



ANNUAL  
REPORT  
2010

 **ABORIGINAL**  
LITERACY FOUNDATION



## CONTACT DETAILS

### **ABORIGINAL LITERACY FOUNDATION**

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Incorporated Association No: A0047457E  
ABN: 930 047 226 07

**Donations to the Aboriginal Literacy Foundation  
over \$2 are tax deductible.**

The Aboriginal Literacy Foundation is an independent non-profit charitable organisation committed to giving Indigenous children the chance they deserve to learn to read and write. Since its inception in 2003, the foundation has been able to reach nearly 20,000 Indigenous young people through our range of literacy support programs.

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## OUR VISION

The Aboriginal Literacy Foundation believes that positive and practical change to closing the gap between Indigenous and non-Indigenous young people starts with literacy and numeracy. Our vision is for a future where all Indigenous children can pursue quality education, reach their full potential and contribute to their community and the country in a meaningful way.

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## OUR MISSION

The Aboriginal Literacy Foundation seeks to transform the lives of Indigenous children by focusing on literacy and numeracy education. Working in collaboration with local communities and partners, we develop literacy skills with Indigenous children so that they can succeed in school and beyond.

There is an enormous gap in English literacy rates between Indigenous and non Indigenous young people. Low competency in literacy is regularly linked with poor health, crime and low social and economic outcomes. The Aboriginal Literacy Foundation is committed to equipping Indigenous communities with the skills and resources they need to close the gap - once and for all.

**“4 out of 5 Indigenous Children struggle to read or write in Australia. And that’s not ok!”**

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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 are:

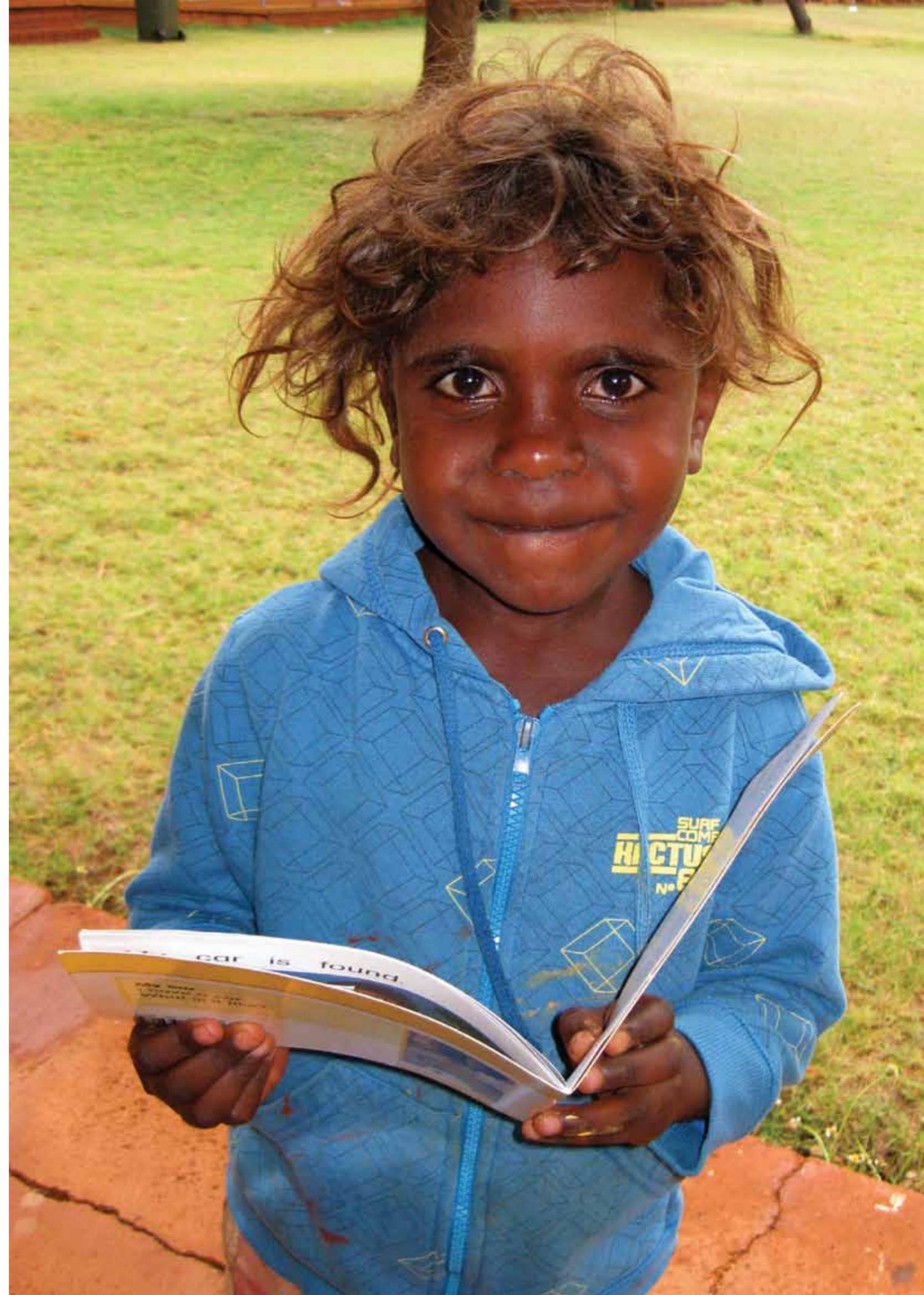
- » **Team work:** We foster a spirit of belonging, community, cooperation and active participation in the delivery of all activities.
- » **Empowerment:** we will at all times nurture others so that they have the confidence and self determination to make choices and achieve their personal goals and 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.

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## 2010: A SNAPSHOT

In 2010, the Aboriginal Literacy Foundation provided:

- » Weekly face-to-face literacy tutoring to 230 young Indigenous people throughout Victoria and NSW.
- » The commencement of the distribution of 10,000 books to 35 regional & remote Indigenous schools and communities around Australia through our 'Books for Learning' program.
- » The organisation and operation of 7 Literacy & Heritage Camps in Victoria, with the aim of fast tracking the literacy skills of 142 high risk Indigenous young people.
- » The establishment of a scholarship fund to finance educational opportunities for Indigenous children.
- » The distribution of 3,200 literacy support kits to struggling Indigenous children, who are without books, pens and other resources.
- » Literacy testing, research and evaluation for over 2,341 Indigenous students throughout the country.
- » Creation of further awareness and understanding of the problem of low literacy levels amongst the aboriginal population through increased media exposure and community fundraising. Continued networking with parents, carers, community groups, schools and the government to ensure we are working together and collaborating on this important issue.



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## CEO'S REPORT

The past year bared witness to some amazing achievements for a small developing organisation with limited resources. Reflecting on some of these achievements reinforces how the Aboriginal Literacy Foundation continues to make a huge difference in many communities:

- » The establishment of a scholarship fund to finance school places for Indigenous children who might otherwise struggle to gain access to such opportunities. These scholarships are able to be tailored to meet the specific needs of each individual child.
- » The Aboriginal Literacy Foundation has been able to provide literacy testing, research and evaluation for over 2,300 Indigenous students throughout Australia. This testing has been central to the early detection of literacy issues for students, and has enabled tutoring programs to be tailored to best suit the needs of each child.
- » The growth of our tutoring program has enabled 230 students to improve their literacy skills. This has impacted upon them greatly, enhancing their overall performance at school and creating a much brighter future for them.
- » Over 3200 literacy resource packs have been distributed by the Foundation, providing books, pens, software and other important resources to many marginalised Indigenous children at schools throughout Australia.
- » The Aboriginal Literacy Foundation is firming itself as a key player in advocating the failing literacy levels amongst our Indigenous population, and has become one of the most prominent organisations in the campaign to 'close the gap' in literacy levels between Indigenous and non-Indigenous students. Increased media exposure and community events have provided us with the opportunity to share out learning with the wider community.
- » The expansion of our team of dedicated volunteers has enabled the Foundation to continue to grow and has allowed us to reach more Indigenous young people than ever before. Our devoted volunteers are involved with a wide variety of undertakings from an administration level, to a more direct level such as tutoring. Every volunteer has been invaluable to the future of the organisation, and each one has been able to help make a difference to the lives of many young Aboriginals.

The tutors, volunteers, supporters and Board members all deserve immense gratification for their dedicated and tireless work during the last 12 months and their commitment to Indigenous young people throughout Australia.

I look forward with excitement and enthusiasm to the next 12 months, when I am sure the Foundation will continue to grow and touch the lives of even more Indigenous young people.

**Dr Anthony Cree OAM**



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## CHAIRMAN'S REPORT

2010 proved to be another rewarding year filled with progress and development for the Aboriginal Literacy Foundation. I am proud to be a part of an organisation that is proving to have a positive impact on the lives of so many Indigenous young people across the nation.

Throughout the year we expanded our face-to-face tutoring program which is provided by a team of dedicated trained volunteers and professionals. Through the program, which provided over 4000 individual sessions, over 70% of our participating students were able to improve their literacy and numeracy levels and reach the basic national standards.

Our "Books for Learning" project, which involves the distribution of books and literacy resources to schools and communities in remote Indigenous areas, received new support and interest, enabling us to reach more children in need than ever before. Plans are well under way to distribute a thousand more books to coincide with the beginning of the 2011 school year.

The continued expansion of our projects and services would not have been possible without the support of a number of trusts and organisations. Their generosity has enabled us to increase our reach to young Indigenous people, in turn transforming the lives of many.

I would especially like to thank the schools, families, carers, Koori Communities and Elders, as well as our tutors, volunteers and supporters, who without their continued services, the Foundation would not be able to exist.

Our annual income reached \$283,025 in 2010, a fantastic result, which is no doubt due to the wonderful support of the philanthropic, business and wider community. Their invaluable and generous donations continue to act as the lifeblood to this Foundation.

The possession of competent literacy skills has never been more essential as it is in today's society. A lack of education, as has been shown time and time again, can lead to a life of unemployment, poverty, crime, hopelessness and despair.

Together, we can continue to address this problem and make a real difference to the future of many.

**David Perrin**

**“Over the past 10 months I have gained so much more confidence in my reading because of the tutoring. I am glad now that I can read out aloud in front of my class”  
Damien, Shepparton**

## 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 – World Literacy Foundation Pty Ltd

### CEO

Dr Anthony Cree OAM

### Indigenous Advisory Committee

Donna Blackhall  
Kim Barton  
Pauline Johnson  
Simone Holburn  
Steve Johnson

### Patron

Her Excellency Ms Quentin Bryce AC Governor  
– General of the Commonwealth of Australia.

## WEEKLY TUTORING OF INDIGENOUS CHILDREN

During 2010, the Aboriginal Literacy Foundation assisted 230 Indigenous young people in desperate need of assistance through 4600 individual face-to-face tutoring sessions. The program works closely with schools, community groups and parents and is provided by a combination of trained volunteers and professional tutors.

Through increased funding and the strong importance placed upon our tutoring program, the ALF was able to increase the number of sessions in 2010 by 5%. The regions where tutoring is offered was also widened, to include Shepparton, as well as continuing our work in Swan Hill, Mildura, Gippsland, Ballarat, Bendigo, Warrnambool and Melbourne.

The weekly tutoring service focuses on literacy and numeracy, readiness to learn, health and wellbeing, and future opportunities, and includes testing and evaluation of each student before, during, and following the conclusion of the program. The evaluation enables us to monitor the progress of each student and tailor the program to best suit the needs of each individual. The testing found that over 73% of participants were able to improve upon their literacy and numeracy skills as a result of the program.

With the enthusiastic support and dedicated work by our team of volunteers, professional tutors and the local Indigenous community, we are now providing the program in 15 communities.



**“I have never had my own book and to get the books and backpack is the best thing ever”  
Josh, Mornington Island**

## LITERACY & HERITAGE CAMPS

In 2010, the ALF conducted 7 Literacy and Heritage Camps, an enjoyable and challenging experience that benefited 142 Indigenous youth. The camps, which were conducted in Ballarat, Gippsland and Melbourne, are designed to provide a fast track, intensive literacy learning program for significantly disadvantaged students. The camps aim to engage and inspire students through an interactive literacy learning program within a Koori experience, designed with the support of Koori leaders. As well as improving upon their literacy skills, the camps also allow the students to mix and interact with other like-minded Indigenous young people while experiencing a variety of activities such as horseriding and Koori heritage excursions. These social activities have an important role in reducing any feelings of low self-esteem and isolation.

The strength and success of the literacy camps is the concept of joint learning with their peers, parents and carers.

**“As a parent with 3 children who couldn’t read, I am forever appreciative to Tony and the team at the Literacy Camp who fast-tracked my kids learning” Donna, Ballarat**

## LITERACY RESOURCE PACKS

In 2010 the ALF provided over 3200 literacy support kits and backpacks to Indigenous children, who are without books, pens, software and other important literacy tools and are struggling to make literacy gains at school. We also provided literacy teachers with training kits and parent support material to increase children’s reading skills.

One of the major barriers for Indigenous children in their learning is the lack of basic literacy resources to aid in their learning. The Literacy Resource Pack scheme aims to address this issue. The positive feedback received by the ALF from students, parents and teachers has reinforced wider research that children who have never had access to good reading material are more inspired, and are able to make more rapid progress, when they are able to make use of their own resources.

**“At our little school in remote WA, we often miss out on any literacy support resources available in the big cities. Thanks to the ALF for their excellent support and service.”  
Beth, Wanakatjunka**

## BOOKS FOR LEARNING

The Books for Learning program aims to address the lack of books in Indigenous schools and communities throughout Australia. 2010 saw the ALF distribute over 4200 books to schools and communities in regional Australia who were in desperate need for new resources. We provide a series of books specifically designed for the ability and interests of Indigenous children in regional and remote communities.

The books provide a literacy resource that is intended to re-engage disadvantaged children in learning and enhance their interest in reading and writing. In 2010 a large number of children in Katherine, Mornington Island, Oodnadatta, Broome, Winnellie and many other remote communities in QLD, NT and WA, were given access to brand new books to help them in their learning and development. The ALF plans to expand the Books for Learning Program even further in 2011, with in depth planning already firmly underway to distribute more books to more remote communities to coincide with the start of the new school year.

The program recognises that an experience with books in early childhood is a key factor in literacy success, and serves as an effective means of encouraging children to read, and also for parents to read with their children. The program has proven extremely popular with both children and their families.

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## SCHOLARSHIP PROGRAM

A scholarship fund was established in 2010 by the ALF, which serves to finance educational costs for Indigenous children in remote communities. The fund aims to give young Indigenous people who may not otherwise be able to, the chance to receive a quality education.

A small level of financial assistance was provided to 8 Indigenous students during 2010. With planned future expansion and the help of donors, companies, government, trusts and schools, a larger subsidiary will be implemented to help more financially disadvantaged Indigenous students in 2011 and following years. The scholarships are handled on a case by case basis, and tailored to meet the specific educational needs of each individual student who has no other access to financial support to aid the advancement of their education.

**“Thank you to the ALF for helping with my school costs. It was a great encouragement to me to help me complete my Year 10.”**  
**Amanda, Kingston**

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## LITERACY TESTING, RESEARCH & EVALUATION

Literacy testing, research and evaluation are provided by the ALF for Indigenous students throughout Australia. The testing provides early detection of literacy and numeracy problems among Indigenous students. This allows for guidance and implementation of early intervention, support and the tailoring of educational programs to best suit the needs of each individual student.

During 2010, the ALF tested over 2341 students, which served as an important step in determining the literacy development needs of each child.

In 2010, we established a working group of leading educational academics in Australia who are involved with Indigenous literacy issues. The group is proposing to publish a book in 2011.

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## FUTURE EXPANSION

The ALF has become a key player in advocating and highlighting the low literacy levels amongst Indigenous children in Australia, particularly in remote communities. We have been successful in providing a range of literacy support programs to those in need for over seven years, and have further plans to expand the extent of our distribution and variety of support in 2011 and coming years.

The ALF has plans to further expand out tutoring and Books for Learning program to reach more students, particularly in more remote areas such as the Fitzroy Valley region in Western Australia. The Literacy Testing scheme will also be enhanced in order to develop a more tailored intervention method. These programs will further increase the quality of education available to Indigenous students, and help them to reach national literacy benchmarks.

The scholarship program will also be extended, which will allow more Indigenous children to attend school and have access to a quality education. The coming year will also see the ALF distribute thousands of literacy resource back-packs to Indigenous schools and communities in Western Australia, Northern Territory, Queensland, South Australia and the Hunter Valley region of NSW.





## TOGETHER WE CAN DO MORE

Over the past year, the Aboriginal Literacy Foundation 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.

We appreciate the ongoing support from our wonderful team of 33 volunteers who provide the organisation an estimated 3500 hours of time in tutoring, administration duties and general support during 2010. We are grateful to the many schools and individuals who donated pre-loved children's books to be recycled in our Books for Learning Project.

In 2010, we were able to profile our work to the wider community through conference presentations and media exposure. We continued to lobby governments to address the poor literacy rates amongst Indigenous children. We conducted a campaign to increase the time parents spend reading with their children and highlighted this as an important issue.

The ALF will not rest until the gap between the literacy levels of Indigenous and non-Indigenous children ceases to exist. With the continued help and commitment of our supporters, tutors and volunteers, the ALF believes that this is an achievable outcome, but it will require determination and extensive community work and support in the near future.

The ALF was a founding partner in the World Literacy Foundation in 2010. With collaborative partnerships with Literacy organisations in the UK and USA, the World Literacy Foundation is key NGO aiming to support Indigenous people groups with low literacy levels in the developing world. The World Literacy Foundation is convening an International Conference in Oxford, UK in April 2012.

## THANK YOU FOR YOUR SUPPORT

**For their generous support in 2010, the ALF wishes to say a big thank you to:**

Our Patron, Her Excellency Ms Quentin Bryce AC, Governor-General of the Commonwealth of Australia, Melbourne Community Foundation, Aboriginal Benefits Foundation, The Leith Trust, James N Kirby Foundation, The Reading Foundation, Perpetual Trustees, Lord Mayor's Charitable Foundation, St George Foundation, Quail Trust, FRRR, McEwen Foundation, Coca Cola Foundation, Uebergang Foundation, The Andrews Foundation, Besen Family Foundation, Collier Charitable Fund, GWA Griffiths Estate, Ansva Insurance, Minter Ellison, Freemasons Foundation, HV McKay Trust, Felton Bequest, Sunshine Foundation, Bob Ingham, Calvert Jones Foundation, Highlands Foundation, Andrew & Nicole Forrest, Australian Children's Trust, Newman's Own Foundation, Bennelong Foundation, Newcastle Permanent Charitable Foundation, Danks Trust, ISPT, Helen Macpherson Smith Trust, Flack Trust, and all the wonderful volunteers, schools, parents and local communities.

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

**4 out of 5 Indigenous Children struggle to read or write in Australia. And that's not ok!**

## CASE STUDIES, 2010

### JOSH – IN SHEPPARTON

Josh is 8 years old – Josh’s parents moved to the Shepparton area from South Australia when he was 7. Neither of his parents were strong readers and were often unable to find work. Despite having family in the Shepparton area, adjusting to life in a new town has been difficult for Josh. He had attended a school in Port Augusta and Portland before coming to Shepparton, but never for very long and as such when he arrived last year he still could not read or write. Now in grade 4, Josh was referred to the Aboriginal Literacy Foundation by his school who are part of the Books for Learning program.

When Josh was tested at the start of 2010, he was not only unable to read but had no real knowledge of the alphabet – only recognizing about half the letters.

A program was arranged with visits from a tutor twice a week. The plan was to teach Josh the alphabet; the sound of the letters and the basic blended sounds. Josh was a keen and willing learner and by the end of first term, he had learned the sounds and grasped the basic concept of reading.

In term 2, he was introduced to a literacy program and lent a laptop computer – The program designed for Navaho Indian children rewarded the completion of a word with a one minute racing car game with great graphics.

At the start of third term, his class teacher reported to the Aboriginal Literacy Foundation tutor that Josh was not only attending school more regularly but was even occasionally involved in class reading activities. Later in third term, the tutor introduced Josh to books he could actually read by himself. This is a set that deals with subjects interesting to older children but using very simple words. One such story was about a football match which appealed to Josh. He ended up learning the whole story by heart.

In fourth term, Josh’s literacy skills continue to improve and his teacher says he is now at the lower end of his peer norm in the class. In 12 months, he has almost caught up from not even knowing the letters of the alphabet at the start of the year. Well done Josh.

### SALLY AND JENNY – IN GIPPSLAND

Sally in year 2 and Jenny in year 4, moved to Bairnsdale from Mildura with their mother after the death of their much loved older brother from an overdose.

Sally had not been able to start to read due to family disputations and Jenny who is two years older has a learning disability due to having meningitis when she was a baby.

The sisters attended an A.L.F. Literacy Camp at Monash University, Gippsland Campus, but were only able to stay long enough to register and be tested, before returning to Bairnsdale on the train.

The A.L.F. was able to arrange a twice weekly tutor to come to their house and develop individual programs based on their original testing for each of the children.

Sally needed to start from scratch, learning sounds and recognizing letters. Jenny by contrast, was very enthusiastic and had some basic reading skills, which she was able to build on.

After six months of tutoring, the sisters were again tested – Sally had almost caught up with her peers in Grade 2 and Jenny had also improved at least 2 years on the Schonell Scale – a great surprise to her teacher who had previously not expected her to develop such skills due to her mental disability.

### JIM – IN MILDURA

Jim, 17 had come to Ballarat on an Australian Rules Football scholarship – he was enjoying the football and living in the coop hostel. However, attending year 11 at secondary college was proving stressful. The problem was that whilst Jim could read, he could not interpret and analyze the words. Consequently, even completing assignments and homework was very difficult and at the end of his second term, Jim was very keen to return home.

The coach of the football team had heard of the A.L.F. Literacy and Heritage Camp at Ballarat University and arranged for Jim to attend for two days. After the camp, a tutor was arranged to assist Jim with his school assignments. He also attended a weekly seminar for year 11 and year 12 Aboriginal students.

By the end of year 11, Jim had managed to pass. He decided to return to Mildura, but is now able to continue his studies and complete his V.C.E. He says, “I’m now able to understand what I read, so now I can finish my school work!”

## STUDENT QUOTES AND COMMENTS, 2010

“I was scared to speak up in class because I couldn’t read the exercises on the board or on work sheets. Other kids used to bag me and I skipped school a bit. About a year ago I started getting tutored. At first the tutor just helped me get my assignments in on time but after a while I really started to read better.”

- **Willy, Year 9**

“My mum can’t read too good and can’t help me much with my school work. The tutor has been great and I’m much better at reading now.”

- **Sophie, Year 5**

“We travel a lot, mostly from Mildura to my relations at Broken Hill. I miss a lot of school. They got me a tutor in Mildura who had a friend who tutored in Broken Hill, it was a big help to me.”

- **Simone, Year 7**

ABORIGINAL LITERACY FOUNDATION INC.  
STATEMENT OF RECEIPTS AND PAYMENTS  
FOR THE YEAR 1 JULY 2009 TO 30 JUNE 2010

	2010 \$	2009 \$
<b>RECEIPTS</b>		
Donations	283,025	218,850
GST Refunded from ATO	16,953	10,604
Interest	402	168
<b>TOTAL RECEIPTS</b>	<u>300,380</u>	<u>229,622</u>
<b>Less PAYMENTS</b>		
Accounting and Audit Fees	1,880	594
Administration	39,161	-
Bank Fees	331	353
Books and Educational Support	9,700	-
Literacy Camps	10,839	16,846
Marketing & Fundraising	16,330	-
Miscellaneous Expenses	4,461	1,345
Motor Vehicle Expenses	10,471	6,067
Office Expenses	22,083	23,983
Research	8,300	10,250
Tutoring	143,838	143,305
World Literacy Foundation	29,386	5,000
<b>TOTAL PAYMENTS</b>	<u>296,780</u>	<u>207,743</u>
<b>SURPLUS FOR THE YEAR</b>	<u>3,600</u>	<u>21,879</u>

ABORIGINAL LITERACY FOUNDATION INC.  
BALANCE SHEET  
AS AT 30 JUNE 2010

	2010 \$	2009 \$
<b>CURRENT ASSETS</b>		
Cash at Bank	24,695	21,095
<b>TOTAL CURRENT ASSETS</b>	<u>24,695</u>	<u>21,095</u>
<b>NET ASSETS</b>	<u>24,695</u>	<u>21,095</u>
<b>ACCUMULATED FUNDS</b>		
Opening Balance	21,095	(784)
Surplus for the Year	3,600	21,879
<b>CLOSING BALANCE</b>	<u>24,695</u>	<u>21,095</u>

ABORIGINAL LITERACY FOUNDATION INC.  
CASH FLOW STATEMENT  
FOR THE YEAR ENDED 30 JUNE 2010.

	Note	2010 \$ Inflows (Outflows)	2009 \$ Inflows (Outflows)
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Receipts from Community		299,978	229,454
Payments to Suppliers		(296,780)	(207,743)
Interest Received		402	168
	2(b)	<u>3,600</u>	<u>21,879</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Repayment of Loan		-	(1,600)
		<u>-</u>	<u>(1,600)</u>
<b>Net Increase in Cash Held</b>		3,600	20,279
<b>Cash at Beginning of Year</b>		<u>21,095</u>	<u>816</u>
<b>CASH AT END OF YEAR</b>	2(a)	<u>24,695</u>	<u>21,095</u>

**ABORIGINAL LITERACY FOUNDATION INC.**

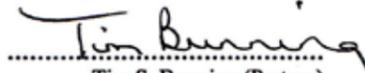
**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS  
OF ABORIGINAL LITERACY FOUNDATION INC.**

*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 2010 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 11<sup>th</sup> day of February, 2011

PROWSE, PERRIN & TWOMEY  
(Certified Practising Accountants)

  
.....  
Tim S. Bunning (Partner)

**ABORIGINAL LITERACY FOUNDATION INC.**

**STATEMENT BY MEMBERS OF THE COMMITTEE**

The committee has determined that the Association is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the committee the financial report:

1. Presents a true and fair view of the Association's financial position as at 30 June 2010 and its performance for the year ended on that date.
2. At the date of this statement, there are reasonable grounds to believe that the Association will be able to pay its debts as and when they fall due.

This Statement is made in accordance with a resolution of the committee and is signed for and on behalf of the committee by:

  
.....  
Tony Cree (Committee Member)

  
.....  
David Perrin (Treasurer)

Dated this 10<sup>th</sup> day of February, 2011

