



Building Brighter Futures for Over **100** **Years**



ANNUAL REPORT
2024

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A Note from Our Chief Executive and President

It is very pleasing to reflect on another transformative year at *A Start in Life*. Our commitment to assist students without most of life's necessities to reach their full potential — continued to be vital. It was even more relevant in this rapidly changing world, where living costs continued to climb and funds that may otherwise have been available, were diverted from students' learning, growth and self-discovery to living basics.

In November 2023, this charity excitingly celebrated 100 years of assisting students with their education. We were delighted to share this substantial achievement with past students (many of whom have enjoyed exciting and significant careers), current students who are destined to make substantial contributions to Australian life, and supporters who are so instrumental in making this possible.

We also acknowledged the dedication and wonderful contributions made by *A Start in Life* team members, both present and past, that have ensured this charity was always relevant and always there.

The achievement of this wonderful milestone of 100 years is not one that happens to very many charities in Australia, and it is very rarely achieved by smaller charities such as *A Start in Life*. So, let's reflect for a moment on the characteristics which research tells us allow this to occur and to offer a deeply appreciative thank you – to all those who have been involved with this charity, since its beginnings in 1923, who have developed and upheld these characteristics at *A Start in Life*.

A charity requires a clear enduring purpose, with values that resonate with the community. With these present, and a commitment to these principles, it will help maintain trust over time. Longevity requires an ability to adapt to the changing social and economic landscapes,

and the building of strong relationships with the communities served, supporters and volunteers. Sustainable financial management, including diversified funding sources, is key to surviving economic fluctuations and ensuring the charity can continue its work long-term. Governance structures help ensure the charity remains aligned with its mission, complies with regulations and manages resources effectively.

However, there is one particular characteristic required by charities that we also see within those students we assist, those who overcome their difficult circumstances and go on to enjoy happy and successful lives. That is resilience. We celebrate this and recognise it remains core to the programs we delivered in 2023-24 and will continue to offer students in future years.

For those students who are committed to their education and to broadening their educational and future horizons, *A Start in Life* will provide access to diverse learning experiences and career exploration opportunities. Students will also gain access to a variety of resources, activities, experiences,

workshops and coaching designed to equip them with the skills and confidence they need to excel in both their educational pursuits and future careers. More and more young people will have the resources they need to succeed and equally importantly, they will benefit from the increased interactions with our highly skilled Student Assistance Team. Students will have access to diverse learning experiences, curated to help them develop as well-rounded individuals, ready to thrive in a global society.

We look forward to making this important work available and we look forward to another year of growth, learning and — most importantly — changing lives. As always, this is only possible because of the incredible community that surrounds *A Start in Life*.

To our staff, volunteers, supporters and executive committee — please know your passion, dedication and generosity are the driving force behind every student's achievements. Thank you for standing with us.

A Start in Life's Executive Committee



Allan Elliott
President



Neil Robinson
Chief Executive
Officer



Dale Thomas Berrier
Vice President and
Secretary



Joe Hansell
Treasurer



Jeannine Walsh OAM
Member



Anne Ellison
Member



Richard Winckles
Member



John Carroll
Member



100 Years of A Start in Life



A Start in Life began in 1923, supporting children who lost parents in World War I. From those early days of covering costs for education basics such as books and adapted to meet the ever-changing needs of students. For 100 years, we have navigated world events, recessions and pandemics, constantly evolving our support. We have learned that in tough times, simply being there can make all the difference. Above all, we have seen, firsthand, how education transforms lives.

Today, we provide more than just the essentials. We offer comprehensive support to help students thrive, both now and into the future, and we help prepare them for fulfilling careers and enriching lives.

Over the past 100 years, we have helped a diversity of students without life's necessities obtain the education they deserve. We have supported students from single parent households, those raised by grandparents, and even students in Year 11 and 12 who applied independently because they did not have carers to support them. Whether they have lived on farms in rural towns or apartments in busy cities, we have been there and have made an impact.

“...take every opportunity to remind [ourselves] of the little ones who look to us to make their paths through life as happy as possible.
— extract from our first Annual Report, 1924

“Our aim, indeed our duty, is to ensure [students] receive the best training possible to equip them for their role in life as useful citizens in the community.
— extract from our Annual Report, 1973

Wid's story is one of many that highlights our impact. Arriving in Australia aged twelve after her father's death, Wid received support from *A Start in Life*, enabling her to complete her education and eventually become a lawyer with her own firm. She reflects, “Without *A Start in Life*, I wouldn't be where I am today.” Stories like hers are echoed across the many students we have supported over the years. Students like Marissa, who needed help with literacy skills, or May, who was the first in her family to attend university, are illustrations of some of the diverse assistance provided that have made a difference.

Over 7,000 students have benefited from our assistance. We have guided students through Year 12, university, TAFE and apprenticeships. We have supported tertiary students who have had to move hundreds of kilometres from home for their studies and have helped other students change schools due to a range of concerns. We have helped students navigate the challenges of remote learning during Covid and alleviated the financial burden of students who were working long hours to support their families.



Students assisted by our program gathering in the 1960s

Along the way, our students have enjoyed many successes, and their stories are each just as moving as the next. April, for instance, began receiving assistance at age nine, when her mother was struggling to raise five children on her own. April told us how our assistance provided encouragement and a sense of belonging – *“I finally felt normal”* and *“no longer felt shame”*. April was driven by a desire to prove she was worth the investment. After finishing Year 12, she pursued her passion for theatre, working on West End productions in England. She returned to Australia and today is a Co-Executive Producer on MasterChef and an AACTA award winner. She leads a team of over 100 people, has travelled the world for work and is currently writing a novel. *“The charity changed our lives. It’s as simple as that,”* April said. She has been a loyal supporter of *A Start in Life*, donating regularly for the past thirteen years.

Let’s recognise one young lady, Ra, who first began dealing with her mother’s ultimately life taking cancer, when she was in Year 8. At this same time, and unfortunately for many subsequent years, her father was struggling to keep the family farm going

through a long Australian drought. Yet, despite all this, and with a little bit of our help, this young lady completed her HSC, went on to university, completed a Bachelor of Commerce and subsequently completed her Juris Doctor of law.

Mark’s story is also remarkable. He began receiving support in the early 1980s, aged 11, after the sudden death of his father. Mark credits the charity with reducing stress for his family and helping him build a successful life. He called our assistance a *“true blessing”* as it covered costs that otherwise would not have been met, allowing him to focus on his studies and future career. And what a career it has been, including roles as a director, strategist, philanthropist, board member, Australian Senator and Minister for Sport.

Success is often different. It was for one young lady, Jane, who didn’t like school at all, but found her passion, when through our help she was able to attend an agricultural college in Year 10 and learnt all about farming, livestock and farm management. She now enjoys a career in a field she thoroughly enjoys.



Success may also come at different times for students and as celebrating small successes is important to help build momentum, maintain motivation and create a positive mindset, we always hold an Annual Prize Giving Ceremony. Each year, we delight in witnessing the joy and the pride as parents and children celebrate achievements that may not have been possible without the assistance of *A Start in Life* and its many generous supporters.

The momentum often continues and is reflected in the remarkable achievements of many of our students who have gone on to become world cycling champions, parents, farmers, teachers, concert pianists, counsellors, underground mining engineers, paramedics and aeronautical engineers. They have received the Military Cross, cared for loved ones, written books, played first grade sports and established their own businesses.

At the core of each of these stories of success is learning. Not only by our students but by *A Start in Life*. We have learned that at different times, society and the people within it have different needs, so we have regularly changed the assistance we offered to meet those needs. However, perhaps our most important learning is that education is transformative and as others have said "education is the passport to the future, for tomorrow belongs to those who prepare for it today."

Looking ahead, our goal is to be here for another 100 years to be able to help even more students with their education. We plan to continue to direct a high level of student-centric support to a cohort of students in need and who are committed to their education. We will focus on equipping students with 21st Century skills such as leadership, communication, creativity, flexibility and problem solving. We will help students discover their skills, interests and values as we believe this better prepares them for modern careers and broadens the career options and quality of life that is available to them.

A Centenary of Generosity

A centenary will, more often than not, exceed a single human lifespan and achieving a century will require many people devoting a great deal to that cause; and so it is with *A Start in Life*. Unfortunately, it is not possible to list all those who have given so generously to others, however we thank you wholeheartedly. You are a vital part of this centenary milestone and your generosity enables us to help young people in our community. Your support has come in countless ways. Locals have run community barbeques, held local lawn bowls events and sold chocolates. Individuals have advocated for us tirelessly within their local community. Employees have donated part of their wages via workplace giving. Businesses have partnered with us to raise funds and awareness. Supporters have left lasting legacies in their wills. Local organisations have recognised our hard work with awards. Foundations have made significant grants. Countless donors have given generously. A young lady has even flown solo around Australia, fundraising for us along the way!



Words of Gratitude from Students and Their Families

Students and families have expressed deep gratitude for the academic, financial and emotional assistance received. They recognise the personalised care and stability provided, how it has given them opportunities they otherwise would not have had, fostered a sense of community, inspired them to give back to others in need and ultimately changed their lives.

I feel Briana's won a lotto ticket to get this opportunity in her life. Thank you for everything you do. I can say you are changing people's lives and society as whole!

– Naomi

single mother of Briana in our Career and Skills Development Scholarship

Your generosity has inspired me to help others and give back to the community. I hope one day I will be able to help students achieve their goals just as you have helped me.

– May

alumni who graduated to become a teacher

Thank you so much for being such a stable part in my growth. You have been so supportive and patient with me throughout the years. It's because of your help I can read and write and I have more confidence in myself now because of that.

– Marissa

Year 12

Hope, when all seemed too hard, is what A Start in Life has offered my family...The kind willingness to help families, like ours, has helped turn what was otherwise a struggle of a situation into a much more manageable one...

– Karen

single mother of four children who were supported for over ten years

I have never been involved in an organisation that makes such a vital difference in young people's lives at a grassroots level. This program caters to the individual, and the staff are committed to each young person's cause.

– Brett

alumni who went on to work in media and production

I am very grateful to A Start in Life for giving me the opportunity to make something of myself. I honestly do not know where I'd be, or where my family would be, without that support.

– Warwick

alumni and owner of specialist defence force business



Students, families, alumni and supporters joined us at NSW Parliament House for a joyous 100 year celebration of inspiring stories, successes, heartfelt moments, generosity and community.

Primary and Secondary School Students – Success Inside and Outside the Classroom

Our primary and secondary school students continued to grow, accomplish and explore, both inside and outside the classroom.

Superstars Inside the Classroom

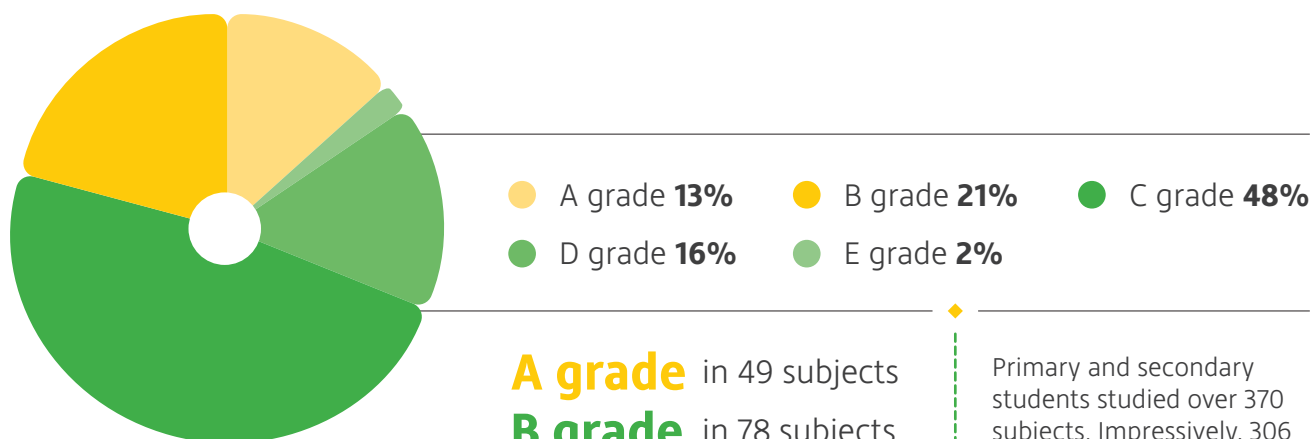
Our primary and secondary students shone this year. Their average **95% school attendance rate** showed enthusiasm for learning and energy in the classroom. Monica, a Year 5 student, impressed her teacher with her confidence and collaboration skills, saying she's *"not afraid to voice her opinions or provide an answer. She listens always and works co-operatively with others"*. Strong analytical skills and a sharp eye for detail were on display, exemplified by Year 12 student Sar, whose Science Extension teacher remarked *"Sar shows an aptitude for critical thinking and problem solving, consistently producing work of a high standard that exhibits keen attention to detail"*. Students showed eagerness and commitment, like Arnold in Year 5, whose teacher commended him for his *"motivation and growth mindset, often choosing to take on challenges in his learning"*.

Through hard work and determination, **students earned a range of accolades**, from an Outstanding Attendance Award to Honours Certificates in French and Product Design Technology. Aria, in Year 9, especially impressed with a plethora of awards – including a Harmony Day School Service Merit Award, an Encouragement Award for Consistent Effort and Application in Work Education, and Bronze Award for Receiving 5 School Merit Awards. Meanwhile, Rinny won the Year 12 Year Advisor Award for Participation in a Wide Range of Activities and Excellent Results in Academic, Sporting and Service Fields. Impressively, **eight students achieved top 10 rankings**, either across their entire year group or in specific subjects. Attainments included first in Advanced English; Science Extension and Photography, Video and Digital Imaging.



Despite facing adverse circumstances, our students impressed, with an overwhelming majority achieving As, Bs and Cs in their subjects.

Grades for primary and secondary students



Senior students impress!

School reports of our Year 11 cohort show a 22% increase in their grades for elective subjects. More than half of all Year 11 students ranked in the top 10 for subjects, including Alfie, who placed in the top 5 for all except one subject. Ella, a Year 12 student, excelled in all subjects, achieving a top 10 ranking across the board and graduating with an impressive ATAR of 93.2. Our ongoing internal assessment of Year 11 students, showed attitudes towards learning improved by 9%.

A grade in 49 subjects
B grade in 78 subjects
C grade in 179 subjects



36% students
achieved a B or
higher in English



33% students
achieved a B or
higher in Maths

Primary and secondary students studied over 370 subjects. Impressively, 306 of these resulted in an A, B or C grade

With, literacy and numeracy such important skills in daily life, we were delighted to see many students excelling in these areas



4 out of 5
average effort
score

Schools report on the effort students contribute in the classroom. Our students received an impressive average 4/5 effort score!

Benjamin, in Year 5, shines!

11 year old Benjamin has truly impressed us this year. Since first receiving support in 2020, his attendance rates have increased substantially and his homework routine has improved. Benjamin's teacher now describes him as a respectful, supportive and active learner who is an asset to the class. His positive attitude towards school has seen him recognised as outstanding in Year 5 leadership activities. He performed at an end-of-year assembly and ran a stall with peers at his school fete. Benjamin has been commended for being a great sportsman and a regular library borrower. He has become more engaged in school activities and explored new interests – from karate and drawing, to chess and basketball. Benjamin's single mother, Jill, told us she feels less financial stress and more engaged in his education since our assistance began. Benjamin feels more hopeful, is persevering more and has greater self-esteem. Well done Benjamin!

Exploring and Discovering Outside the Classroom

Students thrived outside the classroom too. They took on representative roles, joined sporting clubs, became library monitors, stepped up as buddies to kindergarten students and engaged in leadership positions.

Participation in new interests also increased by 10%. They included cello, trampolining and tenpin bowling. Sisters, Namina and Mara in Years 4 and 7, won individual and group medals in gymnastics. Mar, in Year 3, participated in the local Eisteddfod with *"confidence, enthusiasm and the biggest infectious smile"*. Dana, in Year 6, competed at the World Dance Crew Qualifiers and won a place to compete in the 2025 Championships!

Prefect Zone Cross Country Primary School Sports Association
Koori Choir Tutor Group
Sports House Vice College Media Team
Captain **House Captain** SRC
Drama Club Dance Club Year 7 Dance Group
Chess Club

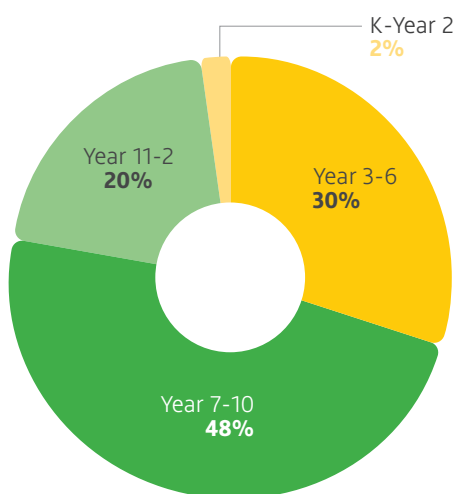
Some of the many wonderful roles and groups students participated in

Students gave back to their communities when participating in Clean Up Australia Day and Sustainability Outreach Day. They also enjoyed hands-on kitchen and gardening lessons, learning useful skills along the way.

Two-thirds of our Year 8 students indicated their self-esteem improved and half of all Year 11 students said they felt better in their friendships. For younger students, the impact was equally significant, with **over half of all Year 5 students feeling more optimistic and becoming more connected to their broader community.**

Get to Know our Primary and Secondary Students

Students per year group



68 students supported from K-12



67% students live with a single parent



78% families in city areas



29% students live with two parents



22% families in country areas



4% students live with grandparents

Career and Skills Development Scholarship — Experiences and Exploration All-Round

Our Career and Skills Development Scholarship broadened the horizons of our students, equipping them with essential 21st Century skills and opening doors to new career possibilities.

In 2024, we welcomed a further twenty students into their first year of this scholarship, as the initial cohort of ten students moved to year two of the scholarship.

Individually, students demonstrated incredible growth. With a strong willingness to learn and push beyond their comfort zones, they have embraced new opportunities and their professional outlooks have expanded. Veeran, while remaining passionate about biomedical engineering, is now also curious about nuclear medicine, architecture and renewable energy. Justine is now excited to explore textiles and fashion design after learning more about her values, interests and skills.

Collectively, students have flourished, forming strong bonds within a supportive community where they felt welcomed and valued. Even those who were initially reserved stepped forward and shared their opinions.

In the table below, we share some of the features witnessed as each component of this unique scholarship was provided.



21st Century skills learned include:

- Communication
- Collaboration
- Creativity
- Leadership
- Flexibility and adaptability
- Critical thinking and problem solving



Careers we helped explore include:

- Journalist
- Sports psychologist
- Small business owner
- Textiles and fashion design
- General practitioner
- Biomedical engineer
- Marketing manager
- Logistics specialist
- Retail pharmacist
- Politician

Scholarship Component	Skills Obtained and Key Learnings for Students
 21st Century skills training workshops	• Deepened theoretical understanding of skills and experimented with practical applications • Actively engaged in role plays, collaborative projects and problem-solving challenges <i>"Theo has a wonderful ability to adapt to different situations and to work with change with ease. This is a gift in the workplace and will support him throughout his career if he can harness it to his benefit."</i> – Kathryn, Workshop Facilitator
 Personalised and group Career Coaching sessions	• Discovered innate strengths, interests, skills, values and personality types • Reflected on how these might apply at school, home, social circles and future career paths • Explored skills they felt more naturally connected to and worked through areas they would like to strengthen <i>"By discovering new interests and recognising their natural skills, they're learning more about themselves and identifying areas to grow. This self-awareness is essential for their future success and fulfilment."</i> – Anthony, Career Coach

Scholarship Component	Skills Obtained and Key Learnings for Students
 Real world job preparation	• Mentoring on job readiness, job satisfaction and workplace culture • Trained in how to write resumes, prepare for job interviews and secure internships <i>"I liked the discussion about job satisfaction as I learnt what is most meaningful and important to others and how it can vary from person to person."</i> – Lisa
 Immersive on-site industry visits	• Visited leading Australian companies – including UTS Animal Logic Academy and the Reserve Bank of Australia • Spoke with employees, observed real life applications of 21st Century skills and gained a better understanding of workplace responsibilities • Immersed themselves in dynamic work environments and uncovered new career interests <i>"On the industry excursions day, I learnt about consultancy, a career I hadn't previously considered but now I am very interested in...how you get to work in teams, change groups and projects often, and travel a lot."</i> – Libby
 Career sampling with industry professionals	• Gained unique insights, including a 'day in the life' of the job and the various pathways to that occupation, from being paired with an industry expert in a chosen career of interest • Some students felt strongly aligned with the career they sampled, whilst others realised they want to explore other careers <i>"I'm way more likely now to pursue this career [general practitioner]...the interview has only made me more excited and motivated to take a role in medicine."</i> – Vee <i>"I feel I am less likely to pursue retail pharmacy. I think this is due to a lack of passion and a misalignment with my wants and values."</i> – Lisa
 Q&A with our tertiary students	• Received valuable guidance from six tertiary students, who are in our tertiary program with similar circumstances • How to effectively transition from school to tertiary studies, tips for the first year and responsibilities of independent learning • Found reassurance in hearing that they can pivot and change direction if they are not enjoying a subject or course <i>"The stories of these students have inspired me and allowed me to be completely certain of my actions at the moment...I appreciate how they gave me tips on how to figure out my career and to simply do what I love."</i> – Briana <i>"It felt like they were 'passing down their wisdom' to us."</i> – Vee

Developments in Scholarship Students

I was able to successfully broaden my career horizons through this scholarship by exploring different careers which I had never thought of as options...I felt more open-minded to different industries and the hugely ranging careers within.

- Aliya

I appreciate the support I have been given from this charity and all the people in my corner who have made this possible when I didn't think it was. I'm looking forward to further developing my skills in the 21st century workplace, particularly now that I have begun working.

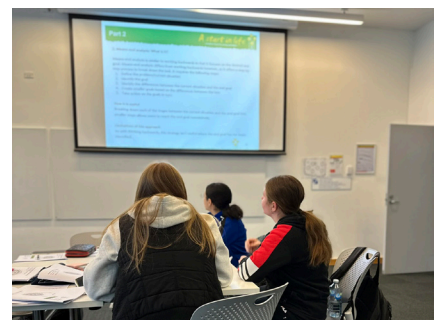
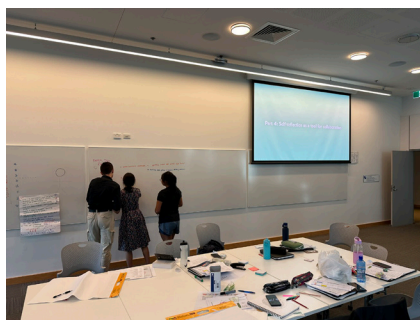
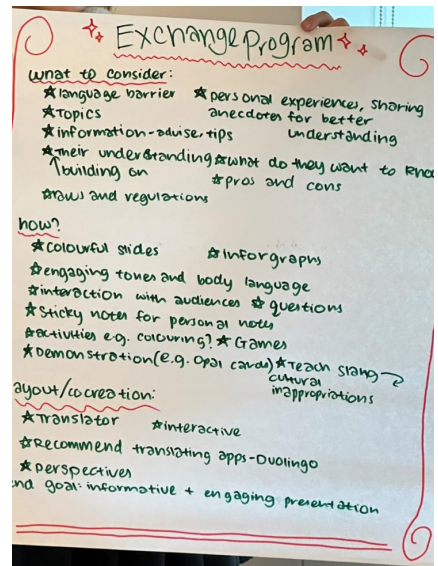
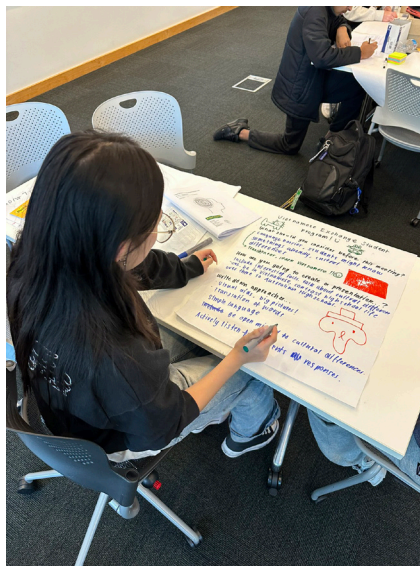
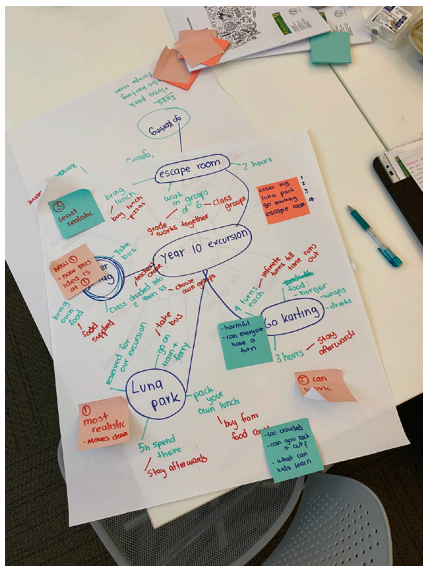
- Justine



Want to hear from the scholarship students themselves? Scan this QR code! Or [CLICK HERE](#)



Want to see what a day in the life of the scholarship looks like? Scan this QR code! Or [CLICK HERE](#)



Tertiary Students — A Year of Growth and Achievement

Our tertiary students continued to impress with their commitment, strong work ethic and resilience. They grew academically and personally, even while navigating various challenges.

Our support of this wonderful cohort of remarkable young adults aided their academic progress and also enhanced their career prospects.

While the financial assistance we provide is used to help cover essentials that include internet, transport, rent, textbooks, IT equipment and basic living expenses, we were delighted when students told us it also significantly reduced financial stress. With reduced stress, they advised they could direct more focus to their studies and pursue opportunities such as internships and networking programs to enhance employment opportunities. Ophelia told us ***“The financial assistance has helped me concentrate on my studies without any distractions and has allowed me to make the most of my time and channel my efforts and energy towards achieving my academic and career goals without any financial constraints, which has been incredibly empowering and motivating.”***

We provide work placement grants to help students meet the financial challenges of mandatory placements. These grants offset income lost due to the demanding hours of placements, cover transport costs for placements in distant locations, and ensure students have the necessary uniforms and equipment. By alleviating these burdens, students can focus on gaining practical experience to enhance their career prospects. Over the past year, we supported five work placements in law, engineering, cyber security and medicine.

Our regular check-ins with students provide an opportunity to celebrate academic wins, explore challenges and offer moral support. In check-ins over the past year, students have shared their successes, including how they have broadened their prospects through interacting with peers and staff from all walks of life, embraced opportunities for growth, considered advanced studies, and explored new fields and careers of interest. Simon, for example, is a member of at least three different university societies, which he said have been excellent for stepping outside his comfort zone – ***“I believed to seek discomfort was the greatest way I could learn and grow”***.



Where specialised resources and equipment were required, we helped students access these. This included software for an Advanced Computing student, protective clothing for an Agriculture student and prosthetic equipment for a budding healthcare professional.



Thank you guys again. I always leave our chats feeling very optimistic – talking about the future and our goals; it’s something we don’t do enough.

– TJ

Students also shared hurdles faced over the past year. They spoke about adapting to university studies, struggling with certain subjects and balancing study with other commitments. Through their own experimentation and our coaching, they explored and adopted new study techniques and time management skills suited to their individual learning styles – from using spreadsheets to create study timetables, to playing classical music to retain information and joining study groups. Students also emphasised the vital role of self-care and support systems, including *A Start in Life* and friends, in helping them navigate tertiary life and support their overall wellbeing. One student, Nala, spoke about spending most of her afternoons after TAFE at her dad’s hospital bedside, who was recovering from a significant medical condition. Despite this, she continued to focus on her studies, successfully finished her TAFE degree and was offered a job upon graduation. She reflected on how important our support was during this time – ***“I know that I wouldn’t be where I am (or even able to write this email to you on a laptop!) without you guys...even just knowing that you believed in me enough to support me meant a great deal”***. Another student, Kalinda, left home at 16 due to complex family circumstances, undertook a TAFE course to accelerate her pathway into university, has now been accepted into her dream course – a Bachelor of Social Work (Honours) – and has already started part time work in the industry.

We never cease to be amazed by these young adults, their ability to adapt to changing circumstances and their desire to keep growing...add to that some very impressive achievements!

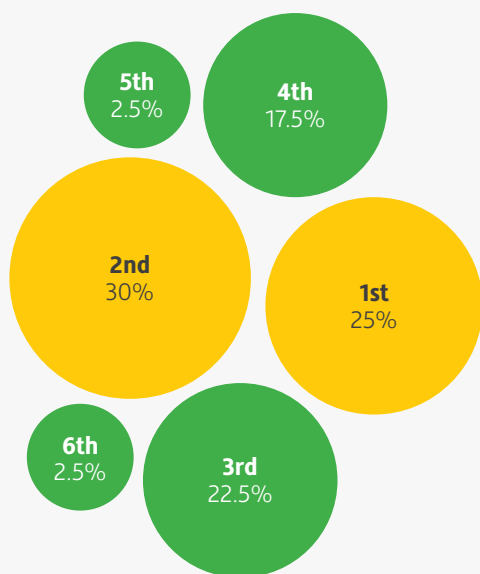


Students, like Mimi, have also reflected on the importance of “being open to failure” as being important to their growth. She recently began practicing in the student dentistry clinic, learning to balance taking initiative with asking supervisors for help.

Get to Know our Tertiary Students!

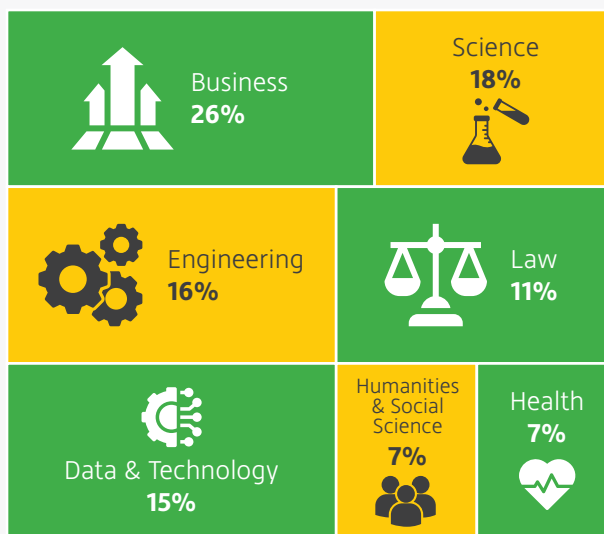
40 tertiary students were supported throughout the year. They are enrolled in twelve different universities and TAFEs throughout urban and regional New South Wales, Victoria, Queensland and South Australia. **35% are studying a double degree and 25% are completing their Honours.** These students are pursuing a wide range of degrees and courses – from a Bachelor of Social Work and a Bachelor of Civil Engineering (Honours), to a Certificate III in Agriculture and a Bachelor of Primary Education.

Tertiary students per year group



The students we support range from their 1st to their 6th year of study

Tertiary students per study discipline



The courses studied are diverse

The subjects our students study are fascinating and intriguing. They include Aquatic Chemistry, Diversity and Inclusion, Data Analytics in Cyber Security, Energy and Earth's Environment, Veterinary Bioscience, Intermediate Microeconomics, Business and Social Impact, Sociological Theory in Action, Early Modern Philosophy, and Children's Literature for Early Reading.

Fields of study that I have been more interested in include aquatic chemistry, mycology, pollution control and remediation, waste management and related circular economies, as well as physics. Most individuals might find such topics a bore. But I must be a huge nerd, because I adore it all.

- Ned, Bachelor of Environmental Science

Tertiary Students' Remarkable Achievements

Our tertiary students have continued to excel and grow. **Their average WAM (Weighted Average Mark) was an impressive 75.66. Over half (53%) were rewarded with our academic bonus payment for their improved WAM (>10% improvement) or consistently high WAM (>75% result), or for completing a TAFE course.** Many are involved in extra-curricular activities such as on-campus societies and volunteer groups. They note how important these are to their academic, professional and personal growth – from pushing themselves outside their comfort zone in leadership roles to honing their networking skills, and from forming professional connections to gaining valuable insights as a consequence of real-world applications of their studies. Artie has started his own university club and is volunteer chairperson of a local youth organisation, which focuses on issues such as cyber safety and youth crime. Students have attended quantum technology industry conferences and career fairs, undertaken additional courses in animal handling, built electrical transformer circuits, made the Dean's List, participated in science summer research projects, volunteered as mentors for first year engineering students and completed surgical elective placements.

Over the past year...



One in two students improved their Weighted Average Mark

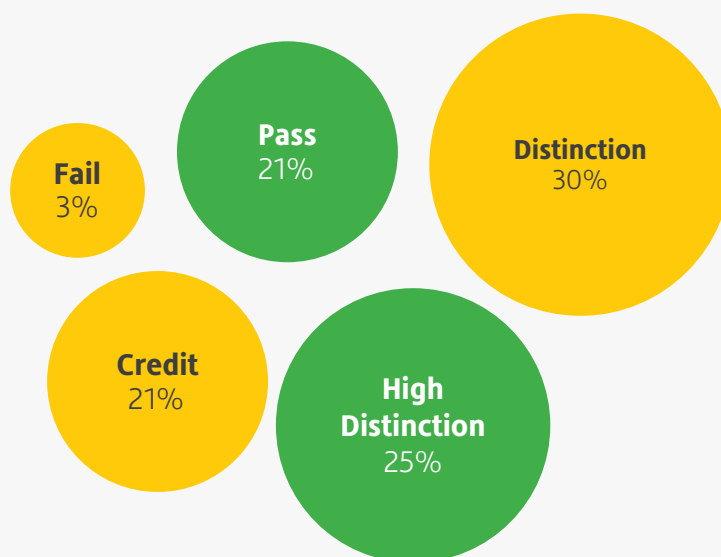


15% of students graduated – entering fields including Engineering, Sports Management, Medical Science, Agriculture and Business



285 subjects passed and only 7 failed

Subject grades achieved



High Distinctions were attained in 25% and Distinctions were attained in 30% of subjects studied

Statement of Profit and Loss and Other Comprehensive Income



Joe Hansell has been serving as Treasurer and a key member of A Start in Life's Executive Committee since 2013. Deeply committed to our mission of offering students comprehensive educational support, Joe plays a crucial role in ensuring the organisation's financial stability. His dedication helps drive the positive impact we have on young people's lives.

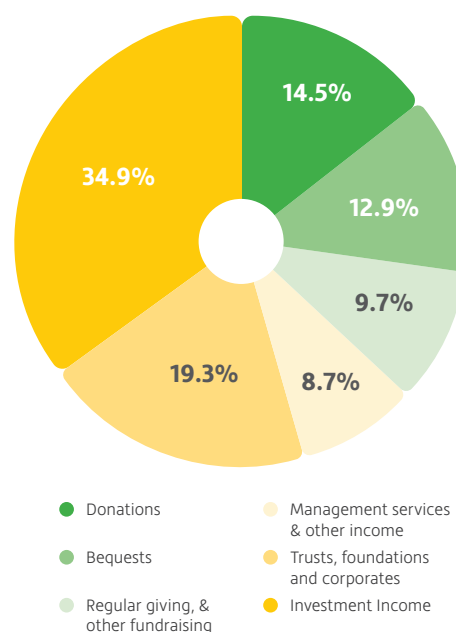
	2024 \$	2023 \$
Revenue	1,595,864	1,485,896
<i>Expenses</i>		
Student assistance	(852,378)	(814,525)
Fundraising	(133,957)	(94,189)
Marketing	(74,176)	(51,911)
Banking, investment and accounting	(122,998)	(121,262)
Depreciation	(18,392)	(6,131)
Office and administration	(109,172)	(86,062)
Total expenses	(1,311,073)	(1,174,080)
Surplus for the year	284,791	311,816
<i>Other comprehensive income/(loss)</i>		
Gain/(loss) from the revaluation of financial assets at fair value through other comprehensive income	531,608	414,810
Loss of fair value of properties in use	(130,000)	-
Total other comprehensive income/(loss) for the year	401,608	414,810
Total comprehensive income/(loss) for the year before allocations	686,399	726,626
Allocations from capital funds	632	198
Allocations to capital funds	(653,889)	(714,810)
Total comprehensive income for the year after allocations	33,142	12,014

Revaluation of Sydney CBD office properties, reflected in both fair value of properties and overall revenue

4.6%
increase in value of student assistance

\$531.6K
gain on revaluation of financial assets

Sources of Operating Income



A diversity of revenue sources supports the assistance we provide students

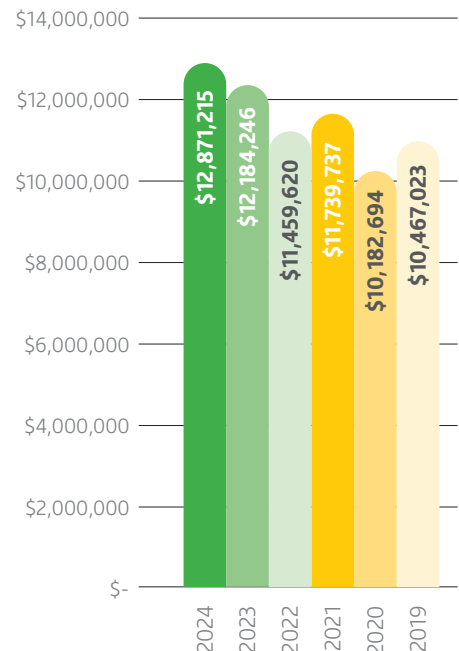
Statement of Financial Position

	2024	2023
	\$	\$
Current assets		
Cash and cash equivalents	585,586	793,135
Trade and other receivables	114,777	105,464
Other financial assets	1,954,046	1,495,000
Other current assets	5,605	26,089
Total current assets	2,660,014	2,419,688
Non-current assets		
Other financial assets	8,776,179	8,096,284
Investment properties	678,000	744,000
Property, plant and equipment	1,070,000	1,218,392
Total non-current assets	10,524,179	10,058,676
Total assets	13,184,193	12,478,364
Current liabilities		
Trade and other payables	17,320	16,596
Contract liabilities	163,437	165,061
Employee benefits	56,046	40,731
Total current liabilities	236,803	222,388
Non-current liabilities		
Employee benefits	46,784	42,521
Other liabilities	29,391	29,209
Total non-current liabilities	76,175	71,730
Total liabilities	312,978	294,118
Net assets	12,871,215	12,184,246
Equity		
Reserves	6,413,054	5,350,749
Retained surpluses	6,458,161	6,833,497
Total equity	12,871,215	12,184,246

\$11.4m

actively invested and generating income + capital gains is fundamental to assisting students

Net Assets



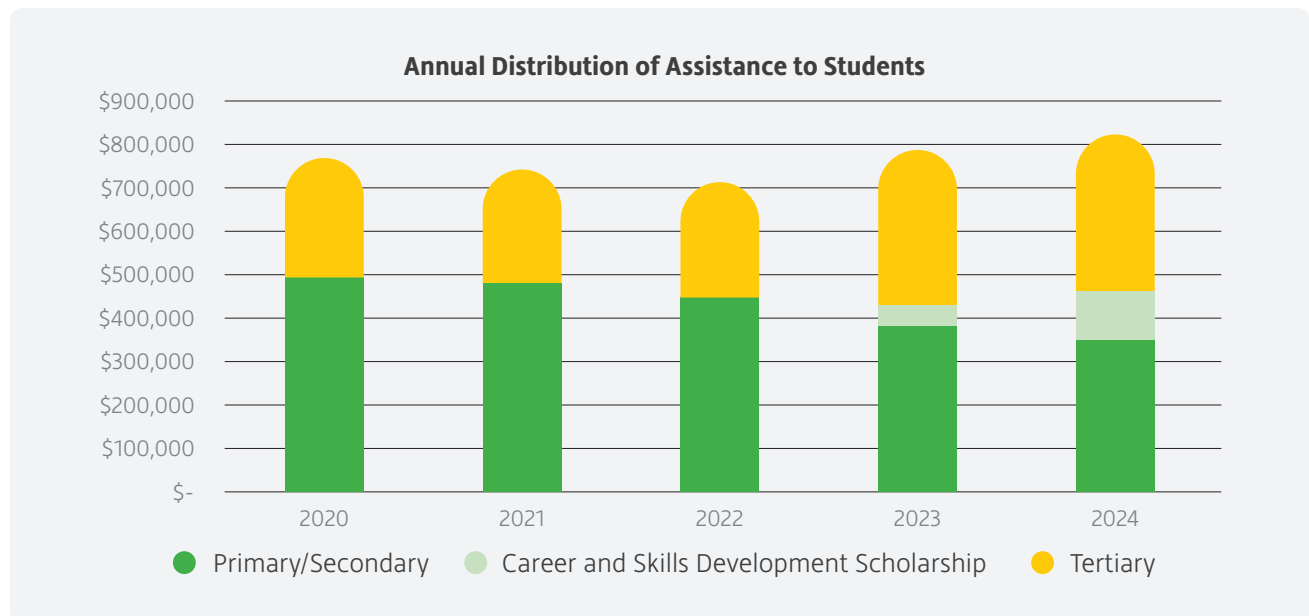
A Start in Life has significantly strengthened its Net Asset position in recent years, setting the charity up for future success

5.6%

Year on year (YoY) increase of 5.6% in Net Assets follows previous YoY increase of 6.3%

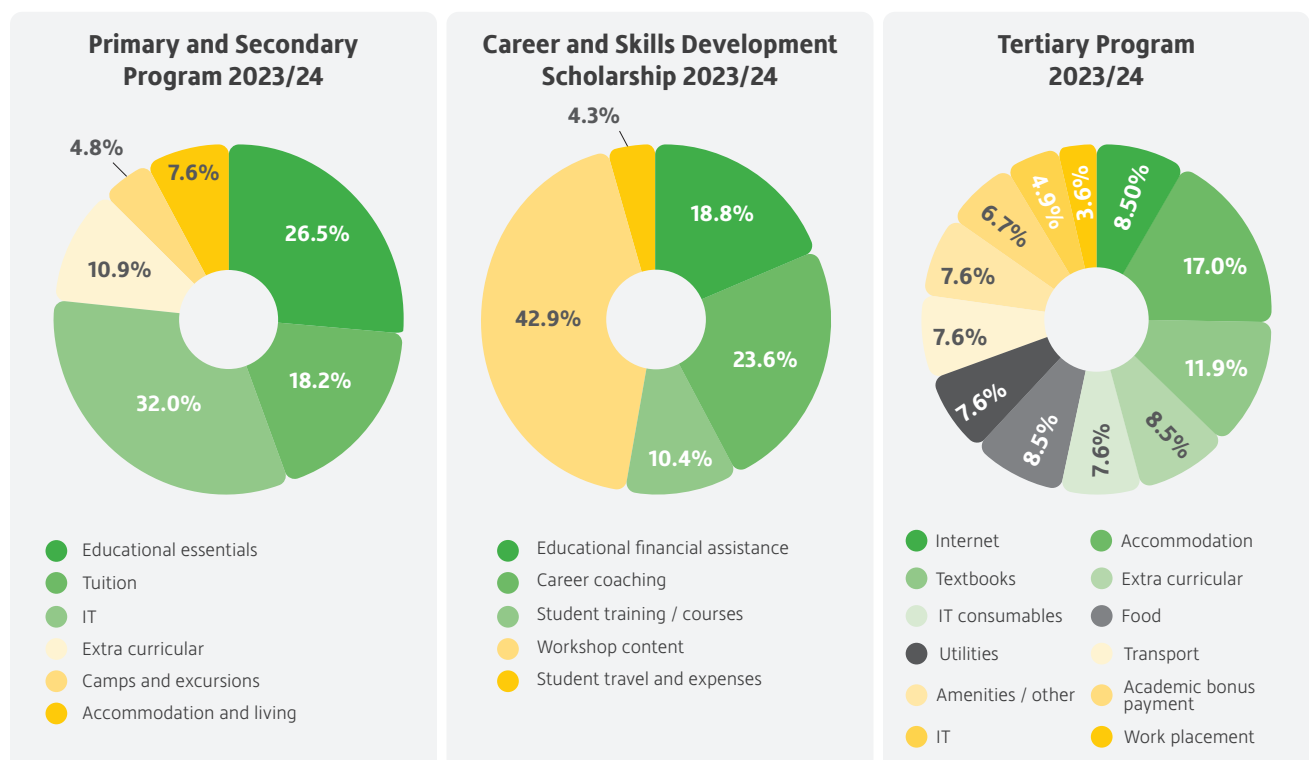
Reserves will be used for program development, with a small amount set aside for technology upgrades

Annual Distribution of Assistance to Students and its Educational Components



The total amount of support for students increased in 2023-2024, with distribution across our programs changing as we introduced our Career and Skills Development Scholarship in 2023

Allocation of Assistance by Educational Component



Our assistance covers a wide range of educational related areas

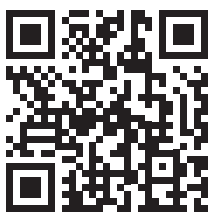


A start in life

a brighter future for young australians



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