



Start Smart

Year in review FY'18



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Making smart decisions

Start Smart is an award winning financial education program offered to school students throughout Australia and designed to help broker an understanding of their spending and saving decisions. Conducted by knowledgeable and professional facilitation experts, the interactive and educational workshops motivate and inspire students, giving them confidence and skills to make smart decisions about money.

Start Smart reaches over 500,00 students each year. Founded in 2007, over 3 million students have participated in Start Smart, making it the largest program of its kind in the world.

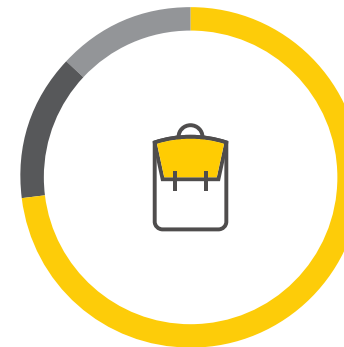
97% of students learned about ways to save money at this stage of their life.





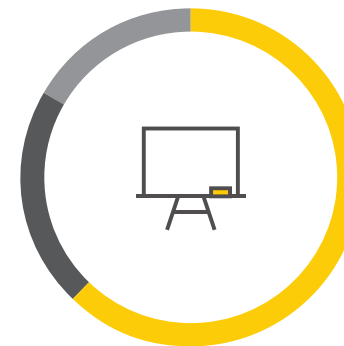
Snapshot

Start Smart FY'18



Students

■ Metro - 415,461
■ Provincial - 79,140
■ Rural - 74,048
Total - 568,649



Sessions

■ Primary - 13,989
■ Secondary - 4,467
■ Pathways - 3,591
Total - 22,047



Schools

■ Primary - 13,989
■ Secondary - 4,467
Total - 18,456



83%

Students reported they will be able to use what they learned in the workshop either right away or in the near future.



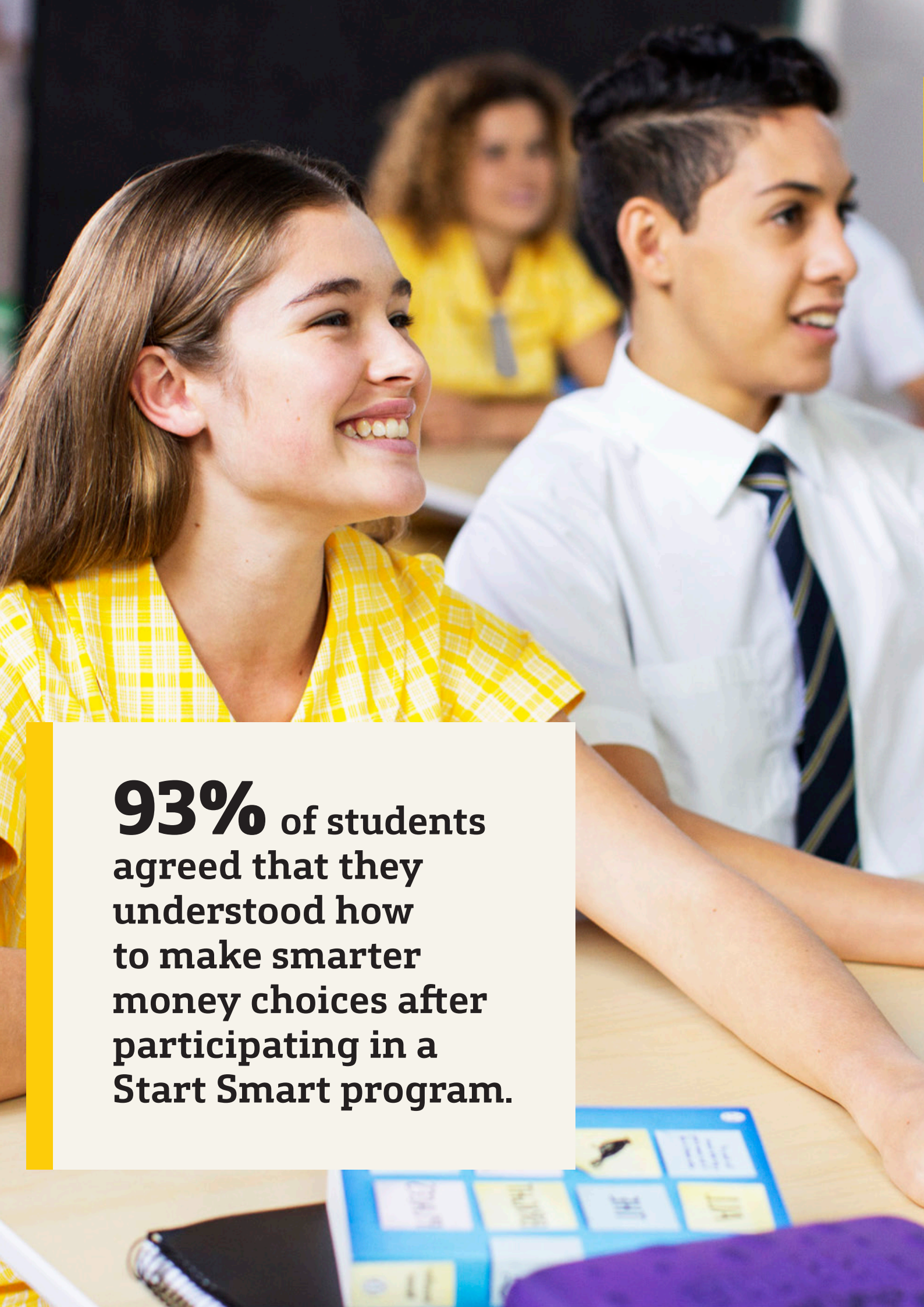
21%

Total schools participated in Start Smart across Australia in FY'18.



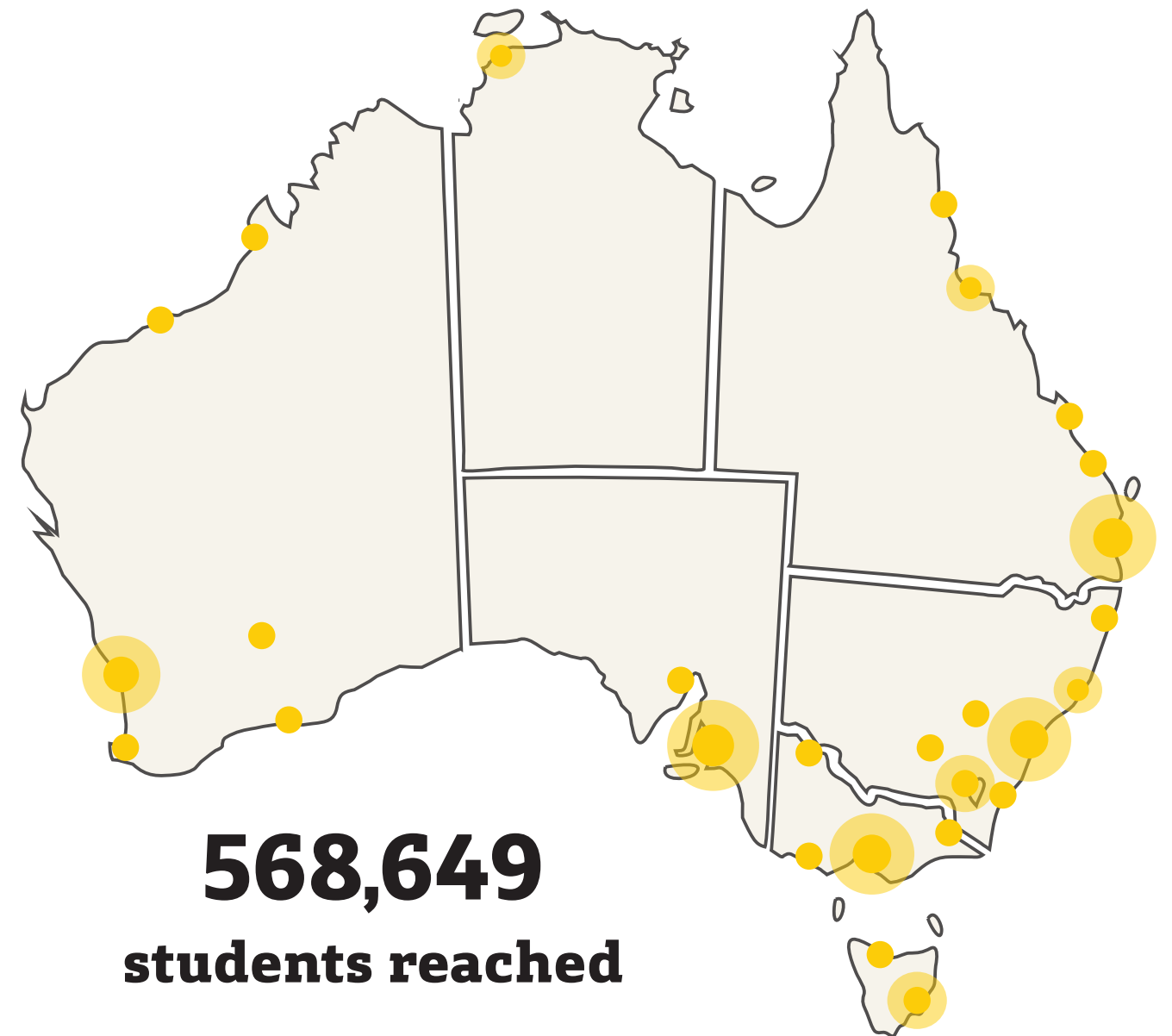
53%

Teachers would not teach financial education in classrooms without Start Smart.



Breakdown FY'18

Student numbers

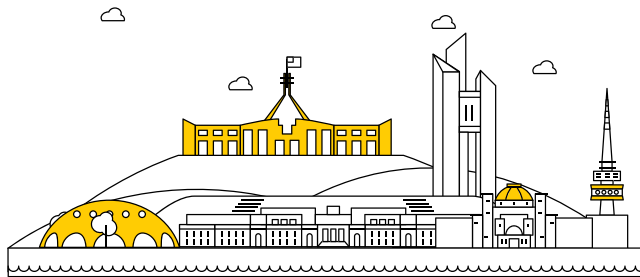


568,649
students reached

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	Total
Primary	7,019	112,584	706	77,660	33,671	7,376	73,760	46,448	359,224
Secondary	4,871	39,879	520	35,219	16,090	9,922	31,949	15,988	154,438
Pathways	-	21,190	-	13,993	5,435	-	14,165	204	54,987
Total	11,890	173,653	1,226	126,872	55,196	17,298	119,874	62,640	568,649

93% of students agreed that they understood how to make smarter money choices after participating in a Start Smart program.

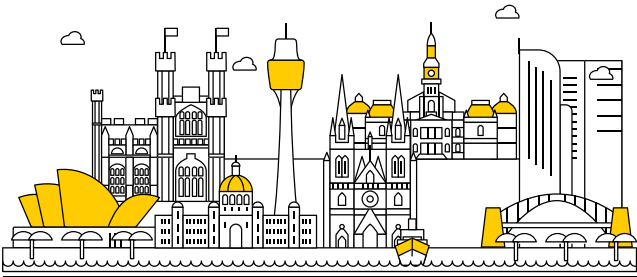
State numbers



Australian Capital Territory

	Schools	Sessions	Students
Primary	29	287	7,019
Secondary	15	153	4,871
Total	44	440	11,890

29% of ACT schools visited



New South Wales

	Schools	Sessions	Students
Primary	426	4,243	112,584
Secondary	149	1,105	39,879
Pathways	-	1,417	21,190
Total	575	6,765	173,653

18% of NSW schools visited



Northern Territory

	Schools	Sessions	Students
Primary	3	28	706
Secondary	2	7	520
Total	5	35	1,226

3% of NT schools visited



Queensland

	Schools	Sessions	Students
Primary	240	3,033	77,660
Secondary	112	1,003	35,219
Pathways	-	827	13,993
Total	352	4,863	126,872

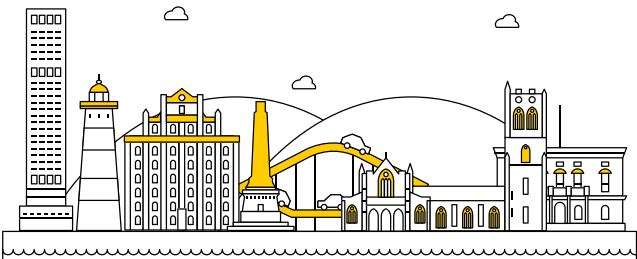
20% of QLD schools visited



South Australia

	Schools	Sessions	Students
Primary	121	1,269	33,671
Secondary	69	491	16,090
Pathways	-	431	5,435
Total	190	2,191	55,196

25% of SA schools visited



Tasmania

	Schools	Sessions	Students
Primary	50	285	7,376
Secondary	32	242	9,922
Total	82	527	17,298

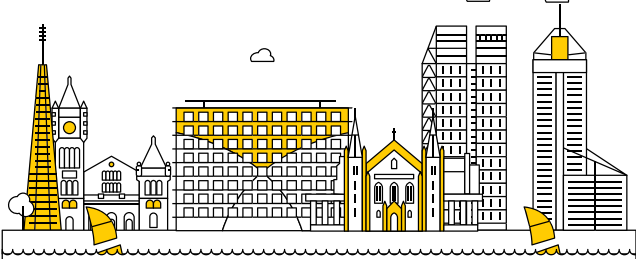
29% of TAS schools visited



Victoria

	Schools	Sessions	Students
Primary	386	3,015	73,760
Secondary	120	994	31,949
Pathways	-	899	14,165
Total	506	4,908	119,874

20% of VIC schools visited

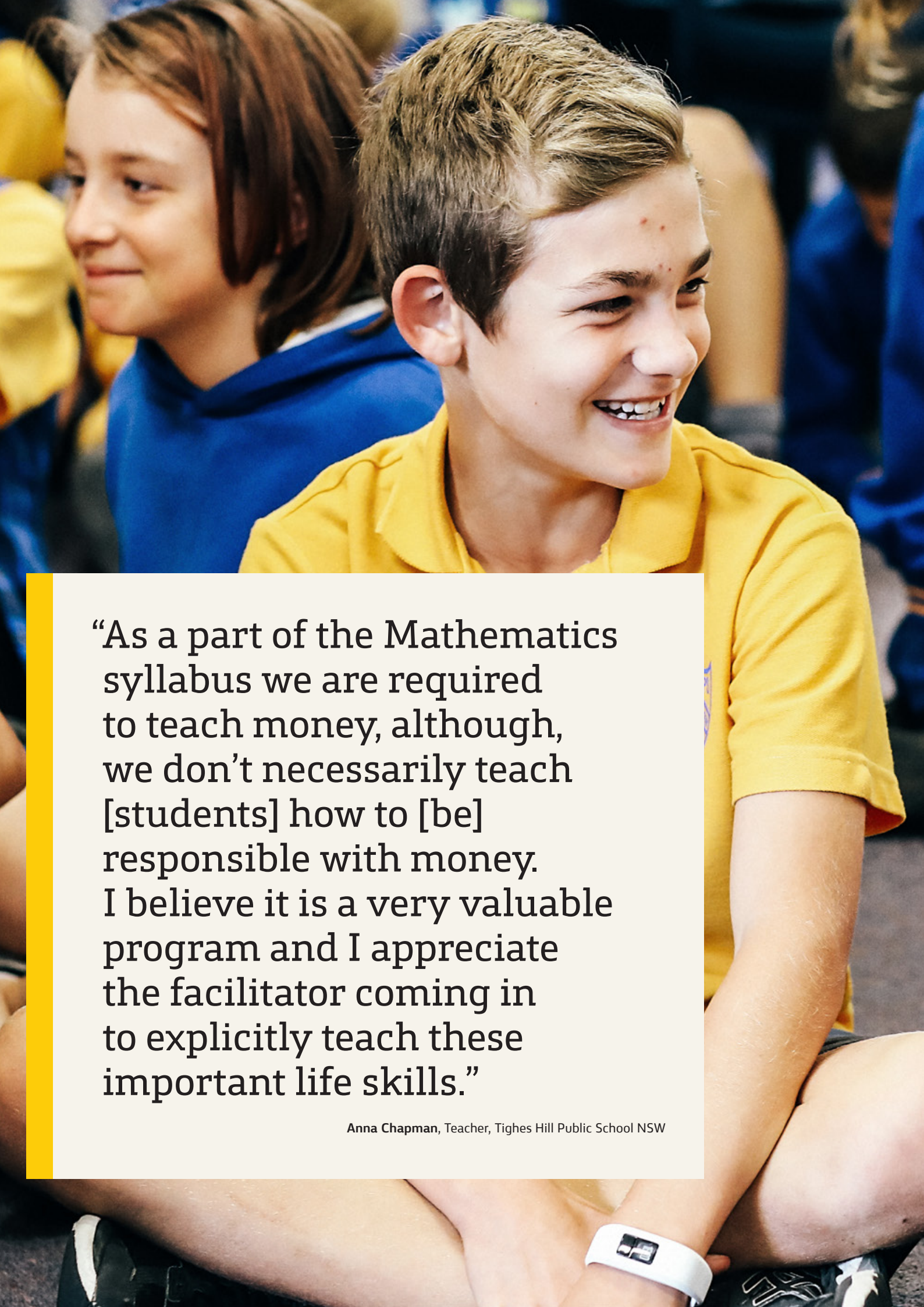


Western Australia

	Schools	Sessions	Students
Primary	167	1,793	46,448
Secondary	30	472	15,988
Pathways	-	17	204
Total	197	2,282	62,640

19% of WA schools visited





“As a part of the Mathematics syllabus we are required to teach money, although, we don’t necessarily teach [students] how to [be] responsible with money. I believe it is a very valuable program and I appreciate the facilitator coming in to explicitly teach these important life skills.”

Anna Chapman, Teacher, Tighes Hill Public School NSW

Impact & change

Immediate impact

Directly after a session, students and teachers were asked a series of questions about the level of impact of the session:

Students



97% Of students agreed that setting a financial goal was more important than previously thought, after participating in the workshop.



83% Of students felt they knew more about making financial decisions after participating in the workshop.



91% Of students agreed they would make better financial choices after participating in the workshop.

“I plan to use a lot of this information to help with running the market stall that we are doing in a few weeks, and probably in the next few years because I am really not very good at understanding money and banking so this will be very helpful.”

Student, Primary Student, VIC

Teachers

“All of the students were thoroughly engaged throughout the sessions. They talked about the workshops amongst themselves at lunchtime, which demonstrates the effect on them.”

John Hallsworth, Montmorency Secondary College, VIC



53% Of teachers would not teach financial literacy in classrooms without Start Smart.



99% Of teachers stated that their student’s knowledge of money was higher than before the workshops.



66% Of teachers stated that the information presented to students was relevant to their students immediately.

Change because of Start Smart

In follow-up surveys, conducted six weeks after a session, we asked students and teachers questions to determine if any changes occurred as a result of the program.

Students



91% of students reported that they will be able to make better financial decisions after completing a workshop.



97% of students reported that they will be able to apply something they learned after completing a workshop.



95% of students reported that they will be able to set up a savings goal after participating in a workshop.

“I plan to eventually get a job and begin to save my money in a bank account. I currently have 2 accounts which are collecting money but my aim is to save up a little and give it to my grandma to invest in the share market.”

Student, Year 9, VIC

Teachers

“Very engaging and interesting. The children loved it and the faciliator was very funny and included the students in the presentation which they enjoyed. The topics were relevant and on topic with what we are learning in class.”

Carmen Hex, Eatons Hill State School, QLD



“Would definitely reccommend this program to other schools. It fits in perfectly with our economics and business inquiry unit. Thank you!”

Elley Borland, Clarinda Primary School, NSW

“Year 6 are a tough crowd, but your enthusiasm and knowledge had them engaged and interested in the budgeting process! A great program that links well with our mathematics units and offers a really important life skill.”

Kerri Black, Woongarra Public School, NSW



“We love it and used it to introduce our next math topic.”

Mrs Moore, Coombabah State Primary, QLD

“Start Smart always provides an appropriate program that strongly supports what we are doing in class.”

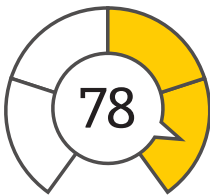
Chris Vavasseur, Teacher, Heany VIC

Session quality

Consistant feedback from teachers and students ensures our workshop content and delivery are of the highest quality and relevance.

Net Promoter Score (NPS)

NPS is an index ranging from -100 to +100 that measures client satisfaction, in this case teachers, with a score of +50 or above being considered exceptional.



Students



98% Of students agreed that they found the workshops engaging and impactful.



93% of students stated that the workshop was relevant to them.

Teachers



99% of teachers stated the content was pitched at the right level.



99% of teachers stated that their students enjoyed the workshop.



92% of teachers see the content of the workshops as relevant to their students either immediately or in the near future.



Test-and-learn pilot projects

Two extensions of the Start Smart Program were delivered to schools in an agile ‘test-and-learn’ pilot. These extensions intended to deepen the program’s impact and were produced in-line with the findings from Commonwealth Bank’s 10 Principles research project, an evidence-based piece of research designed to identify ‘what works’ in financial education interventions.

The extensions were:

Start Smart Plus

A branded ‘Start Smart pop-up installation’ in school libraries with three new financial education resources for Year 5 students – a book, a board game, and an interactive digital experience.

Tried both in-class and in-library with over 400 students and 15 teachers, across 8 schools, in addition to in-bank playtesting with 20 CBA team member’s kids, “Start Smart Plus” proved to be popular all round.

Teachers commented on the uniqueness of the board game and library installation as education resources, reflecting very positively on the ‘social’ aspects of learning and their appeal to different types of learners. With students able to recall lessons that they had learned and discuss how to apply those lessons in their everyday lives, “Start Smart Plus” is a promising design for furthering educational effectiveness. The use of various learning tools and blended learning practices will feature in future iterations of the Start Smart program.

Your Start Smart

A Start Smart customisation process in which facilitators worked with teachers to formulate a custom ‘Start Smart’ session based on their students’ needs.

Delivered to more than 300 primary and secondary students over 19 sessions, and in collaboration with 12 teachers, “Your Start Smart” was enjoyed by teachers and students. A key finding was that facilitator-led customisation created an engaging, relevant and enjoyable education experience, although it also revealed that facilitators in the core Start Smart program already effectively tailor content to students in order to build such experiences. As a result of these findings, further training has been given to facilitators to be able to be able to tailor content during a session.

“I think it’s really good and we’re actually really sad that we have to give them back. The kids enjoyed them so much and it would be good to use them again next year. I’m hoping that they do come into mass production soon and we can include them in our programming because it was a really engaging experience. It was a game, and an app, and books, covering all different types of delivery to students. We were really sad to give everything back.”

Year 5 Teacher, Start Smart Plus Pilot Participant

**In brief:
feedback was great,
the materials were
well received,
and teachers and
students found the
program stimulating!**

What we found:

Pairing the right resources with the right students is key to embedding a deepened educational experience. Customisation is an integral part of how facilitators approach and deliver the Start Smart program. There is likely to be significant impact on the relevance, engagement and enjoyment in a financial well-being session if the right resources are paired with a facilitator who can customise learning on the fly.



School feedback

The students



Ellen

What did you learn that you think is important for every student to know?

“Start Smart made me realise that if I save money and not to spend it all at once I could save money for things for my horse, instead of spending my money all at once and not having anymore for other things.”



Elijah

What did you like about the Start Smart sessions?

“I liked the involvement Start Smart sessions have and the ideas that it can spark. Having the session really opened up my mind with ideas on how I can still get money, from doing something I love to do.”



Grace

How would you explain the importance of Start Smart to someone your age?

“I would support the Start Smart sessions towards young teens, they are the people who are thinking about getting jobs soon.”



Emeline

Did anything inspire you to try something new?

“I’m interested in saving my money to invest later in life, Start Smart has taught me to, well, Start Smart!”



The teachers

Pete

Since the program, have you noticed any changes in behaviour or conversations?

“The students were very positive about the Start Smart sessions, and the follow up conversations in class in the lessons following the sessions indicated that the students had learned a number of key things, and were able to articulate them to their peers.”

How does Start Smart compliment or enhance your curriculum?

“Start Smart is a wonderful addition to the Consumer Arithmetic programs already in existence in our school. The information provided reinforces the things that have been learned in the units of work in deepening financial literacy.”

Would you have felt comfortable teaching financial literacy topics without Start Smart as a resource?

“Often an outside voice adds greater weight to a conversation, especially when delivered as articulately as the Start Smart crew do, in a way that engages teenagers on their level!”

Silva

Why is financial literacy becoming increasingly important for your students in today’s current climate?

“Having financial literacy is of great importance to the lives of our students today. Teenagers have a lot more independence and decision-making capabilities nowadays and it’s important to give them the tools necessary to make wise decisions with their money.”

What do you think were the most important parts of the sessions for your students?

“The Start Smart workshops have been excellent. We really appreciate the value they bring to our students in terms of content and relevance. The workshops have been useful tools for getting students to think about making wise decisions when it comes to spending, work and investing.”

Would you have felt comfortable teaching financial literacy topics without Start Smart as a resource?

“We are quite time-poor when it comes to teaching the syllabus, and in the hour-long workshops, Start Smart is able to bring so much value to complement the curriculum we teach.”



School feedback

Year 3 students

Eli

What did you learn that you think is important for every student to know?

“It’s important when you go to the shops to not just spend your money on what’s there, you can save up for it. I did that for something I really wanted, instead of buying little things I saved up \$29. “

Isabella

Did anything inspire you to try something new?

“So after we did Start Smart I went to Japan and we got ¥1000 each day which is like \$10 to spend. We didn’t have to spend it; we could save it. So saved up for one of those cat things that wave and then I saved the rest for Disneyland.”

What did you learn that you think is important for every student to know?

“Speed to your needs and wait for your wants. This means you don’t have to spend it on something you want, but you should get what you need.

Cooper

What did you like about the Start Smart sessions?

“I liked it when we learnt how to use money and when to use it.”

Year 5 students

Brayden

What did you learn that you think is important for every student to know?

“I liked how it taught us to weigh up different options to work out which one was the best.”

Bailey

How would you explain the importance of Start Smart to someone your age?

“You’re going to know a bit more thanks to Start Smart because they teach you about what to spend, how to spend, when you should.”

Jye

What did you like about the Start Smart sessions?

“When you said to save a little bit, if you add a bit each time it grows. I do the school banking so I bank \$2 each week and I’m up to \$250.”

Elijah

How would you explain the importance of Start Smart to someone your age?

“You can save up now for when you are older. You can get the money yourself rather than getting it from someone else.”

The teacher

Kylie

What do you think were the most important parts of the sessions for your students?

“I think to understand the true value of money. Start Smart have taken some practical examples that have been taught in the lessons – Speed to your needs, wait for your wants and students have learnt how to apply some of these things in their day to day life. The students have taken it home and shared some of their knowledge of the program with their families.”

Post sessions, what was the response of your students? Have you noticed any changes in behaviour or conversations?

“Students are more aware of money. They are talking about it more between themselves and their families.”

How does Start Smart compliment or enhance your curriculum?

“Start Smart enhances our curriculum through financial literacy. It compliments what we do in Mathematics and also supports our English curriculum with critical and creative thinking by thinking and discussing topics in real life examples. It supports 21st century learning with managing money in today’s climate.”

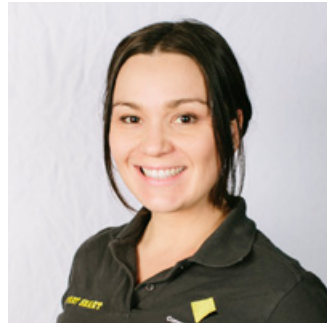
Would you have felt comfortable teaching financial literacy topics without Start Smart as a resource?

“Having the Start Smart facilitators who just come in, takes the pressure off me as a classroom teacher. To have one area of the curriculum supported by Start Smart and implemented incredibly well in our school has been of great assistance and benefit to our students, staff and our wider school community.”



Our facilitators

Meet the people who care about developing financial capability in young Australians



Amber McLachlan
Primary Facilitator QLD



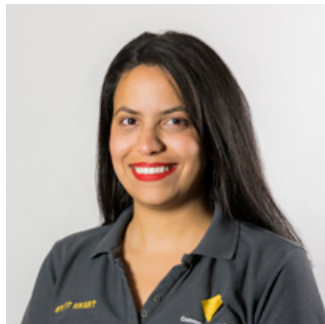
Bronwyn Fowler
Primary Facilitator QLD



Helen Parkinson
Primary Facilitator QLD



Andrew McDougall
Primary Facilitator VIC



Cathrine Ayad
Primary Facilitator VIC



Ingrid Fennessy
Team Leader QLD | Nth NSW



Brandon Paterson
Secondary Facilitator NSW

Jaime Benjamin
Secondary Facilitator QLD

“After reading Rich Dad Poor Dad @ age 18, this has been my dream. I now get paid to live my dream. If you love what you do, you never work a day in your life.”



Jason Kennedy
Primary Facilitator QLD



Julia Hern
Primary/Secondary Facilitator TAS



Julieanne Webb
Primary Facilitator VIC



Katie Gibson
Primary Facilitator NSW

Lauren Hopley
Team Leader VIC | TAS | ACT

“I lead a team of passionate, thoughtful and inspiring facilitators. I get such a kick out of the opportunity to develop their skills, and collaborate with them on delivering valuable life skills to the next generation.”



Leana Mulyono
Secondary Facilitator SA



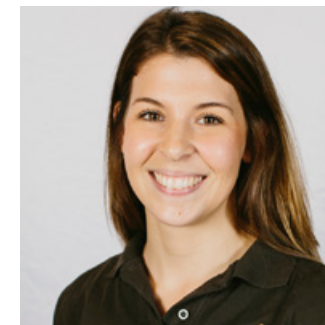
Marica Tadić
Primary Facilitator NSW



Leanne De Lamour
Primary Facilitator QLD



Mark Stanley
Primary Facilitator QLD



Lisa Dallinger
Secondary Facilitator VIC





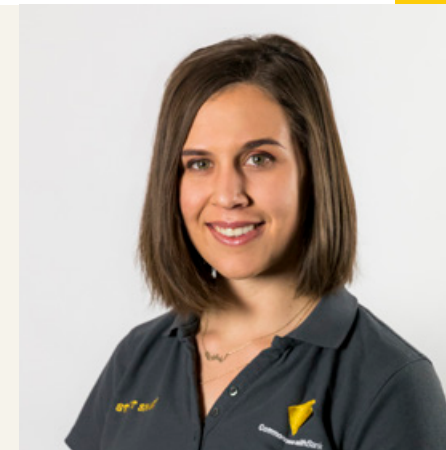
Raquel Dias
Primary Facilitator NSW



Simon Thompson
Primary Facilitator SA

Tricia Martin
Primary Facilitator VIC

“Seeing that “I got this” moment where students realise, embrace and commit to the idea that despite age or circumstance they have the capability to be financially independent.”



Melissa Allen
Primary Facilitator SA



Rebecca Lee Smith
Primary Facilitator SA



Soren Jensen
Secondary Facilitator VIC



Teresa Germano
Primary Facilitator VIC



Troy Walsh
Secondary Facilitator QLD



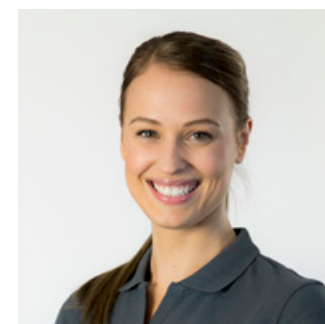
Rachel Deluca
Primary Facilitator SA



Sarah Reilly
Secondary Facilitator SA



Stephanie Aceglav
Primary Facilitator NSW



Tess Dobré
Secondary Facilitator NSW

“The facilitator was extremely engaging! She pitched the workshop at just the right level for our Grade 5/6 students, and achieved just the right balance of getting students excited and involved, but also having them listen and learn at the same time.”

Marika Brown, Teacher, Mandama Primary School VIC



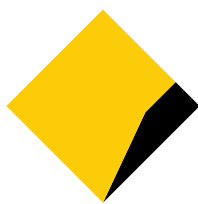
Raffaella Oke
Team Leader SA | WA

Tamara Bennetts
Team Leader NSW

“Every day that I run a program positively impacting young people’s vision of their future and empowering them to change their own sphere of influence is a day that I change the world.”



Trica McCarthy
Primary Facilitator SA



Get in touch

For more information please visit www.commbank.com.au/education

To contact the Start Smart team please call us on 1800 705 125,
email us at info@startsmart.com.au or visit our website at www.startsmart.com.au