



Aboriginal Literacy Foundation

Annual Report 2012



ABORIGINAL
LITERACY FOUNDATION



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Contents

03	Introduction
04	Message from CEO
06	Our Impact
08	2012 Programs
11	Backpack programs
12	Tutoring Program
15	Creating Awareness
16	Looking Ahead
20	Thank You
22	Financial information

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 body. We are committed to giving Indigenous Australians the chance they deserve to learn to read and write. Literacy is the key to education. Education is the key to escaping poverty.



ABORIGINAL LITERACY FOUNDATION **AT A GLANCE**



“

Our vision is
for a future where all
Aboriginal children can
pursue quality education,
reach their full potential
and contribute to their
community and country in
a meaningful way.

”

OUR VISION

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

OUR MISSION

We seek to transform the lives of Aboriginal children by focusing on literacy and numeracy education. Working in collaboration with local communities and partners, we develop literacy skills with Aboriginal 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 linked to poor health, crime and low social and economic outcomes.

The Aboriginal Literacy Foundation is committed to equipping Aboriginal communities with the skills and resources they need to close the gap - once and for all.

OUR OBJECTIVES

- To raise global literacy standards for men and women, boys and girls
- To promote the importance of literacy
- To provide a central platform for champions of literacy
- To improve the teaching of literacy
- To make free, basic education available for all the world's children

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.

The Aboriginal Literacy Foundation acknowledges the traditional owners of our land where we provide our support and service. We pay respect to the Elders, past and present, and extend that respect to all other Indigenous Australians.



MESSAGE FROM **THE CEO**



Dear Friends,

The Aboriginal Literacy Foundation is an organisation deeply committed to transforming Indigenous lives through literacy. With four in five Indigenous students in very remote communities falling into the bottom five per cent of national literacy testing, there is much work for us to do and little time to waste.

Since our inception in 2003 we have made an effort to transform more children's lives each year, while continuing to deliver programs that are based on effective and evidence-based practices. The past year was no exception as we expanded our operations and reached more children, families, communities and schools with some fantastic results.

Throughout 2012 we put more than 30,000 books into the homes of Aboriginal families, many of which did not have books previously. One of the greatest parts of my job is being able to see the smiles on children's faces and the gratitude of parents as they are given these books. I know that these

gifts have the power to be so much more than just a few words and pictures on paper. They can inspire the joy of reading, change lives, and lead to a life of further education, hope and opportunity.

I have also witnessed some incredible achievements amongst our children who benefit from our tutoring program and attend out Literacy and Heritage Camps. Our testing and evaluation results show that almost all of our students have experienced dramatic improvement in their reading levels. But perhaps the most heart-warming thing I see is the way that the self-esteem and social abilities of each child has grown as they have become more confident in their reading and writing.

As we turn our attention to 2013 I am extremely enthusiastic about the year ahead. Over the next twelve months we will distribute 80,000 of our very own Healthy Living early-reader series to disadvantaged Aboriginal children all over the country. These books will not only act as a valuable early-intervention tool for teaching literacy, but will also communicate vital health and well

being messages to the children and their families. We are grateful to Gandel Philanthropy for supporting the production of the Healthy Living book series.

We will also finish developing the ALF Digital Literacy Hub and pilot the program in a select number of schools and communities. This brand new platform will enable us to deliver thousands more digital resources and e-books to children and teachers in the most remote schools and homes.

Exciting times are certainly ahead for the ALF. Our continued growth and the deep impact of our programs would not be possible without the incredible support we receive. Our tutors, volunteers, supporters and Board members all deserve a huge thank you for the dedication and commitment over 2012. With their continued support we will continue to impact and transform even more young Indigenous lives!

Dr Anthony Cree OAM
Chief Executive Officer,
Aboriginal Literacy Foundation

MESSAGE FROM **THE CHAIRMAN**



Dear Friends,

Whilst Indigenous children around our country continue to read and write at levels that are disturbingly lower than their non-Indigenous peers, the work of the Aboriginal Literacy Foundation remains exceptionally important.

For the past ten years the ALF has played a crucial role in using literacy to close the gap and promote positive and practical change amongst Aboriginals. Our vision has been, and remains, to inspire a future where all Indigenous children can pursue quality education, reach their full potential and contribute to their community and country in a meaningful way.

This requires enormous effort; none more so than from the many organisations, supporters and volunteers who exhibit extraordinary generosity each year. Whether they donate their time, expertise, money or books, their contribution to the future of Indigenous children never ceases to inspire me. We appreciate the trust that has been placed in us to use all resources that are provided to us wisely, and work hard to ensure that we use them to their greatest impact.

I must make special mention of the Mazda Foundation and R.M. Ansett Trust who contributed a substantial level of support in 2012. Their extra contributions strengthened our services and allowed us to expand several of our programs.

The past twelve months was a steady one for us in terms of financial growth and stability. Our annual income in 2012 was \$523,659. Although this was slightly down on our performance from 2011, it still enabled us to reach almost 50,000 Indigenous children throughout the year. We are extremely proud of the young people whose lives we have touched in the past twelve months.

The backbone of our Foundation is the spirit of collaboration within the organisation and with our partners, supporters and the communities in which we work. We are all determined to make a positive difference in the lives of as many children as possible, and by working together we are really achieving this.

We will continue to be as effective, innovative and empowering as we can. I look forward to a time when our vision is achieved and there won't be a need for an organisation such as ours. Until that time comes, we will not rest.

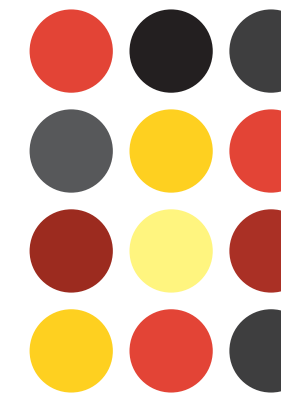
Thank you once again for all your support.

David Perrin
Chairman,
Aboriginal Literacy Foundation



OUR IMPACT

IN 2012-13



BACKPACK PROGRAM 70

4,200 backpacks containing over 30,000 books were donated to Indigenous children in 2012.

"I wish you could have been here in Kowanyama this week to see the joy and surprise on the kids' faces when they received your beautiful books" - Marita, Royal Flying Doctor Service, Kowanyama

MARITA,
Royal Flying Doctor
Service,
Kowanyama



LITERACY & HERITAGE CAMPS

In 2012 we held 10 camps supporting the learning and development needs of 180 Indigenous children.

"The progress our children make at every camp is incredible. Not just with their literacy, but also with their self-confidence and attitude!"

STEVE,
Camp Volunteer



TUTORING PROGRAM

Over 400 children across 6 states and territories received one-on-one tutoring.

"My daughter has made more progress in six months of weekly tutoring than she had made in four years of school. I am so grateful."

SUSAN
Parent



LITERACY TESTING & EVALUATION

We tested and evaluated the literacy and development of over 2,000 Indigenous children.

"Testing and evaluation is such an important part of every one of our programs. It is essential to measure effectiveness and also to tailor the programs for each individual child."

DIGITAL LITERACY PROGRAM

This year we continued to expand our Digital Literacy Program, embracing new technologies and the significant role they can have in improving literacy delivery. We have been able to provide new digital learning tools to communities where we currently provide tutoring support, and continue to work toward converting existing books and literacy material into digital formats.

Digital technology allows us to free knowledge, resources and information from the constraints of remoteness and economic difficulties. Furthermore, technologies can add new dimensions to a traditional learning experience. This makes for a far more interactive and engaging experience. We are making an effort to implement strategies that will harness these attributes and revolutionise teaching in some of Australia's most disadvantaged and remote areas.

We make use of digital literacy tools regularly in our regular tutoring sessions and at our Literacy & Heritage camps. Our students gravitate to the new technology and continually amaze us with their ability to grasp the concept of new learning tools extremely quickly. The children love the interactivity, animations, sounds and games which reward them for progressing through exercises.

In 2013 we will advance our commitment to digital technologies even further by developing the ALF Digital Literacy Hub and piloting it in select Indigenous communities. The Hub will be an online platform of literacy materials and tools designed specifically for an Indigenous audience. We will make the hub available free-of-charge to those Indigenous students, teachers and schools who will benefit from it most.



CASE STUDY 1: **SCOTT IN MT EDGERTON**

Scott is aged 17 and lives in Mt Edgerton, a very remote and isolated part of Victoria. Scott always hated going to school. He felt like the teachers never understood him and he always struggled to concentrate for long periods of time in the classroom. He played up a lot and often got himself into a lot of trouble. Even though he had very poor reading skills, when he was 16 Scott stopped going to school all together.

After quitting school, Scott was encouraged to attend a Literacy and Heritage Camp run by the Aboriginal Literacy Foundation in Ballarat. Scott wasn't keen on this idea at all. He thought it would be like going to school all over again, but he reluctantly agreed to give it one go. To his surprise, Scott really enjoyed himself. He enjoyed the computer literacy games and horse riding, but most of all he enjoyed learning with other Aboriginal kids. For the first time in his life he felt comfortable being in a learning environment. Now, Scott is regularly attending evening classes at the Ballarat Centre as well as monthly Camps. His reading level has risen from 14.1 a year ago, to 16.5 today. He is looking forward to getting his driving licence soon and wants to get a job so that he can buy his own car.

BALLARAT LITERACY EDUCATION & RESOURCE CENTRE

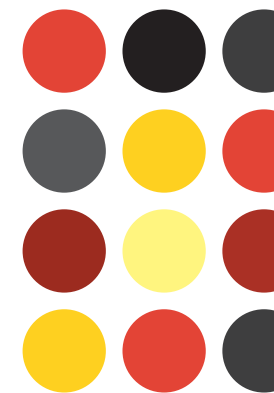
In September we celebrated the first birthday of our Literacy Education and Resource Centre in Ballarat. In its first year, the project enabled us to respond to and assist more than 150 Indigenous children from communities in West, Central and North West Victoria.

The Centre opens daily for tutoring, homework support, computer access for private study, evaluation and testing to compliment a student's development at school. Children, who for varied reasons are unable or reluctant to attend school, also receive learning support at the Centre. In addition, we use the centre to provide resources, training and administration support to tutors working in the region, and offer advice and resources to parents. The facility offers a safe and supportive learning environment for Indigenous children who often don't feel comfortable or struggle in a traditional school environment. It also provides an invaluable opportunity for Indigenous children to meet others who are in similar situations, to work together and to support one another in their learning and socially.

Thanks to support from donors, volunteers and the Mazda Foundation, the Centre will continue to operate in 2013 and reinforce its status as an important Indigenous facility for regional Victoria.



BACKPACK PROGRAMS



BACKPACK PROGRAM

One of the major factors that contributes to the startling gap between Indigenous and non- Indigenous children is the lack of literacy resources in Aboriginal homes. Many Indigenous children, particularly those in remote areas, do not have access to books, computers or learning tools at home. In fact, many children that we provided support to in 2012 had never owned a book of their own before.

Our Backpack program seeks to address this issue by putting books directly into the hands of disadvantaged Indigenous youth, to take home and keep for their own enjoyment and development. Each year we distribute ALF backpacks to some of the most remote communities in Australia. They contain a collection of age and reading level appropriate books. These books help to advance literacy development and help children discover the joy of reading. It is our firm belief that reading can be a ticket out of the cycle of poverty.

Early literacy intervention is the key to a brighter future for an Aboriginal child. In fact, the number of words a child has at age three is strongly related to success in learning to read and language comprehension in Grade 3. That is why we aim to get these backpacks into children's hands as early as possible.

In 2012 the ALF provided over 4200 backpacks to young children in Indigenous communities. For many of these children they were the first books that they had ever owned which was not only exciting, but also a great encouragement to them and their families.

LITERACY TESTING & EVALUATION

Underlying each of our programs is our commitment to literacy testing and evaluation. The ability to understand the individual learning needs of each child is vital to ensuring the effectiveness of each program.

In partnership with Victoria University, Melbourne we have developed a thorough testing program which focuses on a range of factors including:

- Literacy and numeracy outcomes – tracking the levels of literacy and numeracy progression and weaknesses that need more attention
- Readiness to learn outcomes – monitoring the conditions and environment in which the young person is able to concentrate and participate in learning

- Health and well being outcomes – tracking the student's sense of self-esteem and well being

- Future opportunities outcomes – tracking if the student has become more positive towards future education and employment as he/she develops in literacy skills. Our Foundation tests all children at the start of the program in order to determine what particular areas of their learning need the most attention. They are re-tested every six months to assess their improvement and re-evaluate their learning plan.

The literacy testing and evaluation measures are a vital element of each program we implement. In 2012 we provided testing to over 2,000 children. This built the foundations for our program delivery and planning throughout Australia.

TUTORING PROGRAM

The ALF provides a unique one-on-one literacy tutoring program to Indigenous children aged 5-16 years who are disengaged in their learning and struggling to make literacy gains at school. During 2012 we provided tutoring to almost 400 children.

This program is provided by trained volunteers and professional tutors who work closely with schools, community groups and families to meet the individual learning needs of each child. The one-on-one aspect of the program enables learning plans to be tailored to meet the individual needs of each child, and also provides them with the dedicated attention they desperately need to advance their literacy development.

In 2012 we provided tutoring to students from 30 communities across six states and territories. The continued success and sustainability of the program relies a great deal on our dedicated team of volunteers and tutors. Their passion and devotion to the students is unparalleled!

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



CASE STUDY 2: GEORGIA IN ALICE SPRINGS/ BALLARAT

Georgia is 6 years old and recently moved from Alice Springs to Ballarat to live with her cousin, Aunty Jane. Georgia was forced to move away due to inter-family trouble and conflict that was plaguing her community. Her family thought she it was too dangerous for her to stay at home. Because she had never attended school Georgia had only a minimal understanding of the alphabet.

When she arrived in Ballarat Georgia was invited to attend a Literacy and Heritage Camp organised by the Aboriginal Literacy Foundation. At the camp Georgia made some new friends and began learning how to write her name. She had such a good time that she agreed to come back again the next month. Georgia has now been attending camps regularly for the last year. Her reading level has improved by 18.5 months and despite still not attending school regularly, she is now reading at an age of 5.9. She now knows the alphabet plus approximately 70 blended sounds. She can write basic words and her own name which she loves to do. Georgia still misses Alice Springs, especially her father and brother who still live there, but she is very proud of what she has achieved since arriving in Ballarat.

LITERACY & HERITAGE CAMPS

The ALF host Literacy and Heritage Camps that provide the opportunity for Indigenous students to participate in an intensive and concentrated learning workshop. This valuable educational experience provides a unique opportunity to improve individual literacy skills and establish supportive relationships over a weekend. The camps also enable students to build upon their own knowledge and understanding of Indigenous heritage, culture and traditions.

In 2012 we hosted 10 Literacy and Heritage Camps for more than 180 Indigenous children. Camps were provided in the regional Victorian town of Ballarat, where our Foundation was first formed ten years ago.

The Literacy and Heritage Camps are one of our longest-running and most-loved programs. The strength and success of the program is based on the concept of joint learning with peers, parents and carers within a culturally supportive and comfortable environment. The camps allow children to mix and interact with other young people who are experiencing many of the same difficulties and troubles in their lives. As well as dramatically improving literacy and numeracy skills, the program plays an important role in reducing any feelings of isolation, low self-esteem and social exclusion.



ADVOCACY & MEDIA

One of the key objectives of the ALF is to increase awareness of the current crisis in Aboriginal literacy development, and communicate our belief that literacy is the key to overcoming poverty. Targeted advocacy is essential to ensuring that literacy is part of broader education discussions and policy.

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In terms of media coverage relating indigenous literacy in Australia, 2012 was another busy year. NAPLAN results, the National year of Reading, Indigenous and International Literacy Days, and the release of several reports outlining literacy research and statistics all contributed to generating significant publicity surrounding the issue – including success stories and continued shortcomings within the education system.

In May the ALF featured in a television commercial for the Optus Community Grant program which supported our Literacy and Education Resource Centre in Ballarat. The TVC aired in regional areas all over Australia and featured our staff, volunteers and many of our students.

We were also privileged to have the opportunity to produce a mini documentary about our Foundation and in particular our Literacy and Education Resource Centre in Ballarat. The short video, which can be viewed on our website, highlights our history, programs and services through interviews with ALF CEO Dr Anthony Cree, parents, volunteers and students. Thank you to A Worthy Cause and Rich Wang Productions for their support in making this valuable video possible.

With program launches and expansions into new communities the ALF have been able, through the media, to build community awareness of specific Indigenous literacy needs. This has also helped to build the profile of programs in each community.

ALF staff members, led by our CEO Dr Tony Cree, have also been active in promoting literacy needs of Indigenous children through a range of public speaking engagements and community involvement activities.

CREATING AWARENESS

ABORIGINAL EDUCATION: NEW PATHWAYS IN LEARNING & TEACHING

Our CEO, Dr Tony Cree, with the assistance of the University of Ballarat, wrote and published a University textbook titled Aboriginal Education: New pathways in learning & teaching. The text seeks to examine new initiatives in teaching and learning being used by the ALF and other Indigenous literacy experts and practitioners. It will serve as a useful tool for teachers and students working in the field of Aboriginal literacy and education.

2012 WORLD LITERACY SUMMIT

The ALF were proud partners of the inaugural World Literacy Summit, held in Oxford, United Kingdom in April 2012. As partners, we played a key role in organising and staging the event, which saw 249 participants from 52 countries converge on Oxford for four days of discussion and debate. 69 speakers explored the most pressing issues facing literacy today.

Our CEO, Dr Tony Cree acted as Chairman of the World Literacy Summit Committee and delivered a keynote presentation, "New pathways in literacy for Aboriginal Australians". He also delivered the Oxford Declaration, the landmark conclusion and literacy action plan compiled by all delegates, at the Summit Closing Ceremony.

The Summit provided a unique platform for champions of literacy to come together and begin valuable discussions. We are proud of the role we played in organising the event which provided us with an important opportunity to improve the lives of millions of people, and learn from many other organisations doing inspiring work around the world. We are delighted to once again be partnering with the World Literacy Foundation to stage the 2014 World Literacy Summit.

INDIGENOUS LITERACY DAY

On September 5 we joined with a number of organisations and supporters to recognise and celebrate Indigenous Literacy Day. Each year we use the day to remind the community of the status of Indigenous literacy rates and standards and seek to raise funds for their literacy needs. In 2012 we were able to use media interviews and events to raise public awareness of the startling gap between Indigenous and non-Indigenous literacy rates, particularly in the most remote communities of Australia.

NATIONAL YEAR OF READING

2012 was the National Year of Reading throughout Australia. The ALF partnered with public libraries, government, community groups and the media to promote the importance and joy of reading. We took part and helped to promote a series of activities and events which shared our passion for reading, and drew attention to the fact that 46% of the Australian population struggle to read and write fluently.

The campaign was extremely successful, with more than 4,000 events, \$26 million worth of media coverage, \$5.6 million of in-kind support, 20,000 participants and a return of \$20 for every \$1 invested

DIGITAL LITERACY HUB

The ALF is harnessing the power of new digital technologies to support new and innovative ways of delivering vital literacy resources to benefit those in remote Indigenous communities who are struggling with their literacy progress. The Digital Literacy Hub will be an online library of e-books and many other valuable literacy resources that provide evidence-based solutions for literacy specialists, teachers, parents and children facing literacy challenges.

The Digital Literacy Hub will provide a large number of stored e-books, literacy tools, expertise and knowledge to those schools and communities that are in the most need. It will provide access to valuable national and international literacy resources which will be individually designed and chosen to meet the specific needs of the Indigenous culture. The Hub will dissolve any existing barriers formed by remoteness or economic situation. It will provide the tools necessary for Aboriginal students to learn vital literacy skills and will open doors to further education and opportunity for those affected by poverty and disadvantage.

We are currently working on a pilot model of the Hub and hope to have a product to introduce to a select number of communities and schools by mid-2013. With the support from donors and supporters we are confident the Digital Literacy Hub can revolutionise literacy delivery for many remote Indigenous communities in the near future.

HEALTHY LIVING BOOK SERIES

There is a considerable lack of literacy material and books written and available to an Indigenous audience. Often Aboriginal children struggle to relate to the foreign themes and characters that feature in the 'western' books that are available to them.

To help address this issue we have been working on a series of early-reader books specifically designed for Aboriginal children. Last year we began working with authors, illustrators and artists to produce the Healthy Living book series - a set of four books that feature themes children from remote communities can relate to. Each book focuses on a particular issue of health and well being. They will educate children and their families about health issues while also improving their early-reading skills.

In 2013, thanks to generous funding received from Gandel Philanthropy and several other supporters, we will distribute 80,000 of these books to Indigenous children, communities and schools all around Australia. For many of the children that receive these books, they will be the first that they have ever owned.

We have further plans to convert each book into digital e-books so that even more students will be able to enjoy them through the ALF Digital Literacy Hub. This initiative will advance children's reading skills, knowledge of nutrition, hygiene and safety, and their digital technology skills.



CASE STUDY 3:

STEPH IN HERMANNSBURG

Steph is 9 years old and lives in the remote Aboriginal community of Hermannsburg in the Northern Territory. Steph attends school most days and enjoys seeing her friends and playing outside. Like most of her friends at school Steph tries very hard, but her literacy levels are still below the national average for her age group. There are many reasons that contribute to this including the fact that Steph speaks in her native Indigenous at home but learns in English at school, and that there are only a small amount of relevant literacy resources at her school or home.

Earlier this year the Aboriginal Literacy Foundation provided Steph with an e-reader device that was loaded with a wide range of e-books and e-literacy resources. Steph was so proud to own her very own device and began to use it straight away. Many of the e-books on the device were designed especially for Indigenous children and some even enabled Steph to read the story in English and also have it translated into her native Indigenous language!

In the last nine months Steph's reading level has risen by almost two years. Now she is reading at the average level for Australian girls her age. Her teacher cannot believe her improvement and says that the ALF e-readers are definitely to thank for her rapid development. One of Steph's favourite things to do is to play the reading games that are loaded on to the device. Now, Steph wants to be a teacher when she grows up. She wants to teach Aboriginal children just like her in English and in native Indigenous languages!

CASE STUDY 4:

SUSAN IN MT EDGERTON

Susan is 8 years old and lives in a very isolated environment in Mt Edgerton in regional Victoria. Her parents separated six months ago. Her father moved some distance away and even though she is very close to him she sees him very rarely. Susan attends school only occasionally. As a result she had begun to fall further and further behind her peers.

Susan began to attend twice weekly tutoring sessions at the Aboriginal Literacy Foundation Centre in Ballarat 13 months ago. She enjoyed the sessions straight away because she met some new friends. The trip to Ballarat also meant that she was able to venture outside of Mt Edgerton, something her family rarely did. Susan felt that this connected her with the outside world.

At her tutoring sessions Susan showed a particular interest in the literacy-focused computer games. She loved the animations and sounds and began to show very rapid progress. After noticing how well Susan responded to digital learning, the Aboriginal Literacy Foundation gave her an e-reader loaded with over 30 e-books to take home and read when she could not attend the centre. Like the games, the e-reader included interactive animations, sounds and educational activities. Susan was so proud of her new e-reader and quickly made her way through all the e-books.

In just over a year, Susan's reading age has improved by 20 months and she now reads at an age of 7.2. The Foundation has since had to load her e-reader with new e-books three times! Now she thinks that she might start to attend school more often. But only if she still gets to read on her e-reader sometimes!

TOGETHER WE CAN DO MORE

2012 has been a fantastic year for the Aboriginal Literacy Foundation. We are grateful of the support from partners, supporters and donors who have shared our vision to transform the lives of Australia's most disadvantaged children by focusing on literacy.

If we can build upon this support we are confident that we will be able to introduce even more Indigenous Australians to the benefits of reading and writing. We will not rest until every child in Australia is able to access quality education, has books that they can call their own, and are able to read and write at the level necessary to ensure a prosperous future



COLLABORATIVE PARTNERSHIPS

The backbone of our program's successes and achievements is the local community partners who we work with. These include schools, parents, Aboriginal elders, volunteers, other non-profit organisations, and of course the children who inspire us daily and remind us how important our work is.



The Aboriginal Literacy Foundation is able to improve the lives of thousands of Indigenous young people each year. Every day we see children grow in confidence and their literacy skills improve. We are also aware of thousands of children who now attend school regularly, who enjoy reading, and who go home each night to a house that has books of their very own. These life-changing achievements would not have been possible without the dedication of our tutors, community partners and financial supporters. Thank you all for your continued commitment to the ALF and Indigenous children throughout Australia.

The Aboriginal Literacy Foundation would like to express our deepest condolences on the loss of Dame Elisabeth Murdoch during 2012. Her financial support over many years, plus her heart-felt hand-written notes offering words of encouragement to the ALF team was very much appreciated.

A SPECIAL THANK YOU TO:

A Worthy Cause Inc., Calvert-Jones Foundation, Collier Charitable Fund, Contemporary Pieces, Elisabeth Murdoch Trust, Equity Trustees Ltd, Ernst & Young, Fantastic Phonics, Gandel Philanthropy, GE Money, GWT Griffiths Estate, Ingham Enterprises, Lord Mayor Charitable Foundation, LS Perron, Mazda Foundation, Newsboys Foundation, Optus Community Grants, Pierce Armstrong Trust, R.M. Ansett Trust, Rich Wang Productions, Rotary Club of Melbourne, Stan Perron Charitable Foundation, State Trustees Australia Foundation, The Andrews Foundation, The Chrysalis Foundation, The Flora & Frank Leith Charitable, The Ivy H. And Arthur A. Thomas Trust 2012, The Marian & E.H Flack Trust, Victorian Magistrates Court Fund, Watson Lawyers.

VOLUNTEERS

The ALF is fortunate to have the support of an extremely passionate and dedicated team of volunteers who help deliver and contribute to our programs Australia-wide. These volunteers are the unsung heroes who generously donate their time, energy and expertise to help young Indigenous children learn vital literacy skills.

In 2012 more than 60 volunteers provided over 10,000 hours of in kind support to our programs. Their tireless efforts included book collection, sorting, packing and distribution, tutoring, testing, evaluation, storytelling, supervision, administrative support, providing professional advice to our tutors, and heritage and cultural support at our camps. Quite simply, the ALF would not exist without the generosity and dedication of our volunteer team.



GOVERNANCE

PATRON

Her Excellency Ms Quentin Bryce AC, Governor-General of the Commonwealth of Australia

BOARD OF DIRECTORS

Chairman	Mr David Perrin CEO, Perrin Consultants Group Pty Ltd
Treasurer	Mr John Campbell Director, Teletech Pty Ltd
Secretary	Ms Jill Thompson Educator, Ballarat College
Vice Chair	Mr Andrew Kay CEO, World Literacy Foundation
Board Member	Mr Peter Ma Director, Chi Fat Education
CEO	Dr Anthony Cree CEO, Aboriginal Literacy Foundation

INDIGENOUS ADVISORY COMMITTEE

We are committed to the self-determination of Australian Aborigines in all our activities. The Indigenous Advisory Committee provides 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 establish supportive partnerships and network communities. As local Koori and Indigenous people their support and guidance is invaluable.

Tabatha Belshaw
Donna Blackhall
Kim Barton
Janet Curtain
Pauline Johnson
Simone Holburn
Steve Johnson

A special thank you is also extended to community leader and Yorta Yorta elder Anne Cooper. Her support and guidance played a huge part in the success of our 2012 activities.

Thankyou to our full-time and part-time staff;
Dr. Anthony Cree, Lachlan Macindoe & Trish Patel.



FINANCIAL STATEMENT

FOR THE YEAR ENDED
31 DECEMBER 2012

ABORIGINAL LITERACY FOUNDATION INC. INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2012

	2012 \$	2011 \$
RECEIPTS		
Donations	523,659	645,144
TOTAL RECEIPTS	<u>523,659</u>	<u>645,144</u>
Less PAYMENTS		
Bookkeeping, Accounting and Audit Fees	8,100	3,300
Administration	23,550	21,100
Bank Fees	548	348
Books and Educational Support	155,711	138,471
Conferences & Training	27,873	15,486
Donation	2,600	-
Literacy Camps	29,915	34,662
Marketing & Fundraising	12,269	48,291
Miscellaneous Expenses	4,396	688
Motor Vehicle Expenses & Travel	15,102	18,909
Office Expenses	24,419	44,700
Programme Expenses	119,919	81,459
Research	10,450	11,990
Staffing Expenses	11,777	4,000
Tutoring	125,360	113,350
TOTAL PAYMENTS	<u>571,989</u>	<u>536,754</u>
SURPLUS/(DEFICIT) FOR THE YEAR	<u>(48,330)</u>	<u>108,390</u>

ABORIGINAL LITERACY FOUNDATION INC. STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2012

	Note	2012 \$	2011 \$
CURRENT ASSETS			
Cash at Bank		166,606	209,221
GST Refundable		-	617
Other Debtors		1,100	-
TOTAL CURRENT ASSETS		<u>167,706</u>	<u>209,838</u>
NON-CURRENT ASSETS			
Plant & Equipment	2	1,100	-
TOTAL NON-CURRENT ASSETS		<u>1,100</u>	<u>-</u>
TOTAL ASSETS		<u>168,806</u>	<u>209,838</u>
CURRENT LIABILITIES			
GST Payable		7,298	-
TOTAL CURRENT LIABILITIES		<u>7,298</u>	<u>-</u>
TOTAL LIABILITIES		<u>7,298</u>	<u>-</u>
NET ASSETS		<u>161,508</u>	<u>209,838</u>
ACCUMULATED FUNDS			
Opening Balance		209,838	101,448
Surplus/(Deficit) for the Year		(48,330)	108,390
CLOSING BALANCE		<u>161,508</u>	<u>209,838</u>

ABORIGINAL LITERACY FOUNDATION INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2012

	Note	2012 \$ Inflows (Outflows)	2011 \$ Inflows (Outflows)
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts from Community		562,691	694,857
Payments to Suppliers		(605,306)	(580,765)
	3(b)	(42,615)	114,092
Net Increase/(Decrease) in Cash Held		(42,615)	114,092
Cash at Beginning of Year		209,221	95,129
CASH AT END OF YEAR	3(a)	166,606	209,221

ABORIGINAL LITERACY FOUNDATION INC.
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2012

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.

d. Consumables

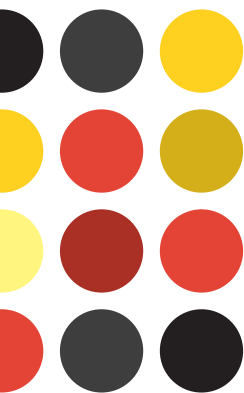
Educational books and backpacks are treated as consumables and are expensed at the time of purchase.

e. Plant & Equipment

Plant and equipment on hand was brought to account at its written down value at 31 December 2012. This plant and equipment will be depreciated from 1 January 2013.

NOTE 2 – Plant & Equipment

	2012 \$	2011 \$
Office Equipment	2,130	-
Less: Accumulated Depreciation	(1,030)	-
	1,100	-



ABORIGINAL LITERACY FOUNDATION INC.
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2012

	2012 \$	2011 \$
NOTE 3 – Cash Flow Information		
(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>166,606</u>	<u>209,221</u>
(b) Reconciliation of operating surplus to net cash flows from operations as follows -		
Operating surplus/(deficit) for the period	(48,330)	108,390
Decrease/(Increase) in Receivables	(483)	5,702
Increase/(Decrease) in Payables	7,298	-
Plant & Equipment brought in	<u>(1,100)</u>	
	<u>(42,615)</u>	<u>114,092</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 2012 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 9th day of May, 2013



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 2012, 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.

Independence

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

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 2012 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 Incorporation Act (Vic)*.


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 10th day of May, 2013

PROWSE, PERRIN & TWOMEY
(Certified Practising Accountants)


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



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