



# INTERIM REPORT 2014

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# WELCOME FROM THE CEO

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After a big year of expansion in 2013, the first 6 months of this year has been focused on deepening our engagement with the communities and schools in the regions that we operate in and strengthening the delivery of the program for mentees and mentors.

At the midway point we're proud to have engaged with over 3000 mentees and 1200 mentors across the country.

Along with the delivery of the program, a couple of the highlights so far in 2014 are:

- New university partnerships with the Australian National University and the University of Canberra to launch the first ever AIME program in the ACT as well as the University of Notre Dame in Fremantle
- Expansion to the Batemans Bay campus at the University of Wollongong, the City West campus at the University of South Australia and the Gippsland campus at Federation University Australia
- Program developments including additional days for Year 9 and 10, focused sessions for Year 11 and 12 and the introduction of the new AIME workbook
- Over 60 operational tutor squads supporting mentees in their school environment
- The launch of the AIME Yearbook Portal to connect mentees with post-school educational and career opportunities
- Nearly 5,000 expressions of interest from university students keen to volunteer
- Partnerships with over 50 new schools
- A growing number of professional guests from our university and corporate partners connecting with mentees through the Window to the Future and Pathways to Success sessions.

In 2014, the AIME team has shown passion, commitment and persistence to set up and kick off the program for motivated mentors and dedicated mentees from 42 different regions across Australia. Thousands of people are now dancing to the beat of Indigenous Success across the country, and we're not done yet. As we look towards the second half of the year, we are focused on both ends of the school spectrum. For the first time ever, we will be hosting a Year 7 and 8 day dedicated to making Maths and Science cool. Then switching our focus to our senior students, we will continue to deepen our engagement with Year 12 students through the AIME Yearbook Portal. We are working to try and transition 100% of our Year 12 students directly to university or full time employment. The universities have led the way, having already contacted 149 mentees with potential university opportunities. Now our corporate partners have the chance to offer employment and training opportunities to our Year 12 AIME students from across the country.

For the remainder of the year, we look forward to completing the program, working with our Year 7 and 8 students, launching AIME's Got Game (stay tuned), and building more and more momentum on the road to 10,000 Indigenous kids finishing school and transitioning through to university and employment at the same rate as every Australian child.

Keep walking with us,

A handwritten signature in black ink, appearing to read 'Jack Manning Bancroft'. The signature is stylized and written over a thin horizontal line.

Jack Manning Bancroft







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# WHY WE DO WHAT WE DO

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## AIME KIDS MARCHING TO THE BEAT OF INDIGENOUS SUCCESS

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Kalinda 'Gal' Palmer

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“My name is Kalinda Palmer. I’m a proud Nyikina woman originally from the Kimberleys in Western Australia.

I would like to express my gratitude for all those involved with the AIME program. It has made a significant difference to my life and has given me a sense of community belonging. Without your time, effort and passion this would not be possible.

My confidence in achieving my goals has been dramatically encouraged by the AIME program. Knowing that there are people and organisations that are there to help Indigenous people not only gives me motivation to do well in school but also gives me

hope and comfort that future generations will also be provided with the love and support they need. The foundation and home this program has given me has been amazing, I can honestly say I have 23 new sisters and brothers or in my language, 23 ‘tiddas’ and ‘buddas’.

Thank you AIME. YOUR voices have ignited OUR voices to become louder and stronger.”

Kalinda Palmer

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Kalinda with Program Manager Nada Aldobasic

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“This is my first year with AIME. I’m most looking forward to having the opportunity to be mentored in the right direction for my studies, personal development, leadership, sporting goals and connection to culture.

I’m hoping to gain mentoring experience that gives me a good understanding and a guide for my path in education, life skills, self-confidence and belief.

I was recently selected in the Australian Schoolboys Rugby team, which means a lot to me. I set this as a goal for myself and knew I needed hard work and dedication to achieve this goal. I’m really looking forward to the whole experience but most of all I am also honored to be representing my country.

Outside of rugby, AIME has expanded my ideas and thoughts on what I would like to do as a career. I hadn’t thought about university seriously, but the program has encouraged me to look at what options are available to achieve my goals.

Indigenous success to me means; to draw strength and motivation through our culture, to represent our mob and always be proud of our identity.”



Oscar Davies

“My name is Oscar Davis and I’m a proud Kamilaroi man. In 2013, I finished Year 12 and was offered a spot and full scholarship to attend Bond University to study Criminology and Psychology. I wouldn’t have been able to do that and achieve what I have without AIME.

And I was not alone. Last year, over 130 Indigenous students like me stepped up to the challenge and showed the nation what Indigenous success looks like.

Thank you AIME. I hope you continue to change kids lives like me for years to come.”

Oscar Davis



Oscar Davis with Palm Beach Currumbin State High School students.



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Cleveland McGhie

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“My name is Cleveland McGhie and I’m a proud Wiradjuri man. AIME had a massive impact on my journey to university. In Year 9, I was in trouble and didn’t believe education was for me and I was ready to drop out. Fortunately for me, this was the same year AIME was introduced to Wollongong. The AIME program gave me the realisation that Indigenous = success and that I could finish school and go to university.

I was in the AIME program in Wollongong, and I’m now studying at the University of Canberra’s Foundation Program. I’m passionate about AIME and so I’m very excited to now be working for AIME as a Casual National Presenter in the ACT. If I can help even one Indigenous student from the ACT and surrounding areas transition to the next step of education that would be awesome.

My mother and grandmother have always told me that saying thank you is a simple courtesy that takes just a moment. It will create a memory and it costs nothing, not even effort. So thank you to AIME for believing that Indigenous can mean success and investing in kids like me.”

Cleveland McGhie

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One of the sessions run as part of the AIME program is 'The Power of Thank You'. Year 11 and 12 students are asked to reflect on their lives, think of someone special who has helped them and send that person a thank you message.

It can be to anyone; a parent, teacher, elder, friend, coach or role model.



Blossom (5th from the left, top row) with other mentees, mentors and Centre Manager Nat Heath.

When Nat Heath, Centre Manager at the University of Sydney asked the students to write their letters, one of the girls took an unexpected approach.

*Dearest Nat,*

*I was initially going to write a letter to my mum to thank her for everything she has ever done and provided for me but I sat and had a deeper thought.*

*I'd like to thank you for your belief in me, helping me to expand my thoughts about my career path when I leave school. I've thought about uni before but always let it pass my mind.*

*I appreciate your stubborn taunting towards me to go to uni! I also appreciate your kind words about my intelligence and capability to succeed and strive for more. Not only for myself but for those in the future that I know I'm going to help, whether that be my future students, peers, or those less fortunate than me.*

*Thank you for opening my eyes to all the opportunities that I have access to. Even though you didn't do much, except tell me what I already knew, that I could achieve and do for myself. You drove me to put deeper thought into who I want to be and what I want to do.*

*You've created more stepping stones for me and for that I am grateful. THANK YOU!*

*From Blossom.*

*P.S. When I succeed, I have you to thank.*

In Western Australia, guests speakers arranged by Program Coordinator, Amy Matheson, had a significant impact on the teachers and students at Kolbe Catholic College. The chance to hear stories and learn about culture was so well received by Indigenous students and teachers alike, that they wrote this letter to Amy to let her know they're keen to continue their involvement with AIME.

*Dear Amy,*

*On behalf of Kolbe Catholic College, we would like to express our gratitude to you and everyone involved in the AIME program. Please pass on our thanks to everyone involved, you all made us feel very welcome. Our students thoroughly enjoyed the day and we appreciated your professionalism in ensuring the smooth running for our students to enjoy the day and morning tea and lunch was very enjoyable.*

*Thank you for arranging guest speakers to share their journey, I believe hearing stories is a very important part of our culture for the students to learn. Our college will forever be grateful to you and your colleagues for your support of our Indigenous students and we cannot thank you enough. We will be back again in September.*

*Mrs Lisa Dann & students, Kolbe Catholic College.*

In Victoria, AIME Program Manager Nada Aldobasic has been working wonders with students at Wonthaggi Secondary College. One of the teachers penned this letter to Program Coordinator, Tom Nice to express her gratitude.

*Hi Tom,*

*Just wanted to thank you for welcoming us newbies to AIME. It was amazing and the girls enjoyed themselves. We thought that Nada had such positive energy and delivered the workshops brilliantly. I will be strongly pushing to bring the Year 9 and 10's down for next months program.*

*Michelle Marks, Wonthaggi Secondary College.*

When asking students to reflect on the people they're most grateful for, it's no surprise to receive letters like these. The evidence is clear, the AIME program is spreading magic across the country. We have shown that the program works, the kids have shown us all that they have potential to be a huge force for this country. Letters like these are the reason the AIME program exists. It's why we do what we do.

# NATIONAL REPORT



In 2014, The AIME Program has continued to grow both geographically and with the number of participants involved. So far this year, we have worked with 3009 mentees, 1288 mentors and 301 schools across Queensland, New South Wales, the Australian Capital Territory, Victoria, South Australia and Western Australia. At this time last year we had reached 2343 mentees, 966 mentors and 240 schools.

Total number of mentors participating:

# 1288

Total number of mentees participating:

# 3009

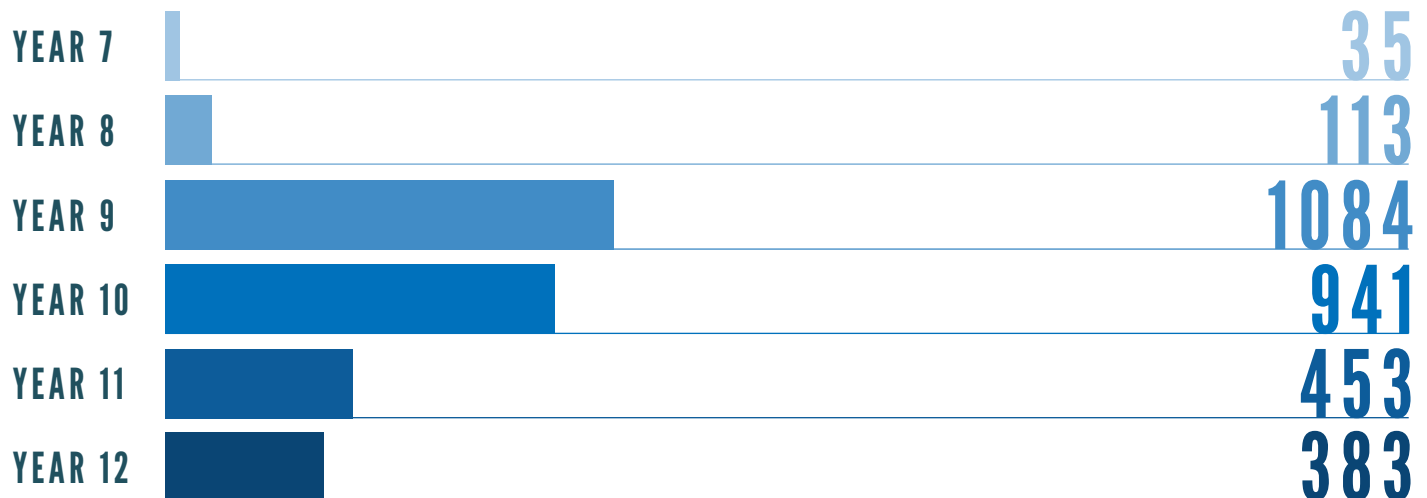
Mentor participation at the time of the interim report:



Mentee participation at the time of the interim report:



Mentees Participating in 2014 at the time of the interim report:





## UNIVERSITIES

Total number of universities participating:

# 16

Australian National University	RMIT University
Bond University	Southern Cross University
Central Queensland University	The University of Sydney
Curtin University	University of Canberra
Edith Cowan University	University of Notre Dame
Federation University Australia	University of South Australia
Monash University	University of the Sunshine Coast
Murdoch University	University of Wollongong

## SCHOOLS

Total number of schools participating:

# 301



### Data Key

All of the data within this report represents interim attendance as at 31 July 2014. This reflects AIME participants that have attended at least one session. We have changed the structure of the program in 2014 and due to this some year groups have only had one session thus far. As such, numbers may differ in the End of Year Report when we have full program completion data. Audited program completion data will then be available in the 2014 Annual Report.

Year 7 and 8 student participation appearing in this report reflects participation at Tutor Squads as no targeted Year 7 or 8 days have occurred yet in 2014.

## THE RESEARCH WORLD

Along with tracking our annual grade progressions, Year 12 completions and post Year 12 transitions, I am pleased that we are continuing to deepen the research that we commissioned and published in 2013. Together with our research partners at the University of Wollongong, AIME is committed to continually examining the impact the program is having on the Aboriginal and Torres Strait Islander high school students we work with, the university students who volunteer their time as mentors as well as the teachers, parents and the wider community.

Findings from our independent evaluation published in 2013 indicated that AIME was reaching its objective of encouraging better school grade progression rates for Aboriginal and Torres Strait Islander students, compared with the national average. Findings also indicated that AIME positively impacted:

- The strength and resilience of mentees;
- Mentee pride in being Indigenous;
- Mentees making strong connections with Indigenous peers, role models and culture;
- Aspirations and engagement for finishing school;
- Aspirations for continuing to further study;
- School retention rates.

We are building on this research with a new three-year project that is funded by the Department of Industry. The research is currently underway and includes fieldwork site visits to all of the states and territories we work in and uses a mixed-method research design (quantitative surveys together with qualitative observations, interviews and document analysis), drawing on the work successfully completed for the AIME evaluation. So far this year, the research team has conducted 36 site visits and has observed more than 90 different AIME sessions across the country and this fieldwork will continue for the remainder of this year. 2015 will then see a shift from the fieldwork and data collection phase to a focus on analysis and publishing.

Together with this external research, we are also investigating growth strategies to continue to find ways to engage more students in the schools we are currently working with as well as looking at potential growth sites to be on track to reach 10,000 Indigenous students by 2018. This process has been underpinned by the data we have been capturing across our years of operation. The depth and breadth of data we have now collected and analysed is making our strategic planning more focussed than ever before.

For more information on the research we have already completed, check out our website [here](http://aimementoring.com/about/research/). (<http://aimementoring.com/about/research/>)

Amy Priestly

Research Director



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