

Providing Opportunities for Young Australians

PACKER FAMILY  
FOUNDATION



Crown Resorts and Packer Family Foundations'  
**NATIONAL PHILANTHROPIC FUND**  
Annual Review 2018/19

# \$200 million National Philanthropic Fund

## 5 YEAR HIGHLIGHTS

On 22 July 2014, Gretel Packer announced the establishment of the \$200 million National Philanthropic Fund, a joint 10 year commitment of the Crown Resorts and Packer Family Foundations to provide opportunities for young Australians. Since then, we have provided over \$83 million through 300 grants to not for profit organisations across Australia.

### \$100 MILLION FOR ARTS AND CULTURE



**210,000** students  
have participated in our creative  
learning programs



Over **3.8 million** hours  
of creative learning programs have  
been delivered



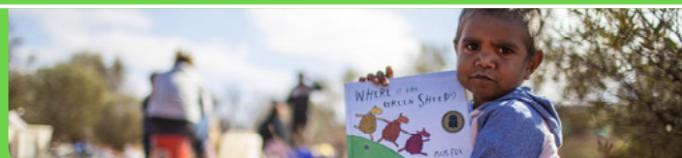
**10,000**  
Indigenous students participated in  
the creative learning programs

**ANNOUNCEMENT** We are giving another **\$19.2 million** over the next 3 years to **over 60 recipient** programs - this is in addition to the support we provide for Australia's flagship arts and cultural institutions.

### \$100 MILLION FOR INDIGENOUS EDUCATION AND COMMUNITY PARTNERS



**\$7.5 million** has been provided to  
16 Indigenous education organisations



**11 million** hours of educational programs have been  
delivered for Indigenous students

**ANNOUNCEMENT:** We are giving another **\$2.1 million** over the next 3 years to **9 recipient** programs.



**\$25 million**  
for the Telethon Kids Institute -  
supporting children's medical research  
and programs



**\$1.5 million**  
for the Salvation Army Project 614



**\$1.5 million**  
for the Peter MacCallum  
Cancer Centre





**4,800** people  
with disability participated in the  
creative learning programs



Over **28,000** hours of teacher  
training in the arts has been delivered free  
of charge



**50%** of the top ten visited suburbs  
where programs were delivered rank in the  
first decile for the Index of Relative Social  
Disadvantage nationally



Each year, on average, **5,200** Indigenous students  
received **470 hours of engagement**



Over **1,000** teachers or community members have received  
**33,200** hours of upskilling or teacher training to support  
Indigenous education outcomes



**\$2 million**  
for the Victor Chang Cardiac  
Research Institute

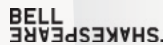


**\$500,000**  
for the redevelopment of  
Ronald McDonald House Westmead



**\$1.7 million**  
to Lifeline from the  
Packer Family Foundation

## Our Partners







Through the Foundations' Western Sydney Arts Initiative we support the Australian Literacy and Numeracy Foundation to deliver their SUBTEXT: Art for Literacy program. SUBTEXT: Art for Literacy provides refugee youth in Western Sydney with inspiring and talented arts mentors to explore new, creative ways to express their experiences and ideas. This artistic process becomes a way to facilitate conversations, communication skills, language development, reflective practice and literacy.

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All data reported has been provided by our program partners, our partners deliver their programs in calendar years.

# Opportunities for Young Australians to Reach their Full Potential



Gretel Packer



The Hon. Helen Coonan



James Packer

The conclusion of financial year 2019 marks the halfway point of the Crown Resorts and Packer Family Foundations' National Philanthropic Fund.

When the Fund was established five years ago, the Foundations made a ten year commitment to allocate \$200 million to not-for-profit organisations focussing on art, culture, Indigenous education, community welfare and medical research programs.

In our first five years, we have allocated over \$83 million to 300 grant recipients, ranging from 10 year multi-million-dollar commitments to one-off employee nominated grants. The Fund is on track to meet the Boards' 10 year funding commitment and goals.

## Opportunities for young Australians through education

Across Australia the degree of inequality in available educational opportunities is enormous. Students from disadvantaged backgrounds consistently achieve educational outcomes lower than their peers as a result of this disparity.

Research has repeatedly proven that education is the single greatest lever for breaking cycles of disadvantage and inequality. We believe that a consistent education from the earliest possible age is vital in order to help build cohesive communities and provide for economic and social development.

If children develop their literacy and numeracy skills and are taught how to learn within a holistic educational framework they are well on their way to becoming self-reliant and motivated adults capable of achieving happy and satisfying lives. The great inequalities in economic, social and cultural backgrounds need a many-pronged approach and ours centres around supporting programs which start early, provide hundreds of contact hours each year and offer sustained support over multiple years, especially through transitions.

All of the educational programs we support, whether they're delivered by arts, sporting or Indigenous education organisations, are presented with respect, understanding and appreciation of the cultures and communities with which we are working.

## Indigenous education opportunities

There is enormous diversity across Indigenous communities, but all research emphasises the importance of people staying engaged with their education to achieve satisfying employment opportunities, improved health and the ability to build a fulfilled life.

All students in Australia should have access to quality education. We have made Indigenous education a priority and in calendar year 2019 our partners will deliver almost 3.3 million program hours to over 8,200 Indigenous students. As well, over 330 teachers and community members will receive over 11,700 hours of specialised training.

<sup>1</sup> Department of Education, Employment and Workplace Relations - *Review of Funding for Schooling - Final Report*, 'Gonski Review' (December 2011)

## Arts education and culture

All children need and deserve arts education to be woven into their daily lives. Not only does it demonstrably improve academic achievement, but it is essential to the development of their emotional lives. It is standard procedure now for art to be used in treating trauma and almost all the children our partners work with have experienced and perhaps are still experiencing trauma of some kind.

For some students, classrooms can be hostile environments and arts programs are effective at breaking down these barriers by promoting empathy, and encouraging creativity and openness. At the same time, quality arts programs can also offer new pathways to learning and teaching.

In financial year 2019, \$9.2m was allocated by the Foundations through 81 grants to arts organisations across Australia. Through the Arts Education Initiative open grants program we are pleased to announce that we will be allocating a further \$19.2m worth of grants over three years (financial year 2020-2022) to over 60 recipient programs - this is in addition to the support we already provide for arts and cultural institutions across Australia.

## Crown Employee activations in our local communities

It is extremely important to support the communities in which Crown operates. The Foundations provide funds to a number of community welfare organisations which support the inner city communities of Melbourne, Perth and Sydney. These partnerships are strongly supported by our Crown Community Champions in both Melbourne and Perth.

This group has led a number of exceptionally popular Crown employee activations including their book drive in support of the Australian Literacy and Numeracy Foundation where over 3,000 books were donated and will be distributed to Indigenous and newly-arrived migrant communities across Australia. This year, the community grants, which are administered by the Community Champions in recognition of the volunteer work undertaken by Crown employees, reached \$250,000.

## Next five years

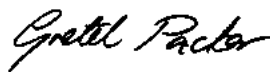
This has been a tremendously inspiring journey. We have learnt so much from our visits with our program partners. We have listened to the students, their parents, their teachers and program facilitators about what is effective, what our communities need, where our communities require more support and how it can be best delivered.

We are dedicated to our ten year funding commitment and to pursuing our core mission to provide opportunities for young Australians, primarily through education.

As we look to our next five years, we find we cannot ignore the disparity between the availability of quality programs for young boys and young girls. We will seek to address this difference through our program selection and funding allocations.

The Foundations did not begin with a gender lens, but some of the most marginalised people we've seen are young girls and newly-arrived migrant women - many are isolated and are not aware of available pathways to change. This will inform our decision-making as we seek partnerships which support these young girls and women - this is not instead of the support we provide to young boys and men; it is in addition to that support.

In closing, we would like to acknowledge the tireless work of those in the not-for-profit sector. We consider it a privilege to be involved with you. You inspire us and we thank you for your dedication.



**Gretel Packer**

Chair, Packer Family Foundation



**The Hon. Helen Coonan**

Chair, Crown Resorts Foundation



**James Packer**

Founder, Packer Family & Crown Resorts Foundations





The Foundations support Stars Foundation to deliver their girls focussed wraparound Indigenous education program in the Northern Territory, Queensland and Victoria.

# Strengthening Communities and Indigenous Education Opportunities

The Community Partnerships and Indigenous Education Fund provides financial support for key community organisations with a particular objective of empowering young Aboriginal and Torres Strait Islanders through education.

This fund supports programs that provide some of Australia's most marginalised youth with the belief and confidence to grow and succeed. These programs are focussed on promoting educational opportunities, life skills and ultimately employment prospects for young Australians.



The Foundations support the Australian Indigenous Education Foundation to deliver their scholarship program for Indigenous students across Australia.





# Improving Indigenous Education Opportunities

There is enormous diversity across Indigenous communities, but all research emphasises the importance of people staying engaged with their education to achieve satisfying employment opportunities, improved health and the ability to build a fulfilled life.

In calendar year 2019, our partners will deliver almost **3.3 million program hours to over 8,200 Indigenous students** across Australia. As well, over **330 teachers and community members** will receive **over 11,700 hours of specialised training**.

Image provided by the Australian Indigenous Education Foundation.





We believe there is a positive correlation between a strong cultural identity, consistent participation and improved achievement. We support programs that develop students' aspirations and self-esteem, wraparound education programs supporting them with their choices and programs that highlight the pathways available to achieve them.

This year we commissioned an independent evaluation into the landscape of Indigenous girls education opportunities across Australia as we sought to better understand the opportunities and level of support provided through available programs and the level of funding these programs were attracting from Government, corporates and philanthropists.

The report confirmed our understanding that the Indigenous girls education landscape is more fragmented and attracting less funding than equivalent quality boys programs. We are looking into ways we can address this beyond increasing our Foundations' allocations to Indigenous girls focussed education programs.

# Indigenous Education Program – Australian Literacy and Numeracy Foundation



Kim Kelly, Co-Founder and Executive Director of the Australian Literacy and Numeracy Foundation (ALNF), said:

*'The Crown Resorts and Packer Family Foundations' support has been integral to the success of ALNF's Early Language and Literacy program, enabling us to reach hundreds of vulnerable children in the APY Lands and Palm Island. Their support has empowered educators, elders, mothers and aunts to build a better future for the next generation, and we feel immense gratitude for the opportunity you have provided ALNF to continue to transform lives through literacy and education.'*

The Foundations have been supporting the delivery of the ALNF's Early Language and Literacy (EL&L) program on Palm Island (the fourth most disadvantaged community in Australia) for four years and the APY Lands (the communities of Ernabella and Fregon – the most disadvantaged area in South Australia) for the last two years. We have recently committed to a further three years of support for both these sites, with the addition of a third site, Western Sydney.

ALNF's EL&L program includes a Certificate IV course to upskill educators, parents and community members to support children's pre-literacy development. This program addresses the importance and effectiveness of early intervention to prepare and support children for literacy learning in the early schooling years.

The program is designed with the support of the local community to meet the early learning needs of its disadvantaged Indigenous children. While the communities of Palm Island, the APY Lands and Western Sydney are very different, all of these communities struggle with disengagement from education, poor home literacy practices and high trans-generational illiteracy.

Importantly, this program provides community members with the requisite skills to mediate these challenges through an accredited Certificate IV course, skill-building workshops, resources provision and ongoing mentoring. All engaged community members are empowered with effective techniques and learning resources to teach their own children in English and, where relevant, First Language.

The Foundations support this program because it:

- improves the pre-literacy levels of all participating children;
- improves children's school readiness in relation to early language and literacy measures;
- increases the skills and capabilities of educators, parents and community members to improve children's pre-literacy skills; and
- builds sustainable change and capacity within the community to empower individuals to be their own change makers.

To learn more about the work of ALNF, please visit their website [alnf.org](http://alnf.org)

The Foundations' support of the ALNF's Palm Island program since 2015 has contributed to:

- 495 students participating in the program; they have received a total of 99,285 hours of tuition
- 7,984 training hours have been delivered to 79 community members or teachers.

The Foundations' support of ALNF's APY Lands program since 2018 has contributed to:

- 225 students participating in the program; they have received a total of 13,500 hours of tuition
- 780 training hours have been delivered to 13 community members or teachers.



Image provided by the Australian Literacy and Numeracy Foundation.

## Indigenous Education Program – Aurora Education Foundation



The Foundations have supported the Aurora Foundation's High School Program since its pilot phase in 2015.

The Program provides six years of intensive, individualised academic and wrap-around support on residential camps and during the school year, while strengthening cultural identity and resilience.

Aurora Education Foundation CEO said: *'The Crown Resorts and Packer Family Foundations' investment since 2015 has enabled multiple, significant outcomes through the High School Program. Beyond the impact upon the lives of Indigenous students in the program, benefits have rippled out to the students' families and more broadly in their schools. Now, success is building, with the scale-up planned to reach almost 1,000 Indigenous students by 2024. Our partnership with the Foundations is making this exciting opportunity for future generations of Indigenous scholars possible.'*

This program helps change the conversation around Indigenous education to one of high expectations and possibilities, increasing the number of Indigenous students transitioning from school through to higher education. Aurora is partnered with governments, communities, schools, universities, corporates and philanthropic organisations to build a sustainable model of support for Indigenous students to succeed in education.

The Foundations support this program because it:

- enables Indigenous students to receive longer term, more intensive and holistic support;
- is delivered by specialist Indigenous staff, role models and Elders to link academic content to culture in a trusted environment;
- works with local public schools; and
- is not just about the individual student; it engages with families and schools to equip them with the tools and knowledge to help students along their education pathway.

From a student in the Western Australian pilot program:

'The activities at camps are educational but also incorporate culture; this really helps keep you interested in what you are learning. One activity I found helpful was the essay writing. It helped to build my confidence – I no longer feel ashamed to ask a question in class or ask for help, something I used to find really hard to do in a classroom full of people.'

To learn more about the work of the Aurora Education Foundation, visit their website: [aurorafoundation.com.au](http://aurorafoundation.com.au)

The Foundations' support of Aurora's High School Program since 2015 has contributed to the following outcomes:

- Over 5 years, an average of 77 students have participated in the program across NSW, VIC and WA, each receiving over 200 hours of support per year.
- 70% of participants in this program completed Year 12, compared to 75% of non-Indigenous students across Australia and 37% of other Indigenous students (not engaged in this program).
- 50% of participants in this program enrolled in an undergraduate university course, compared to 57% of non-Indigenous students across Australia and 25% of other Indigenous students (not engaged in this program).



Image provided by the Aurora Education Foundation.



# Supporting Key Community Organisations

It is extremely important to support the communities in which Crown operates. The Foundations provide funds to a number of community welfare organisations which support the inner city communities of Melbourne, Perth and Sydney. These partnerships are strongly supported by our Crown Community Champions in both Melbourne and Perth.

We also support a number of medical research programs across Australia, many of these partnerships were existing with Crown or the Packer family prior to the establishment of the National Philanthropic Fund and were incorporated into it.



Volunteers from the Bayside Auxiliary Ladies selling their wares to Crown employees to raise funds for the Royal Flying Doctor Service.



A member of the Community Champions with Australian Paralympian Dylan Alcott OAM. Dylan presented to the group as part of the CROWNversations series.



Major Brendan Nottle from The Salvation Army's Project 614 collecting the Christmas donations which were organised by the Community Champions.

## Our Employees Leading the Way

### Crown Community Champions

Our Crown Community Champion committee members in Melbourne and Perth share a common goal of wanting to make a positive impact on the community and to provide the opportunity for their fellow Crown employees to get involved as well.

This group has led a number of exceptionally popular Crown employee activations including their book drive in support of the Australian Literacy and Numeracy Foundation where over 3,000 books were donated and will be distributed to Indigenous and newly-arrived migrant communities across Australia. This year, the community grants, which are administered by the Community Champions in recognition of the volunteer work undertaken by Crown employees, reached \$250,000.

The Community Champions continued their CROWNversations series, a program which invites philanthropists and representatives from not-for-profit organisations to speak to employees about their programs and experiences. This has been exceptionally popular, and some highlights include:

- meeting AFL legend Kevin Sheedy and hearing all about the work he's doing across the Indigenous sports sector and The Bravery Trust;
- spending time with 13 year-old twins Alex and Charlie Cowen and hearing about their wonderful journey starting the not-for-profit organization Parachute for Kids;
- playing basketball at the Richmond Housing Estate with the team from Helping Hoops; and
- making toasted sandwiches for the homeless thanks to Major Brendan Nottle and the Salvos.



Members of the Community Champions meeting with Kevin Sheedy as part of the CROWNversations series.

## Supporting the Telethon Kids Institute

Telethon General Manager, Marie-Anne Keffe, says: *‘Telethon is so grateful for the long-standing, wonderful support of the Packer Family and Crown Resorts Foundations who through their generosity are changing the lives of sick children, especially those in Indigenous communities across our state who most need assistance. They are very much a part of our Telethon family, by our side as we work to make kids’ futures healthier and happier.’*

Over 10 years the Crown Resorts and Packer Family Foundations have committed \$25 million to the Channel 7 Telethon Trust whose two major beneficiaries are the Perth Children’s Hospital and the Telethon Kids Institute.

The Telethon Kids Institute is focussed on the prevention of paediatric disease and the development of improved treatments to improve the health and wellbeing of children.

The Telethon Kids Institute has a long and proud history in Aboriginal health research and the Foundations have specified that of the \$2.5 million annually provided to the Telethon, \$1.5 million should be allocated to Indigenous children’s health programs and research. Some of the recipient programs include:

### Telethon Kids Kimberley

Based in Broome, Telethon Kids Kimberley creates a bridge between the Institute’s Perth-based researchers, Aboriginal communities, health services, government agencies and non-

government services. Through their regional presence and Kimberley initiatives, the Telethon Kids Kimberley is creating a new international standard for how best to conduct effective health and medical research with Indigenous communities that leads to lasting positive change.

This means changing the traditional fly-in, fly-out model of research to support:

- research that is community-driven, consultative and guided by strong Aboriginal leadership;
- research that builds local capacity by training, mentoring and supervising local Aboriginal child health researchers; and
- research in partnership with local health services and communities on child health issues.

### Urban Aboriginal Ear Health

Aboriginal children in Australia have the highest documented rates of chronic ear infections in the world, with up to 50 percent of Aboriginal children suffering each year. The effects of ear damage and hearing difficulties are devastating and detrimental to a child’s health and learning.

Without good hearing, young children are unable to develop the appropriate brain pathways and networks to learn how to listen or talk. Due to hearing problems in early childhood, it is more likely for Aboriginal children to suffer from reading difficulties, behavioural issues, struggle with social inclusion and school attendance.

This common childhood infection often goes unnoticed because it is not often associated with fever or pain. Additionally, there are many barriers that prevent Aboriginal





parents taking their babies for follow-up hearing tests, including long waitlists of up to two years to see specialists.

The Urban Ear Health program employs community-based Aboriginal health workers in two urban sites to assess children for middle ear infection using state-of-the-art mobile phone and telehealth technology that links with Perth Children's Hospital specialists. Perth is one of the first sites using this technology outside of the town in South Africa where it was developed.

The program is expected to involve 300+ children over the first three years of implementation and provide concrete evidence for the WA Department of Health to redefine the standard model of care for ear health for children all over WA.

### Youth Mental Health & Equine Therapy

Aboriginal youth in the Kimberley have some of the highest rates of suicide and self-harm in the world. Developing new and innovative ways to engage at-risk Aboriginal youth is critical as traditional Westernized therapies based in clinical settings are not always culturally appropriate, effective or available. One promising therapeutic approach is Equine Assisted Learning (EAL).

Through EAL, young people who have experienced trauma learn to connect with horses, learning about boundaries, relationship skills, and understanding and managing feelings. Together with counselling, these new learnings and skills can start to replace old unhealthy behaviours and increase hope and resilience. The presence of the horse naturally engages and interests young people, thus enhancing social emotional learning and trauma recovery. The physical environment, being outside in a natural setting, can alleviate the mistrust and fear often associated with clinical settings.



This project complements the capacity of existing health services in the Kimberley by providing and evaluating a supportive, Indigenous run and staffed, evidence-based intervention to improve health outcomes in Aboriginal people. This innovative approach has much potential to break the negative cycle of adverse health outcomes related to intergenerational trauma.

### Rheumatic Heart Disease (RHD) & Environmental Health

Rheumatic Heart Disease is the leading cause of cardiovascular health inequality between Aboriginal and non-Indigenous people in Australia. On average, Aboriginal people with RHD in the Kimberley die at 41 years of age. The precursors to RHD are infections with the Strep A bacteria (causing skin sores and sore throat) and acute rheumatic fever. Together these conditions extract a tremendous human, medical and economic toll in the Kimberley.

Data from prevalence studies suggests northern Australia has some of the highest rates of RHD in the world. This is almost entirely due to environmental health factors - including household crowding and poor access to health hygiene infrastructure - which potentiate the spread of precursor Strep A infections and other infectious diseases.

Working together, the Kimberley Aboriginal Medical Services, Nirrumbuk Environmental Health Services and the Institute are developing a new service delivery approach for the early detection and prevention of skin sores, sore throat and acute rheumatic fever in the Kimberley region. The new model will deliver an integrated package of clinical and environmental health services as part of comprehensive primary care.





The Foundations support the Story Factory to deliver their creative writing programs to students in Western Sydney, particularly those from Indigenous or non-English speaking backgrounds at risk of poor literacy or leaving school early.

# Supporting Arts, Education and Culture

All children need and deserve arts education to be woven into their daily lives. Not only does it demonstrably improve academic achievement, but it is essential to the development of their emotional lives. It is standard procedure now for the arts to be used in treating trauma and almost all the children our program partners work with have experienced and perhaps are still experiencing trauma of some kind.

For some students, classrooms can be hostile environments and arts programs are effective at breaking down these barriers by promoting empathy and encouraging creativity and openness. At the same time, quality arts programs can also offer new pathways to learning and teaching.

In financial year 2019, \$9.2m was allocated through 81 grants to arts organisations across Australia. Through the Arts Education Initiative open grants program we are pleased to announce that we will be allocating a further \$19.2m worth of grants over three years (financial years 2020-2022) to over 60

recipient programs - this is in addition to the support we are providing for arts and cultural institutions across Australia.

This year an independent review to assess the 'appropriateness, effectiveness and efficiency' of the National Arts Fund was undertaken. The report particularly focusses on evaluating the achievements of the Arts Education Initiatives (in Western Sydney, Melbourne and Perth) and, pleasingly, the overall conclusion is that the Foundations' funding has significantly increased access to the arts and arts education for a substantial cohort of disadvantaged young people.

The RPS Group states: ***'The Foundations' funding commitment has fundamentally contributed to addressing disadvantage and facilitating engagement with arts and arts education for disengaged, disaffected communities, and particularly for young people. The effect of the program on funded organisations' ability to develop, refine and expand their projects to meet identified needs cannot be overstated.'***

## Arts and Cultural Institution Support – Melbourne Theatre Company



### Melbourne Theatre Company

Virginia Lovett, Director of the Melbourne Theatre Company (MTC), said: *'The Crown Resorts & Packer Family Foundations' support has enabled MTC to bring the transformative experience of theatre to more young Victorians than ever before. MTC is better able to fulfil its mission as the state theatre company, bringing the power of storytelling to all parts of Victoria, especially to regional and disadvantaged communities.*

*'International and local research shows that engagement with professional arts experiences and practice enhances young people's educational and social outcomes. Teachers, students and whole schools have benefitted enormously from affordable access to MTC's world class theatre shows, enlightening education resources and professional development programs.'*

The Crown Resorts and Packer Family Foundations have partnered with the MTC to develop the Sharing the Light program, a five year, \$2.5 million commitment which enables students and families from lower socio-economic areas the opportunity to engage with the theatre and educational opportunities offered by the MTC.

The program has been designed to allow more Melbourne students the chance to experience the cultural learning that the theatre provides. Studies here and overseas clearly show that those young people who have access to cultural activities are better equipped to contribute to economic prosperity and social cohesion. Cultural learning also encourages skills in decision making, the ability to empathise with others, an opportunity to exercise imagination and to generate and communicate new ideas.

Over five years, this program has provided theatre experiences to **over 20,000 young people and families**, including:

- over 15,700 \$5 tickets for students from disadvantaged students from over 300 schools across Melbourne;
- almost 7,000 students accessed free travel to their performance;
- over 2,100 \$5 tickets were provided to outer-metro residents for family-friendly MTC shows;
- 45 performances were given to 5,200 attendees in regional Victoria; and
- 27 young Aboriginal and Torres Strait Islander artists from across Australian have received mentoring.

Jennifer Warne, a teacher at Lakeview Senior College, said: *'The Sharing the Light program makes such a huge difference in the lives of our students. It enables them to access experiences that they otherwise would not be able to. It is an absolute honour to hear their excited chatter on the bus on the way, then watch their eyes widen as they walk into the Southbank Theatre and watch with pride as they interact with other theatre goers in a mature and perceptive manner. I love watching what they learn about themselves through watching live theatre and finding the courage to do something that is so far out of their comfort zones. Thank you so much for your support and the integral role you play. It is deeply appreciated.'*

To learn more about the program visit [mtc.com.au](http://mtc.com.au)



Image provided by the MTC





Image provided by Gondwana Choir.

# Arts Education Grants

Our Western Sydney Arts Initiative and Melbourne and Perth Arts Education Initiative programs combined will account for \$55 million of our \$200 million National Philanthropic Fund commitment.

These programs are delivered in schools and areas which, because of economic disadvantage, would otherwise not be able to access them. They are focussed on supporting education and promoting creativity, using art as a vehicle with which to engage participants with learning and their community. To date, 50% of the top ten visited suburbs where programs funded through these initiatives were delivered rank in the first decile for the Index of Relative Social Disadvantage nationally.

**We are pleased to announce that we will be allocating a further \$19.2m worth of grants over three years (financial years 2020-2022) to over 60 recipient programs.**

## Arts Education Grants – Western Sydney, Melbourne and Perth

### Arts Education Grant Recipients (financial years 2020-2022)

Congratulations to the successful organisations selected for funding in Western Sydney, Melbourne or Perth:

● Ability Options	● Gondwana Choirs	● Sydney Youth Orchestra
● Art Gallery of NSW	● Heide Museum of Modern Art	● Ted Noffs Foundation
● Australian Chamber Orchestra	● Information and Cultural Exchange	● The Australian Ballet School
● Australian National Academy of Music	● KidsXpress	● The Australian Children's Music Foundation
● Australian Theatre for Young People	● Malthouse Theatre	● The Australian Literacy and Numeracy Foundation
● AWESOME Arts Australia	● Marie Bashir Public School Parents and Citizens Association	● The Literature Centre
● Barking Gecko Theatre Company	● McClelland Sculpture Park + Gallery	● The Smith Family
● Bell Shakespeare	● Museum of Contemporary Art Australia	● The Song Room
● Big hART	● Musica Viva Australia	● Think+DO Tank Foundation
● Black Hole Theatre	● Musicians Making a Difference	● Urban Theatre Projects
● Black Swan State Theatre Company	● National Gallery of Victoria	● Very Special Kids
● Campbelltown Arts Centre	● NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors	● West Australian Ballet
● Campbelltown City Library	● Opera Australia	● West Australian Opera
● Carriageworks	● Penrith Performing & Visual Arts	● West Australian Symphony Orchestra
● Challis Community Primary School	● Perth Festival	● Western Edge Youth Arts
● Riverside Theatres and National Theatre of Parramatta	● PYT Fairfield	● Writing and Society Research Centre, Western Sydney University
● CuriousWorks	● Sensorium Theatre	● Youth Activating Youth
● DADAA	● St Catherine's College	
● Dancehouse	● St Martins Youth Arts Centre	
● Documentary Australia Foundation	● Story Factory	
● Edmund Rice Centre WA	● Sydney Theatre Company	
● FORM		
● FORM Dance Projects		



# Western Sydney Arts Initiative

The Western Sydney Arts Initiative is a \$30 million, 10 year commitment (financial year 2015 - financial year 2024). It has been designed to support and promote the arts and education in Western Sydney. The programs selected for funding build on Western Sydney's dynamic creative culture and will make art, in its many forms, more available to the youth of Western Sydney.

Students from St. Mary's North Public School participating in the Australian Chamber Orchestra's in-school music program.



## Western Sydney Arts Initiative Program – Think + DO Tank Foundation



### Think+Do Tank Foundation

Think+DO Tank Foundation's  
Creative Director, Jane Stratton says,

*'The Western Sydney Arts Initiative supported the development of LOST IN BOOKS when we were just getting started. Now, two years after we opened our doors, we have a rich program of creative activities, deep community engagement and a developing model of our approach that we can replicate and share.'*

*'Having the Foundations' support has allowed us to experiment and to continually adapt our programming to offer a range of activities in response to the community's needs.'*

LOST IN BOOKS is a multilingual literacy and language exchange centre and all-ages creative hub which includes a children's bookshop and café located in Fairfield, South Western Sydney. It is connected to service providers and provides a safe space for women and children with a particular focus on newly-arrived refugee and migrant families.

Fairfield is the most culturally and linguistically diverse area in New South Wales and has recently received more than 7,000 Syrian and Iraqi refugees as part of the Federal Government's special humanitarian intake.

Often newly-arrived children can fall between the languages of their homes and their acquisition of English, feeling confident in neither. LOST IN BOOKS addresses this by celebrating literacy and creativity in both mother tongue and newer languages.

The program aims to maintain and improve participants' proficiency in their mother tongue while providing necessary English literacy skills. This is done in a fun, creative way through music, art, film-making, science and writing. LOST IN BOOKS responds to community demands with the aim of increasing the skills, capacity, confidence and connectedness of the engaged families.

LOST IN BOOKS provides a space where women can connect with one another and with services. Refugee and migrant women are disproportionately affected by things like lack of public transport, distance from amenities, overburdened social services and language barriers, due to caring responsibilities.

As a social enterprise, it runs a multilingual bookshop that stocks children's books in more than 30 languages from Arabic to Vietnamese, including Hindi, Karen, Russian, Maori and a selection of Australian First Nations languages. The bookshop operates in-store and online and serves schools, libraries and community services nationally. LOST IN BOOKS also has an in-house café, and from 2019 it offers professional development training for educators and community workers in creative multilingualism, and the FORKED TONGUES collective of multilingual storytellers available for bookings. Any profits contribute to the overall running costs of the project.

To learn more about LOST IN BOOKS, visit [lostinbooks.com.au](http://lostinbooks.com.au)

In the first 16 months of operations, which has been supported by the Foundations, LOST IN BOOKS has achieved:

- over 2,200 attendances by women and children at in-store creative programs;
- over 1,700 children and adult participants in the WANDERING BOOKS schools outreach program targeting newly-arrived migrant children in the Liverpool LGA;
- 5 multilingual literary residences in Arabic, Darug, Dari, Vietnamese and Fijian; and
- creation of the IN OTHER WORDS Festival celebrating multilingual creativity.



Image provided by Think+DO Tank Foundation.



# Melbourne and Perth Arts Education Initiative

The Melbourne and Perth Arts Education Initiative is a \$25 million, 8 year commitment (financial year 2017 – financial year 2024). The programs supported through this initiative receive multi-year grants and are focussed on promoting creativity and supporting education in lower socio-economic areas – using art as the vehicle with which to engage youth with their learning and their community.

Image provided by the National Gallery of Victoria.



## Perth Arts Education Initiative Program - West Australian Symphony Orchestra



### West Australian Symphony Orchestra

WASO's CEO, Mark Coughlan, said:

*'Crown Resorts and Packer Family Foundation funding has enabled WASO to help change the lives of primary school children and their families, providing access to a music education program that is engaging, fun and providing a foundation for life-long learning.'*

Crescendo is a free music education program being delivered by WASO at two primary schools within the lower socio-economic area of Kwinana, Perth. Inspired by the Venezuelan El Sistema music education system, WASO's aim is that music becomes a permanent part of school life at the two primary schools.

Crescendo seeks to empower children from disadvantaged backgrounds, by using music as a tool to help them reach their full potential and learn life values. In 2017, a team of teaching artists delivered weekly lessons to all Pre-primary, Year 1, Year 2 and Year 3 students at Medina Primary School and North Parmelia Primary School. Each year the Crescendo program has expanded to add the new Pre-Primary students to the program.

The first three years of the program focus on vocal lessons to encourage the children to use their in-built instrument, and feel encouraged to 'give it a go'. Vocal lessons have proven to be a great foundation for future skill-based learning. From Year 3, students are introduced to string instruments, and in later primary school years the students from both schools will have formed an ensemble.

Staff and parents from both schools have reported on improved concentration, self-confidence, behaviour and enthusiasm for learning. Students regularly perform at school assemblies and in front of their peers and family members. One teacher said: *'My students who struggle in core literacy and numeracy subjects have blossomed in the Music program and are able to participate just as well as their peers, making it a safe environment for them.'*

Since receiving the Foundations' funding, Crescendo's achievements include:

- an increase in the number of children receiving regular music education, 260 in 2017 to over 420 in 2019;
- introduction of weekly half-hour violin lesson for Year 4 and Year 5 students; and
- the establishment in 2019 of a string ensemble at each school.

As well, by providing a funding baseline for program delivery, the Crown Resorts and Packer Family Foundations' contributions to the Crescendo program have leveraged additional funding from a range of donors including the WA Department of Education and corporate sponsors. It has also enabled the development of the Crescendo Giving Circle, a mechanism for smaller funders to collectively contribute to the program.

To learn more about the program visit: <https://www.waso.com.au/education-community>



Image provided by the West Australian Symphony Orchestra.



## Melbourne Arts Education Initiative Program - Musica Viva Australia



### Musica Viva Australia

Musica Viva's CEO, Hywel Sims, says: *'Since 2017, with the generous support of the Crown Resorts and Packer Family Foundations, Musica Viva has reached over 700 students annually through long-term, intensive music residencies in two of Melbourne's special education schools. It would be difficult to overstate the impact of this support.'*

Musica Viva Australia has been delivering quality education programs through the country for 38 years, impacting over 300,000 people each year. We believe that every child needs a music education. Music overcomes cultural, social and language barriers, and music education has a particularly powerful effect on the lives of children living with diverse access needs.

Musica Viva's residency program in Melbourne works with a range of students with diverse access needs, from the hearing impaired to severe intellectual disability. Delivered in Melbourne, which has a high number of schools for those with diverse access needs, the program has reached new heights of success since 2017 with the introduction of residencies into two new schools, Ashwood School and Sunshine Special Development School.

The program introduces a 'Musician in the Classroom' into a school, to work alongside the school's students, teachers and community. Students are engaged with weekly classroom lessons, professional ensemble performances and the opportunity to perform themselves, while teachers are provided with exceptional digital teaching resources and professional development.

The program has been very popular in recipient schools as described by Principal of Ashwood School, Helen Hatherly OAM: *'This program has involved our whole school community. Our students look forward to Tuesdays when Miss Karen is at school. They enjoy the opportunities to explore all facets of 'making music'.*

*Each performance has been different and has challenged the students to think about the who, what, where and why of performance. The teaching materials accompanying these performances have been embraced by the teachers and have enabled our students to be fully prepared for each performance.'*

This funding has already empowered over 700 students, their teachers, and their families to look beyond the day-to-day challenge of living with diverse access needs. It has also allowed Musica Viva to partner with other organisations to broaden our residency program for a range of disadvantaged situations and secure additional support for a professional development program for musicians working in special schools.



Image provided by Musica Viva.





Image provided by Bell Shakespeare.





# Our Approach

The role of the Crown Resorts and Packer Family Foundation Boards is, amongst other things, to oversee the Foundations' activities ensuring that our partnerships are aligned with our strategic outcomes and that the organisations we partner with have the capacity to deliver the greatest difference.

We look for opportunities to partner with other organisations to support the programs we believe have the potential for, or are, inspiring positive change. This is because we recognise that our grants have more impact when combined with support from other sources including government, business, philanthropy and not-for profits.

Similarly we encourage collaboration and partnership between organisations, recognising that combining knowledge and resources may help achieve shared goals more efficiently.

Reviewing and revisiting our funding focus is an ongoing process for our Boards. As we approach the halfway mark of our \$200 million National Philanthropic Fund commitment, we will be looking even more closely at our priorities, continuing funding in areas that remain relevant while taking the opportunity to make some changes. We will keep our stakeholders abreast of any significant variations from our original focus areas.

All financial information included in this report relates to financial year 2019. All other information included in this report in relation to the programs we support relates to calendar year 2018 as the programs operate on the school calendar year. All figures provided in this report, with the exception of the funding figures, have been collated based on data provided by our program partners.

## **Packer Family Foundation Board Directors:**

- Gretel Packer (Chair)
- Mark Arbib
- Kerrie Corne
- Mike Johnston
- Sam McKay
- Roslyn Packer AC
- Lucy Turnbull AO

## **Crown Resorts Foundation Board Directors:**

- Ken Barton
- The Hon. Helen Coonan (Chair)
- Rowena Danziger AM
- Prof. John Horvath AO
- Harold Mitchell AC

**To find out more about the work of the Foundations please visit: [crownresorts.com.au/foundation](https://crownresorts.com.au/foundation) or email: [foundation@crownresorts.com.au](mailto:foundation@crownresorts.com.au).**





Image provided by Bell Shakespeare.

Images for the front cover were provided by:

Top row, left to right: Australian Chamber Orchestra; Stars Foundation; Bell Shakespeare, Australian Chamber Orchestra.

Second row: Clontarf Foundation, National Centre of Indigenous Excellence, Australian Indigenous Education Foundation, Story Factory.

Third row: Story Factory, Australian Literacy and Numeracy Foundation.

Fourth row: CuriousWorks, Think+DO Tank Foundation, CuriousWork.

Images for the inside cover were provided by: Top row, left to right: National Gallery of Victoria, Australian Literacy and Numeracy Foundation, The Song Room, Australian Literacy and Numeracy Foundation, Australian Literacy and Numeracy Foundation, Australian Literacy and Numeracy Foundation. Second row: Australian Literacy and Numeracy Foundation, Australian Literacy and Numeracy Foundation, Stars Foundation, Stars Foundation.



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