

A close-up photograph of a hand reaching down to touch the surface of water. The hand is positioned in the upper right quadrant, with the index finger just above the water's surface. Concentric ripples emanate from the point of contact, spreading across the frame. The water is a deep blue color, and the lighting creates bright highlights on the ripples. The overall mood is calm and contemplative.

LearningforLife
AUTISM CENTRE INC

ANNUAL REPORT

2021-2022

The Learning for Life Autism Centre promotes equitable, inclusive and quality education for all autistic and neurodivergent children.



Learning for Life

AUTISM CENTRE INC

OUR VALUES

Our values are the guideposts for everything we do at Learning for Life. They shape our today and inspire our future.



Trust

We foster relationships

We value long-term relationships and two-way connection whereby the Learning for Life Village as a whole is bigger than the sum of its parts.



Respect

We value the individual

We advocate for the individual and their human rights while respecting differences in opinion.



Kindness

We care

We understand that each family's situation is complex and unique. We empathise with the need to balance competing factors and have compassion for the financial pressures they face.



Equity

We create opportunity

We seek to empower children and help them to use their skills as a pathway to independence and choice.



Joy

We celebrate learning

We admire the passion, commitment and continual self-improvement our staff bring to their roles and we encourage our staff to celebrate learning and to love what they do.

Language use

We acknowledge there are many perspectives and personal preferences regarding the language used to identify people and their disabilities and abilities. We endeavour to show sensitivity and adaptation to the unique needs of individuals to present their identity in a way that is meaningful for them.

In some of our communication it is difficult to reflect all preferences for identification; however, our commitment in personal communications is to respect individual preference. We acknowledge there may be a difference for people in using the terms 'person with disability' or 'disabled person' and our language is adaptive and flexible, always with the intention of inclusivity.



This year, our Annual Report is inspired by a letter we received from a young man in Team L4Life at the 2022 Run Melbourne.

“Thank you for believing in...the Learning for Life organisation to create ripples. I will see to it that like a stone cast into a great lake, the ripples of your gift shall tumble out into swelling waves.”

— Vincent, participant of Run Melbourne 2022

Thank you Vincent.

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ACKNOWLEDGEMENT OF COUNTRY

The Learning for Life Autism Centre Inc respectfully acknowledges the Traditional Owners of the lands throughout Victoria on which we live, work, learn and play. We pay respect to Elders, past, present and emerging and their culture and community.

We acknowledge our presence on Wurundjeri land and the rich heritage of all people identifying as First Nations people that shapes our understanding, our actions and our values of Respect, Trust, Equity, Joy and Kindness.

DIVERSITY AND INCLUSION

We support diversity and inclusion and are committed to the safety and wellbeing of children.

CHAIR'S WELCOME

Welcome to our Annual Report for 2021-2022.



I would love to put on rose-coloured glasses and say all was fabulous over this last financial year, but I have to acknowledge, for a third consecutive financial

year, the challenges of the pandemic and the world's toughest lockdowns in Melbourne. These tested everyone including our Learning For Life families, our staff and our Village of supporters. And yet again in adversity the Learning For Life spirit of helping each other, never leaving anyone behind and checking in to see if the next person was OK bonded us further. It makes us mindful of the wonderful people from our families, staff and supporters that make up our Village.

Reports by nature look at the past year but I like to think of them as back to the future.

On our path forward, like the safety lessons taught to children crossing the road, we need to look left (perhaps at lessons learnt from the past) and to the right (are there risks and how do we stay safe?) before we move forward with confidence.

In February 2022, our Board and senior staff gathered face to face (albeit masked) for our strategic planning weekend. We progressed our ethical framework from our Values to articulating our Vision, Mission and Purpose, which all keep us on a path towards a world where autistic and neurodivergent people thrive and live the life they choose. Overarching our key statements is our charitable Not for Profit status that connects us with likeminded people who share this vision and are part of the Learning For Life ripple effect — our Village of families, staff and supporters alike.

Forming ripples and spreading our impact comes in many forms. We understand that Learning For Life itself is a part of a larger ripple begun decades ago when professionals and parents sought options and alternatives for their autistic children to the therapies and education that was available in the mid-20th century. A perfect example of this is the backstory to Learning For Life's first bequest, received this year from a retired teacher who trained and taught in the 1970s and 1980s. He believed that, by investing in the future of young children, he was truly giving them the opportunity to have the best start to learning and living life to their fullest. A ripple that will gift Learning For Life children now and in the future.

Thank you to all those in our Village. The future is brighter together and making a difference is not just a catch phrase but a reality for everyone at Learning For Life. Let's collectively send out ripples further through our services, our networks, our funding, our innovation, through technology and through our dreaming.

A handwritten signature in black ink that reads "Mary Muirhead". The signature is written in a cursive, flowing style.

Mary Muirhead OAM
Chair and Co-Founder



CEO'S REPORT

I have always enjoyed looking back and reflecting on the previous financial year. This year is no exception.

In a year that many continued to find difficult, Learning for Life was in a unique cohort that delivered face-to-face services to our children. We are fortunate to have a committed and passionate team whose focus is the wellbeing of the children to whom we provide services. We continue to evaluate and improve the way we work with each other, our families and the community.

I'm pleased to report that our impact continues to broaden especially when we factor in the 'ripple' effect of our work. Over and above the direct services we provide in any given year, we continue to see impact resulting from the endeavours of previous team members and families.

A highlight of the past year was our registration with the National Disability Insurance Scheme (NDIS). As a result, our service can now be accessed by participants whose plans are agency-managed as well as self-managed. We are eligible to provide Specialist Behaviour Supports, a category of service that can only be delivered by registered providers, to those children who may experience more significant behavioural difficulties.

We began the first of the three-year clinical phase of our flagship Inclusion Works Research project and anticipate the findings will address how to best prepare teachers to deliver inclusive education to meet the needs of diverse students. Inclusion Works is another example of the ripples created within one year that look to the future.

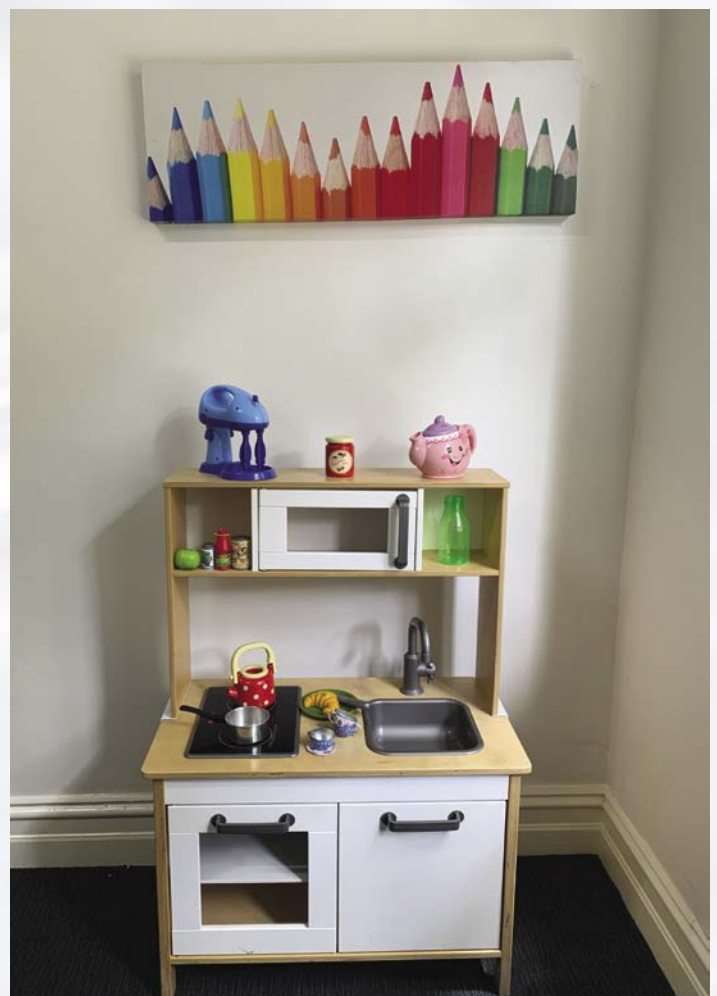
Our strong commitment to supporting our staff's development continues. Generous funding was received that allowed us to send our team to the ABA Today conference held in October 2021. Funding also enabled us to co-design and provide Trauma Informed Care training to our senior staff.



I would like to express my appreciation and gratitude to each one of you in our Learning for Life Village, our supporters, our staff, and the families who make it possible for us to fulfill our mission and bring our values of Respect, Trust, Equity, Joy and Kindness to life each and every day.

A handwritten signature in black ink that reads "Pamela J Roy".

Pam Roy
Chief Executive Officer and Co-Founder



OUR YEAR IN NUMBERS

40

CHILDREN

Received Early Intensive Behavioural Intervention (EIBI)

34 Full service model (FSM)

6 Consultancy service model (CSM)
Delivered in home, childcare, preschool and community

122

FAMILIES

Received a direct service from Learning for Life

1

NEW SERVICE

Specialist Behaviour Support (SBS)

2 children enrolled for SBS (staged for growth of the program)

24

CHILDREN

Received Speech Pathology services

68

CHILDREN

Received School Age Consultancy (SAC) service

Delivered on-site in primary and secondary schools

363

ENQUIRIES

For all services (51% increase on FY 20/21)

124 Early Intensive Behavioural Intervention (EIBI) FSM

33 Early Intensive Behavioural Intervention (EIBI) CSM

82 School Age Consultancy

66 Secret Agent Society

25 Speech Pathology

33 Assessments

20

CHILDREN

Received Secret Agent Society social skills program

\$113,067
IN FEE SUBSIDIES

Fair Access to programs
for financially and
socially vulnerable
families

9 families were
beneficiaries
of subsidies

67
CHILDCARE
CENTRES,
PRESCHOOLS
AND SCHOOLS

Received at least
one Learning for Life
service

5 childcare centres

17 preschools

38 primary schools

7 secondary schools

13,128
HOURS

Early Intensive
Behavioural
Intervention
delivered

Full service model
delivered in child's home,
childcare, preschool
and community.

45
LOCAL
GOVERNMENT
AREAS

Served by at least
one L4Life service

74
STAFF

Employed by
Learning for Life

7 staff with 5+ years'
ABA clinical experience

6 staff with 10+ years'
ABA clinical experience

21
NEW
THERAPISTS

Trained to work at
Learning for Life

OUR VISION, PURPOSE AND MISSION

OUR VISION

A world where all autistic and neurodivergent people can thrive and live the life they choose.

OUR PURPOSE

Supporting autistic and other neurodivergent children to develop skills that promote independence and choice.

OUR MISSION

- Provide children with high quality services underpinned by Applied Behaviour Analysis (ABA) regardless of their financial and social circumstances.
- Conduct research that informs our service delivery.
- Build awareness and understanding of autism, neurodivergence and best practice ABA.

A review of our vision, mission and purpose was conducted by our Strategic Team in the first half of 2022. Our commitment to continual development and improvement is captured in our revitalised guiding statements.

Our emphasis is on the people we serve and the life-changing services we offer. We recognise the commitment our families make to their children, to each other and to a pathway forward.

We place the child at the centre of our service offer and respect the many ways change ripples beyond that child to touch others. One small moment can change many lives. This is the power of our work and a responsibility we wholeheartedly embrace.

Our intention is to listen, to support and to build. We support children to flourish and, where possible, to be able to make choices about their own lives. This provides them with the greatest freedom to be themselves, and to have agency in their own life. We hold these ideals as a promise to each child that comes into our service.

We recognise that when we help one child flourish, in their own way, we help ever-expanding circles of people whose lives are interconnected. This includes other family members and siblings, extended family, teachers, friends, healthcare workers and all those connected to that child's life. We meet and exceed the needs of those in our care.

It is essential that we help others understand the needs and aptitudes of the children we support, to create change at a fundamental level where acceptance and support are deeply embedded in our culture – in healthcare, in schools and in the general public. We are committed to raising the awareness and understanding of what the terms 'autistic' and 'neurodivergent' mean in lived experience.

We know how important early intervention and support is and the pressures that can be felt by families. We are active in the provision of our services to all people regardless of financial status. All children, and their families, are worthy of support.

Our team knows how to continually build spaces and supports for bright futures, where tolerance and inclusivity are considered more than just best practice, but are driven by genuine acceptance and the celebration of diversity.

We support research initiatives to help us understand more and do better for our children and families. Together we step forward in new and innovative ways providing opportunities and continual hope for every child. This includes building the profile of ABA therapies as best practice.

Our vision is beyond simply adapting. We see people thriving with agency and joy.



A FAMILY'S STORY

The importance of learning, inclusion and kindness

What seems an ordinary event in many families can provide moments of great joy and reflection for families with autistic children.

Anna, a parent to two autistic children, Sasha and Tom, shares with us several 'moments in time' during an ordinary day in their lives. These small but significant moments of progress are cause for celebration as each child, in their own way, is able to flourish and meet each challenge they encounter.

Supported by the Learning for Life team, this family, like many others, are seeing the real and day-to-day changes young people can make with appropriate supports.

A moment of recognition

Anna tells us, "Yesterday I took Sasha and Tom for a walk. About two streets away from our home, a boy was outside playing and as Sasha walked past him, he said hello. Sasha stopped, waved and quietly said 'hi' then continued to walk on. The boy approached me and explained he was in grade one at the same school as Sasha. I thanked him for saying hello and we kept walking."

This was a short interaction but one that Anna could reflect on and value. "The interaction with this child was wonderful to witness! It reminded me of why I fight so hard for Sasha to be included. It gave me a sense of community. This boy lives in our neighbourhood and will know Sasha and may look out for her as they get older."

A hope for the future

What appears to be a simple hello can transform the opportunities available for autistic people. Anna imagines a moment in the future when that boy, now grown and a small business owner with a café, says YES to a person with a disability applying for a job. "Because he remembers a girl named Sasha at his school who had autism. A girl that he saw every day and realised was no different to him. Disability did not scare him and now his acceptance ripples out to all the patrons of his café who are being served by a person with a disability. The inclusion continues."



An act of kindness

Acceptance and kindness can make such a difference. "On Monday in art class two separate kids, Ryan and Phoebe, made Sasha a card. Sasha's aid was so excited to tell me. No one asked them to, they just decided to include Sasha."

A party invitation

Inclusivity has many benefits for a young autistic person and their community. "Sasha brought home an invitation for a classmate's birthday. Sasha's aid told me that the child said make sure you give it to Sasha's mum and dad. Inclusion is powerful. If only people could see how it changes the life of the person with a disability and their family."

Anna touches on how impactful the kindness of others can be as children grow and learn ways to be in the world. Her story holds the hope many families share for futures that are shaped by kindness and inclusivity.

NB: Names have been changed to preserve privacy.





THE RIPPLE EFFECT

Our broader impact

Melissa Handbury
Founder,
Lyrebird College

My first interaction with the Learning for Life Autism Centre was an hour

long phone call with Emma Miller, Clinical Director, more than 10 years ago. Our son, Logan, who was four at the time, had been diagnosed with ASD, but was also recovering from extensive brain surgery for severe epilepsy. Logan needed intensive support to navigate both his ASD and recovery from his surgery to ensure he was given the best chance of future development and success. Our paediatrician recommended Learning for Life and I was given Emma's business card, not knowing we would embark on a 10-year journey together. As we lived in a small rural town, with the support of Learning for Life we adopted the workshop ABA model where Logan's kinder teachers and aids were trained to deliver a tailored ABA program.

Throughout Logan's educational journey we continued to apply the ABA model across his school settings, ensuring all staff and educators were skilled to deliver the programs as required. Logan, despite all the challenges he faced, went from strength to strength. We saw him develop

skills and strategies that supported participation in his community in a healthy and fulfilling manner.

As Logan grew older, we needed to consider the next phase of his journey. While we were prepared to relocate and do what was necessary for Logan to access the education he needed, we were unable to find a setting that modelled what we knew to be powerful and effective.

In my mind, I had to make a change, a difference. I had to create a school modelled on the practices and philosophies that had helped Logan achieve so much in his world. I needed to ensure that other children and families, in situations just like mine, were able to access such a model. Creating a school that could specialise in autism and ABA and apply the methodologies we had been using since Logan was four would assist so many children and families.

Lyrebird College was founded from my journey as a mum, as an innovator and as an advocate of autism, education and ABA. While the journey was long, I had the support of Learning for Life who continue to advise and support our endeavour. While Logan's journey is still ongoing, so is mine, and I am continually thankful for my relationship with Learning for Life. I'm hopeful the teaching models and philosophies at Lyrebird College will positively impact the lives of its students and families for generations to come!



Gemma Davy
PhD Candidate
(Past Staff Member)

My time as a therapist provided me with rich experiences in supporting autistic

children to thrive at home and in the community as well as inspiring some of my PhD research that looks to understand the parenting experience in families of autistic children and how we can support caregivers to achieve good quality of life.

I have published a paper that forms the first four chapters of my thesis and explores what is currently published on the relationship between caregiver participation and quality of life.



Pedro Mello
Senior School Leader
(Past Staff Member)

Working at Learning for Life was an incredible opportunity to learn how to work with

complex kids each with their own very individual needs. I learnt to value the importance of understanding the whole story behind students, their strengths and their challenges and how we can best support them to learn and grow within their own context.

TRAUMA INFORMED CARE

A mindset shift for trauma awareness

Research shows that three in four Australians will experience an event that causes psychological trauma in their lifetime, so it is critical that care models and services provided by Learning for Life reflect an understanding and approach that is mindful of the effects of trauma.

This year, the Learning for Life team participated in specialist training in Trauma Informed Care (TIC) building on our staff's knowledge, ethics and holistic practice in supporting autistic and neurodivergent children, their families, caregivers and teachers.

The impact of trauma on people's lives is diverse and unique to their circumstances. Trauma can affect anyone, at any time and the impact affects everyone differently. Living with autism can be a source of trauma for some children and their families, and increased awareness can lead to better outcomes for all.

At a clinical level, our team brings a Trauma Informed Care approach to day-to-day sessions, recognising the specific needs of our autistic and neurodivergent children and all people supporting that child. We approach each situation with a mindset of increased mental health and physical safety awareness, particularly when trauma is or has been a factor in someone's life.

Trauma Informed Care also provides a model for supervision and self-care practices for the Learning for Life team and extended service network.

The TIC training program was co-designed with Phoenix Australia, an internationally trusted expert in trauma-related mental health and wellbeing for individuals, families, organisations and communities.

We acknowledge the generous funding for this training by the Samuel Nissen Charitable Foundation and the Olver-Carlyle Charitable Foundation.



“Trauma Informed Care (TIC) is a framework for service delivery that aims to ensure that people with a history of trauma have safe and positive experiences of service delivery and that care is provided in ways that create opportunities for healing and growth.”

— Phoenix Australia

GOVERNANCE

Patrons

Dr. Amanda Sampson, MMBS (Monash) FRANZCOG, DDU, COGU (ret)

Tom Gleisner AO, BA, LLB

Board of Directors

Executive Members

Chair

Mary Muirhead OAM, BVSc (Co-Founder)

Deputy Chair

Sally McNeilly, BA, Grad Dip App Psych, Grad Dip IR Resigned 30/6/2021

Treasurer

Melanie Larkey, BEng (Chem) (Hons)

Chief Executive Officer

Pam Roy, BBA Accounting (Co-Founder)

General Members

Sonia Pike, BA (Psych) Resigned 30/6/2021

Dr Amanda Sampson, MBBS (Monash), FRANZCOG, DDU, COGU (ret) (Co-Founder)

Tom Gleisner AO, BA, LLB (Co-Founder)

Secretary

Victoria Crane, LLB (Hons), BComm

Sub-Committees

Risk, Finance and Governance

Chair — Melanie Larkey

Research

Chair — Dr Amanda Sampson

Best Practice

Chair — Emma Miller

Fundraising, Communications and Relationships

Chair — Mary Muirhead OAM



"It has been a privilege this year to walk alongside and observe the Learning for Life Board and management team throughout 2022.

I chose Learning for Life in part because autism has been part of my life for many years. My mum trained as an ABA therapist in Adelaide when I was a teenager to provide early intervention for a family friend's son. Others in my family have been diagnosed with ASD in the years since, and I know the impact that EIBI can have.

Beyond the amazing impact of the work Learning for Life does, I knew from my first conversations with the Learning for Life team that this was an organisation led by both hearts and minds. The deep commitment to the Village, values and purpose of Learning for Life is evident in everyone I've met. I was thrilled when I learned that Learning for Life had chosen me as the observer for this year. I have thoroughly enjoyed the journey and contributing to this amazing organisation. I look forward to staying part of the Learning for Life Village for years to come!"

— Dr Matt Harvey
Board Observer, January 2022 – present

STRATEGIC PLAN 2022-2025

GROW – DEVELOP – STRENGTHEN – EXTEND

Our four strategic priorities and their implications for our day-to-day and future planning reflect our stated values and the revitalised purpose, vision and mission of our organisation.

As we offer our services in a post-Covid world, we have accrued many benefits through reflective practice and the refining of what we do and how we do it.

These strategies individually and in synergy provide forward motion to our objectives, enlivening and guiding the team with a unified understanding of how we best serve our clients, partners, stakeholders and each other.



OUR STRATEGIC PRIORITIES ARE:

Grow our services and research

Our delivery of service hours is the heart of what we do. The continuation of our face-to-face services, and our adaptations to meet the continual and evolving needs of our clients will see us return to at least 21,000 hours of support in the early intervention full service model. In addition, we will continue to expand our allied health services including our new specialist behaviour support program.

Underpinning our ethos is the importance of research to guide and substantiate what we do. We will extend research by increasing our number of active projects and presentations.

Develop our people

We value our people and recognise the need to establish a more sustainable workforce pipeline so we can continue to deliver our strategic priorities. Developing our people in line with our objectives will ensure we have the right people in the right place when needed. This includes formalising our approach to recruitment and training of our important volunteer workforce and creating long-term security of critical board and management positions to ensure continuity and progress.

We have created a positive culture we can measure and maintain providing us with further benchmarks to model our success. We intentionally embed our values in every decision.

Strengthen our foundations

A strong foundation provides a physical and emotional home for our people. We aim to establish new headquarters to support future service growth and changing delivery models. Efficient compliance and administration functions are essential to our organisation. We will increase our net fundraising income by 25% by 2025 and ensure retained earnings remain above \$1,285,000 at all times, further consolidating our base.

Extend our partnerships and influence

Building on our reputation, we seek to grow our influence and establish relationships with other organisations. This includes data sharing to enable research and partnering with other organisations advocating for neurodivergent people and ABA.

We also will increase service delivery relating to improving overall system capacity, including delivering additional training (either directly or via partnerships with other education or training providers) and establishing referral pathways between Learning for Life and service providers relevant for our families.

FINANCIAL REPORT

Learning for Life achieved total revenues of \$2,457,742

and a comprehensive surplus of \$220,132 for the financial year ending 30 June 2022.

While revenues from operating activities increased 7.1% from the previous financial year, early intervention therapy hours and associated income remained below pre-pandemic levels. Delivery of services continued to be negatively impacted by the COVID-19 pandemic, including the restrictions in place during Victoria's longest lockdown period and high rates of community infection and isolation as Victoria experienced multiple COVID waves and adjusted to 'COVID normal'. In such circumstances, particular gratitude goes to the late Basil D Waugh, whose generous bequest generated a surplus for our year end result and provides a solid base for the years ahead.

Despite the challenges associated with COVID-19 related therapy cancellation rates, the continued growth of our Allied Health services and the restructure of our service fees in line with NDIS registration ensured improved overall service delivery income and a significant increase in subsidies delivered to early intervention families. The expansion of our Allied Health services reflects successful internal career progression from within our Clinical Intern program, in addition to the establishment of our Speech Pathology practice. We expect the upward growth trajectory of services delivered to school-aged clients to continue with our recent registration as an NDIS Specialist Behaviour Support provider enabling us to deliver services to children experiencing significant

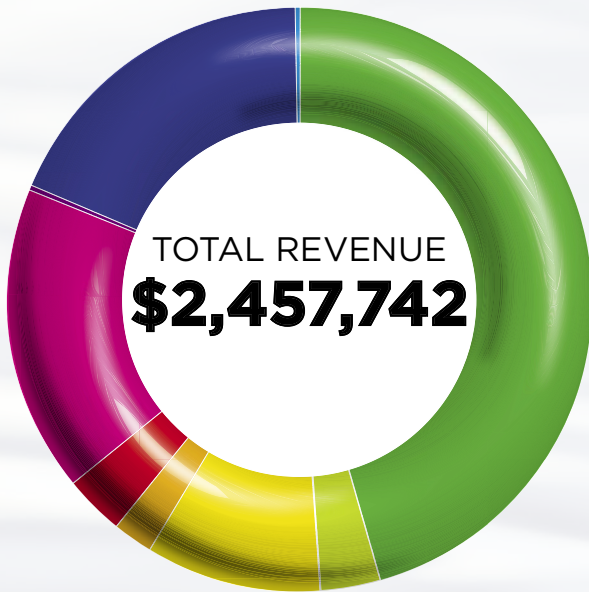
behaviours of concern and the generous support of Baker Foundation and 5Point Foundation enabling us to continue our Inclusion Works program across a number of Victorian schools. Simultaneously, we foresee a gradual rebound in the intensity of our early intervention service delivery as a result of strategic initiatives being implemented at an operational level and evolution of the pandemic environment.

This year saw a return to face-to-face fundraising in the second half of the financial year with our popular Kwiz for Kidz event. Beyond the financial success of raising funds for our Fair Access subsidies, this joyful event facilitated re-connections with our wider Learning for Life Village after such a lengthy 'in-person' hiatus. In turn, our fundraising income, exclusive of formal grants and bequests, increased by 38% from the prior year. In contrast to donations and fundraising event income, grants are recognised as income in line with the timing of their expenditure and have enabled us to deliver on several important projects, including IT upgrades, Inclusion Works Research, first aid and clinical staff professional development, in addition to funding for Fair Access subsidies. Learning for Life was also very fortunate to receive a \$450,000 Bequest from the Estate of Basil D Waugh. We are extremely grateful for his generosity which will enable us to pursue our strategic objective of strengthening our foundation and developing a new base from which to operate in the coming years.

Staff salaries and related employee costs continue to be the largest component of our total expenses. Staff professional development, including ongoing training, supervision and education, remains a high priority at Learning for Life to ensure continued best practice service delivery both within Learning for Life and beyond. Notwithstanding, and despite additional costs associated with the NDIS registration process, close oversight and management of our operating expenses meant we were able to reduce our total costs over this financial year.

Learning for Life's balance sheet remains strong, with healthy cash reserves above those tied to future obligations. This robust foundation, and our continued self-assessment of service delivery structure and fundraising approach, ensures we head into the coming years confident in our ability to continue delivering high quality and evidence-based services.





FINANCIAL REPORTS

REVENUE

Therapy tuition fees	45.7%	\$1,122,730
Fundraising	3.4%	82,993
Donations	9.9%	242,988
Grants recognised current year	2.2%	53,000
Community endowment contributions	3.2%	78,399
Allied Health and Consultancy fees	17.2%	422,991
Workshops and training	0.1%	1,900
Bequest	18.3%	450,000
Other Income	0.1%	2,741
Total Revenue		\$2,457,742

EXPENSES

Employee related costs	88.2%	\$1,972,827
Grant and fundraising costs	1.2%	27,311
Occupancy costs	1.2%	27,107
Depreciation and amortisation	4.3%	95,756
Other expenses	5.1%	114,609
Total Expenses		\$2,237,610
Surplus for the year		\$220,132
Total comprehensive result for the year		\$220,132

"I work at Learning for Life because I have the privilege of working with children who see the world differently and learn in different ways. I get to work with each child and family as an individual to help them identify their goals and achieve them. It is so exciting to see the children work out who they want to become."

— Sarah Wood, Head of Allied Health

"I work at Learning for Life because everyday I am challenged to problem solve, build relationships, improve my understanding of how other people learn and how to support those who find learning hard."

— Emma Miller, Clinical Director

FUNDRAISING IN ACTION

Every year we are grateful for the financial support we receive through our fundraising activities and initiatives. This fundraising comes from a diverse range of sources and we are thankful for the support that is afforded us through philanthropic organisations and individuals, community supporters and businesses who provide in kind and pro bono services. We raise funds through donations, grants, and, this year we received our first bequest. Events, campaigns and community fundraising also sustain our ability to increase awareness and to provide our services for financially vulnerable families. We could not do what we do without you.

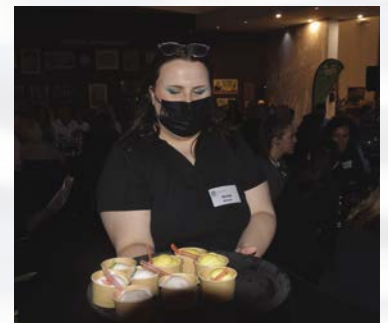
Our key community fundraising activities this financial year included:



Kwiz for Kidz – March/April 2021

Kwiz for Kidz is one of our annual fundraising events full of laughs, entertainment and fun-filled trivia. A big thank you to comedian

Glenn Robbins who co-hosted this year's event with our Patron Tom Gleisner AO. This is a popular social event for our Village and supporters, promoting awareness of our work and its impact and raising more than \$48,000.



Green Acres Golf Club Charity Week — May 2022

The Green Acres Golf Club Charity Week was held in May and Learning for Life was honoured to be one of the beneficiaries with the majority of funds due in the 2022/2023 financial year.

Run Melbourne — July 2021

Run Melbourne is an annual fundraising event. Our team 'in green' members prepared for months to participate in this event on Sunday 25 July 2021, adapting quickly to the virtual challenge format when Melbourne faced a fifth lockdown. Our 20-member team included Learning For Life therapists, Board members, Learning For Life families and kids, longtime and new supporters — all people of our Village, who together raised \$13,599 for our early intervention programs.



Shop in Kew — October 2021

Villagers and supporters shopping at Kew Junction during October participated in the Shop in Kew fundraising program where for every \$10 spent, Learning for Life received a \$1 donation. This money went towards our Fair Access fund to provide services and programs to vulnerable autistic children and their families.

See the Child — November 2021

To celebrate the United Nations' World Children's Day, we ran a digital campaign called 'See the Child' designed to raise awareness of the wonder of childhood. This campaign highlighted Learning for Life's strengths-based approach to learning, and featured celebrity posts and early intervention education.

CHARITY DRIVE DAYS

Charity Drive Days

Charity Drive Days is a registered charity consisting of a group of passionate racing car aficionados. Every year the team raises funds during a fun two-day drive event supporting a range of charities including Learning for Life, who were a beneficiary of \$60,000.

First aid training in the carpark

In early 2022, our team, including senior clinical staff and therapists, participated in a tailored first aid training session in the centre's carpark with CPR First Aid. This training and certification provides many benefits and builds the team's confidence to support and protect our clients and staff in the event of a first aid incident or emergency.



Heartfelt thanks to The William Angliss Charitable Fund for their generous funding to support this training.

A night out at Moon Dog Craft Brewery

Our team enjoyed a social gathering at the award-winning Moon Dog Craft Brewery in Melbourne. This was an opportunity for the team to catch up outside of work, build new connections and welcome new team members. The night also provided plenty of opportunities to sample some seriously fun beverages with something deliciously diverse for everyone.



THANK YOU

We extend our heartfelt thanks and gratitude to our Learning for Life Village for your continued kindness and support. We appreciate and acknowledge our many sponsors and supporters who contribute each year to the Learning for Life mission through financial support, professional advice, service partnerships and opportunities to celebrate together.

FAIR ACCESS FUNDING PARTNERS

The Estate of Basil D. Waugh

The Baker Foundation (Equity Trustees)

The Samuel Nissen Charitable
Foundation (Perpetual)

5Point Foundation

Dr Amanda Sampson and Dr Lyndon Hale

Charity Drive Days

Olver-Carlyle Charitable Foundation (Perpetual)

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The Willink Family and the BP Foundation

Bendigo Community Bank (Canterbury,
Ashburton, Surrey Hills and Balwyn)

Morena Buffon and Santo Cilaurò

John and Melinda MacFarlane

Danny and Therese McCoppin

The William Angliss Charitable Fund

The Swann Family Foundation

The A & C Cross Foundation

BRIGHTER FUTURES PARTNERS

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CELEBRITY CO-HOSTS AND PARTICIPANTS

Glenn Robbins

Tom Gleisner AO

Fifi Box

BRIGHTER FUTURES AHEAD...

Come and join the Learning for Life Village and support our work with children on the autism spectrum. You can give the gift of education in any of the following ways:

Donate (all gifts over \$2 are tax deductible)

A donation gives the gift of education for children to learn and grow at home and school. Consider a one-off donation, celebrate a special moment or person with donations in lieu of a gift, or make a regular gift for lasting impact.

Workplace Giving

We can assist you and your organisation to support children through workplace giving.

Community Fundraising

Having an event or participating in a community event? Choose Learning for Life as your preferred charity. You can involve your friends, family and colleagues to add impact.

Gift in Will

Consider leaving a gift to Learning for Life in your Will.

Sponsorship

- Sponsor an event or a specific part of an event.
- Sponsor one of our life-changing education programs for children and families.

Word of Mouth

Share the Learning for Life story and help us extend our funding, partner, services and event networks.

Join and Learn

Subscribe to our Quarterly Newsletter, visit our website and follow us on social media.

- Website: www.learningforlife.com.au
- Instagram: www.instagram.com/L4lautismcentre/
- Facebook: www.facebook.com/L4LifeAutismCentre/
- LinkedIn: [Learning For Life Autism Centre, Inc.](https://www.linkedin.com/company/learning-for-life-autism-centre)



JOIN OUR VILLAGE

Support our children and families.

Your Donations, Workplace Giving, Community Fundraising, Gifts in Will, and Sponsorship all help us reach more children and families with our life-changing work.

Telling people about what we do and how we can help creates important word-of-mouth support ensuring more people join our Village and benefit from our services.

“Staying on the Learning for Life Board for 18 years has been easy. The great reward is seeing the transformation in families and children who have arrived at our door in turmoil, suffering emotional and financial exhaustion, and who then gradually develop the skills and confidence needed for their children to start school. This sets the groundwork in place for success for the rest of that child’s life. Knowing the service we offer and our excellent staff have made a real difference in their lives is very satisfying. I also treasure the friendships and support I have received in return as my son and I continue our journey together.”

— Dr Amanda Sampson MBBS, FRANZCOG, COGU (ret),
Patron, Board member, joint founder
with Dr Lyndon Hale of the Learning for Life Endowment Fund



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Registered NDIS Provider

Learning for Life Autism Centre is a registered NDIS provider (Provider Number 4-GQXRBAH)



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