



ABORIGINAL
LITERACY
FOUNDATION

ANNUAL REPORT 2009



OUR MISSION

LITERACY CHANGES LIVES

ONE IN FIVE INDIGENOUS YOUNG PEOPLE CAN'T READ OR WRITE. POOR LITERACY SKILLS COMPROMISE HEALTH, CONFIDENCE, HAPPINESS AND EMPLOYABILITY.

The Aboriginal Literacy Foundation believes that Australia's Indigenous young people should enjoy the same educational opportunities as all Australians. However, a lack of literacy skills in Indigenous communities is a common and critical barrier to a full, healthy and happy life. There is an enormous gap in English literacy rates of Indigenous and non Indigenous young people. Low literacy is consistently linked to poor health, crime and low social and economic outcomes.

We are committed to "closing the gap" to this critical literacy crisis in Australia through;

- » Empowering Indigenous young people in literacy skills
- » Supporting Literacy Professionals
- » Influencing policy and practices

ABOUT US

THE ABORIGINAL LITERACY FOUNDATION IS AN INDEPENDENT CHARITABLE NOT FOR PROFIT ORGANISATION ESTABLISHED IN 2003.

We provided in 2009;

- » Weekly Literacy Tutoring to 200 Indigenous young people through Victoria and Southern NSW
- » We are in the process of distributing 10,000 books to 50 remote Indigenous schools and communities around Australia.
- » We conducted 10 Literacy & Heritage camps to fast track literacy learning amongst high risk Indigenous young people
- » We provided literacy support kits to struggling Indigenous children who are without any books, pens and other resources.
- » We advocated and created awareness of the plight of low literacy amongst Indigenous young people in the wider community
- » Networked with parents, community groups, schools and government to ensure we are working together and collaborating on this important issue.

CONTACT DETAILS

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OUR VALUES

THE VALUES THAT UNDERPIN THE ABORIGINAL LITERACY FOUNDATION AND THE WAY STAFF, TUTORS, VOLUNTEERS AND YOUNG PEOPLE ARE EXPECTED TO ENGAGE WITH THE PROGRAM;

- » **Team Work:** we foster a spirit of belonging, community, cooperation and active participation in the delivery of all our activities.
- » **Empowerment:** we will at all times nurture others so that they have the confidence and self determination to make choices and achieve their personal goals and social and economic independence.
- » **Fun:** we will ensure that all activities are delivered in a manner that promotes learning in an enjoyable, engaging and safe environment.

TARGET GROUP

We target Indigenous young people between the ages of 6-17 who are experiencing the following primary risk indicators:

- » Truancy
- » Disengaged and/or not attending school
- » Poor academic performance
- » Low level literacy and numeracy skills
- » Low self esteem and confidence



CHAIRMAN'S REPORT

This year has been an incredibly rewarding experience. I have appreciated the opportunity to work with many people and make a difference to literacy levels. As a consequence we have had a wider social impact on more Indigenous young people than in previous years.

This year, we strengthened our testing and evaluation in remote communities enabling our literacy program to have a wider and more effective impact. We also launched our "Books for Learning" project which is providing literacy books and resources to isolated Indigenous schools and communities in WA, NT and QLD.

2009 has been a year of progress and development for the Aboriginal Literacy Foundation. With the generous support of a number of Trusts and Foundations, we were able to expand our services into a number of regional areas in Victoria. This has enabled us to reach more young people with our services than ever before which is wonderful news.

The Newsboys Foundation has supported our 10 Literacy Camps in 2009, providing a series of intensive literacy skill development opportunities for our students. These literacy camps play a critical role in fast-tracking the literacy skills of struggling students.

I would like to thank the schools, families, Koori Communities and Elders for their wonderful support in 2009. Thank you to our tutors, volunteers and supporters.

Our annual income grew to \$229,622 in 2009 due to the wonderful support of the wider community.

A huge thank you to the philanthropic community and business community for their invaluable and generous donations.

In closing, I would like to thank Dr Tony Cree and my fellow Director's for their tireless efforts over the last year.

In today's society, literacy skills are essential. They are critical not only for economic development but also for social well being, providing the key stepping stones for the future success of individuals in our society.

Together we can do more and make a real difference to the future of many.

David Perrin

CEO'S REPORT

There has been a lot to be positive about in 2009, in particular the increased tutoring in regional Victoria and the Literacy Camps. We saw some amazing achievements for a small organisation with such limited resources. It is worth spending a few moments reflecting on those key outcomes in 2009.

1. The Aboriginal Literacy Foundation has become a key player in advocating and highlighting the falling literacy levels amongst indigenous young people in Australia. In 2009, we were able to share our learning and outcomes with a number of other groups and networks, building a greater spirit of collaboration in the sector.

2. The increased tutoring services in regional Victoria has impacted 198 students who were in desperate need of assistance. Thanks to the wonderful support of those Trusts and Foundations who funded these projects.

3. The ten Literacy and Heritage Camps in 2009 provided a wonderful opportunity to make a real impact on nearly 150 students. Evaluation of the students on completion of the camps highlighted some significant progress and improvements in literacy and numeracy skills moving them closer to national benchmarks - a great result.

4. The new Books for Learning project commenced distributing 10,000 books to 50 remote Indigenous schools and communities around Australia. The Books for Learning program is aimed to alleviate the lack of books in remote indigenous schools and communities in isolated areas

Over the coming 12 months, we will continue to expand our tutoring and Books for Learning project in more isolated regions.

Thank you to our tutors, volunteers, supporters and Board for their commitment to indigenous young people in Australia.

Dr Tony Cree OAM



BOARD

CHAIRMAN

Mr David Perrin

DIRECTOR OF PORTICO PTY LTD

TREASURER

Mr John Campbell

COMPANY DIRECTOR - TELETECH PTY LTD

SECRETARY

Ms Jill Thompson

EDUCATOR - BALLARAT COLLEGE

VICE CHAIR

Mr Andrew Kay

COMPANY DIRECTOR - WLF PTY LTD

Dr Anthony Cree OAM

CEO

Ms Paul Johnson

NTH GEELONG LITERACY CENTRE

INDIGENOUS ADVISORY COMMITTEE

Donna Blackhall

Kim Barton

Pauline Johnson

Simone Holburn

Steve Johnson



WEEKLY TUTORING OF INDIGENOUS CHILDREN

In 2009, the ALF provided 4320 individual tutoring sessions to 198 young people. The tutoring sessions were provided by a combination of trained volunteers and professional tutors. Working closely with tutors, schools, community groups and parents, the ALF was able to increase the number of sessions by 22% in 2009. The new funding provided tutoring in the following regions Swan Hill, Mildura, Shepparton, Gippsland, Ballarat, Bendigo, Warrnambool and Melbourne.



“I never thought I could learn to read and write, but with the weekly help of Steve, my tutor, now I can. I’m so happy” Craig Aged 14

One of the many challenges faced in 2009, was implementing our tutoring in more remote regions around Victoria and southern NSW. 71% of the participants in the tutoring program were able to improve literacy and numeracy skills to the basic national level.

Each of the students were tested pre, through and post to monitor educational gains.

We are now operating the program in 15 communities with the full and enthusiastic support of a team of volunteers and professional tutors and the local indigenous community.



LITERACY & HERITAGE CAMPS

In 2009, the ALF conducted 10 Literacy & Heritage Camps benefiting 150 Indigenous young people. The camps were conducted in Ballarat, Gippsland and Melbourne. The camps provided a fast track intensive literacy learning program for some of the most struggling students in the tutoring program. With the support of Koori leader, Steve Johnson, we provided an interactive literacy learning program within a Koori Heritage experience. The two day camp aimed to engage and inspire the students in their literacy and numeracy learning pathways. The strength and success of these literacy camps is the concept of joint learning with their peers, parents and carers.

The camps play a vital role in allowing students to mix together and interact, reducing any feeling of stigma and isolation.

“I really noticed how much I improved in my ability to read and learn at the camp. The horse riding was so much fun. I also enjoyed meeting others who also struggle with literacy. I didn’t feel alone anymore.”
Jenny, Ballarat



LITERACY RESOURCE PACKS

In 2009, the ALF provided 630 literacy support kits to Indigenous children who are without any books, pens and other important literacy resources and are struggling to make literacy gains at school. The project donated much needed literacy supplies to the many marginalised Indigenous children living in remote areas around Australia. The literacy packs promote reading at home and at school. The positive feedback from the students, parents and school teachers reinforces wider research that indicates that children who have never had access to good reading material make more rapid progress when they get to read their own new books.

One of the many barriers for students is the lack of basic literacy resources to aid their learning. These Literacy Resource Packs were supplied to students in NT, WA and QLD in 2009.

“I loved the bright coloured pens and bag. I was like getting a special Christmas present” Abby, Katherine NT

TOGETHER WE CAN DO MORE

In 2009, the ALF collaborated, networked and created greater public awareness in the wider Australian community. We understand the importance of working together in the sector and using our limited resources wisely for the best possible outcomes.

The conferences and media exposure provided an opportunity to share our learning with the wider community. We also have consulted to a number of schools, teachers and key stakeholders in the sector in 2009.

We also appreciated the support of a wonderful team of 30 volunteers who provided the organisation an estimated 2000 hours of time in tutoring, administration duties and general support. Thank you to all of you!

CASE STUDIES

STUDENT ONE: JENNY, AGE: 9

Jenny and her family arrived from Bordertown in South Australia in January 2007. Jenny was seven years old on her arrival in Ballarat and had a very limited understanding of English, which wasn't her first language. At school, it was found that she had no knowledge of the alphabet. The Principal suggested that despite being several years older than the other students, Jenny attend Year 1. Her parents were reluctant to agree to this, as there were no other indigenous students in that year and they felt that it would be bad for her to be with younger students. The Aboriginal Literacy Foundation was asked to provide a tutor so that she could get started with basic literacy skills. The tutor, Lynette, visited Jenny's home three days a week and for the first two months only taught her the alphabet and the seventy two sounds and blended sounds on the phonic scale. At the Easter holidays, Jenny attended an aboriginal literacy camp run by the A.L.F. At the camp intense writing and reading practice is undertaken for the first four hours of each day. By the end of the camp (7 days), Jenny could undertake reading at Grade 1 level and write very simple sentences. For the remainder of the year the tutor, Lynette, attended one evening a week and encouraged Jenny to attend three more literacy camps in each of the holidays. This process continued for the following year and at the mid term report for Year 3 in 2009, the form teacher indicated that Jenny was performing at the level of her peers in Year 3. Her parents say that if Jenny had not undertaken tutoring, she would never have learnt to read.

STUDENT TWO, COREY, AGE: 12

Corey is in Year 6 at a country primary school in Western Victoria. His family come from Wentworth in Southern New South Wales but he has spent most of his life near Mildura at Red Cliffs. Shortly after Corey was born, his parents split and Corey's mother has been involved in a number of other relationships. Corey has also been required to move schools quite frequently, the most recent being the last twelve months. When Corey was first tested, he was shown to have a reading age of six years on the Schonell scale and was reluctant to participate in any reading or literacy rated activities. Corey also had a major problem with authority, particularly with female teachers and would only follow the instructions if they were given by the school Principal, a male. The Aboriginal Literacy Foundation encouraged Corey to attend an Aboriginal Literacy Heritage Camp, held at the Ballarat University. The camp concentrated on literacy skills in the morning and aboriginal heritage studies led by an aboriginal male Elder in the afternoon. There were also some positive payoffs in the form of recreational activities such as horse riding and swimming. Corey responded very well to this program and although his attendance at school had been poor (sometimes only one day a week), he did attend three literacy heritage camps. At the end of 2010, Corey's reading age on the Schonell scale was 11.2 years, which is only twelve months behind his chronological age and within the lower percentile of his peers in Year 6. The teacher had written to the mother saying what a remarkable improvement had been made and Corey is more confident about attending secondary school next year.

BOOKS FOR LEARNING

In 2009, the ALF commenced distributing 10,000 books to 50 remote Indigenous schools and communities around Australia. The Books for Learning program is aimed to address the lack of books in indigenous schools and communities in isolated areas. The books provide a literacy resource for enhanced reading and learning to many disadvantaged students. Simply - we couldn't imagine a child without books to read. We began this program in June 2009 in Katherine NT, Mornington Island QLD, Winnellie NT and Cooktown QLD and it will continue to spread to more remote communities in 2010.

The project aims to improve the opportunities for young children in remote communities to acquire literacy skills. We provide an opportunity for children to be engaged in learning through a broad range of new and fresh literacy materials. It recognizes that experience with books in early childhood is a key indicator for literacy success.

“Thanks you for your generous support of books to our school. The children are so excited to have all these new books to read” Steve, Mornington Island QLD

THANKYOU FOR YOUR SUPPORT

In 2009, The ALF wishes to say a big thank you to;

The Lord Mayor's Charitable Fund, Aboriginal Benefits Foundation, St George Foundation, O'Neill Foundation, Cecil & Neita Quail Charitable Trust, GWA Griffiths Estate, FRRR, McEwen Foundation, Melbourne Community Foundation, The Ballarat Foundation, The Marian & EH Flack Trust, Minter Ellison Charitable Gifts Committee, Coca Cola Foundation, The Ray & Joyce Uebergang Foundation, The Andrews Foundation, Estate of the late Daniel Scott, Newsboys Foundation, Sunshine Foundation, ISPT, James Kirby Foundation, HV Mc Kay Charitable Trust, Ansva, The Reading Foundation, ING Foundation, Collier Charitable Fund and the Besen Family Foundation.

Without your support, none of this important work would have been possible.

FINANCIALS

ABORIGINAL LITERACY FOUNDATION INC. STATEMENT OF RECEIPTS AND PAYMENTS FOR THE YEAR 1 JULY 2008 TO 30 JUNE 2009

	2009 \$	2008 \$
RECEIPTS		
Donations	218,850	97,900
GST Refunded from ATO	10,604	4,378
Interest	168	126
TOTAL RECEIPTS	229,622	102,404
Less PAYMENTS		
Accounting Fees	594	440
Bank Fees	353	279
Camps	16,846	8,805
Miscellaneous Expenses	1,345	-
Motor Vehicle Expenses	6,067	-
Office Expenses	23,983	19,764
GST Paid to ATO	-	1,207
Research	10,250	12,520
Tutoring	143,305	76,265
World Literacy Foundation	5,000	-
TOTAL PAYMENTS	207,743	119,280
SURPLUS / (DEFICIT) FOR THE YEAR	21,879	(16,876)



**ABORIGINAL LITERACY FOUNDATION INC.
BALANCE SHEET
AS AT 30 JUNE 2009**

	2009	2008
	\$	\$
CURRENT ASSETS		
Cash at Bank	21,095	816
TOTAL CURRENT ASSETS	<u>21,095</u>	<u>816</u>
CURRENT LIABILITY		
Loan from Members	-	1,600
TOTAL CURRENT LIABILITY	<u>-</u>	<u>1,600</u>
NET ASSETS	<u>21,095</u>	<u>(784)</u>
ACCUMULATED FUNDS		
Opening Balance	(784)	16,092
Surplus / (Deficit) for the Year	21,879	(16,876)
CLOSING BALANCE	<u>21,095</u>	<u>(784)</u>

**ABORIGINAL LITERACY FOUNDATION INC.
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2009**

NOTE 1 – Statement of Significant Accounting Policies

Basis of Accounting

This financial report is a special purpose financial report prepared in order to satisfy the financial reporting requirements of the Associations Incorporation Act (Vic). The committee has determined that the Association is a non-reporting entity.

The financial report has been prepared in accordance with the requirements of the Associations Incorporation Act (Vic) and the following accounting standards:

- AASB101: Presentation of Financial Statements;
- AASB107: Cash Flow Statements;
- AASB108: Accounting Policies, Changes in Accounting Estimates and Errors;
- AASB110: Events after the Balance Sheet Date;
- AASB116: Property, Plant and Equipment;
- AASB118: Revenue, and
- AASB1031: Materiality.

No other applicable Accounting Standards, Australian Accounting Interpretations or other authoritative pronouncements of the Australian Accounting Standards Board have been applied.

The financial report is prepared on an accruals basis and is based on historic costs and does not take into account changing money values or, except where specifically stated, current valuations of non-current assets. Cost is based on the fair values of the consideration given in exchange for assets.

The following material accounting policies, which are consistent with the previous period unless otherwise stated, have been adopted in the presentation of this report:

(a) **Income Tax**

The Association is exempt from Income Tax pursuant to the Income Tax Assessment Act 1997 as amended.

ABORIGINAL LITERACY FOUNDATION INC.

**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS
OF ABORIGINAL LITERACY FOUNDATION INC.**

Report on the Financial Report

We have audited the accompanying financial report, being a special purpose financial report, of Aboriginal Literacy Foundation Inc., which comprises the balance sheet as at 30 June 2009 for the year then ended, the income statement, a summary of significant accounting policies, other explanatory notes and the statement by the members of the Committee.

Committees' responsibility for the financial report

The Committee of the association is responsible for the preparation and fair presentation of the financial report and have determined that the accounting policies used and described in Note 1 to the financial statements, which form part of the financial report, are consistent with the financial reporting requirements of the *Associations Incorporation Act 1981* and are appropriate to meet the needs of the members. The Committees' responsibilities also include establishing and maintaining internal control relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's responsibility

Our responsibility is to express an audit opinion on the financial report based on our audit. No opinion is expressed as to whether the accounting policies used, as described in Note 1, are appropriate to meet the needs of the members. We conducted our audit in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the directors as well as evaluating the overall presentation of the financial report.

The financial report has been prepared for distribution to members for the purpose of fulfilling the Committees' financial reporting under the *Associations Incorporations Act 1981*. We disclaim any assumption of responsibility for any reliance on this report or on the financial report to which it relates to any person other than the members, or for any purpose other than that for which it was prepared.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Independence

In conducting our audit, we have complied with the independence requirements of Australian professional ethical pronouncements.

ABORIGINAL LITERACY FOUNDATION INC.

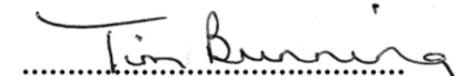
**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS
OF ABORIGINAL LITERACY FOUNDATION INC.**

Auditor's Opinion

In our opinion, the financial report of Aboriginal Literacy Foundation Inc. presents in fairly, in all material respects the financial position of Aboriginal Literacy Foundation Inc. as of 30 June 2009 and of its performance for the year ended in accordance with the accounting policies described in Note 1 to the financial statements, and the *Associations Incorporations Act 1981*.

Dated this 16th day of November, 2009

PROWSE, PERRIN & TWOMEY
(Certified Practising Accountants)


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Tim S. Bunning (Partner)

**Aboriginal Literacy
Foundation**

A U S T R A L I A

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