to access throughout their high school experience. Students completing the program are proven to finish school and transition to university, training, further education and employment at the same rate as every Australian child – effectively closing the gap in educational outcomes.

AIME has three delivery modes:

- The AIME Institute delivered on campus at our partner universities.
- Tutor Squads deployed in schools with university student mentors.
- One-to-one coaching, with post-school transition and career support.

THE IMPACT

- Almost 100% progression rates from Years 7 to 10
- 94.8% of AIME kids progressed from Year 10 to Year 11, which is higher than Australia's non-Indigenous rate of 94.7%
- 93.2% of our Year 12 kids completed school, which is 6.7% above Australia's non-Indigenous rate of 86.5%



For more head to reports.aimementoring.com/2014

THE PAST

AIME started in 2005, when 25 university student mentors walked down the road to a local high school in Redfern to meet with 25 Indigenous student mentees.

THE PRESENT

In 2015, AIME is connecting approximately 4,500 mentees with 1,800+ mentors across 37 locations. We are doing this in partnership with 18 Australian universities.

THE FUTURE

By 2018, AIME will reach 10,000 Indigenous kids each year and have every one of those kids transitioning to university, employment, training or further education at the same rate as every Australian child.

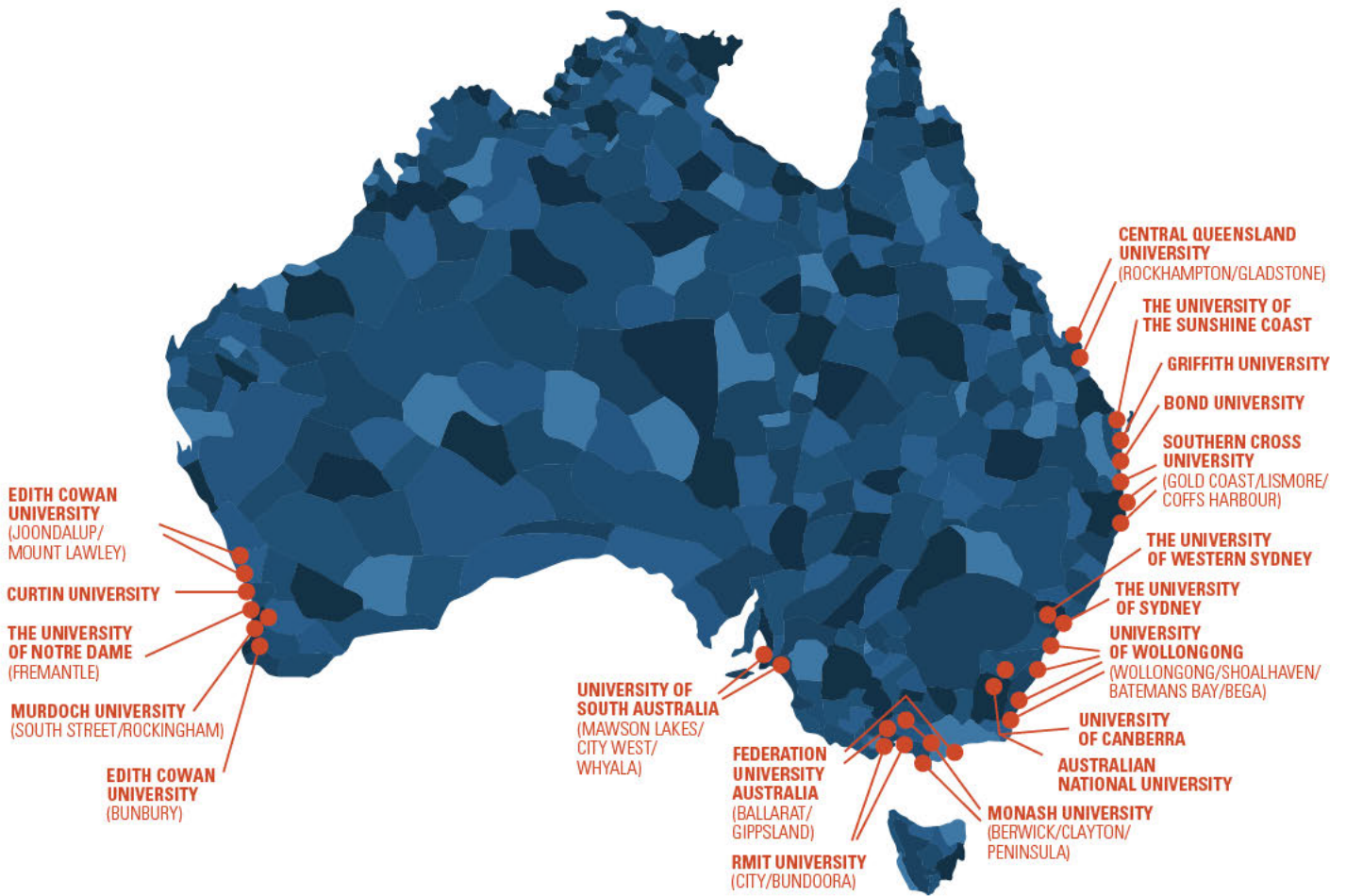
“The best thing I did at AIME was talk about my future, knowing I have support, and figuring out a path after high school.”

-AIME Mentee

“AIME has inspired me to focus on school and get a better job. It also reduces my stress about homework and other things that stress me out.”

-AIME Mentee

AIME 2015 LOCATIONS



“UniSA is so proud to be involved in the AIME Program and I can’t recommend it highly enough to other potential partners. We can see tangible results, connections and a massive return on effort for everyone who takes part.”

-Professor David Lloyd, Vice Chancellor,
University of South Australia

HOW DOES THE PROGRAM WORK?

AIME is based at university campuses around Australia. In 2015 there are 18 university partners across 37 campuses, which form the base for programs that are able to reach out and engage schools that are within a 2-hour radius of each campus.

Who runs the Program?

At each university there is a Program Co-ordinator who is responsible for the recruitment of both university student volunteer mentors and also the Indigenous high school student mentees.

How does the program actually work?

AIME has three delivery modes:

1. The AIME Institute offers six different courses tailored for each specific high school year group, featuring 49 unique modules – each one hour in length. Many of the modules provide launch pads for real life opportunities for the students to extend themselves through, for example, internships for artists, performance opportunities for musicians, ambassador programs and more.

The content for The Institute has been designed and developed by Indigenous young people since 2005 and each year is enhanced and improved thanks to the input from our mentees and mentors.

2. The Tutor Squad program features our trained university mentors who head out to local schools to provide free academic support throughout Terms 2 and 3 of the high school year.
3. Post-school transition support features the AIME team developing strong relationships with students so that when it comes to their senior years we can provide the best possible advice, support and targeted opportunities for each Indigenous student to be able to transition into university, employment, training or further training, post Year 12.

FACTORS THAT DISTINGUISH AIME

1. AIME has clear measures of success and a proven track record of results.

AIME measures school progressions, Year 12 completion rates and university admissions for our students. We also track students who progress into further education, training or employment.

Each year AIME reports to its stakeholders on these progression and admission rates for program participants. This same reporting framework is applied across all AIME Centres to indicators of genuine educational success and measurable benchmarks.

These results are published annually in our Annual Reports and are independently verified by KPMG.

Since 2005 AIME has significantly impacted upon progression and completion rates of Indigenous students involved in the program.

In 2014 AIME mentees progressed through from year 7 to year 10 at nearly 100%. AIME student progressions from year 10 to year completion were at similar or higher rates than non-Indigenous students.

This is made more impressive by the fact that majority of students attend schools that are below average on ICSEA value system. 73% of AIME students in 2014 made a successful transition to positive post school pathway which is defined as university, further education or employment. This is again comparable to the non-Indigenous rates and way ahead of the Indigenous rates which show less than 50% of Indigenous youth in this age bracket in either study or employment.

Refer AIME Annual Reports for Full Details

2. AIME is backed by independent research.

In 2012 the Federal Government, through the Department of Education, Employment and Workplace Relations (DEEWR), provided funding for independent research into the effectiveness and outcomes of the AIME Programs. The research was undertaken jointly by the University of Wollongong and the University of Western Sydney.

In 2013 the research has indicated that AIME is achieving positive results; working successfully in a complex environment; and making a difference in education and other associated areas for the Indigenous young people engaged in the AIME programs.

In reference to our student mentees, the assessment found that AIME positively impacted their:

- Strength and resilience
- Pride in being Indigenous
- Ability to make strong connections with Indigenous peers, role models and culture
- Aspirations and engagement for finishing school
- Aspirations for continuing to further study
- School retention rates

The overarching positivity to emerge from the quantitative data combined with the qualitative findings suggests that the AIME program "is effective in strengthening and solidifying the mentees' aspirations, sense of engagement, and sense of identity."



FACTORS THAT DISTINGUISH AIME

3. AIME has a proven Ability to Scale across diverse regional areas.

AIME began in 2005 with 25 Indigenous high school students, 25 university student volunteers, one school and one university. In 2015 the AIME program is operating across 18 universities at 37 campuses in six states and territories of Australia, with more than 4,500 Indigenous high school student participants. This includes a mix of urban and rural areas.

AIME has produced results for these students across very different university and demographic regions. Our university partners range from major universities in capital cities such as The University of Sydney to regional campuses of smaller universities such as Central Queensland University.

Importantly AIME has maintained consistently strong progression results through our this expansion.

Refer page 4 for the map of existing AIME sites.

4. AIME is the most cost-effective program in Australia.

The AIME program is the most cost-effective in Australia with a total annual cost of less than \$3,000 per Indigenous high school student.

AIME has achieved this through applying rigorous business principles to running the program as well as leveraging huge in-kind support, particularly through the university student mentors who volunteer their time. In 2014 there was 28,400 hours of volunteer support generated.

An independent economic evaluation by KPMG indicates that for every \$1 spent on the AIME program a \$7 benefit is generated for the economy. This benefit is through increased employment rates and earnings.

The evaluation did not extend to include the correlated economic benefits and reduced costs associated with the impact of increased employment and earnings on better health outcomes and lower incarceration rates. An expanded research focus would have seen the return on investment figure increase further.

5. Indigenous Founded and Run.

Jack Manning Bancroft founded AIME in 2005 as a 19 year-old Aboriginal student at The University of Sydney. In 2008 AIME became a registered charity and an Indigenous corporation with a majority of Indigenous Board Directors and Members.

The affect of this flows through to the program and is best described in the Australian Story interview with a former Mentee, Alicia Johnson, who is now studying at The University of Sydney:

“What I think makes AIME so good is it was developed and created by an Indigenous youth, for Indigenous youth. And other people ask me about the program and ask me about my involvement and I just say, “It’s made for us, pretty much by us and that’s why I believe it’s so successful.” It’s not someone trying to save us. It’s not someone trying to tell us what to do; it’s about giving us self-determination and hope.”

Being developed by a young Indigenous man for Indigenous children to succeed gives the AIME program an increased sense of community ownership and pride.

AIME is a community organisation, with headquarters at the National Centre of Indigenous Excellence in Redfern; a short distance from where the AIME program first began.

AIME PARTNERS

A combination of Australia's leading corporations and philanthropic foundations support AIME to grow. AIME's National Partners are listed below and all give in excess of \$100,000 annually.

In some cases AIME is supported by local specific site funders.

AIME also undertakes its own fundraising efforts, which are now generating close to \$1 million annually, ie. The AIME Gala Ball and National Hoodie Day.

The Department of Prime Minister and Cabinet supports two specific regions - the NSW South Coast and South East Queensland.

AIME'S NATIONAL PARTNERS



AIME mentees at the inaugural sky-high mentoring session at 30,000 feet.

UNI PARTNERS AND BOARD DIRECTORS

AIME UNIVERSITY PARTNERS



AIME GOVERNANCE

AIME has a strong and open focus on governance and in 2014 was a finalist in Reconciliation Australia's Indigenous Governance Awards. Our Board Directors are listed below:

AIME BOARD OF DIRECTORS

BRONWYN BANCROFT
PROFESSOR NGIARE BROWN
PROFESSOR PAUL CHANDLER
PHILIP CLARK AM
EMMA HOGAN

GEOFF LOVELL
JEFF MCMULLEN AM
MAYRAH SONTER
TANISHA STANTON

“AIME just changes
your whole outlook on life”

-AIME mentee

CONTACT:

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