



Literacy Aotearoa  
Choice Change Freedom

# 2015 Annual Report





### Cover image

This taonga was created by Rene Babbington (Adult Literacy Turanga) and gifted to Literacy Aotearoa National Office during the 2015 National Planning Hui.

There are three layers: At the top: Ranginui; at the bottom: Papatuanuku; and in the centre: \\V//\\V//\\V// this pattern represents the 70 children of Papatuanuku and Rangi.

For us it also represents the 30 years (plus) of Literacy Aotearoa and all of the Poupou; and whānau.

The tikitiki represents National Office and the whare wānanga of Literacy Aotearoa.

### Note

References following profiled stories, e.g. '*More: TT1*' refer to articles from 2015 in Tui Tuia, the monthly newsletter of Literacy Aotearoa and can be accessed here:

<http://www.literacy.org.nz/what-we-do/tui-tuia-archive>



**Literacy Aotearoa**  
Choice Change Freedom

### Literacy Aotearoa National Office

Compass House, Level One, 162 Grafton Road, Grafton, Tāmaki Makaurau Auckland

**Postal Address:** Private Bag 78800, Grey Lynn, Tāmaki Makaurau Auckland 1245

**Phone:** (09) 302 0817 **Email:** [admin@literacy.org.nz](mailto:admin@literacy.org.nz) **Website:** [www.literacy.org.nz](http://www.literacy.org.nz)

*Hutia te rito o te harakeke,  
kei hea te kōmako e kō?  
Kī mai nei ki ahau:  
He aha te mea nui o te ao?  
Māku e kī atu, he tāngata, he tāngata, he tāngata.*



*If you were to pluck out the centre of the flax bush,  
where would the bellbird sing?  
If you were to ask me:  
What is the most important thing in the world?  
I would reply, it is people, people, people.*

**7,776** students  
enrolled

**250,737**  
hours delivered

### Student Ethnicity

Pākehā	Māori	Pasifika	Asian	Other
39%	34%	9%	9%	8%

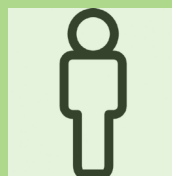
### 37 Poupuu: Member Providers throughout Aotearoa New Zealand



### Student Gender



Female  
**54%**



Male  
**46%**

### Students by Age Group

Under 25 years **30%**

26-30 years **26%**

31-50 years **18%**

51+ years **25%**

**4,354**

students with

**No  
School  
Qualifications**

# Literacy Aotearoa Strategic Goals 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.

## What We Do

Literacy Aotearoa is committed to working with the people of New Zealand to assist them in building their critical literacy skills so that they can live happier, healthier, social, cultural and economic lives.

Literacy Aotearoa provides learning programmes to adults throughout the country who want to improve their reading, writing, number and communication skills.

Learning with Literacy Aotearoa is:

- at no direct cost to the student
- student-centred
- Te Tiriti-o-Waitangi based.

People come to Literacy Aotearoa to learn what they want to learn.

## Our Mission

Literacy Aotearoa is established to develop, promote and deliver accessible, quality literacy services designed to ensure the peoples of Aotearoa are critically literate and able to realise their full social, cultural and economic potential.

## Students' Quotes

"I can now support my children in their maths and can help them read better. I am more aware of my child's learning now, than I was before."

"I now have my dreams and aspirations for my tamariki written down. It gives me focus."

(Students: Strengthening Early Literacy and or Mathematics at Home programme)

"I can speak more clearly and know how to explain information in more detail."

"It is usually difficult for me, but now I can work out the percentages... when a customer comes up and say I think that comes up to 30% off, I can work it out."

"The course isn't just for the people doing it. It's also for the people around us, it filters down and now I've used it with my brother and sister."

"I have learnt to create a family budget using excel for calculating expenditure for various household items."

(Students: The Warehouse Limited, Understanding Words and Numbers programme)



## Te Kōruru – Ngā Kaiwhakahaere



*Margaret Manuel  
Te Kaiwhakahaere*

It is a privilege to serve on the governing body of an organisation whose people are as committed and capable as ours.

During the past year Literacy Aotearoa has registered significant achievements in five key areas: governance, best practice, organisational and professional development, operational efficiency, and strategic planning. We also relocated and reorganised the National Office. Taken together these initiatives will lift our performance, advance our goals, future-proof our organisation and help us better serve our communities and engage more effectively with all stakeholders.



*Lloyd Davies  
Te Kaiwhakahaere*

We carried out a major review of our Constitution – Te Whāriki o te Kaupapa – and developed a Poupou Governance Manual, which has been trialled with a working group. All Poupou have now received a customisable template of the manual to use as a governance tool.

To safeguard and future-proof the organisation we approved the instigation of the Uniformity of Practices and Systems (Big UPS) project and developed a National Reporting Framework to align national and Poupou benchmarks. The outcomes of these projects will deliver solutions to identified shortcomings and provide consistent best practice processes and procedures for managing projects and ‘business as usual activities’ across the organisation. We can be confident in our ability to deliver high quality literacy services to adult learners across the country, meet project requirements for contracts, and maintain positive relationships with funders, government officials, NZQA and other stakeholders.



*Serenah Nicholson*

A rapidly changing external environment poses continual challenges to our organisation and our individual capabilities. The introduction of new Health and Safety legislation, proposed changes to the Incorporated Societies Act 1908, increased social media use and the challenges of meeting growing demand with diminishing resources affect our relationship with learners, funders, one another and the communities we serve and demand that we develop new competencies. Following the work of the Constitutional Review Working Group on future-proofing Literacy Aotearoa, Te Kōruru conducted an independently-managed Board Evaluation and identified priority professional development areas for ourselves to meet our governance, legal and due diligence responsibilities. These include improving our understanding of audit and risk, and learning from the experience of other boards, and improving our knowledge of Te Reo Māori and Tikanga Māori to achieve better cultural competency.



*Dr Kim Currie*

To provide the best possible literacy and numeracy services to local populations, and make best use of available resources, several Poupou began considering mergers, some of which have already been undertaken. As a result, service delivery to the people of the West



Janet Te Rore

Coast of Te Waipounamu, the Wairarapa, Horowhenua, and the communities of Taupō and Tokoroa is now being carried out more efficiently by merged Poupou.

### *Strategic Plan and Goals for 2016-2020*

Going into the future, the change projects will create a stronger platform for Literacy Aotearoa. The new strategic goals require us to know better what we do, what we have achieved, and what we still need to do. The Strategic Goals for 2016-2020 provide the platform from which we tell what we have learned and most importantly profile learners' stories and achievements.



Chris Richardson

Members of Te Kōruru have worked together to develop the new Strategic Plan and we thank Ngā Poupou for feedback at Ngā Hui Heke on the goals, during their shaping process. The goals are framed within the familiar whakatauki:

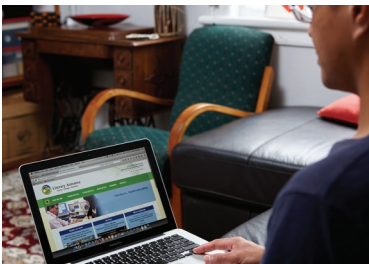
*Hutia te rito o te harakeke, kei hea te kōmako e kō?*

*Kī mai nei ki ahau: He aha te mea nui o te ao?*

*Māku e kī atu, he tāngata, he tāngata, he tāngata.*

*If you were to pluck out the centre of the flax bush, where would the bellbird sing?*

*If you were to ask me: What is the most important thing in the world?  
I would reply, it is people, people, people.*



### **The 2016-2020 Strategic Goals are:**

- 1. Te Kōmako – Extending Our Reach:** attracting more New Zealand adults to access quality Literacy Aotearoa services.
- 2. Te Rito – Focusing on What Matters:** improving how resources are best deployed to ensure all Literacy Aotearoa learners achieve success and that the organisation meets its business priorities to ensure sustainability.
- 3. He Tāngata – Growing the Demand:** by increasing awareness of the importance of literacy, profiling learners' stories, and the value of our work and contributions to the individual, social and economic wellbeing of New Zealanders.



The goals aim to prioritise the organisation's BHAG (Big, Hairy Audacious Goal) to work with 100,000 learners, consolidate uniformity of practice throughout the organisation, and embrace a proactive promotion and marketing of the organisation's services. They will also provide a framework for focused attention to matching LLN need and local populations, prioritising delivery to Māori, Pasifika and Youth, in line with our kaupapa and government strategic priorities.



# Shaping Our Future: Keeping it Real – Tūturu

## *Change*



2015 represented a year of transformation for Literacy Aotearoa, following a comprehensive review of our systems, processes, goals and outcomes. Our focus is on working towards sustainability, future-proofing the organisation and maximising resources. We explored and evaluated several operating models to determine which would best meet our needs, and Te Kōruru (the national governing body) determined that it was necessary first for Literacy Aotearoa to establish a strong and uniform system on which to build for the future.



We have made steady progress in developing learning platforms and opportunities to grow the pool of LLN\* learners. The Digital Strategy is a key part of the plan and the new website was launched in Haratua (May). And we are considering options to explore modes of delivery that expand learner numbers and achievement.

## *National Office Reorganisation and New Premises*



The reorganisation of the National Office, which coincided with its relocation from Grey Lynn to Grafton, is a key part of our strategy to reach more learners per year. Our aim is to ensure we achieve consistently high performance across all business areas by eliminating silos which can narrow institutional knowledge. The restructured National Office will better equip the organisation to meet its legal, contractual and quality systems obligations at both national and local levels.



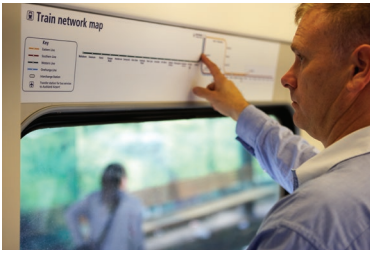
## *Key Priorities*

Promoting best practice and providing services throughout the country while meeting the specific needs of students requires new approaches to deciding what programmes we deliver, and how. Key priorities as identified by TEC\*, NZQA\*, and EER\*, alongside our kaupapa, will determine our direction.



Following the organisational review we identified some areas for improvement in our systems and practices. In response to this, a Special Projects team 'Big UPS' (Uniformity of Practices and Systems) has been established. The team will address processes identified in our review as priority areas for the National Office and Ngā Poupou to ensure quality services that meet the requirements of funders and our kaupapa.





## *Literacy and Numeracy Implementation Strategy*

We responded to the TEC invitation to provide input to its Literacy and Numeracy Strategy, drawing on the long track record, kaupapa and experience of Literacy Aotearoa.

The submission placed emphasis on:

- intergenerational whānau and family literacy;
- identifying additional life-based measures of success;
- promoting equivalence with the NCALNE\* as the minimum qualification benchmark for LLN educators;
- a publicity campaign to raise awareness and demand;
- prioritising Māori and Pasifika-appropriate delivery; and
- locating all delivery within an inclusive wellbeing approach.

## *International Literacy Day*

Ngā Poupou promoted their services and celebrated with their communities on International Literacy Day – 8 Mahuru (September) and during Adult Learners' Week – He Tangata Mātauranga. The release of 10,500 brand new Travelling Books brought smiles to the faces of young and old throughout Aotearoa.

## *2016...*

We will ensure that we continue to walk the talk, grow our partnerships and collaborations, and develop our communities of quality practice.

Next year, our direction will follow the Strategic Plan 2016-2020, providing a framework for focused attention to matching LLN need and local population, and prioritising delivery to Māori, Pasifika and Youth, in line with our own kaupapa and with government strategic priorities.

*\*LLN: Literacy, Language and Numeracy; TEC: Tertiary Education Commission; NZQA: New Zealand Qualifications Authority; EER: External Evaluation and Review; NCALNE: National Certificate in Adult Literacy and Numeracy Education*

# Goal 1: Kaupapa – Walking the Talk

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

## Expressing our Kaupapa



Literacy Turangi  
Turangi Town Centre



Taranaki Adult Literacy  
at Marfell Kindergarten

Innovative learning programmes developed by Literacy Aotearoa managers and tutors provided 7,776 adult learners with opportunities to make choices and changes in their lives with 250,737 hours of learning taking place.

Programmes were based on students' goals and needs and students, tutors and managers alike were committed to keeping it real, as the examples below illustrate.

Students gained skills to seek and gain employment, learnt how to manage their income better, become legal on the road, provide more nutritious meals for their families and worked towards qualifications within and outside of work.

Students' increased confidence helped them to engage more with their families and communities. Learning took place in libraries, churches, fire stations, community houses, workplaces, on marae, at a night shelter, and at Poupou premises. Some learning programmes were delivered in collaboration with a number of Industry Training Organisations (ITOs), social service agencies, employers, and tertiary education providers.

## Respect

Students with a common goal of creating a CV and getting prepared for employment enrolled in 'Skill Up', a 100-hour programme delivered by **Literacy Waikato**.

At the end of the programme each student had completed a CV, gained skills and knowledge in literacy and numeracy, practised searching for jobs online, and visited community spaces including the library and CAB.

Kaiako Rachel Poša says, "We deliver context-specific content based on meaningful activities which relate to real life – especially for those who are seeking jobs or want to upskill by going on to further study here in Hamilton and beyond. It has been a win-win situation for our students, Literacy Waikato and the wider community."

*(More: TT3)*

Lots of people need help, but the reasons for people's current literacy and numeracy skills can vary significantly. Solutions need to be tailored to their specific needs.

TEC 2015





photo: Luke Kirkeby

## Engagement

**Literacy Taupō** celebrated a 100% pass rate for students enrolled in a Learner Licence programme delivered in partnership with Whānau Ora ki Tuwharetoa. Whānau Ora kawa waka (navigator) Janice Wall said the perfect score was a first for Taupō.

"The AA has never had a pass rate like ours and they have been amazed by the results we have got," she said. *(More:TT5)*

The Ka Hikitia vision for Māori learners is for Māori enjoying education success as Māori in te ao Māori, New Zealand and the world.

Māori Education Strategy  
2013-17

## Continuous Learning

Kaumātua from **Arowhenua Marae** (Temuka) were keen to gain basic computing skills so they could use social media to keep in touch with whānau and mokopuna. **Literacy South Canterbury** designed a six-week programme plan to teach them to use email, internet search engines and *Facebook*.

As whānau who know each other well and interact closely on the marae they were able to support each other, laugh together and learn together in a relaxed and pleasant environment. *(More:TT8)*

Te Awa Toi Whakairo is one of **Far North Adult Literacy's** innovative literacy programmes. The programme uses the skills and learning strategies of toi whakairo (the art of carving) to engage with rangatahi/ youth and adult students as they are introduced to a Māori world view of literacy and numeracy.

"It has been an exciting learning journey for us as we draw out all of the literacy, language and skills through the activities," says Jay Rupapera, Manager Far North Adult Literacy. "Students are able to link learning to whakapapa, mana whenua, whānau and hapū."

Wharepouri designed a pattern using kōwhaiwhai (scroll design) which he then transferred onto wood for carving. Once he finished his piece he translated the whakairo into a written story.

During the programme Whare expanded his language and vocabulary, learning how to pronounce Māori place names, structure sentences and tell a story. Whare progressed from writing one-line descriptions to now telling a whole story. The patu (club) depicts his whakapapa and is one of three pieces that Whare completed over seven weeks.

*(More: TT11)*



## Goal 2: Mahi Tahī – Partnership and Collaboration

To advance research, innovation and advocacy with all stakeholders.

“This way of learning has worked so well for me, I was able to do all the work in times that suited me and I was able to work it around my family. I have been able to pass valuable information on to my kids to help them. I would highly recommend this style of learning especially for busy people like myself!”

Leigh-Ann

### Blended Learning

Leigh-Ann knew what she wanted. She wanted to become a police officer. She knew she needed to work on improving some of her skills so she contacted **Literacy Wairarapa**. She was paired with Grey Tuck, a tutor who had experience working with police recruits. After completing an initial assessment (LNAAT\*) her tutor developed a learning programme. They figured out the best way to deal with travel and time pressures was to use ‘blended learning’ face-to-face, by skype, gmail, google docs and Pathways Awarua. Leigh-Ann recalls, “Grey set me some tasks on Pathways Awarua, some of it basic, but also some of it very informative. There were some things I didn’t learn in school that were key to understanding questions that were in the entry tests.”

Leigh-Ann completed reading comprehension assessments to measure her progress and then felt ready to apply to enter the New Zealand Police. Her place at the Police College was confirmed in Mahuru (September).

\* Literacy and Numeracy for Adults Assessment Tool

(More: TT11)

### Online Learning

Pathways Awarua is part of the suite of national resources developed by the TEC to support adult learners to strengthen their numeracy, reading and writing competencies. In 2015, 615 Literacy Aotearoa students completed 5,039 modules worth a total of 402,375 points.

One student, Joel from **Literacy Wairarapa**, completed 1,573pts (32 modules) including the Road Code module and is booked in to sit his Learner Licence theory test. He was the lucky recipient of an iPad in a Pathways Awarua monthly prize draw.

Joel says, “Learning new stuff is hard for me. It’s annoying, bad and it takes so much time. At school learning was hard. A teacher told me I couldn’t do something instead of teaching me to do it. I felt pathetic and bad at learning. Learning at Literacy Wairarapa is different because you guys are more helpful, we get treated like adults. We are valued. Now I have started helping others in class too.”

“I have used it most for Road Code. It means I have been able to study for my licence. I couldn’t have done it from a book. I’m excited, I have an appointment to get my licence and I’m feeling confident about it!”

(More: TT9)





“Homelessness is not hopelessness. They’re not hopeless. They’re just homeless.”

Annmarie Angus,  
Tauranga Moana  
Nightshelter Manager

### Advocacy – Keeping it Real

A safe place to sleep is a high priority for many who have experienced homelessness. Aside from a secure place to sleep, the Tauranga Night Shelter provides a variety of services and support with the aim of breaking the cycle of homelessness. Annamaria Grafas, manager of **Literacy Bay of Plenty** contacted the Night Shelter to see if a programme could be offered to men who wanted to improve their literacy and numeracy skills. And so a new partnership began.

The programme looked at developing students’ strategies to improve life skills of time keeping, accountability and responsibility for personal learning; skills to put together a balanced personal budget; and growing confidence in their own ability to apply the skills, strategies, ideas and tools learnt in the programme.

(More: TT7)

About 40 percent of people in the workforce do not have sufficient literacy and numeracy skills to function well in a knowledge society and information economy.

TEC 2015

### Partnerships

The Skills Highway website showcases workplace learning programmes that benefit businesses and their employees by improving staff communication, engagement and literacy and numeracy skills. In 2015 two success stories featured collaborations with Literacy Aotearoa.

**NZ Post** worked with Literacy Aotearoa to introduce a pilot programme, appropriately titled ‘Take Off’ to staff at the International Mail Centre. Employees were given 24 hours of individual or small group learning, structured around workplace and personal goals.

“It is impressive how much we achieved even with a short programme such as this,” says Caroline Spencer, Learning and Development Manager.

*This programme was part of an initiative generously funded through a donation agreement Literacy Aotearoa has with the Tindall Foundation.*

<http://literacy.org.nz/skills-highway-nz-post-success-story>



*ETEL and Literacy Waitakere staff with MP Hon. Louise Upston at the EEO Awards Night*

**ETEL** received the ‘Highly Commended’ award for the ‘ETEL Transformation’ Workplace Literacy Programme in the Skills Highway section of the 2015 Equal Employment Opportunity Trust Diversity Awards.

**Literacy Waitakere** delivered learning programmes to ETEL staff which led to better communication between supervisors and staff and lower levels of absenteeism. Funding for the programme was initially accessed via the TEC Employer-Led Fund. Workers have said that they are now confident in reading in the workplace and understand the information on their payslips, including taxes and deductions and percentages. They are contributing to team meetings and asking questions.

More: [http://www.eeotrust.org.nz/awards/winners.cfm?content\\_id=22573](http://www.eeotrust.org.nz/awards/winners.cfm?content_id=22573)

## Goal 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.

### Capabilities

In 2015, **Literacy Aotearoa Wellington (LAW)** increased the diversity of their learning programmes to 20 different learning programmes in eight locations throughout the community. Referrals came from community agencies, leading to some changes in clientele with slightly more vulnerable people than in the past.

“The change of model has made LAW more community responsive and community integrated. We plan to continue in this way,” says LAW Manager Bridget Murphy.

Literacy Aotearoa Wellington was named ‘Winner: Education and Child/Youth Development Award’, in the Wellington Airport Regional Community Awards.

(More: TT9)



**Te Tumuaki Bronwyn Yates** was acknowledged for her contribution to the Tertiary Education sector by:

- Being named as a Finalist in the **Westpac ‘Women of Influence’** Awards in the Community and Not-for-Profit category.
- Being appointed to the **Council of NorthTec**.



### Sustainability

Literacy Aotearoa recognises that the amalgamation of Poupou is a positive opportunity for Ngā Poupou sustainability.

Cost reduction is not the primary driver for mergers – bringing Poupou together is about developing the capacity to deliver improved outcomes for students through more effective use of resources.

This was the case for Literacy Westland and Buller Adult Learning Services who merged to become a united **West Coast Adult Learning Service**. This merger brings Poupou personnel and governance together with a common desire to provide their communities greater access to LLN services. West Coast ALS will be a stronger entity that will allow for flexible delivery and long term sustainability.

(More: TT10)





## Sharing Good Practice



"It has given me a greater depth of knowledge and appreciation of culture and how to relate this to education."

Workshop participant

**He Taunga Waka** is a collaborative professional development project designed by Ako Aotearoa, Literacy Aotearoa and NZCER. The objective of He Taunga Waka is 'to specifically help educators better connect, engage and facilitate skill development with Māori and Pasifika students.' The two-year project is funded by TEC and contracted to Ako Aotearoa, with the assistance of personnel from the collaborating partners.

In 2015, He Taunga Waka delivered 40 free workshops to 479 educators working in the foundation sector across New Zealand. Participants learnt to make specific connections between potential content for learning programmes and the Learning Progressions. The biggest impact on educators has been an increased understanding of effective ways to engage with Māori and Pasifika students. *(More: TT3)*

## Governance and Management



Best practice for governing committees and managers is paramount in ensuring stability for our organisation. Literacy Aotearoa personnel attended the regional and national hui to receive latest updates and participate in discussions about priorities for the next five years, developing the strategic plan, an environmental scan, the review of the Constitution, and considering the best structure for the organisation as a whole.

Guest speakers and workshop presenters focused on keeping it real by talking about the importance of listening to, engaging with and 'knowing' students: knowing where they are from, what they aspire to and how they learn best.

Governance: <http://literacy.org.nz/who-we-are/governance>

Hui Presentations: <http://literacy.org.nz/what-we-do/national-planning-hui>

## Systems

The aim of the Big UPS (Uniformity of Practices and Systems) project is to ensure that Literacy Aotearoa consistently delivers high quality services that always meet the requirements of funders and our kaupapa, including how we meet the TEC priorities of Māori, Pasifika and Youth learners' achievement.

A number of online developments will assist with the delivery of the Big UPS objectives. They include the newly-designed national website, the Intranet as a portal to a range of templates and resources for service delivery; the EnrolPro database for student and tutor data; Xero for accounting; Skype for Business and the Office 365 Microsoft suite of programmes. Poupou websites will be developed in the New Year.





## Financial Statements

This is a summary of the Financial Statements of Literacy Aotearoa Incorporated, for the year ended 31 Hakihea (December) 2015.

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) 2016. 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 [www.literacy.org.nz/annual-report.php](http://www.literacy.org.nz/annual-report.php)

### Summary of Financial Performance for the Year Ended 31 Hakihea (December) 2015

	<u>2015 Actual</u>	<u>2015</u> <u>Budget</u>	<u>2014</u> <u>Actual</u>
<b>INCOME</b>			
Interest	86,266	100,000	101,602
Government National Income	8,774,285	8,264,128	8,129,848
Other Government Contracts	32,250	42,250	53,750
Other Income	1,103,214	825,663	991,367
<b>TOTAL INCOME</b>	<b>9,996,015</b>	<b>9,232,041</b>	<b>9,276,567</b>
<b>EXPENSES</b>			
Administration	646,237	603,499	542,255
ACE Financial Literacy – Māori & Pasifika	-	-	2,803
Ako Aotearoa – He Taunga Waka	49,269	22,000	
MoE – Early Learning Foundations	57,786	20,000	26,042
National Planning Hui	107,658	115,000	125,486
Ngā Hui Heke	34,136	35,000	35,572
Ngā Poupou Capability Building Grant	30,996	40,000	565,015
NZ Post	70,568	60,000	71,049
Open Polytechnic	24,926	78,860	48,861
Other Workplace Literacy	552,621	310,000	639,371
Open Wananga Training	-	-	4,180
Promotion	29,705	30,000	33,660
Research	597	-	6,796
Resources & Support	167,850	98,750	142,564
Salaries	1,847,291	1,675,000	1,695,805
Student Writing Event	-	-	21,520
TEC - ACE Provision	1,383,604	1,591,843	1,598,325
TEC - English for Migrants	-	10,000	-
TEC - Intensive Literacy & Numeracy	1,898,882	1,946,000	1,862,712
TEC - Workplace Literacy	2,425,802	2,072,000	292,570
TEC – Workplace Literacy Targeted Fund	-	-	1,467,582
Tutor Training	479,517	660,262	542,032
<b>TOTAL EXPENDITURE</b>	<b>9,807,445</b>	<b>9,368,214</b>	<b>9,724,200</b>
<b>NET OPERATING SURPLUS (DEFICIT)</b>	<b>188,570</b>	<b>(136,173)</b>	<b>(447,633)</b>



## Statement of Changes in Equity for the Year Ended 31 Hakihea (December) 2015

	<u>2015</u> <u>Actual</u>	<u>2015</u> <u>Budget</u>	<u>2014</u> <u>Actual</u>
<b>EQUITY</b>			
Equity at the start of the year	2,126,817	2,126,817	2,574,450
Total Comprehensive Income	188,570	(136,173)	(447,633)
<b>Equity at the end of the year</b>	<b>2,315,387</b>	<b>1,990,644</b>	<b>2,126,817</b>

## Statement of Financial Position for the Year Ended 31 Hakihea (December) 2015

	<u>2015</u> <u>Actual</u>	<u>2014</u> <u>Actual</u>
<b><u>Equity as at 31 December</u></b>	<b>2,315,387</b>	<b>2,126,817</b>
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and Cash Equivalents	284,235	933,904
Investments	1,755,000	1,037,000
Trade and Other Receivables	431,996	554,858
<b>Total Current Assets</b>	<b>2,471,231</b>	<b>2,525,762</b>
<b>Non-Current Assets</b>		
Property, Plant and Equipment	199,503	115,554
Intangible Assets	143,833	25,596
<b>Total Non-Current Assets</b>	<b>343,336</b>	<b>141,150</b>
<b><u>Total Assets</u></b>	<b>2,814,567</b>	<b>2,666,912</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Trade and Other Payables	420,332	476,184
Employee Benefit Liabilities	78,848	63,911
<b><u>Total Liabilities</u></b>	<b>499,180</b>	<b>504,095</b>
<b>NET ASSETS</b>	<b>2,315,387</b>	<b>2,126,817</b>

## 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. The amounts received by respective Poupuu are listed under the members of Te Kōruru names with the amounts paid to each Poupuu for the years 2015 & 2014.

	<u>Payments</u>	<u>Payments</u>	<u>Received</u>	<u>Received</u>
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>
<b>Te Kōruru Members</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>
<b>Dr Kim Currie (Te Kaiwhakahaere)</b>				
Literacy Aotearoa (Dunedin)	245,718	246,235	-	-
<b>Serenah Nicholson (Manager)</b>				
The Learning Centre & Whānau Family Support Literacy Services	278,756	334,208	-	-
<b>Margaret Manuel (Board Member)</b>				
Literacy Westland	-	35,960	-	-
<b>Janet Te Rore (Manager)</b>				
Te Roroa Learning Assistance	187,591	178,263	-	-
<b>Lloyd Davies (Te Kaiwhakahaere)</b>				
Literacy Bay of Plenty	188,934	191,625	-	-
<b>Chris Richardson (Manager)</b>				
Literacy Aotearoa Hawkes Bay Inc	114,737	180,099	-	-

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

Programmes were funded by Government through the Tertiary Education Commission, the Ministry of Education and Te Puni Kōkiri; 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 including the Open Polytechnic, Open Wānanga, Massey University, Te Wānanga o Aotearoa and Auckland University of Technology (AUT).

While we assisted 7,776 learners in 2015, 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 Poupu 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.



## Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.







**Literacy Aotearoa**  
Choice Change Freedom

**Literacy Aotearoa National Office**

Compass House, Level One, 162 Grafton Road, Grafton, Tāmaki Makaurau Auckland

**Postal Address:** Private Bag 78800, Grey Lynn, Tāmaki Makaurau Auckland 1245

**Phone:** (09) 302 0817 **Email:** [admin@literacy.org.nz](mailto:admin@literacy.org.nz) **Website:** [www.literacy.org.nz](http://www.literacy.org.nz)