



Impact report 2024

talk money
with
Ecstra Foundation

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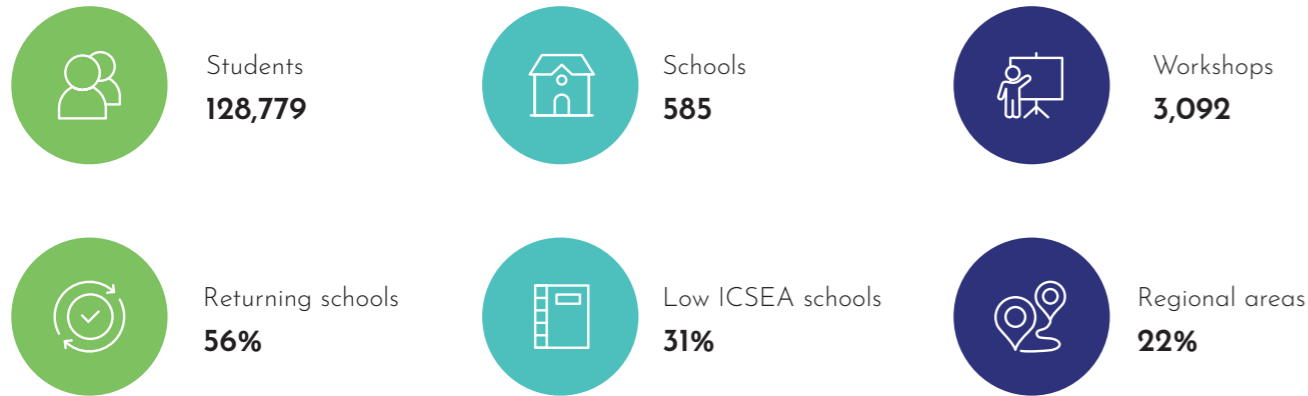
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Acknowledgement of Country

We acknowledge all Traditional Owners and Custodians of the lands on which we live and work. We pay respect to Elders past and present, and acknowledge the continuing connections to culture, community, land, and sea of all Aboriginal and Torres Strait Islander peoples.

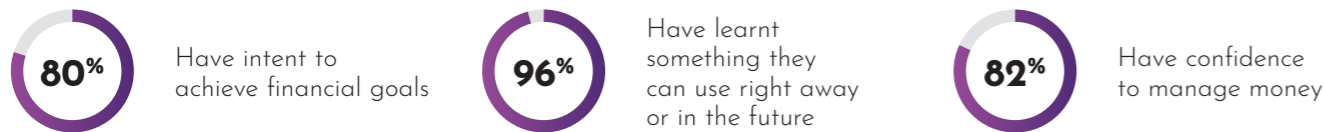
2024 Program insights

The key insights from the 2024 Talk Money with Ecstra Foundation program are as follows:



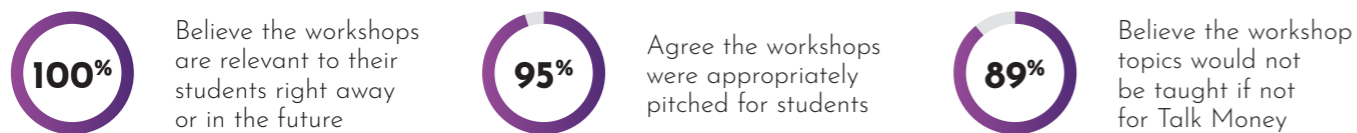
Student impact

After the workshops:



Teacher impact

After the workshops:



Introduction

Learning about money is a lifelong journey that prepares students for the future.

Talk Money with Ecstra Foundation is a free national financial education program designed to equip young people with essential money skills for life. The program helps students in Years 5 to 10 build financial knowledge, confidence, and decision-making skills through interactive, curriculum-aligned workshops and resources. By providing workshops at no cost to schools, Talk Money ensures that more students can access financial education at key life stages.

We are proud to present our 2024 Impact Report, highlighting the program's reach and positive outcomes in schools across Australia.

In 2024, Talk Money delivered:

- 3,092 workshops in 585 schools across all Australian states and territories
- 128,779 students reached through face-to-face learning
- 31% of workshops held in lower ICSEA schools
- 22% of workshops delivered in regional and rural areas

After three years of operation, Talk Money remains Australia's largest free, face-to-face financial education program. Since its launch, the program has reached 390,950 students through 10,092 workshops conducted in 1,377 schools - demonstrating a steady growth and sustained impact.

Our evaluation data shows Talk Money is making a meaningful difference in students' financial capability:

- 44% increase in confidence in managing money
- 30% increase in ability to talk about money
- 38% increase in intent to achieve financial goals

We are also addressing the critical need to support financial education among teachers, with one-third (33%) reporting that they would not feel confident teaching these topics without the program.

In 2024 we introduced new initiatives to recognise, support and engage teachers:

- the Financial Literacy in Action Awards - Three winners received \$2,500 each for their schools in March, acknowledging their contribution to building financial capabilities in the classroom.
- FinEd Forum - this inaugural event brought educators and professionals together to explore how financial capabilities can be integrated into classrooms. Ecstra cohosted the FinEd Forum with Southern Cross Catholic College in Burwood, Sydney in November. Our support included bursaries for five teachers to attend from interstate.
- deeper engagement with teacher associations including a presentation at the Business Educators Australasia conference, and exhibiting at the Business Educators Association of Queensland conference and the Mathematical Association of South Australia conference.
- hosting a Financial Education webinar with an expert panel discussing 'Cultural inclusivity in financial education' in August.

Financial education is more than just learning about money - it's about building the skills and confidence to make informed financial decisions for life. Learn more about our work, access resources and book a workshop at www.talkmoney.org.au.



Talk Money life of program snapshot



About Talk Money workshops

The three modules were designed to meet the program's intended learning outcomes, be age-appropriate, aligned with the school curriculum, and guided by the program design principles.

Talking about money Year 5 & 6	Spending and saving money Year 7 & 8	Making money work Year 9 & 10
<p>Students learn to save, manage and spend money (physical and digital), distinguish needs versus wants and have money conversations. Students consider how people can have diverse approaches to money based on their values.</p> <p>Workshop A Through a series of activities, students learn how people value money differently and how to have constructive money conversations with family and friends and set savings goals.</p> <p>Workshop B Students examine how to save and manage money and consider different payment options, including the digitisation of money.</p>	<p>Students focus on spending and saving choices and how decisions now can affect their future finances. They identify influences on their financial decisions and develop strategies to achieve their financial goals.</p> <p>Workshop A Students are supported to manage influences on saving, spending and payment options and how to align spending choices with their goals, values and beliefs.</p> <p>Workshop B Students explore how to make goals achievable and how to develop savings strategies to help manage spending and achieve their future goals.</p>	<p>Students explore ways to make money to help build financial independence, including understanding their workplace rights and managing superannuation and tax.</p> <p>Workshop A Students delve into the world of work, looking at different ways and approaches to make money. They discuss their rights as an employee and how to have difficult conversations at work.</p> <p>Workshop B Students gain an awareness of their personal brand and learn practical skills including reading payslips and understanding tax and superannuation.</p>

Program design principles



Build knowledge and capability

Build student knowledge now and focus on developing the attitudes, skills, self-efficacy, and motivation they need for their financial futures.



Be relevant and inclusive

Provide practical, interactive, and inclusive lessons, drawing on real-life examples that reflect and respect students' diverse beliefs, cultures, values and experiences with money.



Engage and spark conversations

Engage students through facilitating discussions about money and build the skills and capability to spark financial conversations with their peers and families.



Elevate and collaborate

Collaborate with schools, educators, and other stakeholders under the National Financial Capability Strategy. Share and promote resources, measure what works and support teachers and parents to reinforce learning in the classroom and at home.

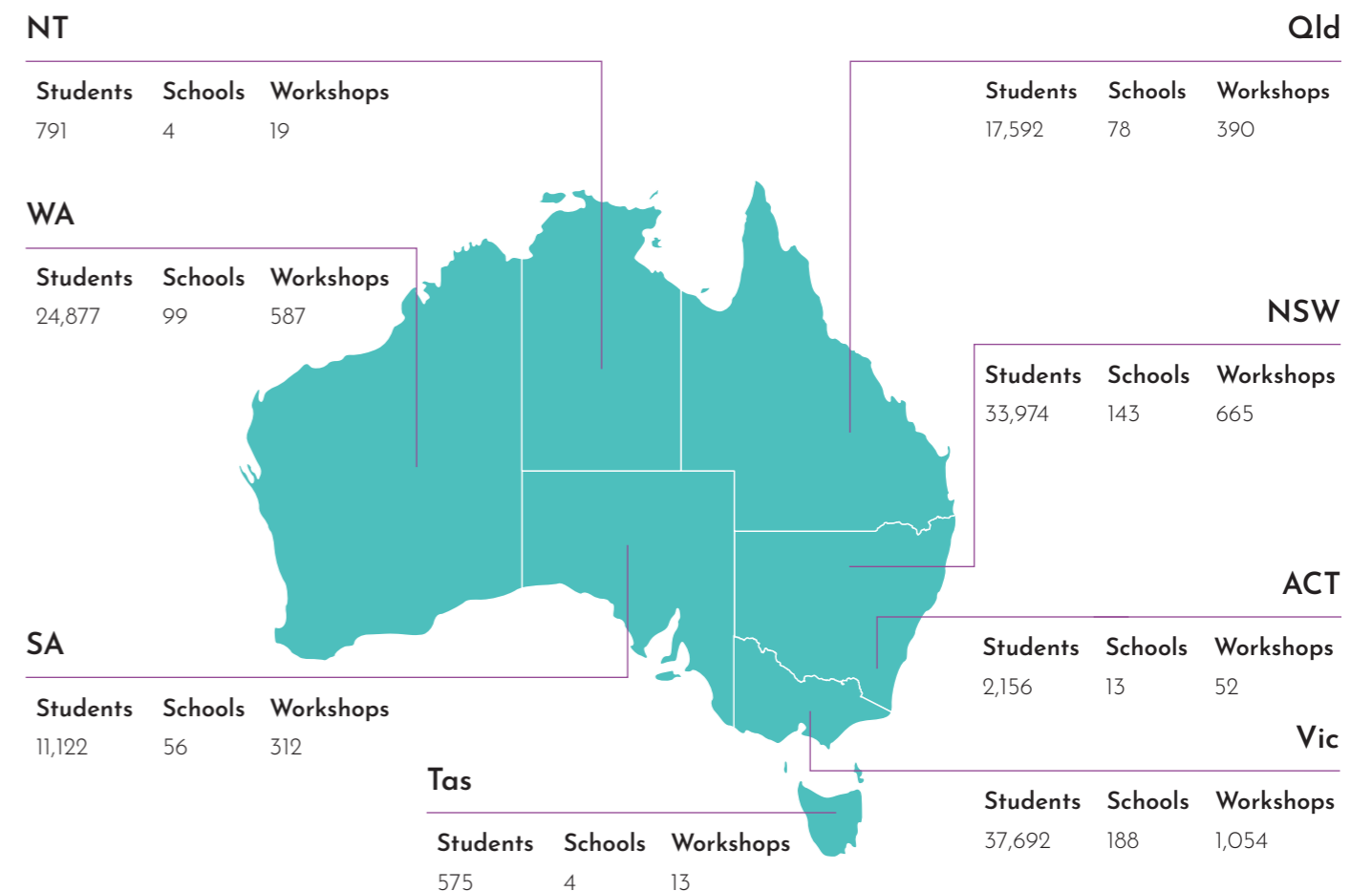
Program reach

In 2024, Talk Money delivered 3,092 workshops to 585 schools, reaching 128,779 students.² In this third year of delivery, the proportion of returning schools increased significantly to 56% of all bookings, up from 21% in 2023.



Students, schools and workshops by state

Talk Money with Ecstra Foundation delivered workshops in all Australian states and territories in 2024. Consistent with prior years, bookings are highest in Victoria and New South Wales. In-person workshop delivery continues to be the preferred method, with 93% of all workshops delivered in person.



¹ The Talk Money program logic model is provided in [Appendix B](#).

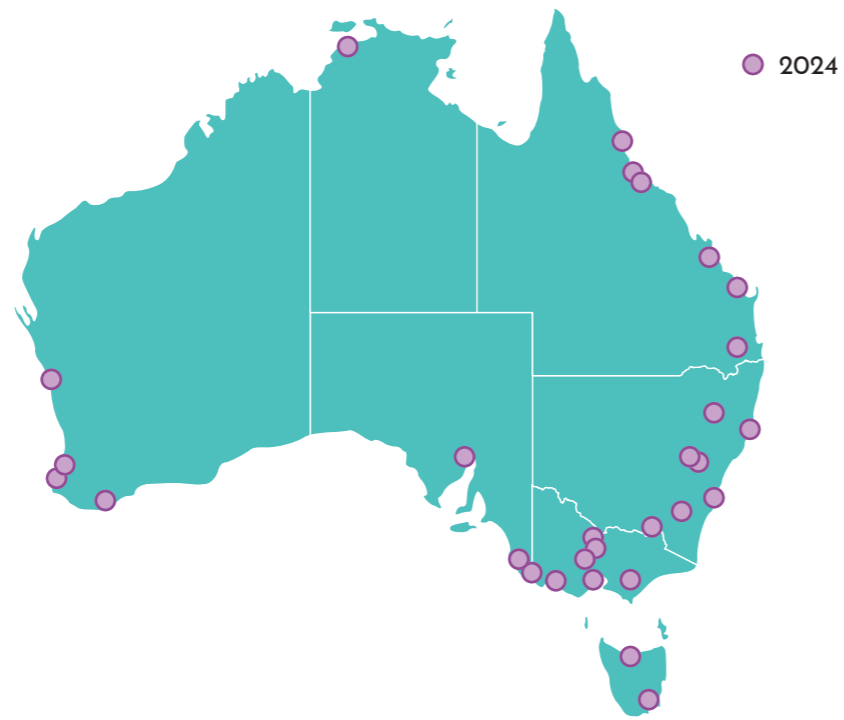
² Students will be counted twice if they participate in both workshop A and B.

Roadshows

Making the Talk Money workshops accessible in regional and remote areas is central to fulfilling our commitment to provide better access to financial education for more Australians.

In 2024, the team conducted 376 roadshow³ workshops for 15,143 students across 91 schools. These roadshows accounted for 16% of all schools participating in Talk Money and 12% of the annual workshops.

It was great to visit Bendigo/Ballarat (Vic), Tamworth (NSW) and Albany/Denmark (WA) for the first time.



“This workshop was a great and understandable way on how to save my money, this will most likely help me with my future.”

Year 7 student, Darwin, NT

“I will think more carefully about the small financial choices that I make, knowing that, when added up, it can make a big impact in the future.”

Year 7 student, Wattle Range, SA

“I think that I was able to learn more about money. And the instructor was very entertaining and while being entertained I was still learning the value of money.”

Year 5 student, Cairns, Qld

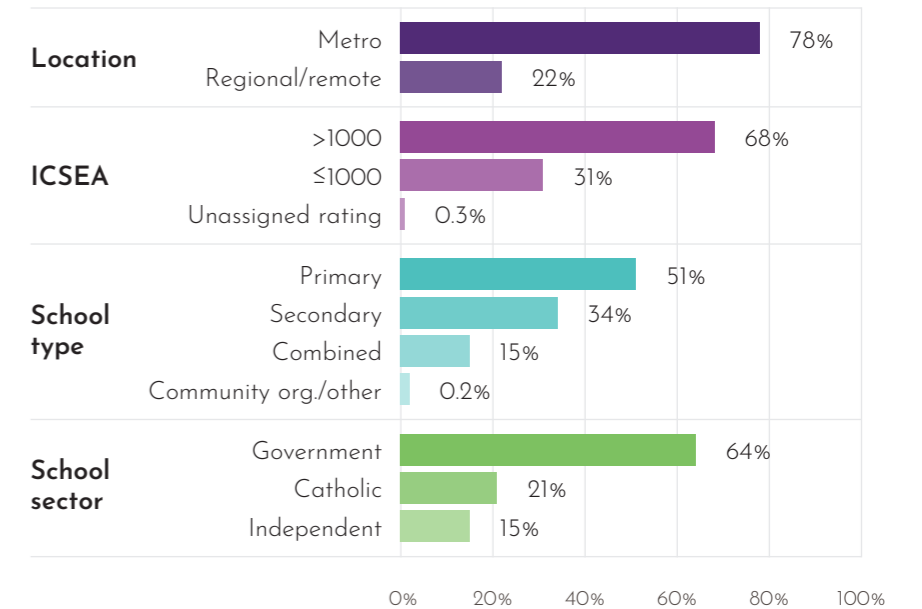
“The workshop helped me stay motivated on achieving my goal of saving.”

Year 5 student, Tamworth, NSW

³ A roadshow is defined as a facilitator travelling to a rural/regional area to deliver face-to-face workshops. Workshop B may be delivered virtually in the weeks following Workshop A's face-to-face delivery.

School sector and type

Ensuring that the Talk Money program is accessible to diverse schools is essential to building long-term improvement in financial capability across Australia. Talk Money continues to ensure that visits to schools with an ICSEA⁴ rating of less than 1000 represents over 30% of bookings.



Community engagement

The following initiatives rewarded, supported and engaged teachers in 2024:

Financial Literacy in Action Awards

Three schools were awarded \$2,500 each in recognition of their efforts to enhance financial literacy in the classroom. Teachers shared the innovative learning activities that developed student's financial capabilities, and winners were announced during Global Money Week.

2024 FinEd Forum

Educators and professionals explored how financial capabilities can be integrated into classrooms in November. Ecstra cohosted the FinEd Forum with Southern Cross Catholic College in Burwood, Sydney. Effie Zahos (9News Money Editor) emceed and the NSW Treasurer, Hon. Daniel Mookhey, provided the opening address. Ecstra Foundation supported five teachers to attend from interstate.



2024 FinEd Forum: Caroline Stewart, Effie Zahos, Sally Sitou MP, Peter Tsambalas

Teacher Associations

Talk Money increased engagement with teacher associations in 2024, with a presentation at the Business Educators Australasia conference, and exhibiting at the Business Educators Association of Queensland conference and the Mathematical Association of South Australia conference.

Webinar

Experts joined Talk Money to discuss cultural diversity in financial education in August, with a recording and a certificate of participation available to participants.

⁴ Index of Community Socio-educational Advantage (ICSEA) values indicate the socio-educational background of students, where 1,000 is the average. Schools with an ICSEA rating below 1000 are considered low ICSEA schools.

Program impact

Our evaluation approach

Annual and ongoing evaluation⁵ of Talk Money is critical to ensure participants experience an engaging and valuable learning experience and ensure continuous improvement. The presented program findings derive from quantitative and qualitative data from 1,087 teachers and 17,124 student survey responses in 2024.

Program findings

1. Talk Money enhances financial capability

Students who participated in a Talk Money workshop reported improvements across multiple financial capability domains, particularly regarding the ability to talk about money, feel confident in managing money, and achieving financial goals.

Furthermore, module-specific outcomes show that:

- **Year 5 & 6 - Talking about money.**
Most students agree they can reflect on spending habits and can now say 'no' to requests for money.
- **Year 7 & 8 - Spending and saving money.**
Most students now understand the impact of small choices on spending and saving habits. They also learned how to set realistic savings goals and achieve them successfully.
- **Year 9 & 10 - Making money work.**
Most students understand their rights at work and know how to manage their work administration, including tax and superannuation.

2. Talk Money addresses a critical need

Talk Money provides a unique program for teachers and schools that fills curriculum gaps. Many teachers indicate that the content would not be taught if not for Talk Money, and they have booked the program to expose students to more financial education. Teachers have revealed they've gained confidence in teaching personal finance after the workshops and are highly likely to recommend the program to others.

3. Talk Money is designed to engage young people

Students and teachers report high levels of satisfaction with the content and its delivery. Evaluation data highlights that expert facilitation, engaging activities, and topics that are relevant now, and in the future, continue to create an enjoyable learning experience.

1. Talk Money enhances financial capability

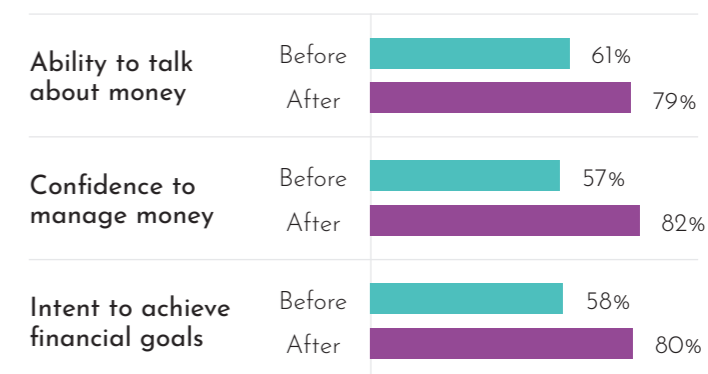
Overall outcomes

Three financial capability outcomes are measured across all year groups:

- **Ability** to talk about money
- **Confidence** with money
- **Intent** to achieve financial goals

The evaluation data demonstrates significant improvements in students' self-efficacy, confidence and behaviours regarding managing their money after a Talk Money workshop. The most considerable improvement is in confidence to manage money (44% increase), followed by intent to achieve financial goals (38% increase) and ability to talk about money (30% increase).

Significant improvements to student outcomes across the key financial capability outcomes



“I will be more open to and confident when having conversations with my employer.”

Year 9 student, NSW

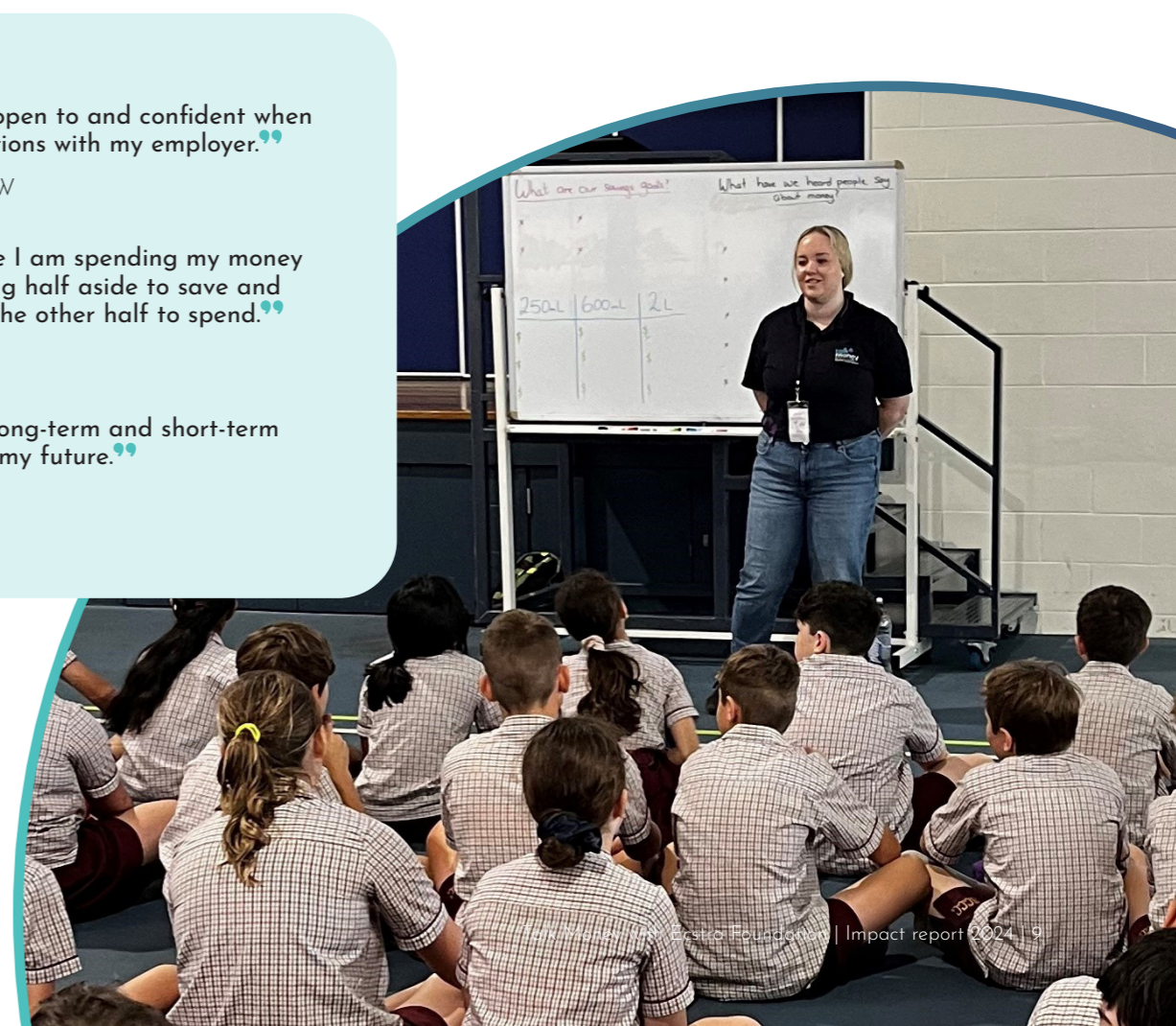
“I will make sure I am spending my money wisely and putting half aside to save and allowing myself the other half to spend.”

Year 6 student, Vic

“I will plan my long-term and short-term saving goals for my future.”

Year 8 student, Vic

⁵ A more detailed explanation of the evaluation methodology is available in [Appendix A](#).





Module outcomes

Module-specific learning outcomes⁶ are measured across the following domains:

- **Knowledge and understanding** of money concepts
- **Attitudes and beliefs** that they can improve their financial outcomes
- **Self-efficacy and confidence** to engage in conversations about money and in making informed financial decisions
- **Behaviour** to assess and compare financial information, opinions, and options via practical money management skills that students can apply in real-life situations.

The evaluation results show that the program has been effective in:

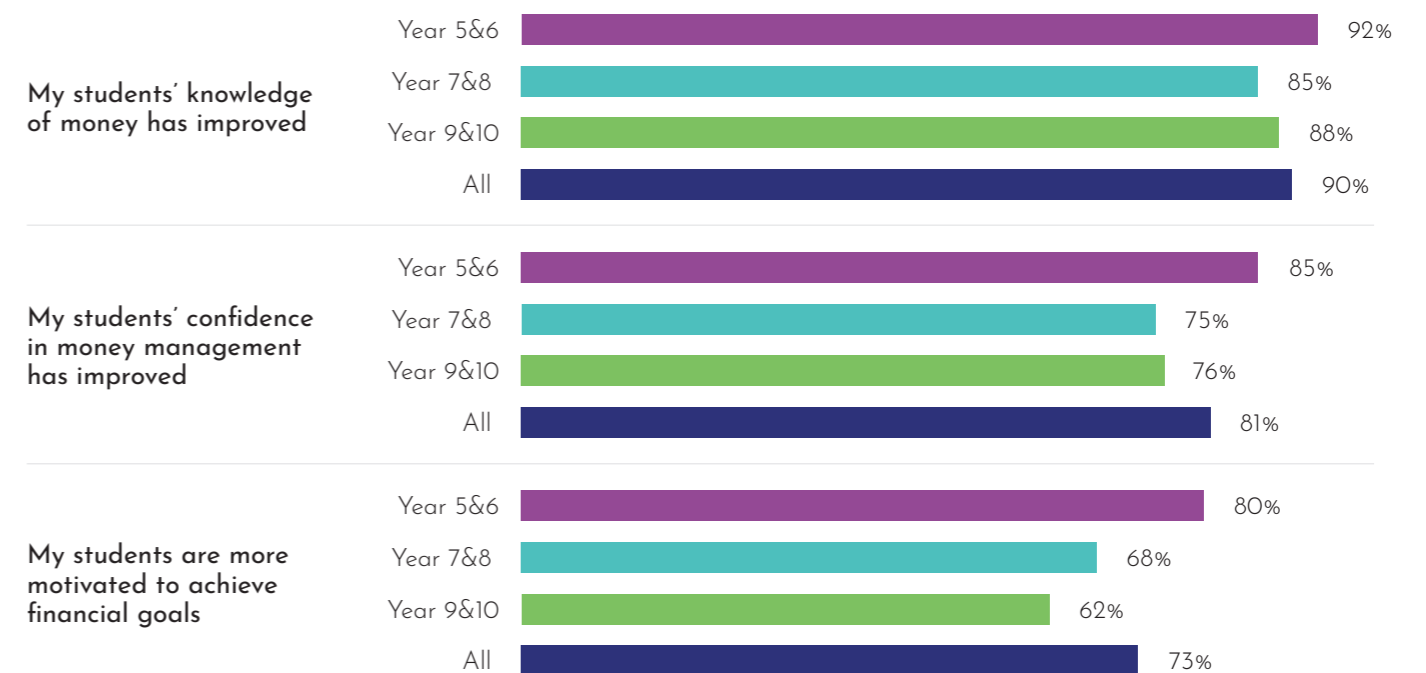
- Helping students develop **savings habits**
- Supporting students to **spend smarter**
- Helping students to have **money conversations**
- Empowering students to **navigate the workplace**.

For every module, teachers report improvements in students' financial knowledge and confidence, with 90% of teachers agreeing that their students' money knowledge improved after completing a workshop.

“Thank you for providing our students with the opportunity to think about their rights, and how to be more knowledgeable regarding their financial literacy.”

Year 10 teacher, Qld

Positive teacher feedback around efficacy of the program in enhancing student's financial literacy



⁶ For each module-specific learning outcome, please see the Talk Money program logic model in [Appendix B](#).



Years 5 & 6 - Talking about money

Key areas of Talking about money where students self-reported improvements after the workshop:



Increase in thinking about why they spend money on certain things (Workshop A)



Increase in the ability to point out different ways to save up for something (Workshop A)



Increase in the ability to say 'no' to requests for money (Workshop B)

The **Year 5 & 6 Talking about money** module focuses on how students think, feel, and act with money. The module provides students with essential skills to manage money conversations effectively, the numerous influences on spending choices, and to recognise how their circumstances shape how they feel about money. Workshop B develops awareness of influences in online gaming environments, which is particularly important for young people today.

Year 5 & 6 Talking about money aligns with the Australian curriculum by helping teachers develop General Capabilities. These include the knowledge, skills, behaviours, and dispositions needed to live and work successfully. The curriculum encourages students to:

- explain factors that influence individual and group decision-making.⁷
- examine how beliefs, values, and cultural practices convey meaning.⁸
- demonstrate respect and empathy to positively influence relationships.⁹
- recognise influences on consumer choices and strategies for making informed financial decisions.¹⁰

⁷ General Capability: Personal and Social Capability - Explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions (Version 9.0).

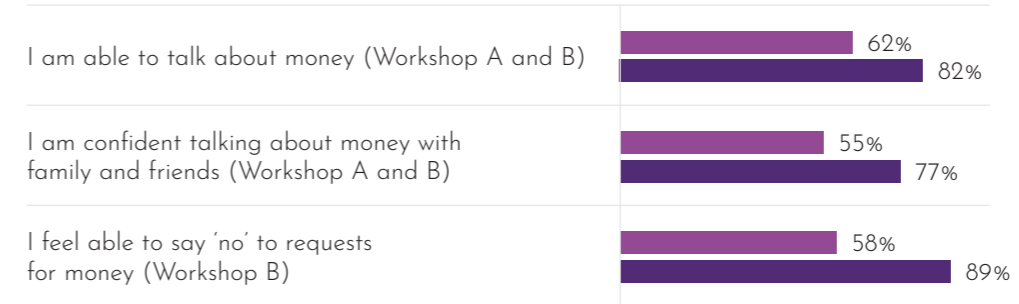
⁸ General Capability: Intercultural Understanding - Examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging (Version 9.0)

⁹ Health and Physical Education - Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6PO4) (Version 9.0).

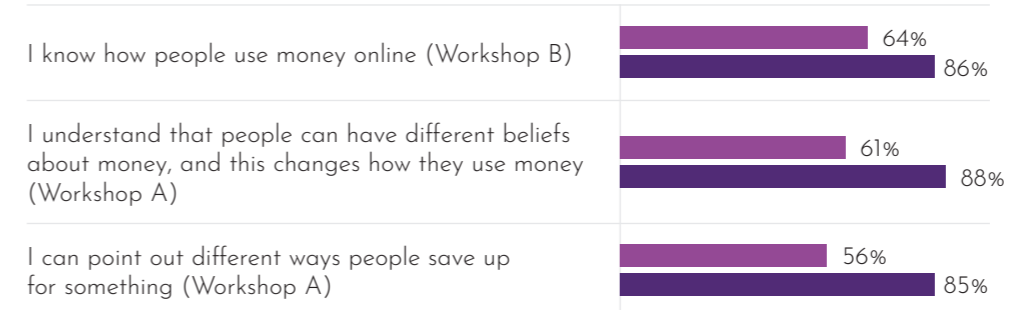
¹⁰ HASS (Economics and Business) - Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices (AC9HS6K08) (Version 9.0)

Students are better equipped to have constructive conversations about money

■ Before
■ After



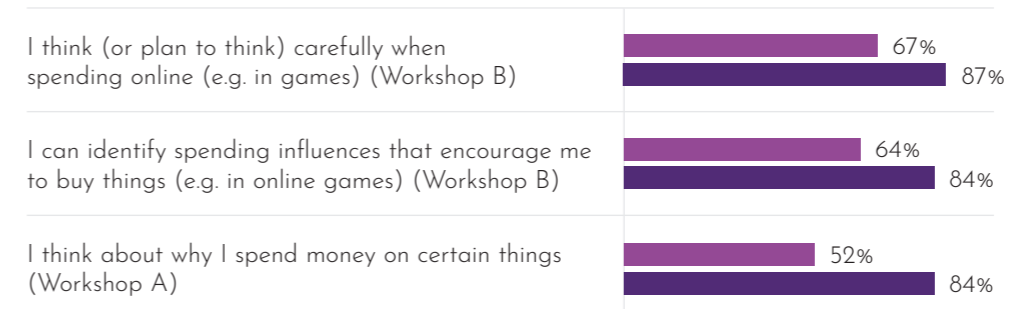
Students understand better how people use and save money (including digital money), based on their values and beliefs



Students demonstrate an increase in self-efficacy and behavioural intent to save money and achieve a goal



Students intend to be more considered when making spending decisions and identifying spending influences



“To be mindful that other people may not like talking about money and to respect their [boundaries]”

Year 6 student, NSW

“I learnt how important it is to save money and be aware of what you say about money in public.”

Year 6 student, NSW

“I will make sure that when I get money, I put some towards savings and some [towards] spending because then I won't feel guilty if I use money because I will know that there is always more in another account.”

Year 6 student, Vic

“I learned that video games will try to get you to buy something and make a long count-down timer for money or gems or something, which makes you impatient and want to buy and you should just be patient.”

Year 5 student, SA



Years 7 & 8 - Spending and saving money

Key areas of Spending and saving money where students self-reported improvements after the workshop:



Increase in knowing how to set and save for a savings goal successfully (Workshop B)



Increase in knowing how to apply strategies to help me save money (Workshop B)



Increase in understanding the impact of small choices on spending and saving (Workshop B)

The Year 7 & 8 Spending and saving money module raises awareness about the influences on spending decisions and how they can manage them despite the peer pressure and advertising they are exposed to online and elsewhere. This is important as early adolescence is when young people start developing a social media presence, are susceptible to social media marketing,¹¹ and the interactions that friends or influencers have with branded content have a significant influence on purchase decisions.¹² The module also provides tools and frameworks to guide young people towards developing and achieving their financial goals, which ties into the idea that young people take control of their finances for the first time. This approach helps students build self-confidence in managing their money as they transition to a stage where they have greater autonomy over their saving and spending decisions.

Year 7 & 8 Spending and saving money aligns with the Australian curriculum to develop student behaviours, including that students should learn to:

- manage emotional responses
- evaluate how emotional responses influence behaviour

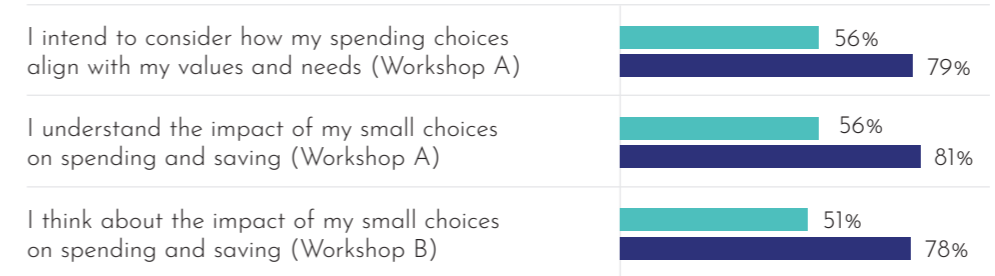
Regarding Economics and Business in Years 7 and 8, this module assists teachers in addressing the intention that students learn “processes that individuals and/or business use to plan and budget to achieve short-term and long-term financial objectives”.¹³

¹¹ Akinbode, M.O. and Shobayo, O.O. (2023) 'Increased consumerism in a networked-Nigeria: a study on the effect of e-mails and social media on youth spending', Journal of Digital Media & Interaction. Available at: <https://doi.org/article/3fd353e819624a8dab0e352d92440690>. (Accessed: 21 January 2025).

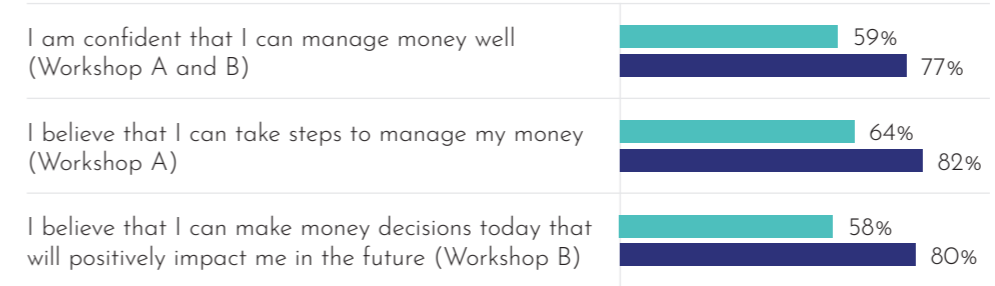
¹² Richards, D., Caldwell, P.H. and Go, H., 2015. Impact of social media on the health of children and young people. Journal of Paediatrics and Child Health, 51(12), pp.1152-1157.

¹³ HASS (Economics and Business) - Process that individuals and/or businesses use to plan and budget to achieve short-term and long-term financial objectives (AC9HE8K05) (Version 9.0)

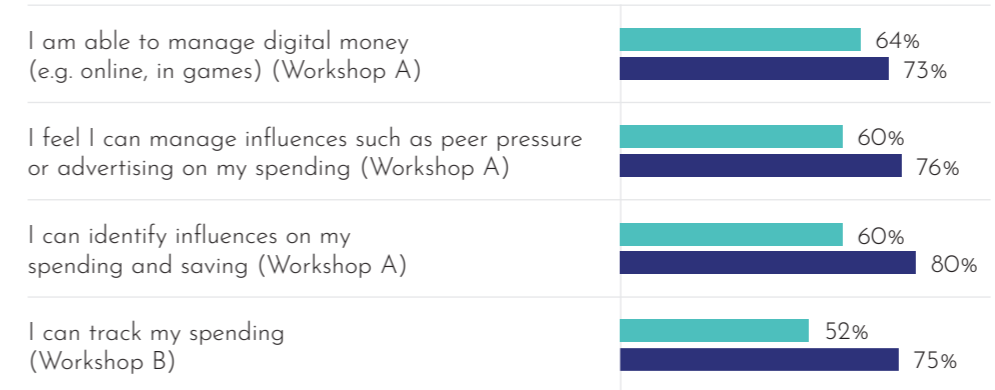
Students are better able to consider the impact of financial choices and how they align with their values and beliefs



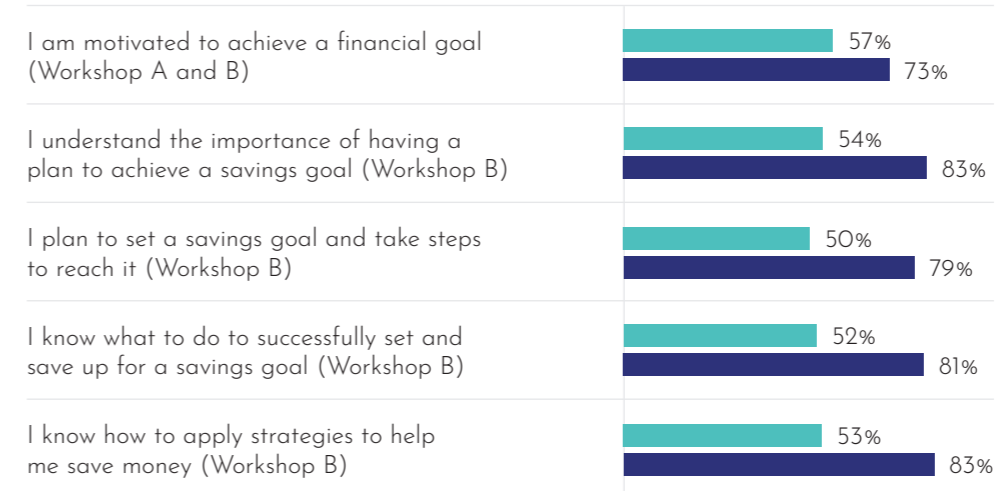
Students have greater confidence in their ability to improve their financial outcomes



Students are better able to manage spending influences with awareness and use of strategies (e.g. tracking spending)



Students are better able to apply savings and spending strategies to achieve financial goals



“I will not buy things I want instead I will buy things I need. I will save the money ... that I don't need because then when I have enough money, I can buy a bigger thing.”

Year 7 student, WA

“Create two different accounts one for saving and one for spending, with a limit. This is to prevent overspending and forgetting about saving money for the desired goal.”

Year 7 student, NSW

“When buying something online I will be more careful of scammers and if I really need something.”

Year 8 student, NSW

“Separate my money, when I get paid for reffing I will put half of my money in a jar and the other half in my wallet. Every time I get money, I will write it down and also after I spend it to keep track of what I'm spending it on and what I need to cut down on.”

Year 7 student, NSW



Years 9 & 10 - Making money work

Key areas of Making money work where students self-reported improvements after the workshop:



Increase in knowing how to manage work administration, including tax and superannuation (Workshop B)



Increase in the ability to read, understand and detect errors in a payslip (Workshop B)



Increase in the intent to be deliberate when selecting a superannuation account (Workshop B)

In 2024, more than one in two (58%) people aged 15-19 were in the labour force.¹⁴ Many young people face challenges entering the workforce, including navigating workplace rights, setting up tax file numbers and superannuation accounts, and reading payslips to ensure they are paid correctly. Moreover, young people are often exploited by employers.¹⁵

The **Year 9 & 10 Making money work** module aims to empower students by educating them about their rights at work by giving young people the knowledge of their rights, as well as practical tips on how to have conversations about their rights with employers and teaching them where to find more information. The module also guides students through creating a tax file number, explains how tax brackets work and how taxes are paid, and uses practical exercises to illustrate how the superannuation choices students make when young can impact them in the future.

Year 9 & 10 Making money work is well positioned to support teachers in the Australian curriculum's Work Studies and Economics and Business learning areas. The curriculum calls for students to

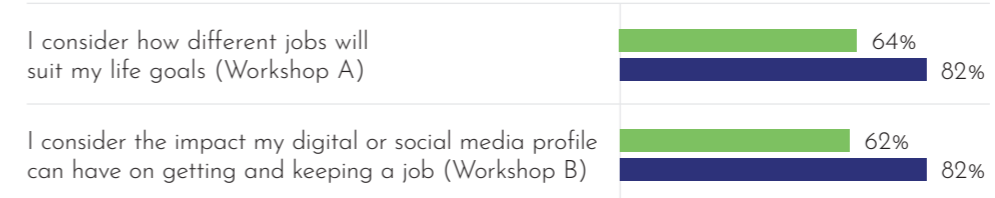
- identify the importance of rights and responsibilities for employers and workers
- select and use appropriate protocols for communication in workplace contexts
- understand the importance of Australia's superannuation system and how this system affects consumer and financial decision-making

¹⁴ Australian Bureau of Statistics (2024) 'Labour Force, Australia, December 2024', Australian Bureau of Statistics, accessed 21 January 2025. Available at: <https://www.abs.gov.au/statistics/labour/employment-and-unemployment/labour-force-australia/latest-release>.

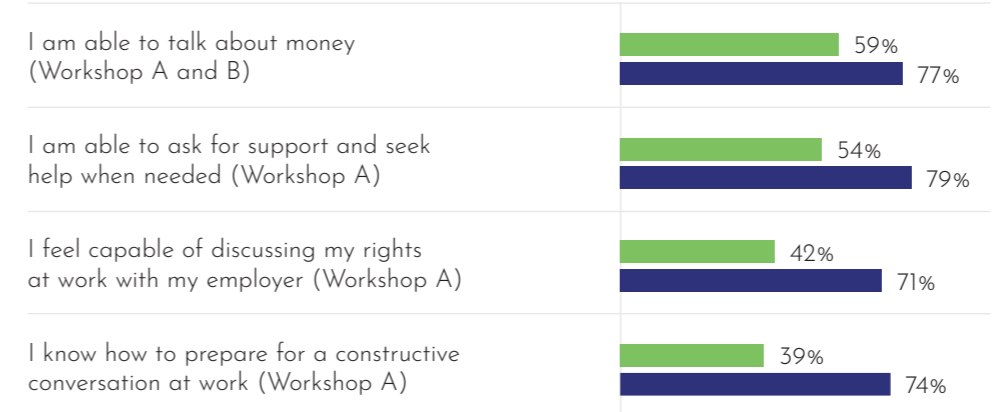
¹⁵ Young Workers Centre (2021) 'A broken system: how insecure work hurts young workers', Young Workers Centre, accessed 21 January 2025. Available at: <https://youngworkerscbr.org.au/report-a-broken-system-how-insecure-work-hurts-young-workers/>.

Students are better equipped to make decisions about careers and work

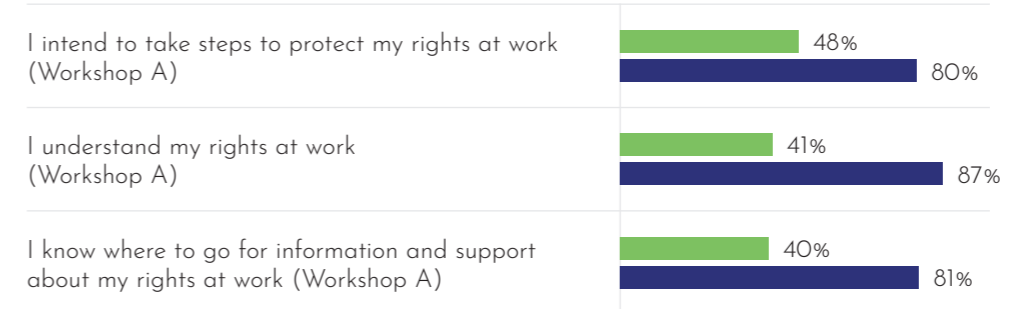
■ Before
■ After



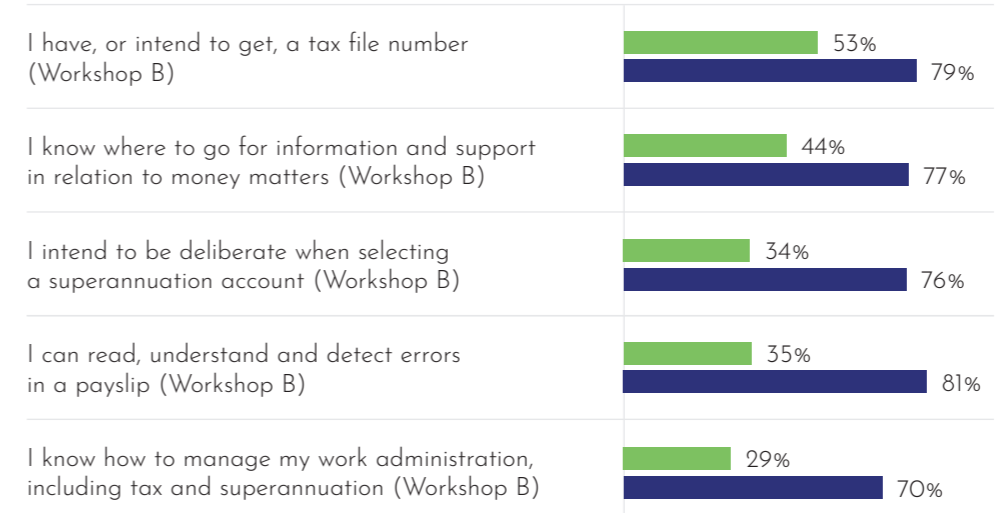
Students are more confident and able to engage in conversations about money.



Students have a better understanding of rights at work, where to get support and increased willingness to protect those rights



Students have improved understanding of, and capability to manage, responsibilities of work, including tax and superannuation.



“I will make sure to make my social media platforms based on the positive aspects of my life and reflect it on myself as a learner.”

Year 9 student, SA

“Monitor my pay rates, ask questions to my employer when needed, realise what I want in my future job and try my hardest to get the job.”

Year 10 student, WA

“I will be more aware of my rights in the workplace and how to bring up important subjects with my employer.”

Year 9 student, SA

“I will ensure to read over any pay slips I receive in the future and be proactive when applying for jobs, not reliant on the employer or their choice of superfund.”

Year 10 student, Vic

2. Talk Money addresses a critical need

While financial (and consumer) literacy is featured in the Australian Curriculum, it is not a stand-alone learning area. The current national curriculum requires high schools to deliver Economics and Business in Years 7 and 8, and thereafter, implementation is determined by each state and territory. While students may be exposed to money concepts through applications of financial math in the mathematics curriculum, many students struggle to connect what they are learning to real life.¹⁶ Research has also reported a lack of teacher confidence in teaching money.¹⁷

A unique offer for teachers and schools

The Talk Money program addresses curriculum gaps and meets a critical need. One-third (33%) of teachers report that they could not teach financial topics without the program, while 56% could only partially deliver similar quality content. Most teachers who booked Talk Money did so because they believed that students should be exposed to more financial education at school (67%).

The two-workshop format has proven to be highly effective, with the majority (95%) of teachers believing that the introduction of both Workshop A and Workshop B strengthens the learning experience for students. Additionally, 94% of teachers agree that the topics transition seamlessly from Workshop A to Workshop B.

“Busy curriculum means it only has a focus every 2 years”

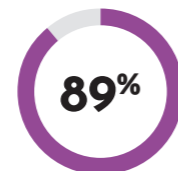
Year 5/6 teacher Vic

“We teach about money and budgeting and spending but not explicitly about money and value”

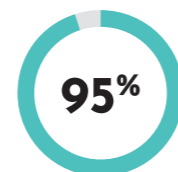
Year 6 teacher, Vic

“I feel more confident in being able feel intrigued to learn for myself about talking money with students.”

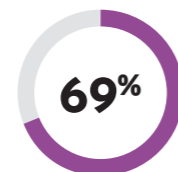
Year 6 teacher, NSW



Would not be able, or only partially able to teach these topics at school if Talk Money did not come to their school



Agree it is useful to have an external facilitator cover the topics taught in the workshop



Have used or intend to use Talk Money resources after completing the workshops

A boost to teacher confidence

Teachers feel reassured by the presence of external facilitators to deliver the content. 95% of teachers told us that it is useful to have an external facilitator to cover the topics in the workshop(s) and 65% booked the workshop because they wanted an external facilitator to engage the students.

Observing the workshop is boosting teacher confidence. As a result of the workshops, 63% of teachers believe their confidence in teaching financial literacy has increased.

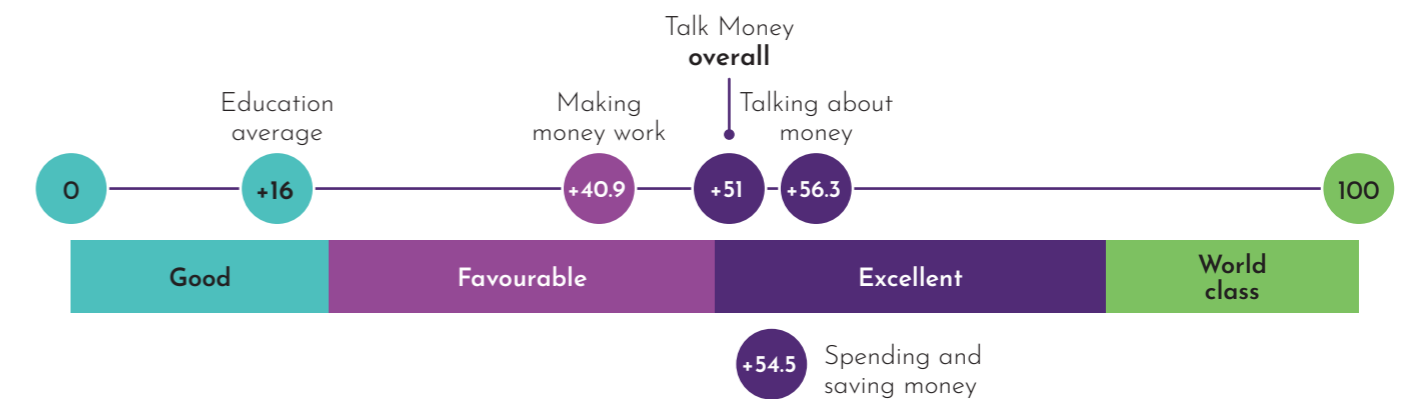
Furthermore, teachers utilise Talk Money resources after completing the workshop, indicating that conversations and activities are continuing in the classroom. Seven in ten (69%) have or intend to use the Talk Money resources after completing the workshop, with 77% take up for **Year 5 & 6 Talking about money**, 65% take up for **Year 7 & 8 Spending and saving money**, and 58% take up for **Year 9 & 10 Making money work**.



Talk Money is highly recommended by teachers

Talk Money has strong support from teachers, reflected in a Net Promoter Score (NPS) of +51.0, notably higher than the education sector NPS average of +16.¹⁸ This positive result reflects the dedication of the Talk Money team to deliver a high-quality experience for students.

How likely would you be to recommend this program to other teachers and schools?



¹⁶ de Zwaan, L. and West, T. (2022) 'Many students don't know how to manage their money. Here are 6 ways to improve financial literacy education', The Conversation, March 3 (Accessed 11 February 2025).

¹⁷ Sawatzki, C. and Brown, J. (2022), 'Supporting teachers as financial educators', Teacher Bulletin, 5 December. (Accessed 11 February 2025).

¹⁸ Griffiths, B. (2024) 'Australian B2B NPS industry benchmarks 2024', Evolved Thinking. Available at: <https://evolvedthinking.com/blog/australian-b2b-nps-industry-benchmarks-2024>. (Accessed: 21 January 2025).

3. Talk Money is designed to engage young people

Talk Money workshops are well-received, effective in enhancing students' financial literacy and spark their interest in learning about money, now and in the future. Several reasons contribute to the program's success, including the expertise of the facilitation team, relevant and age-appropriate content, inclusion of engaging activities and the two-workshop format.

Expert facilitators

Talk Money facilitators are experts in audience engagement and the delivery of financial content, which is crucial for holding students' attention. The student feedback supports the positive role of the facilitator in the workshop, with three-quarters (75%) of students reporting that the facilitator made the workshop interesting.

After the workshops, most students agreed (74%) that they enjoyed the workshop. **Year 5 & 6 Talking about money** students, in particular, report the highest level of enjoyment (81%), followed by **Year 9 & 10 Making money work** students (66%) and **Year 7 & 8 Spending and saving money** students (62%). A similar sentiment is shared by teachers, with nine in ten teachers believing their students were engaged (92%) and enjoyed the workshop (90%). Agreement levels are highest among teachers involved in the **Year 5 & 6 Talking about money** module.

It is imperative to have confident facilitators who can navigate unfamiliar classrooms and students. The workshops incorporate hands-on activities so students can see the direct application of theoretical concepts, which enhances their understanding and retention.¹⁹ For example, in **Year 5 & 6 Talking about money** students role-play scenarios where they say 'no' to someone asking for money; **Year 7 & 8 Spending and saving money** students role-play scenarios where students may feel pressured to spend money; and in **Year 9 & 10 Making money work**, selected students are asked to demonstrate superannuation savings and fees.

Teachers recognise the ability of facilitators to navigate the content in an engaging and enjoyable way, undertake the activities with students, and respond to questions. Nearly all teachers (over 95%) agree that the facilitator demonstrated competence in presenting and communicating the content and effectively responded to students' questions. Additionally, 81% of students agree that facilitators answered their questions well.

“I think [the facilitator] is a great teacher and makes things fun!”

Year 5 student, Vic

“I really enjoyed how both the sessions were extremely fun even though we were learning.”

Year 6 student, Vic

“[The facilitator] was PHENOMENAL at engaging and sustaining the children's attention. He was very funny, used lots of gestures and was both direct and extremely respectful of the children. The emotions were very well debriefed and gave children the opportunity to explore a range of options, perspectives and feelings. Truly one of the BEST presentations I've seen and my own awarenesses were amplified”

Year 5/6 teacher, Vic

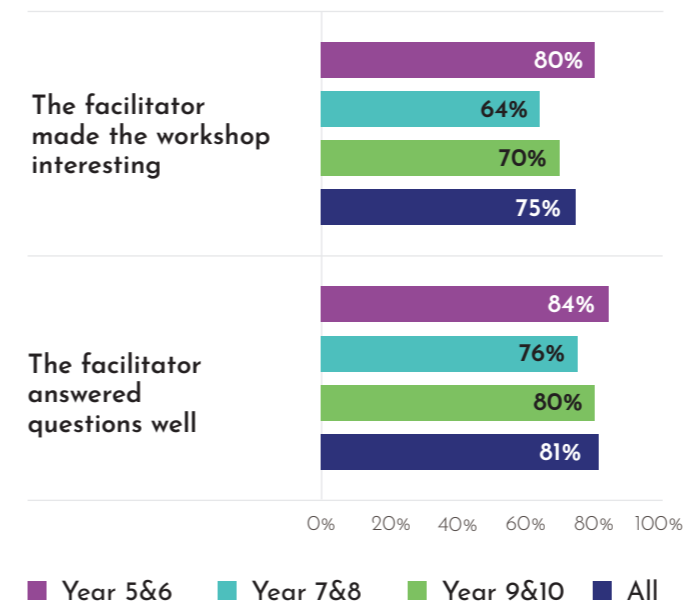
“The workshop was very informative and [the facilitator] was great. He read the room and picked up on the students capacity for engagement. The students were interested in the activities and it was great that they connected to the real world.”

Year 8, 9 & 10 teacher, Vic

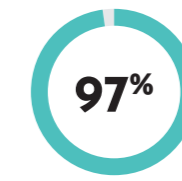
“It was fantastic, and the students were engaged the whole time. Very easy to follow and understand what was being taught.”

Year 5 teacher, Vic

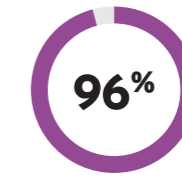
Positive student feedback around workshop delivery and facilitation



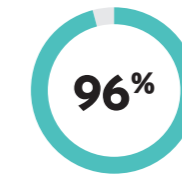
Teachers have high praise around facilitation and communication skills



The facilitator listened and asked questions in an engaging manner



I found the facilitator to be skilled in presenting and communicating the content



I think the facilitator answered the students' questions well

Relevant topics pitched at the right level for students

Importantly, 68% of all students feel the workshop was relevant to their needs. The module with the highest relevance in the student feedback is **Year 9 & 10 Making money work** (77%), followed by **Year 5 & 6 Talking about money** (65%) and **Year 7 & 8 Spending and saving money** (62%). Teachers also share this view, with 95% agreeing that the workshops are pitched at the appropriate level for their students, especially those participating in the **Year 5 & 6 Talking about money** workshops.

“Specifically, it was regarding my tax file number and super.... They're both important choices and I'm more aware of decisions and information regarding them.”

Year 10 student, NSW

¹⁹ Ewance (2024) 'The importance of practical skills training for students', Ewance. Available at: <https://www.ewance.com/article/the-importance-of-practical-skills-training-for-students/>. (Accessed: 22 January 2025).

Appendices

Students report that they understand the financial concepts and money management skills covered in the workshops. Most students (88%) agree that they understood what was taught, with the highest agreement from **Year 5 & 6 Talking about money** students (91%), followed by **Year 7 & 8 Spending and saving money** students (86%) and **Year 9 & 10 Making money work** students (85%).

Students and teachers continue to see the relevance of the Talk Money workshops either right now or in the future. **Year 5 & 6 Talking about money** is most relevant to students right away (58%) and in the distant future (40%) while **Year 9 & 10 Making money work** is seen as the most relevant workshop over the next few years (68%). This is related to the content covered in each workshop, with **Year 5 & 6 Talking about money** covering ways to handle conversations around money (which students may be having already), while **Year 9 & 10 Making money work** is more relevant for students as they enter the workforce.

“Students understand some of the decisions to be made now (social media) and in the future (superannuation)”

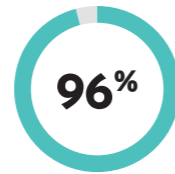
Year 9/10 teacher, WA

“Great slide show, well structured & paced. Great questions, time given to discuss & share responses, enables variety & Maintains students' interest. Truly a polished presentation.”

Year 9 teacher, NSW

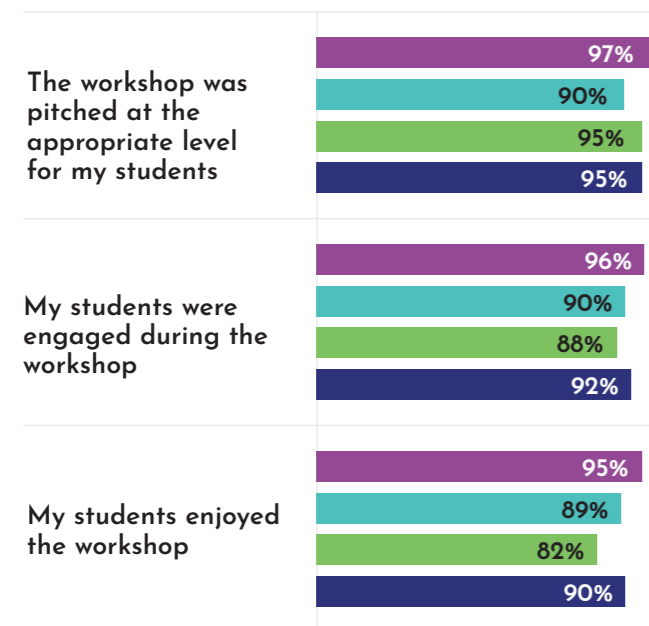


100% of teachers say the workshops are relevant to their students right away, or in the future



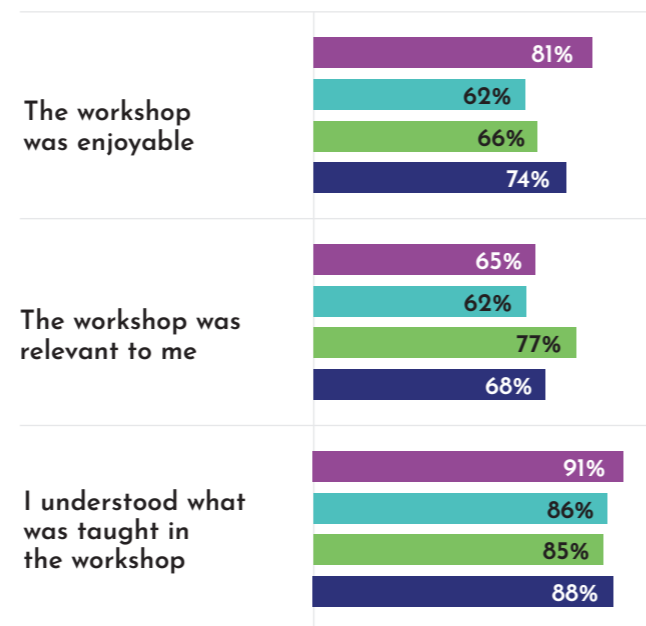
96% of students say the workshops taught them something they can use right away, or in the future

Teachers agree that workshops are engaging and enjoyable for students



■ Year 5&6 ■ Year 7&8 ■ Year 9&10 ■ All

High student enjoyment, engagement, and relevance



■ Year 5&6 ■ Year 7&8 ■ Year 9&10 ■ All

Appendix A: Program impact evaluation overview

The ongoing evaluation of the Talk Money program is designed to:

- Assess the effectiveness of the Talk Money program
- Capture quantitative and qualitative data to enable transparent reporting on the program's operations and impact
- Inform continuous improvement of the program.

We evaluated the program using post-workshop surveys that:

- Were administered through convenience sampling at the end of the workshops, collecting feedback from student participants and teacher observers
- Included both quantitative and qualitative open-response questions
- Measured financial capability outcomes consistent with the Program Logic Model ([Appendix B](#)), content relevance and engagement, and facilitator delivery
- Utilised a retrospective design approach to gather both 'before' and 'after' outcome levels whereby the survey participants were asked to recall their baseline state at the end of the workshop.

Calculation methodologies

In this report, all percentages have been rounded to whole numbers. All percentage change calculations were performed with non-rounded figures. Reported agreement percentages were derived from summed 'agree' and 'strongly agree' responses. Where there are reported changes in the proportion of students agreeing with outcome statements 'before' and 'after' the workshop, these are reported as a percentage change from baseline 'before' responses, rather than as a percentage point difference.

Depending on the indicator, data analysis was conducted at the workshop, module, and program levels. Where a survey question was relevant to multiple workshops or all-of-program experience, the collected data were aggregated to reflect total results from all individual respondents. Therefore, where the same question was measured for both Workshop A and B in the modules, the data were aggregated at an individual level by combining all responses before calculating the total module or program result. In these cases, an average was not used.

When measuring the workshop outcomes, retrospective surveys rely on students' ability to remember their baseline state and self-report. Therefore, our survey data is not based on an independent source of measurement. This may, in some cases, limit the accuracy of self-reported change. Caution should also be exercised when making historical comparisons due to demographic changes and revisions to content and survey questions.

Survey respondents

The survey sample consists of 1,087 teachers and 17,124 students across all workshops from multiple locations across Australia.

Teachers

Thirty-five percent of teachers who observed the Talk Money workshops either fully or partially completed the survey. Teachers who did not provide any material responses to the first evaluation question were excluded from analysis. As such, the survey feedback indicates overall teacher sentiment with a confidence level of 95% and a 2.4% standard margin of error. The confidence level and margin of error assumes one teacher observer per workshop, comparing the total number of teacher survey respondents to the total 3,092 workshops. These estimates may vary depending on the specific workshop and response numbers.

Students

Thirteen percent of students participating in the Talk Money workshops either fully or partially completed the survey. Students who did not provide any material responses to the first evaluation questions were excluded from analysis. As such, the student survey feedback indicates overall student sentiment with a confidence level of 95% and a <1% standard margin of error. The confidence level and margin of error may vary by workshop depending on the number of responses.

Year Level	Workshop name	Number of respondents	
		Teacher	Student
Year 5 & 6	Talking about money	591	9,278
Year 7 & 8	Spending and saving money	134	2,296
Year 9 & 10	Making money work	362	5,550
Total		1,087	17,124

Ecstra has engaged the services of the Ernst and Young Australia (EY) Community Impact | Climate Change and Sustainability Services team on the Talk Money program to support its implementation and ongoing evaluation. The EY team has over 20 years' experience in the design, delivery and facilitation of large-scale behaviour change programs in the community, social and education sectors.

Appendix B: Talk Money program logic model



Outcomes legend All year groups Year 5 & 6 Year 7 & 8 Year 9 & 10

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