

Hutia te rito o te harakeke

Kei hea te kōmako e kō?

Kī mai ki ahau

He aha te mea nui o te ao?

Māku e kī atu

He tangata! He tangata! He tangata!



Pull out the shoot of the flax bush

Where will the bellbird sing?

If you were to ask me

What is the greatest thing in the world?

I will say

The people! The people! The people!

He tangata, he tangata, he tangata...



Literacy Aotearoa 2014 Annual Report

Literacy is

... listening, speaking, reading and writing. It also includes numeracy and critical thinking, interwoven with knowledge of social and cultural practices.

... the gift that empowers people to achieve more for themselves and their whānau in their homes, communities and workplaces.

... a fundamental human right and a foundation for lifelong learning.

Literacy Aotearoa provides learning programmes to adults throughout New Zealand who want to improve their reading, writing, number and communication skills. Students come to Literacy Aotearoa to learn what they want to learn.

In 2014, our student numbers increased to 8,820.

These 8,820 individuals each have a lifetime of experiences, which they have brought with them to their learning programmes with Literacy Aotearoa.

259,952 delivery hours were completed with adult learners in homes, schools, libraries, marae, community halls, fire stations, warehouses, workplaces, YMCAs, in parks, on farms, in the bush, on the beach, in trains and on ferries and also in the learning centres at Ngā Poupou premises.

Our learning programmes are developed in partnership with students, giving them the opportunity to determine and pursue goals that will benefit them, their whānau, families and communities.

In 2014, Literacy Aotearoa recorded...

8,820

Students

786 more than in 2013

44

Poupou (member providers)

from the Far North to Invercargill

259,952

Delivery Hours

Dedicated tutors; committed learners

399

Tutors Trained

769

Active Tutors

Te Kōrero Whakatuwheratanga

A Strategic and Business Overview of Literacy Aotearoa in 2014

2014 was a highly educative year. We celebrated the continued success of students achieving their learning goals, demonstrating their progress in the acquisition of literacy, language and numeracy skills, and their levels of confidence and capability. We chose to invest \$1 million in the development of Poupou capability in teaching and assessment, to grow our ability to deliver a wider range of services to students. We recognised our weaknesses and have prioritised the improvement of our national systems to enhance our processes and practice.

This Annual Report provides such a small snapshot of the numerous activities carried out throughout the country. With 8,820 students accessing our literacy, language and numeracy services, we aim to remain the largest provider of specialist literacy programmes, contextualised to meet every individual learner's needs. With the majority of the students having no or low formal qualifications, we aim to remain of value towards the achievement of the Tertiary Education Strategy 2010-2015. With 44 member providers, Ngā Poupou, we aim to remain the most extensive network of literacy providers in New Zealand. As highly functioning participants in community and educational sectors, we aim to remain responsive and relevant. Here are a few national initiatives from 2014.



Te Kōruru (left to right) Bronwyn Yates (ex-officio); Margaret Manuel, Lloyd Davies, Ian Miller, Serenah Nicholson, Kim Currie and Janet Te Rore.

He Whānau Ako: 2014 Students

In 2014, we delivered learning programmes to 8,820 literacy, language and numeracy students. The increase was due to the investment made in Poupou capability development, where national programmes aligned to Unit Standards were designed and rolled out throughout the organisation. The initiative, known as the \$20k project, enabled lead tutors to expand their skills in the delivery and assessment of Unit Standards-based programmes. The programmes are now being delivered in TEC-funded courses and are providing a greater range of options that can be offered to learners around the country.

Mahi Tahi: Governance and Operational Development

In 2014, Literacy Aotearoa undertook a number of initiatives to develop more capability nationally and locally. Governance at Poupou level was a key focus, in response to requests for information and training that would enable local governance groups to more effectively oversee the strategic achievements and business activities of Ngā Poupou.

To enhance relationships and support the work of Poupou Governance, Te Kōruru members, including Te Tumuaki, visited a number of Poupou. Valuable meetings were held to discuss issues relating to the organisation's kaupapa, key priorities for 2014 and 2015, and ways to improve organisational branding and other practices and activities. Participants found the Poupou visits in 2014 extremely informative.

In addition, investment was made to create a governance manual that all Poupou could use. A group of Poupou representatives were brought together to create the manual, providing a product that is easy to navigate, provides an effective ready reference and acts as a consistent benchmark of policies and legislative requirements.

In response to the need to streamline enrolment, assessment and reporting processes, and following recommendations from the TEC Audit, a working group of Poupou representatives reviewed the processes of enrolment, assessment and recording achievement of students. The documents were distributed to Poupou for trial, with a review to take place mid-2015.

Te Kaupapa: Constitutional Review

Te Kōruru is charged with safeguarding the kaupapa, reputation and viability of Literacy Aotearoa. We implement effective risk-management strategies for the sake of the organisation, and especially to ensure our sustainability to deliver to students. In 2014, Literacy Aotearoa began to lay the foundations for more clarity around issues such as essential membership obligations, contractual compliance and consequences for non- or under-performance. Of particular importance was the discussion held throughout the organisation, relating to the issue of charging students. Since 1992, a fundamental belief of the organisation is that literacy is a human right, and therefore all tuition must be provided at no direct cost to the learner.

Over the years, conversations amongst Poupou, and decisions of individual Poupou, have required Literacy Aotearoa to be definitive about which services are provided at no direct cost to the learner, about where this principle is applied, and some clarification about who is the literacy, language and numeracy learner.

At Te Hui ā Tau 2014, Poupou representatives were selected to look at these issues. In finalising the terms of reference, Te Kōruru approved the expansion of the original terms to address these fundamental issues within the context of a constitutional review. The working group completed its comprehensive review, and we are exceptionally appreciative of their contributions to the development of Literacy Aotearoa.

Mihi Whakamutunga

In reviewing 2014, we understand that being willing to learn is a continuous expectation. In 2015 Literacy Aotearoa will maintain its focus on issues requiring improvement, as we prepare to launch into our 2016 – 2020 strategic future. The environment that we operate in will require continued investment in our own capability, capacity and growth.

We embrace the opportunities and challenges yet to come, and express our appreciation of our member providers, Ngā Poupou, the learners who attend our programmes, our teams of tutors, tutor trainers, assessors, moderators, staff and governance bodies who all contribute to the success of Literacy Aotearoa.

Ka mau te wehi! Ka nui ngā mihi!

Thank you very much.

Literacy Aotearoa Strategic Goals for 2011 – 2015

1. Kaupapa – Walking the Talk

To express our kaupapa, through respect, engagement and continuous learning.

2. Mahi Tahi – Partnership and Collaboration

To advance research, innovation and advocacy with all stakeholders.

3. He Whānau Ako – Communities of Quality Practice

To enhance the capabilities and sustainability of Literacy Aotearoa by sharing good practices of adult literacy and numeracy services, and governance, management and systems.

Mahi Tahi – Partnership & Collaboration Nationwide

In 2014 we let people know who we are and what we do...

On **International Literacy Day**, and during **Adult Learners' Week – He Tangata Mātauranga** we released **9,350 brand new Travelling Books** to share the joy of reading in communities throughout the country. While giving away the books we told people about the services we offer.

We celebrated with local communities nationwide... on the street, in libraries, in schools, at expos, in supermarkets, at farmers' markets, in main streets and with a Reading 'Flash Mob' in Tauranga. We featured in numerous newspaper articles, on radio and television.



*Adult Learners' Week – He Tangata Mātauranga
8-14 Mahuru (September) 2014*

Awesome. I can't wait to finish reading the book so I can leave it somewhere for someone else to read.

Found in Gisborne: 'The Enchanted Flute'

Read more about these events:

- <http://literacy.org.nz/what-we-do/travelling-books>
- <http://literacy.org.nz/what-we-do/adult-learners-week>

Travelling Books 2014

The **Travelling Books** project is a partnership with New Zealand Post and is supported by publishing houses Huia, Random House, Gecko Press, Auckland University Press and Scholastic. This year Workbase also generously donated books.



Good Morning (TVNZ) 11/09/14



Speaking with people on the street in Dunedin

*Loved the book and have left it in Chester UK.
Found in Invercargill: '99 Tadpoles Find a New Home'*

I love these books. I took Bravo to preschool and the teachers read it to all the kids.

Found in New Plymouth: 'Bravo'

A Collaboration of Knowledge

The National Planning Hui (NPH)

Students, tutors, managers, governance members and national office staff attended the annual Literacy Aotearoa Te Hui ā Tau (AGM), National Planning Hui (NPH) and the biennial Student Writing Event in Tāmaki Makaurau (Auckland).

The theme for the National Planning Hui was: *Mahi Tahi - Partnership and Collaboration*.

Guest speakers provided participants with much food for thought as they discussed partnership and collaboration in relation to their particular organisations or businesses.



Christine Nurminen
(Pasifika Education Centre)



Dr Girol Karacaoglu
(Treasury)

Participants valued the calibre of the plenary speakers and especially enjoyed the diverse workshop topics they could choose from.

Broad categories included:

- Tips for Governance;
- Change management;
- Integrated assessment;
- Funding opportunities;
- Strategies and resources for literacy and numeracy tutors; and
- Working with Māori and Pasifika learners.

More: literacy.org.nz> Tui Tuia archive:
[TT#5, Aug 2014](#)

The Student Writing Event (SWE)

On the first day of NPH students and tutors gathered in a conference room to begin the 2014 Student Writing Event. They discussed the hui theme: *Mahi Tahi – Partnership and Collaboration* and potential ideas for writing.



Students and Tutors at the SWE 2014

By the end of day two, each student had produced at least one piece of writing and preparation began for the *Student Writing Presentation* to be held on day three, where those who chose to do so would read their story to the hui delegates. Many described the ways their childhood experiences of learning influenced their lives, and how learning as an adult has transformed them as individuals, and changed their interactions with their whānau and communities.

*"Your past doesn't have to be your future.
Your future is how you make it."* Rameka

Go to: literacy.org.nz> Events: for the [Student Writing booklet](#)

Student Statistics

Educational Level

Literacy Aotearoa continues to attract a high proportion of students who have no school qualifications. The chart for educational achievement shows that 46.76% had no school qualifications and 13.79% did not know whether they had qualifications. This latter group is also more likely to have no school qualifications. These two groups represent 60.55% of the student population and are a target group for ACE* Funding.

Ethnicity

In terms of delivering to TES* priorities, Māori students represented 33% (the second highest number of students); Pasifika represented 9.2% (the fourth highest number of students), and the highest proportion of students were of Pākehā/European descent (43%).

Age

28.08% of the students receiving services in 2014 were 25 years and under, 26.85% of the students were aged between 26-40 years old, 19.8% were between 41-50 years and 25% were aged 51 and over.

Work Status

With regard to employment, again the largest group of students is unemployed at 47.18% and 15.32% were in part-time work.

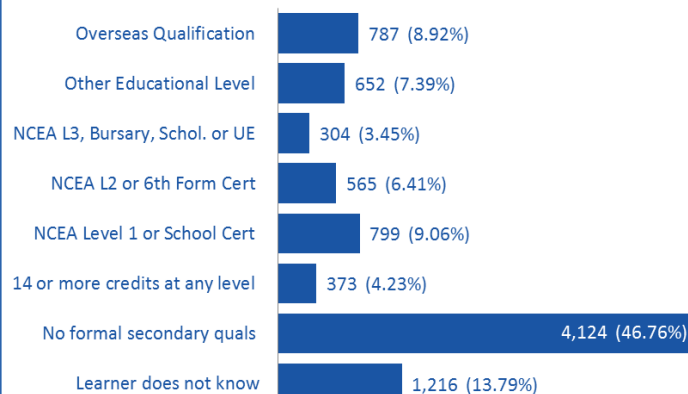
It is also notable that 22.06% were in full time employment. This reflects the requirement for TEC Workplace Funding that the students are employed.

*ACE: Adult and Community Education

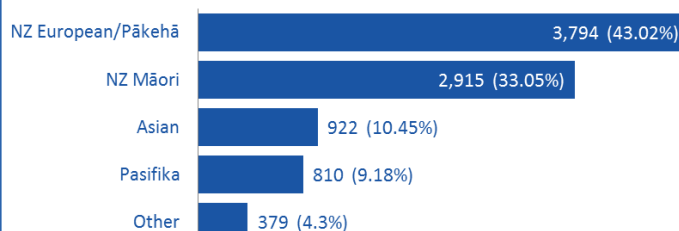
*TEC: Tertiary Education Commission

*TES: Tertiary Education Strategy

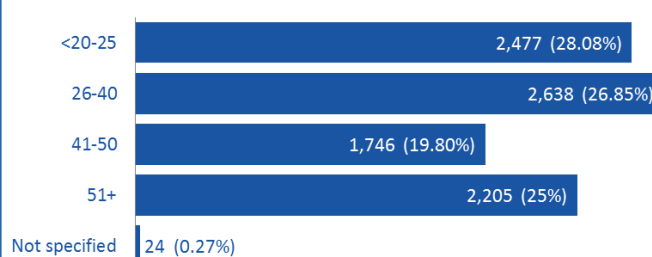
Educational Level of Students



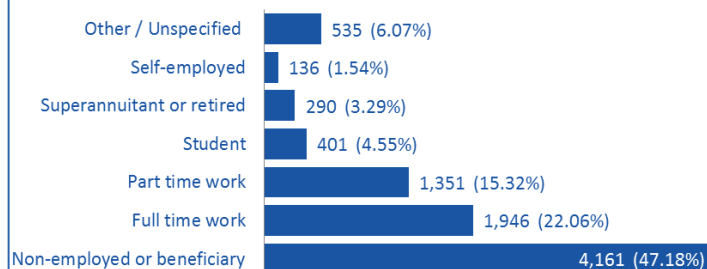
Ethnicity of Students

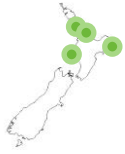


Age of Students



Work Status of Students





Mahi Tahi: Partnerships with the Community

Adult Literacy Franklin, Pukekohe:

Agnes: It's never too late to learn

Learner Agnes Pomare says, "Doing the Papa Ako course has helped me to learn more about myself. I've learnt how to research different career options. My tutors have been very helpful and made learning enjoyable even though it was sometimes challenging."

Tutor Parekawhia Albert said Agnes had been an inspiration throughout the course. "She's been a great role model for her children and family. We've supported lots of people to improve their own lives and help their tamariki.

It is hard work sometimes, but it's great when learners reach their goals."



Adult Literacy Turanga, Gisborne:

Rameka: Weaving Art with Words

Rameka Herewini joined the literacy programme in 2013 and has enjoyed his learning journey. He said his experience of school wasn't a good one and it followed him into adulthood; but coming to Adult Literacy Turanga has taught him to trust others to help him. He joined the Mahi Harakeke group and over a period of seven months he dreamed, discussed, researched, planned, designed, organised and created his *manu tukutuku* (Māori kite). He was thrilled to display his piece which he named Ruru."

Students' works featured in an exhibition attended by more than 200 people.

Rene Babbington, manager of Adult Literacy Turanga says, "The event featured more than 20 art pieces."



Taranaki Adult Literacy Services, New Plymouth:

Michael, 61: Reads first novel

Michael enrolled with Taranaki Adult Literacy Services for help on 'polishing up' his reading skills.

Michael missed a lot of school while he was growing up because of asthma. He was initially apprehensive about seeking help.

After a few months of learning Michael saw an improvement in his skills and his confidence grew.

He then borrowed his first library book and read a horror novel from front to back, without a hitch. "It gave me a real big buzz."

"One is never too old to learn new things and there is no such word as can't."

Read the full article by Michele Ong, Taranaki Daily News
<http://literacy.org.nz/michael-61-reads-first-novel>

Literacy Bay of Plenty, Tauranga:

Gavin: Outstanding Adult Learner

Gavin is a learner who took part in the Community Mental Health group with Literacy Bay of Plenty, and then moved on to one-to-one tuition.

He was nominated for the Outstanding Adult Learner Award and when he won he said *"I can't believe the amazing change in my life and that all these people are here to see me get this award."*

He continues to meet with his tutor twice a week.





Mahi Tahi: Collaborating with Employers

LLN at The Warehouse Ltd: Understanding Words and Numbers

In 2014 Literacy Aotearoa delivered the 'Understanding Words and Numbers' programme to 96 employees of The Warehouse Ltd (TWL) at 21 stores throughout New Zealand. The programme incorporated learning opportunities to achieve both personal and workplace goals.

At each TWL site the programme was tailored to the participants' goals and based around the LLN areas they had identified. Individual goals included: opening up opportunities at TWL, helping children with their homework, organising time better, reducing stress, setting a budget, confidence in speaking to groups, computer literacy and obtaining NZQA credits. They made links between the retail environment and their everyday uses of numeracy, e.g. budgeting, speaking to the bank, managing debt, and helping their kids with their homework.

The programme had such a positive impact on participants' work and personal lives that TWL nominated Literacy Aotearoa for an award at the annual 'The Warehouse Group Suppliers Awards and Charity Dinner'. Shari French (TWL Community Support Manager) said, *"I would like to thank you and your team for the wonderful partnership we have developed and the value that is being realised for team members participating in the 'Understanding Words and Numbers' programme."*

More: literacy.org.nz > Tui Tuia archive: [TT#9, Dec 2014](#)

Final Words from TWL Participants:

"I am confident in reading, writing and speaking after the course. I am also starting to train as a checkout operator."

"I can help my children with their homework without second guessing myself."

"When I am at the checkout I don't freeze when I have to do maths."

Literacy Marlborough, Blenheim: Literally life-changing

Workplace roles are increasingly complex with a focus on safety standards and operating procedures. Some employees struggle with reading critical health and safety memos, as was the case for some workers at the Kaituna Sawmill near Blenheim.

"There is a certain expectation that when people come to a job they are able to read and write but it just isn't the case. We take it for granted."

Darrell O'Brien, Kaituna Sawmill Site Manager



(Photo: Derek Flynn)

Supported by Literacy Marlborough and the mill, the men spent one hour a week learning with a tutor. The learning that took place has had an impact on the whole workplace, with employees now openly talking about their literacy skills and encouraging others to take part in learning programmes.

"People feel it's too embarrassing to talk about. Some guys thought they couldn't learn, some thought this was their lot and they were made this way. If I hadn't learned to read and write I would still be an angry old man."

Read the full article by Heather Simpson, Marlborough Express: <http://literacy.org.nz/literally-life-changing>



Mahi Tahi: Creating Solutions

Literacy Bay of Plenty, Tauranga: Empowered – Paul MacGregor (Tutor)

One reading-shy apprentice was having difficulty finding opportunities to practise his reading, especially at home, where he flatted with several mates. Very self-conscious of how long he would spend on each page, he would turn the pages prematurely just to appear to be a 'normal' reader. Consequently he gave up trying and his only reading was limited to grappling with his apprenticeship assignments while at work. Tutor Paul MacGregor suggested he undertake some 'toilet-training' and to leave some 'Motoring' magazines in the toilet. The pile of magazines attracted little suspicion amongst his mates, but little-by-little his reading began to improve. The magazines, coupled with his weekly tutor support and his new-found determination to push on with his assignments, saw him turn a learning corner.

At work, two very significant benefits soon became apparent. Firstly, the young apprentice began to become more confident reading his training manuals and completing his assignments. The frustration of not having high literacy skills, a frustration that had burdened him most of his life, began to dissipate and was replaced by a quiet 'can do' attitude. First steps but very significant ones.

Secondly, in the workshop he was better able to read the workshop manuals before commencing jobs, and not just be guided by the 'parts' diagrams and guessing the unfamiliar spaces in his reading of the text. *Now his eyes are not 'jumping ahead' and leaving out blocks of text, and he feels able and willing to persevere and read the instructions. His assignments are now exciting, not threatening.* He is no longer experiencing anger and frustration when he faces a page of text. Rather he sees it as an achievable challenge and 'a ticket' to his goal of one day being the workshop supervisor. Empowerment! Never under-rate it!

Southern Adult Literacy, Invercargill: Going the distance, the 600km loop

Southern Adult Literacy Inc. has been providing literacy services for 37 years from its base in Invercargill to an ever-growing geographical area. Manager Nellie Garthwaite maintains regular contact with tutors by phone and email and meets with each tutor face-to-face every couple of months. The current catchment area for Te Poupou is shown in the map (below).

"When I go to do what I call 'the loop', it is just short of 600km, from Invercargill to Alexandra to Cromwell, Wanaka, Queenstown and back. I try and do that every 6 to 8 weeks," says Nellie.

Te Poupou has 50 tutors spread far and wide who provided learning services to 287 learners in 2014.

"Each of the areas has a different culture to them, Gore, Queenstown, Invercargill... you've got to be conscious of all the different areas. Gore has a lot of Industry Training people, while in Queenstown there are more workplace people who mainly come to learn outside of work time," says Nellie.

Tutors' willingness to travel means reaching those who otherwise would not be able to access assistance. For example a single farmer from rural Southland, who had lost his licence and had no way of getting to town, was able to engage in learning sessions as part of tutor trips to Queenstown.

More:
literacy.org.nz
Tui Tuia archive:
[TT#4, July 2014](#)





Mahi Tahi: Face-to-face, Growing Partnerships

Literacy Wairarapa:

Face-to-face, kanohi ki te kanohi

Literacy Wairarapa has been delivering Open Wānanga and Open Polytechnic learning programmes to young adults in their community who are keen to develop their skills for both personal and vocational reasons. Many students enrolled in these foundation-level programmes left school without qualifications or direction.

Manager Beth Taylor identified early on the key factors required for an optimal learning environment for adult learners. “The success achieved by students is mainly due to the face-to-face contact that they have with tutors,” says Beth. “We have found that the best way to facilitate learning is to provide drop-in workshops. We run them twice a week. That has been the secret.”

Students have progressed from one programme to the next, building their skills and confidence to look toward employment opportunities and enrolment in further learning with the local tertiary institute.

More: literacy.org.nz> Tui Tuia archive: [TT#6, Sept 2014](#)

Literacy Bay of Plenty, Tauranga:

New relationships

Approaching new organisations and businesses can be a challenge and can require managers to step out of their comfort zone. Annamaria Grafas, manager of Literacy Bay of Plenty (LBoP) speaks of the great support she has been given by LBoP tutor and Literacy Aotearoa national trainer, Anne Vickers. “She is a taonga. My learning through Anne has enabled me to approach these Māori organisations. She said, ‘You need to go to my people, they won’t come to us.’”

Annamaria met face-to-face with members of the Whaioranga Trust in Welcome Bay, Tauranga to discuss literacy and numeracy programmes that may be appropriate for whānau /families in the Welcome Bay area. After an initial needs assessment of the organisation, four groups with literacy and numeracy needs were identified and programmes developed: Rangatahi; Wāhine; Community Mental Health; and Workplace Literacy for the Trust and community service workers.

More: literacy.org.nz> Tui Tuia archive: [TT#2, April 2014](#)



Poroporoaki (Farewell) at National Planning Hui 2014

Adult Literacy Turanga, Gisborne:

Encouraging lifelong learning for all

Rene Babbington, Manager of Adult Literacy Turanga, believes strongly in professional development for those working for Adult Literacy Turanga. She leads by example, having recently gained her Master’s Degree in Indigenous Studies at Te Whare Wānanga o Awanuiāraangi.

“I am always encouraging tutors to do professional development. If I can’t give them more hours, hopefully I can give them more hours in Professional Development. It’s always about development.”

More: literacy.org.nz> Tui Tuia archive: [TT#3, June 2014](#)

Accolades

ARAS Christchurch:

Farewell Maureen Vance:

After 23 years at the helm of **Adult Reading Assistance Scheme - ARAS (Christchurch)**, with Te Pou pou now established in permanent accommodation, Maureen Vance has stepped down from the Manager's role.

Many Literacy Aotearoa personnel have attended National Planning Hui workshops Maureen has generously facilitated over more than two decades, and those who attended National Planning Hui in Ōtautahi / Christchurch in 2010 will also remember what great local hosts Maureen and ARAS were.



Maureen facilitates a workshop

Maureen is moving on to a retirement time full of family, travel, writing and long-postponed leisure. We offer Maureen our thanks and every best wish in these new adventures. She has become a legend in Literacy Aotearoa, ACE and WEA circles over nearly a quarter of a century – and she will leave a lasting legacy.



ARAS farewell for Maureen (third from left)

Whanganui Learning Centre Trust:

ACE Provider of the Year – Tangata Tiriti

Congratulations to the **Whanganui Learning Centre Trust** who received the *National Award for Provider of the Year, Tangata Tiriti* from ACE Aotearoa at an awards ceremony at Te Papa, Wellington.

The award is acknowledgement of WLCT's commitment to transforming communities and whānau through Adult and Community Education.

Te Roroa Learning Assistance, Dargaville:

Connecting to Kaipara Households

Congratulations to **Te Roroa Learning Assistance** on their successful first steps toward electronic connection of all the households in Kaipara, to create a Virtual Village.

This brilliant idea aims to overcome the significant barrier that travel costs and time create for aspiring adult learners. Read all about it in the ACE Aotearoa newsletter.

<http://www.aceaotearoa.org.nz/resources/newsletters>

Read Write Plus, Upper Hutt:

Runner Up Regional Community Awards

Congratulations to **Read Write Plus**, who were awarded 'runner up' in the Wellington Airport Regional Community Awards – Education and Child Youth Development category.

They are the proud recipients of a framed certificate and a cheque for \$250.00.

"It is a really special occasion for us to be recognised for all the hard work that our volunteers do," says co-manager, Mel Tarawhiti.

Financial Statements

This is a summary of the Financial Statements of Literacy Aotearoa Incorporated, for the year ended 31 Hakihea (December) 2014.

The information was extracted from the full financial statements as audited by Audit New Zealand, which were approved by Te Kōruru on 31 Poutū te rangi (March) 2015. They comply with the New Zealand equivalents to International Financial Report Standards (NZIFRS) and Generally Accepted Accounting Practices in New Zealand (NZ GAAP). The summary financial statements do not provide as complete an understanding as the full financial statements. The full financial statements are available on our website: literacy.org.nz/who-we-are/annual-report

Summary of Financial Performance for the Year Ended 31 Hakihea (December) 2014

	<u>2014 Actual</u>	<u>2014</u> <u>Budget</u>	<u>2013</u> <u>Actual</u>
INCOME			
Interest	101,602	100,000	105,355
Government National Income	8,129,848	8,260,241	7,628,805
Other Government Contracts	53,750	10,000	1,588,786
Other Income	991,367	543,223	531,098
TOTAL INCOME	9,276,567	8,913,464	9,854,044
EXPENSES			
Administration	542,255	579,890	553,171
ACE Financial Literacy – Māori & Pasifika	2,803	10,000	26,140
ACE Learning Outcomes Project	-	-	3,500
MoE – Early Learning Foundations	26,042	-	-
National Capacity Development	-	-	67,737
National Planning Hui	125,486	120,000	139,964
Ngā Hui Heke	35,572	35,000	34,385
Ngā Poupou Capability Building Grant	565,015	1,008,886	-
NZ Post	71,049	40,000	74,440
Open Polytechnic	48,861	-	113,200
Other Workplace Literacy	639,371	310,000	159,392
Open Wānanga Training	4,180	4,968	
Promotion	33,660	30,000	44,388
Research	6,796	-	8,052
Resources & Support	142,564	172,750	41,441
Salaries	1,695,805	1,600,000	1,623,897
Student Writing Event	21,520	20,000	-
TEC - ACE Provision	1,598,325	1,470,239	1,429,683

TEC - English for Migrants	-	10,000	2,348
TEC - Intensive Literacy & Numeracy	1,862,712	2,091,600	1,846,493
TEC - Literacy Aotearoa Wellington	-	-	133,798
TEC - Literacy South Canterbury	-	-	105,469
TEC - Workplace Literacy	292,570	338,303	319,384
TEC – Workplace Literacy Targeted Fund	1,467,582	1,550,777	1,233,636
TPK Projects	-	-	555,839
Tutor Training	542,032	483,600	399,526
TOTAL EXPENDITURE	9,724,200	9,876,013	9,383,928
<hr/>			
NET OPERATING SURPLUS (DEFICIT)	(447,633)	(962,549)	470,116

Statement of Changes in Equity for the Year Ended 31 Hakihea (December) 2014

	<u>2014</u>	<u>2014</u>	<u>2013</u>
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
EQUITY			
Equity at the start of the year	2574,450	2,574,450	2,104,334
Total Comprehensive Income	(447,633)	(962,459)	470,116
Equity at the end of the year	2,126,817	1,611,901	2,574,450

Statement of Financial Position for the Year Ended 31 Hakihea (December) 2014

	<u>2014</u>	<u>2013</u>
	<u>Actual</u>	<u>Actual</u>
Equity as at 31 December	2,126,817	2,574,450
ASSETS		
Current Assets		
Cash and Cash Equivalents	933,904	1,894,463
Investments	1,037,000	514,518
Trade and Other Receivables	554,858	449,348
Total Current Assets	2,525,762	2,858,329
Non-Current Assets		
Property, Plant and Equipment	115,554	148,422
Intangible Assets	25,596	71,944
Total Non-Current Assets	141,150	220,366
Total Assets	2,666,912	3,078,695
LIABILITIES		
Current Liabilities		
Trade and Other Payables	476,184	444,421
Employee Benefit Liabilities	63,911	59,824
Total Liabilities	540,095	504,245
NET ASSETS	2,126,817	2,574,450

Related Party Disclosures

At balance date there were no Related Party Disclosures.

Payments to Poupuu of Te Kōruru Members

During the year, the following Te Kōruru members were key members of Poupuu that have entered into transactions with Literacy Aotearoa as part of its normal operations. All transactions were carried out at arm's length.

	<u>Payments</u>	<u>Payments</u>	<u>Received</u>	<u>Received</u>
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>
Te Kōruru Members	2014	2013	2014	2013
Dr Kim Currie (Te Kaiwhakahaere)				
Literacy Aotearoa (Dunedin)	246,235	182,362	-	-
Serenah Nicholson (Manager)				
The Learning Centre & Whānau Family Support Literacy Services	334,208	310,390	-	-
Margaret Manuel (Board Member)				
Literacy Westland	35,960	14,150	-	-
Janet Te Rore (Manager)				
Te Roroa Learning Assistance	178,263	121,426	-	-
Lloyd Davies (Te Kaiwhakahaere)				
Literacy & Language Bay of Plenty	191,625	193,405	-	-

Thank you to the people we work with locally and nationally...

Programmes were funded by Government through the Tertiary Education Commission (TEC), the Ministry of Education (MoE) and Te Puni Kōkiri (TPK); and through a range of workplace contracts with Industry Training Organisations (ITOs), The Warehouse Ltd and the Tindall Foundation, New Zealand Post and others; and through tertiary institutes the Open Polytechnic, Open Wānanga and Auckland University of Technology (AUT).

While we assisted 8,820 learners in 2014, we are constantly seeking further opportunities to reach and provide services to many more adults who want to develop their literacy, language and numeracy skills (LLN).

For us, learning is lifelong. Literacy is everywhere.



... and to Ngā Poupou of Literacy Aotearoa; students and their whānau and families...

Ka tino nui ngā mihi ki a koutou katoa; our thanks, our continued appreciation, and our eternal respect.

