



Aboriginal Literacy Foundation  
Annual Report 2011





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## Aboriginal Literacy Foundation

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**Facebook** [/aboriginalliteracyfoundation](https://www.facebook.com/aboriginalliteracyfoundation)

## Ballarat Literacy Education & Resource Centre

101 Sturt Street  
Ballarat Vic 3350

**Ph** 03 53 335342

## Book Storage Warehouse

66 Ross St  
Port Melbourne

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 a registered charitable non-profit 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 60,000 Indigenous young people through our range of literacy support programs.

# Our Impact in 2011 ...

<p><b>Books for Learning Program</b></p> <ul style="list-style-type: none"> <li>• 60,000 books donated to indigenous children, community groups and schools in 2011</li> </ul> <p>“Our Indigenous students were very happy to receive their own books”</p> <p>Maree Lunn, Principal, Argenton Public School</p> 	<p><b>Literacy &amp; Heritage Camps</b></p> <ul style="list-style-type: none"> <li>• In 2011 we held 12 camps supporting the learning and development needs of 210 indigenous children</li> </ul> <p>“The intensive level of literacy support at the camps makes a real difference. I witnessed big gains at each camp”</p> <p>Charlie, volunteer tutor</p> 	<p><b>Tutoring Program</b></p> <ul style="list-style-type: none"> <li>• 2,789 individual tutoring sessions were provided in 5 indigenous communities</li> </ul> <p>“12 months ago my daughter had little belief in herself to read out aloud. Today, she is a different person. Thank you ALF”</p> <p>Jenny F</p> 	<p><b>Literacy Testing &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• Over the past year we have tested the literacy skills of over 20,000 indigenous children</li> </ul> <p>“The collection of literacy data/outcomes from the students each month is one of the biggest factors we use to see first hand the individual changes that are occurring”</p> <p>Dr Tony Cree CEO</p> 
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# An Overview of the Aboriginal Literacy Foundation

## Our Vision

The Aboriginal Literacy Foundation believes that in order to promote positive and practical change and close the gap between Indigenous and non-Indigenous young people we must start 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.

## 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.

## 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 better 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.

## Message from the CEO

It is once again my pleasure to report on the activities and achievements of the Aboriginal Literacy Foundation in 2011. We have had a remarkable year in terms of consolidation of existing programs and the introduction of exciting new literacy initiatives. This is largely due to the dedication and commitment of our volunteers and literacy tutors, but also due to increased support from the philanthropic and corporate community. Our major project partners in 2011 include the Mazda Foundation, providing support to Victorian based literacy programs; the Australian Children's Trust, supporting the Books for Learning Program in the Kimberley and the Newcastle Building Society Charitable Foundation, supporting the Books for Learning Program in regional communities in NSW. The Books for Learning program in 2011 received a real boost with the generous donation of 80,000 educational books from Book Titles Pty Ltd.

In 2011 we established literacy programs in many new communities including the Newcastle – Hunter Valley Region, Gippsland, the Kimberley and Alice Springs. We have also strengthened our presence and impact in communities that we have now been partnering with for over 10 years. This included the opening of a Literacy Education and Resource Centre in Ballarat. We are now able to provide targeted literacy support to indigenous children, parents, educators and our volunteer tutors in regional Victoria. Our vision for the centre in 2012 is to provide literacy tutoring, a homework club, a book club and a Dreamtime Story Time for pre-schoolers at the centre. This will compliment the already established tutoring programs currently provided in Ballarat and the surrounding region. We are confident that we will be able to provide this ground breaking literacy support to Victoria's widespread indigenous



community of over 30,000 people, including over 7,500 children aged between 5-15 years (2006 Census).

In partnership with Melbourne based digital printing company, Splitting Image we have developed new ways to integrate digital technologies into learning. The Digital Literacy Program will enable indigenous communities to create their own digital books in their local dialect and English, with fun features such as literacy games, sound and video. They will have the ability to include their own pictures, photos and text to create stories which represent and reflect their own community. The books which can be used on a range of digital interfaces will also have the ability to alternate between indigenous language and English. This will contribute substantially to overcoming language barriers in learning. We plan to introduce this program to the community in 2012, provided we receive the funding support we need.

As we turn our focus to 2012, there are indeed exciting times ahead. Not only will we continue to witness the deepening impact of our programs in the communities in which we work, we will welcome the opportunity to form new partnerships and introduce our proven and established programs to hundreds more indigenous children.

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.

Well done and thank you.

**Dr Anthony Cree OAM**

## Message from the Chair



I am very proud to be involved with an organisation that is committed to raising the literacy skills of indigenous children and ultimately addressing poverty in these communities. Without adequate education, these children, Australia's future, face a life of unemployment, poverty, crime, hopelessness and despair.

Fortunately the difficult economic conditions which prevailed over the past few years did not limit our ability to meet our budget in 2011. Our annual income in 2011 was \$645,144, which enabled us to reach 60,000 Indigenous children. We are greatly encouraged by the wonderful

*“One of the most powerful things I witnessed in 2011, was the distribution of books and backpacks in a remote community in NE of Fitzroy Crossing in Western Australia. A young lad with a massive smile was for the first time, given a book of his own to keep. It was treasured like a very expensive gift with tears in his eyes. Amazing! Happy reading Sam!”*

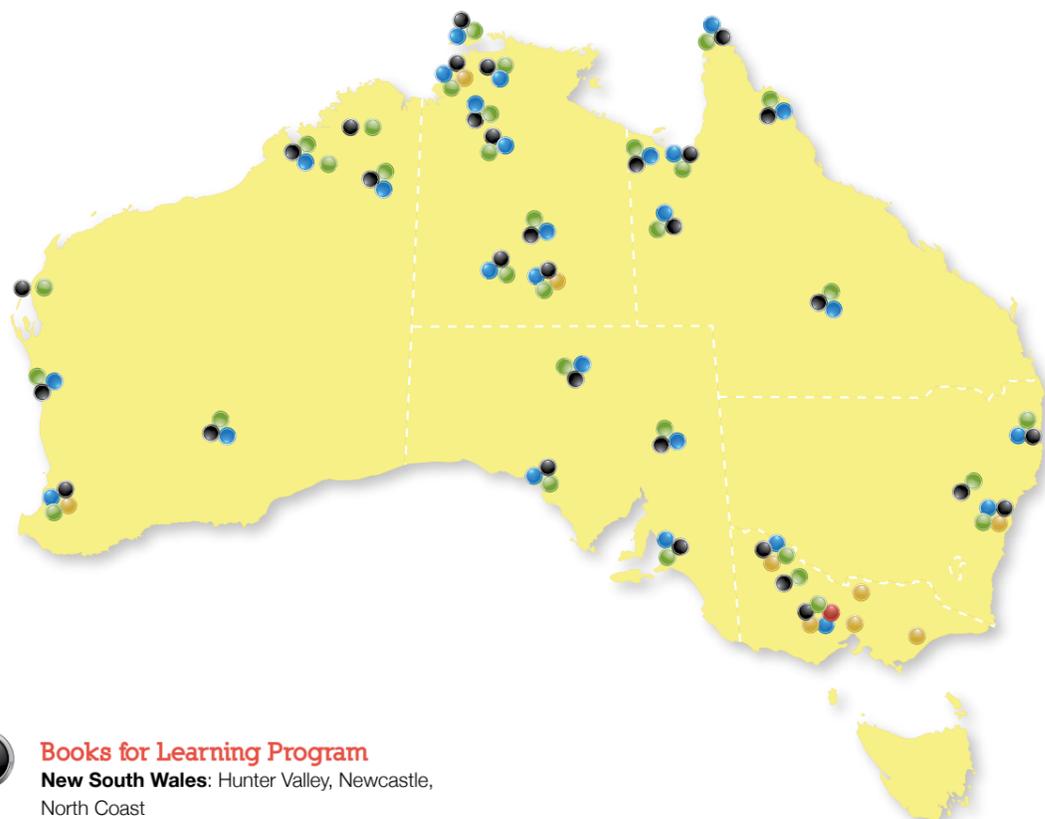
There is a tremendous spirit of collaboration and determination within our organisation to make a difference in the lives of indigenous children. There are also many, many stories of success emerging from within the indigenous communities in which we work.

literacy outcomes and the generous support that has been provided by the philanthropic, business and wider community and appreciate the trust you have placed in us to use all resources wisely and to their greatest impact. We will continue to be as effective and as innovative as we can, whilst remaining true to our vision and the literacy needs of indigenous Australians.

Thank you once again for your support.

**David Perrin**

# Reaching Far and Wide



**Books for Learning Program**  
**New South Wales:** Hunter Valley, Newcastle, North Coast  
**Northern Territory:** Alice Springs, Darwin, Humpty Doo, Katherine, Melville Island, Papunya, Pine Creek, Ti Tree  
**Queensland:** Blackall, Burketown, Cape York, Cooktown, Doomadgee, Mount Isa  
**South Australia:** Adelaide, Ceduna, Leigh Creek, Oodnadatta  
**Victoria:** Ballarat, Mildura, Swan Hill  
**Western Australia:** Carnarvon, Geraldton, Halls Creek, Kalgoorlie, Kimberley Region, Kununurra, Looma, Perth

**Digital Literacy Program**  
**New South Wales:** Newcastle, North Coast  
**Northern Territory:** Alice Springs, Darwin, Humpty Doo, Katherine, Melville Island, Papunya, Pine Creek, Ti Tree  
**Queensland:** Blackall, Burketown, Cape York, Cooktown, Doomadgee, Mount Isa  
**South Australia:** Adelaide, Ceduna, Leigh Creek, Oodnadatta  
**Victoria:** Ballarat, Mildura  
**Western Australia:** Carnarvon, Kimberley Region, Halls Creek, Kununurra, Looma, Kalgoorlie, Geraldton, Perth

**Tutoring Program**  
**New South Wales:** Newcastle  
**Northern Territory:** Alice Springs, Darwin  
**Victoria:** Ballarat, Gippsland, Melbourne, Mildura, Shepparton  
**Western Australia:** Perth

**Backpack Program**  
**New South Wales:** Hunter Valley, Newcastle, North Coast  
**Northern Territory:** Alice Springs, Darwin, Humpty Doo, Katherine, Melville Island, Papunya, Pine Creek, Ti Tree  
**Queensland:** Blackall, Burketown, Cape York, Cooktown, Doomadgee, Mount Isa  
**South Australia:** Adelaide, Ceduna, Leigh Creek, Oodnadatta  
**Victoria:** Ballarat, Mildura, Swan Hill  
**Western Australia:** Carnarvon, Fitzroy Crossing, Geraldton, Halls Creek, Kalgoorlie, Kimberley Region, Kununurra, Looma, Perth

**Literacy & Heritage Camps**  
**Victoria:** Ballarat

## New Programs in 2011

### Harnessing New Technology in 2011

#### Digital Literacy Program

In 2011, in recognition of the significant role technology has in engaging children in learning, we introduced a new Digital Literacy Program. With support from various trusts and foundations we have been able to provide a range of new technologies to the communities that we currently provide tutoring support. These have included laptops, iPads and e-readers.

Research undertaken by our foundation has found that students can acquire vital literacy and numeracy skills up to 40% faster when using a computer and new technology than without. It is also clear that all children gravitate to technology and amaze us with their ability to grasp new learning tools. Indigenous children are no different. The ability to make learning entertaining, creative and fun will lead to greater engagement and significantly improved outcomes. This will motivate children to attend school, to work harder and behave appropriately in class so that they will have the privilege of using new technologies and supportive resources. The technology needs to be combined with traditional teaching methods, appreciation of indigenous culture in learning and the support of parents and the indigenous community.

The Digital Literacy Program provides the opportunity for children to combine traditional learning techniques with a range of computer based games and digital books. In partnership

with Splitting Image, digital publishers, we are in the process of creating and trialling a range of e-books that embrace indigenous culture and stories and use both English and Indigenous language. This exciting new bilingual community based project, allows learners to switch between languages, listen to the words using audio features and engage in a range of literacy games. The e-books also



*“Research undertaken by our foundation has found that students can acquire vital literacy and numeracy skills up to 40% faster when using a computer and new technology than without.”*

have the ability to monitor literacy skills and performance. Not only does this project promote literacy skills and the ability to speak and read English, it provides a parallel learning opportunity that recognises and preserves local indigenous language and culture.

As we look to 2012 and beyond, we are really excited about the learning opportunities that the Digital Learning Program provides for indigenous children all over Australia, particularly in remote communities.



## Supporting Local Communities

### Ballarat Literacy Education and Resource Centre

With the generous support of the philanthropic community, in September 2011, the ALF opened a new Literacy Education and Resource Centre in Ballarat. The project aims to build the capacity of the ALF to respond to the increasing needs of over 1800 indigenous children from communities in West, Central and North West Victoria.

The Centre currently provides an after school tutoring program and Literacy & Heritage Camps. In the future we plan to offer a broad range of literacy support services and programs to the community. The Centre will provide a comfortable learning environment for indigenous youth to receive additional learning support from trained volunteers and part time tutors. It will also provide the opportunity for indigenous children to meet others in similar situations, to work together and support each other in their learning and socially.

As funding becomes available the Centre will provide the following services:

- Literacy support materials – workbooks, games, computer software, audio resources
- Individual tutoring support
- Access to computers for private study
- Evaluation and testing services
- Homework Club
- Book Club
- Dreamtime story time for pre-schoolers
- Resources, training and administration support to ALF tutors working in the region
- Advice and resources for educators and parents.



### Literacy Support Service – Newcastle and the Hunter Valley

The ALF with the support of new funding partners in 2011 was able to provide a range of literacy services to support Indigenous children living in the Newcastle and Hunter Valley region. The purpose of this new program was to improve the literacy levels of Indigenous youth in the region. There is a large indigenous community of over 18,000 people (2006 census) that reside in this area which includes Maitland, Port Stephens, Newcastle and Cessnock. Indigenous children aged 5-14 years account for approximately 25% of the population.

In 2011, with the support of volunteers, educators and indigenous leaders and funding partners, we provided the following literacy support services:

- Literacy testing and evaluation of 2000 indigenous children attending schools in the region (age 6-16 years)
- Weekly tutoring program for 51 indigenous children
- Provision of over 25,000 new and preloved books to children, community centres and schools
- Literacy resources – indigenous readers, literacy workbooks, games
- Ongoing evaluation support to monitor individual progress of children
- Ongoing support from our Literacy Centre in Melbourne, including access to a broad range of literacy resources and professional advice.

Community participation and acceptance of all of these programs has been extremely high, resulting in significant literacy gains across the student population.





# Established Programs Going from Strength to Strength

## Books for Learning – An Impressive Start

The Books for Learning Program was launched in 2010 and has received enormous support not only from the indigenous communities that we partner with, but also the wider community in terms of volunteers, donations of books and funding. The program supports indigenous children throughout Australia by providing a range of new and preloved books for the children to own and share within their community. Our aim is to encourage children to read and learn and ultimately remain committed to education throughout secondary school and beyond. Since our launch in 2010, we have distributed over 60,000 books to indigenous children living in remote and regional areas.

In 2011 the ALF expanded the Books for Learning Program into 40 new regional and remote communities in QLD, WA, NT, NSW and SA. We had a particular focus in the New South Wales (North and Central Coast, Newcastle and the Hunter Valley) and the Kimberley Region of Western Australia. In these communities we provided:

- Over 62,000 age and stage appropriate books to indigenous children aged 6-14 years
- A selection of indigenous readers for each community that reflect indigenous culture and history.



*"Life-transforming ideas have always come to me through books." Ren Brooks*

*"Thank you to the ALF for the great books for our kids." Steven, Carnarvon WA*

In 2011, the Albert Park Baptist Church provided a warehouse in Port Melbourne from which we can now receive, sort and deliver recycled books for the program. This has been a great encouragement and has enabled the ALF to better organise our resources and increase volunteer support for the program.

## Literacy Testing and Evaluation

At the centre of all of our literacy programs is the ability to understand the individual learning needs of the children that we support. We owe it to all those who support our organisation to use our resources wisely and reach as many children as possible, whilst focusing on those with the greatest needs first. The ALF in partnership with Victoria University, Melbourne has developed a thorough literacy testing and evaluation program. We focus on a range of factors including:

- Literacy and numeracy outcomes - tracking the levels of literacy and numeracy progression
- Readiness to learn outcomes - monitoring the conditions and environment to which the young person is able to concentrate and participate in learning
- Health and Wellbeing outcome - tracking the student's sense of self esteem and wellbeing

- Future opportunities outcomes - tracking if the student has become more positive towards future education and employment as he/she develops in literacy skills.

In 2011 we provided literacy testing to 20,000 indigenous children. This formed the platform for our program delivery in communities throughout Australia.





### ALF Tutoring Program

During 2011, the ALF provided our highly effective tutoring program to over 359 Indigenous children, an increase of 15% on the previous year. This unique one on one literacy tutoring program is provided to indigenous children aged 8-16 years who are struggling to make literacy gains at school and are disengaged in their learning. The program is provided by a combination of trained volunteer and professional tutors who work closely with schools, community groups and parents to meet the complex learning needs of each child.

*"I have volunteered as a tutor to ALF for the past 6 years and it gives me a great sense of satisfaction to make a positive impact on the lives of Indigenous children. Not only do I see their reading and writing skills improve, but they start to develop a positive attitude toward other aspects of their life."* Charlie, ALF Tutor

Over the past 12 months, we have continued to provide the program to communities in Shepparton, Swan Hill, Mildura, Gippsland,

Ballarat, Bendigo, Warrnambool and Melbourne. The program has also been introduced to new communities in the Hunter Valley and Newcastle in NSW and Fitzroy Crossing in the Kimberley region of Western Australia.

We are now providing the program to 25 communities, thanks to the support of our dedicated team of volunteers, professional tutors and the local Indigenous communities in

which we work. Thanks to the many Trusts and Foundations who support this program.

Children are tested and evaluated on a regular basis and the program is adjusted accordingly. Testing found that over 75% of participants improved their literacy and numeracy skills as a result of the program and experienced reading gains of 1-3 levels over 12 months.



### Literacy and Heritage Camps

In 2011, the ALF provided 12 Literacy and Heritage Camps to 210 indigenous youth participating in our weekly tutoring program. The strength and success of the literacy camps is based on the concept of joint learning with peers, tutors, parents and carers within a culturally supportive environment.

*"I attend about three camps a year and I get far more from tutoring indigenous kids than my usual role as a primary teacher. It's really satisfying to see the kids improve."* Vanessa, ALF tutor

The camps are provided in Ballarat, Gippsland, the Grampians and Melbourne and offer a unique learning environment in which we improve individual literacy skills and build knowledge and pride in indigenous culture and heritage. The program allows students to mix and interact with other like-minded Indigenous young people while experiencing a variety of activities such as horse riding and Koori heritage excursions. These social activities have an important role in reducing any feelings of low self-esteem and isolation.



#### Case Study 1: Jade in Ballarat

Jade is aged 13 and lives in a housing commission home in Wendouree, Ballarat. She moved to Ballarat from Wentworth, NSW with her mum. Jade says she misses living at Wentworth. It was warm and she used to help pick avocados. Jade was regularly bullied at her school so she preferred to stay at home with her mum. Her reading level was low (approx. 8 – 8.5 years) and it had started to go backwards.

Last Easter she was encouraged to attend a Literacy and Heritage Camp run by the Aboriginal Literacy Foundation at Ballarat University. She enjoyed the camp, making new friends and she found that being with other indigenous children was helpful to her learning. She especially liked the computer literacy games. As a result of attending the camp, she now participates in the ALF tutoring program twice a week. Her reading level is now 9.5 and rising and she thinks she might start attending school again.



### Case Study 2: Pete from Mildura

Pete is 9 years old and lives with his mum, Sara, and grandmother, 'Auntie Jen'. Pete's elder brother, Nathan is 18, and has been in a lot of trouble lately and also has other 'health' issues. Sara and Auntie Jen have been dealing with Nathan's issues for over three years and as a consequence Pete hasn't attended school since year 1. (He should be in Year 4 by now.)

Pete came to a camp that was held for Mildura students at Roses Gap in the Grampians. The camp which was run jointly by the ALF and parents and elders focussed on Literacy and Heritage studies. Every morning for 8 days students undertook 4 hours of one to one and small group tutoring. In the afternoon they bush walked, canoed, hunted and fished. In the evening they were taught 'heritage studies' by parents and elders (often gender specific, mat weaving, tracking, etc) and they also visited iconic indigenous sites in the area such as 'Bungal Cave'.

At the start of the camp Pete had a reading age of sub 5 years and actually could not easily recognise some letters of the alphabet. At the end of the camp, Pete was able to recognise not only all of the alphabet, but also the 78 blended sounds (st, dr, etc). Furthermore, on the Schonnel silent reading test he achieved 7.6 years, an improvement of two years. He is now about 18 months behind his peers in Year 4, which is a very encouraging result. Pete's grandmother (Auntie Jen) attended some of the camp as a heritage instructor and she says that Pete is much more confident 'about his letters' and she's going to make sure he gets to school. 3 months later, Pete was still going strong and is attending school regularly.

### Backpack Program

One of the major barriers for Indigenous children in their learning is the lack of basic literacy resources in their home. Many indigenous children, particularly those living in remote communities do not have access to books, computers and other learning tools at home. The Literacy Backpack Program aims to address this issue by providing literacy resources to the children, educators and parents. Research indicates that children 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

In 2011 the ALF provided over 3100 literacy support kits and backpacks to Indigenous communities. We also provided literacy teachers with training kits and parent support material to help build community participation and commitment to learning.

### ALF Scholarship Program

The ALF Scholarship Program is in the early stages of development and impact, largely due to the need to build a stronger financial platform to support the program. Funding is used to support indigenous children who are facing financial barriers to continued participation in education and related learning experiences. Through our personal tutoring and camp program we identify children in need of financial support. Funds are allocated based on our assessment of need, commitment to learning and the family situation. In 2011, we provided \$3,200 to needy indigenous children to encourage and support them in their learning.





### Resourcing the Community

The ALF are committed to providing grass roots literacy support to indigenous communities throughout Australia. We have supported parents, educators and indigenous community leaders by providing:

- Grants to purchase books and dedicated indigenous literacy resources
- Grants to purchase technology to support alternative approaches to learning i.e. e-readers

- Literacy support services and resources including testing and evaluation tools
- Professional advice to teachers, welfare groups and parents
- Networking opportunities and referral within the literacy, education and indigenous sectors.

In 2011, we supported 45 communities in VIC, SA, NSW, WA, QLD and NT.



### Case Study 3: Cal at Mornington Island

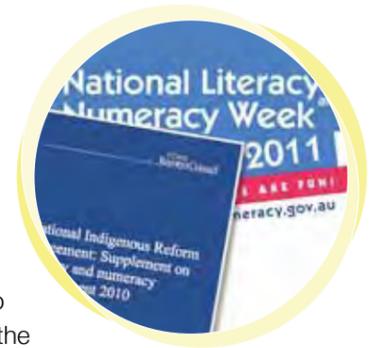
Cal is 9 years old and came to live at Mornington Island with his mum from a more remote settlement about a year ago. Cal and his mum speak aboriginal as their first language and neither can read or write in English (although Cal's mum speaks English well). The remote primary school had old literacy books and material, in very poor condition and not very interesting. About 6 months after Cal started attending school, the Mornington Island School received a grant from ALF which enabled them to purchase some new books with aboriginal stories and themes. Cal's teacher says this has been a big help with his reading. They would like a grant next year for more books and some computer software.

### Advocacy and Media

2011 was a busy year in terms of the extent of media coverage relating to the literacy rates of indigenous children in Australia. With the release of the Council of Australian Governments Reform Council report in June 2011 and public access to education data on the My School website including NAPLAN results, as well as National Literacy Day, there has been a high level of publicity surrounding education in indigenous communities – including success stories and continued failures within the education system.

needs within the media. We have achieved media coverage in many communities, helping to also build the profile of the programs in each community. Our website provides links to these press releases.

CEO, Anthony Cree has also been active in promoting the literacy needs of indigenous children through a range of public speaking



“The findings have sparked warnings that it will be harder to halve the gap between indigenous and non-indigenous students by 2018, one of the key elements of the COAG National Indigenous Reform agreement of 2008.

Reading skills improved in Aboriginal primary students, but by year 9 the gap has widened.”  
Joe Kelly, *The Australian*, June 08, 2011

With the launch of new programs and the expansion of existing programs into new communities, the ALF have been able to build community awareness of indigenous literacy

engagements and opportunities to provide advice to educational institutions and government.



# Looking Ahead – 2012 and Beyond

## National Year of Reading in 2012

We will recognise and celebrate the significance of the **National Year of Reading 2012** and the new opportunities it will create to raise the profile of reading and literacy in indigenous communities.

We will also celebrate **National Indigenous Literacy Day** on the **7th September** by providing a range of events for indigenous children in communities throughout Australia.

## World Literacy Summit

In April 2012, the World Literacy Foundation will host a literacy summit in Oxford, England. The theme of this conference is “From Poverty, to Literacy, to a Future” It will address the key literacy issues that are faced in both the developed and developing world.

CEO of the Aboriginal Literacy Foundation, Dr Anthony Cree will be one of the key speakers at the summit. He will focus on the literacy needs of indigenous communities, highlighting his experience in Australia and the work of the ALF in addressing literacy needs and closing the gap.

## Preserving Indigenous Language

Whilst our objective is to increase the level of literacy in indigenous communities, we strongly believe that this must be done with respect for and acknowledgement of local indigenous languages. The best results can actually be achieved when we provide parallel learning opportunities to the children. This approach enables the whole community to be involved in the learning process, particularly parents and elders, but also helps to preserve local indigenous languages. It is estimated that there are 110 Indigenous dialects that are “at risk” of being lost.

“The use of Aboriginal language in schools brings Aboriginal parents and grandparents into the school and so brings the community and the school together.”

Prof Michael Christie, School of Education,  
Charles Darwin University.

The ALF recognise and appreciate the diversity between indigenous people across Australia, the variations in language, dreamtime stories, lifestyle and struggles. We seek to preserve this diversity whilst encouraging the development of literacy for personal development, health and wellbeing.

At present with the support of digital printing company, Splitting Image we are conducting a trial of the digital e-books project in an indigenous community 200km East of Alice Springs. The ability to provide bilingual texts, to feature audio, and games all within an indigenous cultural framework has proven so far to be a great success. We are creating a range of e-books that feature English and the local dialect and audio, literacy games and other educational aids and tools. The e-books will link together text in English and the local dialect, promoting bilingual learning. In many remote communities English is the second language and is rarely spoken with children at home. The e-books will enhance the preservation of the local culture and language whilst promoting English literacy skills and engagement in education.

## Together We Can Do More

In many respects, 2011 has been a landmark year for establishing new partnerships. We have been very grateful for the support of new funding partners including trusts and foundations who have shared our vision to close the gap in indigenous communities. This support has enabled us to provide exciting *new programs* to the community, but also to continue to support our highly successful *established programs*.

## New Collaborative Partnerships

The backbone to our program success is quite simply the local community - the schools, parents, elders, volunteers and of course the continued efforts of the children we support. We would not be able to report on this high level of program success if it wasn't for all of the individuals who work together, provide their time, knowledge, expertise to benefit indigenous Australians. Without a doubt, together we are able to do more, and we are grateful to each and every one of you.

# Thank you

Each year the ALF are able to make a significant difference to the lives of thousands of indigenous people. We continue to see children grow in confidence as their literacy skills improve. We are also aware of hundreds of children who are now attending school regularly and enjoying learning. This would not have been possible without the dedication of our tutors, community partners and financial partners. Thank you for your continued commitment to the ALF and indigenous communities throughout Australia. It has been a very exciting and rewarding year!

## A special thank you to;

The Bennelong Foundation, The Mazda Foundation, The Samuel Nissen Charitable Foundation, IOOF Foundation, The Marian & EH Flack Trust, The Freemasons Public Charitable Foundation, The Felton Bequest, Lord Mayor's Charitable Foundation, HV McKay Charitable Trust, Newcastle Permanent Charitable Foundation, Bob Ingham, Ross Divett Foundation, Optus Community Grants Program, The Calvert Jones Foundation, R Sarich, Besen Family Foundation, The Honda Foundation, Ivor Ronald Evans Foundation, St George Foundation, QR National Community Giving Fund, The William Angliss Charitable Fund, Collier Charitable Fund, FRRR, McEwen Foundation, Stan Perron, Pierce Armstrong Foundation, ANZ Staff Foundation, Helen Macpherson Smith Trust, Ray and Joyce Uebergang Foundation, ING Foundation, Dame Elisabeth Murdoch, Sunshine Foundation, J

Fairfax, Australian Children's Trust, The Leith Charitable Trust, The Andrews Foundation and the Jack Brockhoff Foundation.



## Volunteers

The ALF has a very passionate and dedicated team of volunteers who provide program support in communities all over Australia. They are the face of the ALF in the community, the people who give so much time, energy, creativity and concern to help indigenous children develop the literacy skills they need to progress in life.

*"My weekly tutoring session with Steve is the highlight of my week. I love his strong and determined attitude to sound out a new word and finish the book."*  
Jill a Volunteer, Ballarat

In 2011, over 80 volunteers provided 12,000 hours of in kind support to our programs. This support has included the provision of weekly tutoring, regular testing and evaluation, providing heritage and cultural support to our camps, professional advice to educators, administrative support for our office in Melbourne, collection, sorting and distribution of books, packing of bags for the backpack program. Many, many activities and needs have been met through the generosity and dedication of our volunteers.

# Governance

## Patron

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

## Board of Directors

- 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 - Andrew Kay Consultants*
- Mr Peter Ma,  
*Company Director Chi Fat Education*
- Dr Anthony Cree OAM,  
*CEO of the ALF*

## Indigenous Advisory Committee

The Indigenous Advisory Committee provide advice, feedback and recommendations to the ALF with regard to cultural sensitivity of programs, validity of programs and community need. They also help the ALF to establish supportive partnerships and networks within new and existing indigenous communities. As local Koori/Indigenous people, their support and guidance is invaluable. Thank you!

# Financial Statements

For the Year Ended 31 December 2011

## ABORIGINAL LITERACY FOUNDATION INC. INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2011

	Year ended 31 December 2011 \$	6 months ended 31 December 2010 \$
<b>RECEIPTS</b>		
Donations	645,144	228,798
Interest	-	144
Sundry Income	-	4,505
<b>TOTAL RECEIPTS</b>	<u>645,144</u>	<u>233,447</u>
<b>Less PAYMENTS</b>		
Accounting and Audit Fees	3,300	-
Administration	21,100	14,416
Bank Fees	348	289
Books and Educational Support	138,471	22,588
Conferences & Training	15,486	5,500
Literacy Camps	34,662	23,937
Marketing & Fundraising	48,291	6,815
Media	-	4,952
Miscellaneous Expenses	688	3,196
Motor Vehicle Expenses & Travel	18,909	4,516
Office Expenses	44,700	12,657
Programme Expenses	81,459	6,000
Research	11,990	7,494
Staffing Expenses	4,000	-
Tutoring	113,350	47,397
<b>TOTAL PAYMENTS</b>	<u>536,754</u>	<u>159,757</u>
<b>SURPLUS FOR THE PERIOD</b>	<u>108,390</u>	<u>73,690</u>

## ABORIGINAL LITERACY FOUNDATION INC. STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2011

	31 December 2011 \$	31 December 2010 \$
<b>CURRENT ASSETS</b>		
Cash at Bank	209,221	95,129
GST Refundable	617	6,319
<b>TOTAL CURRENT ASSETS</b>	<u>209,838</u>	<u>101,448</u>
<b>NET ASSETS</b>	<u>209,838</u>	<u>101,448</u>
<b>ACCUMULATED FUNDS</b>		
Opening Balance	101,448	27,758
Surplus for the Period	108,390	73,690
<b>CLOSING BALANCE</b>	<u>209,838</u>	<u>101,448</u>

ABORIGINAL LITERACY FOUNDATION INC.  
STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED 31 DECEMBER 2011

	Year ended 31 December 2011 S Inflows (Outflows)	6 months ended 31 December 2010 S Inflows (Outflows)
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Receipts from Community	645,144	233,303
Payments to Suppliers	(531,052)	(163,013)
Interest Received	-	144
	<u>114,092</u>	<u>70,434</u>
<b>Net Increase in Cash Held</b>	114,092	70,434
<b>Cash at Beginning of Year</b>	<u>95,129</u>	<u>24,695</u>
<b>CASH AT END OF YEAR</b>	<u>209,221</u>	<u>95,129</u>

ABORIGINAL LITERACY FOUNDATION INC.  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2011

**NOTE 1 – Summary of Significant Accounting Policies**

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 not a reporting entity.

The financial report has been 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.

The following significant accounting policies, which are consistent with the previous period unless otherwise stated, have been adopted in the preparation of this financial report.

**a. Income Tax**

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

**b. Comparative Balances**

Comparative figures have been adjusted to conform to changes in presentation for the current financial year where required by Accounting Standards or as a result of changes in accounting policy.

**c. Donations**

Donations are recognised as income when received. In December 2011 donations of \$188,500 were received. The receipt of these donations has contributed to an increase in the cash balance held by the Foundation at year end from \$95,129 at 31 December 2010 to \$209,221 at 31 December 2011. These donations will be expended on programs during the 2012 year.

**ABORIGINAL LITERACY FOUNDATION INC.  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2011**

	Year ended 31 December 2011 \$	6 months ended 31 December 2010 \$
<b>NOTE 2 – Cash Flow Information</b>		
(a) Reconciliation of Cash		
Cash at the end of the financial year as shown in the Statement of Cash Flows is reconciled to the related items in the balance sheet as follows -		
Cash at bank and on hand	<u>209,221</u>	<u>95,129</u>
(b) Reconciliation of operating surplus to net cash flows from operations as follows -		
Operating surplus for the period	108,390	73,690
Decrease/(Increase) in Receivables	<u>5,702</u>	<u>(3,256)</u>
	<u>114,092</u>	<u>70,434</u>

**ABORIGINAL LITERACY FOUNDATION INC.  
STATEMENT BY MEMBERS OF THE COMMITTEE**

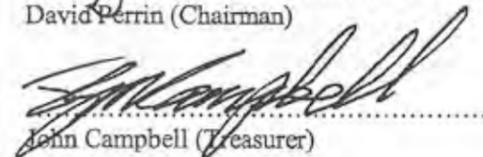
The committee has determined that the association is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the committee the financial report as set out on pages 1 to 5:

1. Presents a true and fair view of the financial position of Aboriginal Literacy Foundation Inc. as at 31 December 2011 and its performance for the period ended on that date.
2. At the date of this statement, there are reasonable grounds to believe that Aboriginal Literacy Foundation Inc. 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:

  
.....  
David Perrin (Chairman)

  
.....  
John Campbell (Treasurer)

Dated this 16<sup>th</sup> day of March, 2012

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

We have audited the accompanying financial report, being a special purpose financial report, of Aboriginal Literacy Foundation Inc., which comprises the statement of financial position as at 31 December 2011, the income statement for the year then ended, statement of cash flows, notes comprising a summary of significant accounting policies and other explanatory information, and the statement by the members of the committee.

*Committees' Responsibility for the Financial Report*

The Committee of Aboriginal Literacy Foundation Inc. is responsible for the preparation of the financial report, and has determined that the basis of preparation described in Note 1 is appropriate to meet the requirements of the *Associations Incorporation Act (Vic)* and is appropriate to meet the needs of the members. The committee's responsibility also includes such internal control as the committee determines is necessary to enable the preparation of a financial report that is free from material misstatement, whether due to fraud or error.

*Auditor's Responsibility*

Our responsibility is to express an audit opinion on the financial report based on our audit. We have conducted our audit in accordance with Australian Auditing Standards. Those 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 association's preparation of the financial report that gives a true and fair view, 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 committee, as well as evaluating the overall presentation of the financial report.

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

*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 31 December 2011 and of its performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements, and the *Associations Incorporations Act 1981*.

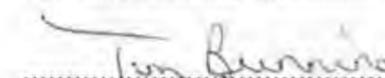
**ABORIGINAL LITERACY FOUNDATION INC.**  
**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS**  
**OF ABORIGINAL LITERACY FOUNDATION INC.**

*Basis of Accounting and Restriction on Distribution*

Without modifying our opinion, we draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared to assist Aboriginal Literacy Foundation Inc. to meet the reporting requirements of the *Associations Incorporation Act (Vic)*. As a result, the financial report may not be suitable for another purpose.

Dated this 22<sup>nd</sup> day of March, 2012

PROWSE, PERRIN & TWOMEY  
 (Certified Practising Accountants)

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