



*Learning with Harold*

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TO ENHANCE THE QUALITY OF CHILDREN'S LIVES

**VISION**



EDUCATE AND EMPOWER CHILDREN TO MAKE HEALTHY CHOICES SO THEY CAN LIVE FULL AND HEALTHY LIVES

**PURPOSE**





# OUR FOUNDER

**TREVOR GRICE, MNZM, CNZM**

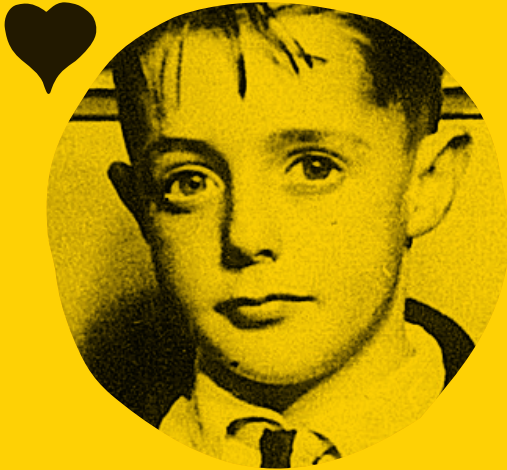
**Trevor was born in Christchurch in 1932, the sixth of seven children. Just before his fifth birthday his father was tragically killed at work. Shortly after, Trevor was admitted for several months to Cholmondeley Children's Home, his admittance notice read "malnourished and no shoes".**

After these months in care Trevor returned to his family home and resumed his schooling, first at St Annes School and then at Xavier College. World War 2 was having its impact on many families; in the absence of male relatives Trevor worked to support his family at a milk round before school. Moving on after college to Christchurch Polytechnic he achieved the certification necessary to take up a cadetship with the NZ Post Office, becoming a senior telegraphist.

In 1967 he joined the United States Antarctic Program base at Christchurch Airport (Operation Deep Freeze) as a Supply Officer. Over the ensuing years Trevor became increasingly involved with managing issues that arose with service men and women on the ice in Antarctica. Moving to the role of Executive Administrator for

NZ Affairs, his duties now included responsibility for the recognition and treatment of drug and alcohol dependencies. The US Navy provided opportunities for him to attend various treatment centres and institutes in America for continued education. It was through this avenue of his work that Trevor developed a reputation as a family crisis counsellor.

Early in 1987 Trevor was approached to bring the Australian Life Education program to New Zealand. Trevor travelled to meet with the founder, Ted Noffs', wife Margaret (Ted was in hospital having suffered a severe stroke) and spent a week reading Ted's books, meeting with programme and sponsor personnel and sitting in on classes. As Trevor read, he fell in love with the idea of Life Education. Central to both his



A child without love is like a child trying to clap with one hand.

# LOVE

medical training and the Life Education programme was an understanding of the 'three pound universe', the human brain. The idea that children could be given so much knowledge and empowerment was revolutionary.

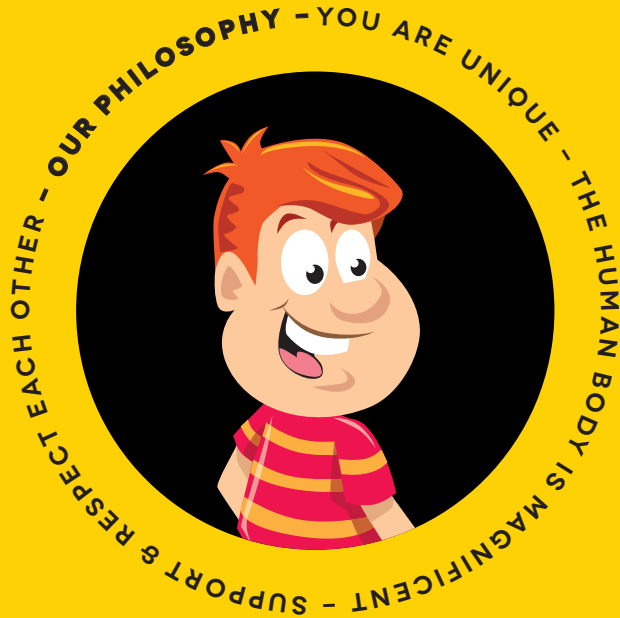
In May he resigned from his job with the United States Navy to work for Life Education New Zealand. Fast forward ten years and more than 30 regional Trusts had been established and \$30m had been raised as Trevor shared his vision and enthused volunteers nationwide. This resulted in 200,000 children a year taking part in lessons in mobile classrooms. In 1996 Trevor and Tom Scott, along with the Publishing Trust, produced their New Zealand best seller *The Great Brain Robbery*. *The Great Brain Robbery* has subsequently been translated into several languages and is globally available.

In 1997 Trevor was made a Member of the NZ Order of Merit (MNZM) and in 2000 he was named as a UNESCO Peacebuilder. Rotary International made Trevor a Paul Harris fellow in 2004. In 2000 and 2005 he was named Wellingtonian of the Year for Community Service and Youth Services and in 2010 was further recognised as a Companion of the New Zealand Order of Merit (CNZM).

The founding and current Trustee of Life Education Trust (NZ) Trevor retired from his 'day job' with Life Education in 2014 at age 82. Trevor is still very much a part of Life Education.

**Trevor Grice, MNZM, CNZM**  
**Founder**

# PHILOSOPHY



Growing up in part determines who you are and who you'll be as an adult. Behaviours developed during childhood and early adolescence are predictors of adult behaviours.

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You are

## UNIQUE

Never before and never again will there be another child just like you. We try to make each child feel comfortable with their identity and to show them how special they are.

1.

The human body is

## MAGNIFICENT

We capture children's imagination using technology that shows them the magnificence of the human body, how it functions and what its needs are.

2.

We need to

## SUPPORT & RESPECT

each other, because of the delicate and complex nature of life.

3.

5



Our philosophy is based on three principles...





# CHAIRMAN'S WORDS

CHRIS KIRK-BURNNAND

**During 2015 our focus has been on programme development and implementing change. When I reflect on the last six years, I see the implementation of our long term plan to develop the quality and technical excellence of our programmes in a manner that cements us as a leading education provider within New Zealand.**

Upgrades to our Mobile Learning Centres that largely will be completed during 2016, the continued development of support and quality control measures for our Educators, maximising the utilisation of resources, and ensuring all Community Trusts achieve levels of financial efficiency and effectiveness have all been key components. Of major importance in 2015 has been our commitment to expand the programmes in our "Lesson Lab". Whenever I talk to school teachers they express their support for how Life Education is aligning its programmes with each school's unique learning needs and environment. This is a significant move that will see Life Education programmes and teaching methodology

align to future education pedagogy, which is central to successful education outcomes in a fast changing world.

Two Trustees are due to retire from the Board at the first meeting in 2016. Jo Coughlan has been a real strength on the Board. Her support to our CE and her business contacts have benefited Life Education along with her strong community commitment. Thanks a lot Jo for your support as Trustee and deputy Chair. Ray King has represented well the South Island with an efficiency and effectiveness that all Trusts would like to achieve. Again, thanks Ray for your support and good judgement.



Life Education's goal is to have "No child left...

# BEHIND"



As a Board we are proactive in identifying challenges that will face us and working to mitigate these or to turn them into opportunities. Certainly we have become a research lead organisation and we call upon peer review where required. We have a clear commitment to motivate and bring leadership to our Community Trusts. Leading and guiding our volunteers is a key focus of our Board and critical to our community funding and integrating our Trusts within each community.

A special thanks to Community Trustees, Educators and our National Service Centre Team led by John O'Connell, also from my heart thanks to our key sponsors, supporters and Board members. Life Education continues to have an increasing positive impact for our youth.

**Thank you all for your support.**

*Chris Robinson*



# FROM THE CHIEF EXECUTIVE

JOHN O'CONNELL

**Increased accountability, outcomes focus, demonstrated results and demonstrated need are increasingly common phrases for charities seeking financial support from the community. It's also common language in our education system to be able to demonstrate learning outcomes achieved with students. All of this means we're in a competitive environment, and we need to be capable of demonstrating our value and what we achieve.**

## **Successes and Celebration**

Being abreast of leading education practice, this year we began the shift from our entrenched programme of a number of modules to a flexible 'concepts and big question' model, consistent with inquiry learning and the New Zealand Curriculum. In February we launched our online planning tool, enabling us to create lessons with teachers to best meet the specific needs of each school community. It means we're adopting leading education practice and a shared planning approach to achieve the best outcomes for each child. This sees us as a leader amongst external education providers to schools.

With a comprehensive health programme, 48 Educators working nationwide with more than 1,800 schools and 15,000 teachers, implementing that sort of change on a shoe string budget is no easy task! 

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CONTINUE OVER...

# GOING UP!

**Over the last 12 months, we've undertaken an ambitious workload and have enjoyed success...**





## Challenges and opportunities

In the next 12 months our challenge is to sustain the ongoing development of new resources to accompany the shared planning and inquiry learning approach. Much of this is about the shift to have our learning resources for children and teachers accessible 'on line', to ensure we are an integral part of their learning in the classroom, so we can be truly effective.

When Philanthropy NZ released their latest research ***Giving New Zealand: Philanthropic Funding 2014***, it was disappointing to see business support of charities is in decline. So we are increasingly grateful to our major partners - Mainfreight, The Warehouse and Frucor - for their strong corporate values and ongoing support.

The Philanthropy NZ research reinforced the high level of personal donations to charities in New Zealand. Our challenge is to put in place a donation programme to enable people to identify and then easily adopt Life Education as their charity of choice. This requires additional resources.

With 27,000 registered charities in New Zealand increased expectations to demonstrate real value is a good thing, however, being able to do so and demonstrate your role in improving social outcomes is far more complex today.

## So in a competitive world, what is Life Education's point of difference?

- **Effective cost structure:** A volunteer structure across our 33 regional Trusts providing 25,000 hours of volunteer time each year. As a result, just 3.4% of our expenditure is spent on administration and fundraising, wages and salary costs.
- **Professional skills:** An organisation recognised for our professional practice by being accredited by the NZ Teachers Council to maintain our Educators' New Zealand Teacher Registration. All our Educators are registered, specialist teachers.
- **Evaluation:** An independent and ongoing evaluation process with every school teacher invited to provide their feedback after attending our lessons - 11,000 each year.
- **Valued:** 96% of teachers agreeing they would recommend Life Education to schools in their area. Our focus on shared planning with teachers will continue to see improvements in our relationship with schools, as we work to focus on their needs.

## And in terms of the difference we're making in our communities?

Positive trends in reductions of youth smoking, trying marijuana for the first time, binge drinking and those experiencing bullying - [Youth2000 Series National Survey of the Health and Wellbeing of Secondary School Students in New Zealand.]

The common factor influencing attitudes of youth across these measures in the Youth2000 series over a sustained period of time is education. 80% of New Zealand children take part in Life Education at their school in their formative years.

Which is why Life Education is used by more and more schools every year to support the health education needs of children in their community. So in a competitive environment, those who play an important role in children's development value the role Life Education Trust plays and that's a great endorsement!

The challenge for us is to share that story with our wider community and potential supporters, within our very lean administration and marketing model, so we can continue to educate and empower children to make healthy choices and live full and healthy lives.



JOHN O'CONNELL, CHIEF EXECUTIVE

In a competitive environment, those who play an important role in children's development

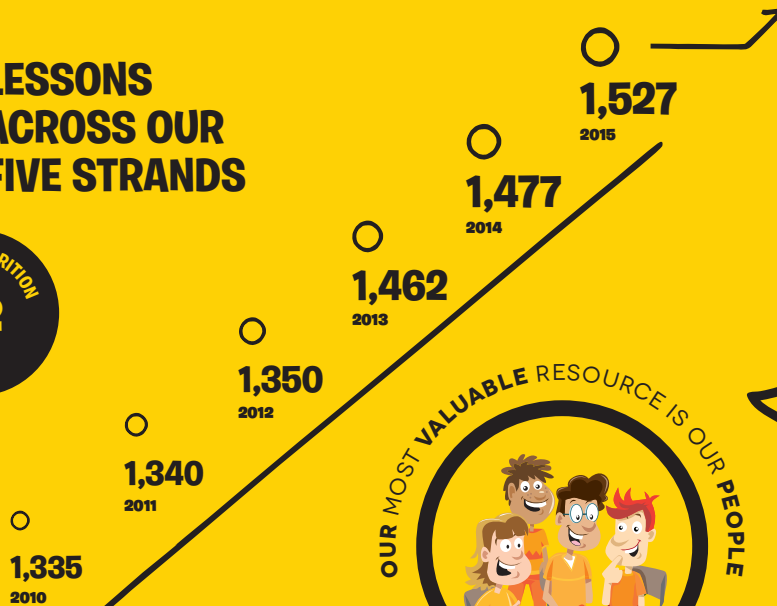
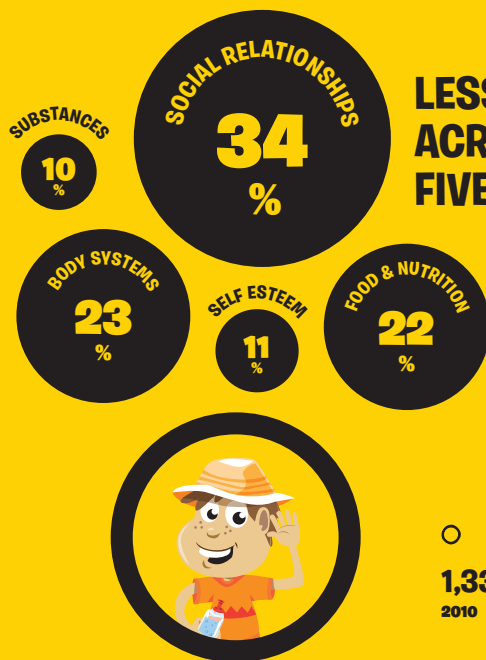
# VALUE

the role Life Education plays and that's a great endorsement!

## NO. OF SCHOOLS INVOLVED

IN THE LIFE EDUCATION PROGRAMME

### LESSONS ACROSS OUR FIVE STRANDS



OUR MOST VALUABLE RESOURCE IS OUR PEOPLE

SN  
SH

2015

### IN AN AVERAGE WEEK WE HAVE...



# APOT

## DELIVERY TO SCHOOLS

FROM OUR MOBILE CLASSROOMS IN 2015

**258,761**

Children attending lessons

**1,527**

Schools

**25,881**

Lessons

SCHOOL YEAR  
OF THOSE ATTENDING

YEAR 3 & 4

**24%**

YEAR 5 & 6

**25%**

**3%**

PRE-SCHOOL

YEAR 1 & 2

**25%**

YEAR 7 & 8

**23%**

## NO. OF CHILDREN DELIVERED LESSONS

**258,761**  
2015

**251,000**  
2014

**252,000**  
2013

**224,000**  
2012

**225,000**  
2011

**225,000**  
2010

## REGIONAL TRUST INCOME

(33 REGIONAL TRUSTS NATIONWIDE)

GRANTS  
AND SPONSORSHIP

**55%**

**18**

SCHOOL USER PAYS

**15**

SUPPORTERS &  
DONATIONS

**10**

FUNDRAISING PROJECTS

INTEREST

**2**

**13**

# WORLD CLASS METHODOLOGY

## Educating and empowering children

There are three internationally renowned pillars of harm minimisation, the Life Education programme falls under pillar 2.

Demand Reduction strategies require more than just imparting content and facts. An integrated approach to improved mental health and wellbeing is important for demand reduction strategies to be effective.

Actions that seek to contribute to better health, wellbeing and life outcomes are an integral feature of effective harm minimisation programmes.

A Life Education child will undertake a journey through age five to 13 years that will explore their relationship with others, understand their identity and self-worth. This is well entrenched in our philosophy of:

- **You are unique**
- **The human body is magnificent**
- **Support and Respect**

The five strands of our programme capture the holistic approach to mental health and wellbeing, resilience strategies and improved knowledge.



### **Demand Reduction**

Improved knowledge through education and strategies to empower people to make informed decisions and effect change in their environment.





## Alcohol and other drug education programmes have an important and measurable role to play

In 2013 the Ministry of Education was requested by the Prime Minister to provide an evaluation of programmes as part of the Youth Mental Health strategy.

That report prepared by Dr Jenny Robertson was consistent with the internationally renowned three pillars to harm minimisation: education supports increased knowledge, mental health and wellbeing.

Following this extensive research and evaluation, this year the Ministry of Education produced new guidelines for schools titled “Alcohol and other Drug Education Programmes; Guide for Schools”.

The Ministry of Education’s position: “Alcohol and other drug education programmes have an important and measurable role to play”. The guide goes further, advising that effective programmes in schools require teachers with specific knowledge, understanding and expertise.



# 1 MILLION

**... children were harassed, threatened or subjected to other forms of cyber bullying on Facebook during the past year.** (Consumer Reports, 2011)

# DEMONSTRATING BEST PRACTICE



## Inclusive planning

### CHILD OBESITY

**8% → 10%**

**The child obesity rate  
has increased from 8% in  
2006/07, to 10% in 2011/12.**

(Health of NZ Children 2011/12)

‘With high level accountabilities for ensuring all students achieve, valuable teaching time gives priority to learning designed to meet the unique learners in every classroom. One size fits all off the shelf programmes are not part of current teaching and learning practice.’

*(Dr Jenny Robertson, 2013)*

Our trained, registered specialist health teachers undertake an integrated planning approach with each school, to best meet the learning needs of each child. This is consistent with the Whole of School approach and the New Zealand Curriculum.

Our online interactive lesson planner, launched this year, was our most significant programme change in many years. Educators construct lesson plans with teachers using concepts and big questions consistent with inquiry teaching in the New Zealand Curriculum. This ensures we have a flexible and responsive shared planning approach with each school community, consistent with best practice. The most appropriate resources to support the school teacher in the classroom are made available as an outcome of that planning process.



**Our online planning tool, launched this year, enables us to undertake shared planning and respond to each school community and the individual learning needs of children.**

## Leading professional practice

“Effective AoD education programmes require teachers with the specific knowledge, understanding and expertise and personal attributes to facilitate quality learning.” (*Alcohol and other Drug Education Programmes Guide for Schools, Ministry of Education 2014*)

Skilled Educators are one of the most important considerations in evaluating the effectiveness of demand reduction programmes in schools. Our Educators are specialist, registered teachers. Educators come together from across the country three times a year. They also each have a mentor and undertake a prescribed evaluation and goal setting process. We have a team of Senior Educators who provide an additional layer of support and the Senior Educator pathway offers further career and personal development.

We have a comprehensive process of evaluation to support our Educators in meeting the Registered Teacher criteria. This is reflected in the New Zealand Teachers Council accreditation of Life Education to assess and renew teachers' registration requirements, one of very few independent organisations to have this status.

Over **75,000**

**children learn about the effects of tobacco through Life Education lessons each year.**

# RESEARCH INDICATING SUCCESS



## Evaluating our success

Measuring the effectiveness of education programmes that seek to reduce demand is complex and expensive, however best practice approaches are universally accepted. An independent peer review in 2013 undertaken, by leading educationalist Mary Chamberlain, enabled Life Education to develop our 2014-17 Education Plan.

At this time Research NZ were commissioned to establish an evaluation process. The class teacher attends each lesson taught by Educators and these 11,000 teachers are invited to provide feedback across a range of measures. The process is continuous and updated monthly. It enables us to evaluate our programme, our teaching practice and our value in supporting schools so we can make informed decisions.

Through the focus in shared planning practice with schools to best meet individual needs we are pleased to report in the last 24 months a 15% improvement in our programme, better meeting the needs of individual school classes.

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# 96%

...of Teachers strongly agree or agree that  
**“Life Education helps provide children in my school with  
the information they need to make positive decisions”**



## Demonstrating outcomes

## OUTCOME

**A positive trend of reduced binge drinking, smoking, bullying and marijuana use amongst youth.**

In the last 15 years, 80% of New Zealand's school children have been active learners in Life Education's programme through their primary and intermediate school years.

In the University of Auckland's Adolescent Health Research Group 2001, 2007 and 2012, more than 8,500 New Zealand secondary school students were surveyed about their lives. The research is most commonly referred to as the Youth 2000 Series and is the largest survey of youth health and wellbeing in New Zealand.

This data series shows the number of young people who have tried cigarettes has more than halved – from 53% in 2001 to 23% in 2012 – and regular smoking has reduced by one-third. The number of youth who reported they had tried marijuana almost halved in that period.

The trend also shows a drop in teenage binge drinking, from 40% of young people reporting binge drinking in the past four weeks in 2001, to 23% in 2012. Less victimisation through violence, sexual coercion or abuse, and reduced levels of risky driving was also reported.

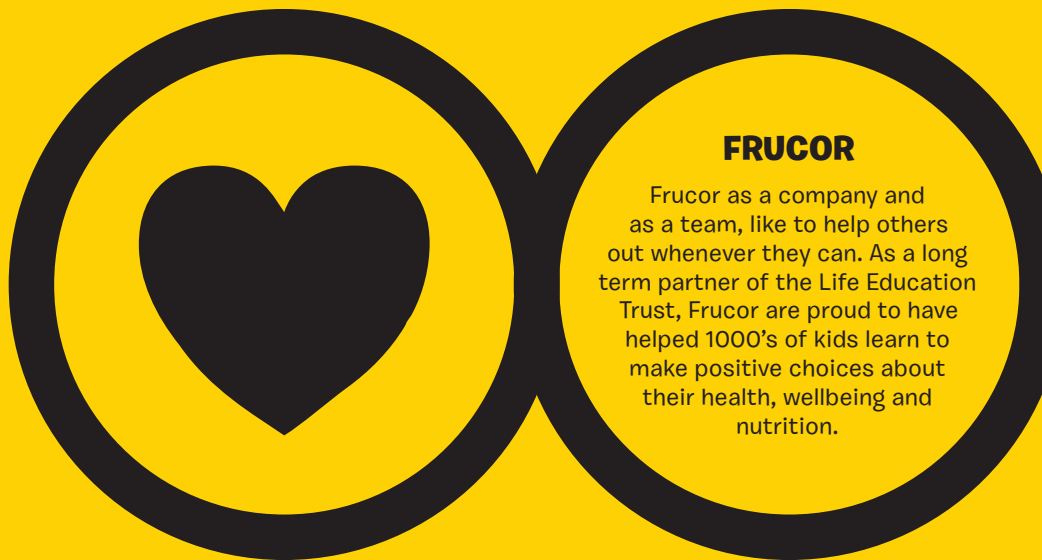
Alcohol, smoking, marijuana and bullying have each had different emphasis in the three pillars of harm minimisation. Supply Control saw significant changes with alcohol and smoking law reform and punitive tax measures in the case of tobacco. Tobacco became less accessible while alcohol became more accessible to youth with the age reduction. Access to marijuana was unchanged.

Despite different approaches to Supply Control, the trend across these measures is positive with the one consistent tactic being Demand Reduction. As the largest provider working in schools, Life Education is understandably proud of this positive trend.





# WE LOVE OUR SPONSORS



## **FRUCOR**

Frucor as a company and as a team, like to help others out whenever they can. As a long term partner of the Life Education Trust, Frucor are proud to have helped 1000's of kids learn to make positive choices about their health, wellbeing and nutrition.

## MAINFREIGHT

Mainfreight's team culture and commitment to valuing people is demonstrated in all aspects of their business. Mainfreight and Life Education have a proud long standing relationship forged through a common goal to support the children of New Zealand.

## THE WAREHOUSE

The Warehouse's community goal is to enhance the lives of family and young people throughout New Zealand. Our annual fundraising campaign raised over \$285,000 in February and very importantly allowed the New Zealand community to support our cause.



**Independence means we are dependent on our partners valuing what we do. We have a family of national sponsors who together make up one third of our income. However, more significantly, it is in the form of long term contracts that enable us to plan and commit to initiatives beyond a single financial year.**



HAROLD CLUB

# NATIONAL HAROLD CLUB

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**This group of individuals we consider as close friends of Life Education and value the contribution they make to Life Education.**

John & Jay Benton	David & Annette Wale
Carl Bergstrom, Frucor Beverages	Cowsill Family
John Sax, For the Sake of Our Children	Peter High, High Marketing
Bryan & Jan Johnson	Sharryn V Waters
Dame Sian Elias & Hugh Fletcher	Maria Johnson
Roy & Renate Savage	Owen & Jill Bradley
KJ & JM O'Connor	Mark & Jess Kirk-Burnnand
Paul Collins Family Trust	Helen Kirk-Burnnand
Ross & Treena Martin	Chris Kirk-Burnnand
Sir Eion & Jan, Lady Edgar	Baber Family Trust
Margaret & Peter Shirtcliffe Foundation	Ian & Leigh Vibert
Rodney & Vivien Callender	Bob Gregory
Noel & Joanna Todd	Trevor & Judith Grice
Finchley Trust	Peter & Alison Cox
Faith Taylor	Brian & Dianne Shearer



# OUR CHARITY GAMING PARTNERS

New Zealand Lottery Grants Board have partnered in the redevelopment of our Mobile Classrooms used by communities throughout New Zealand. The upgrade of our Mobile Classrooms is a cornerstone in our development to see Life Education remain a lead provider supporting children to grow to be the best they can be.



**Lottery Grants Board**  
Te Puna Tahua  
LOTTO FUNDS FOR YOUR COMMUNITY



**THANK**

**YOU**

**Charity gaming distributes in excess of \$200m to community organisations each year. As one of the many worthy recipients from these funds we are proud to have the gaming industry as a valuable supporter.**

Pub Charity is a significant and invaluable supporter to Life Education Trust (NZ) and our 33 Community Trusts. Their continued support, confidence and belief in what we do enables us to plan with confidence and ensure we can provide the very best support for children growing up in our communities.



The Lion Foundation and The Southern Trust also support Life Education (NZ) and we're proud they value the role we make in building stronger communities.



There are a number of other Charity Gaming partners who support our community trusts locally and their contributions are greatly appreciated.





# 2015 CLASSROOM ACTIVITY



Trust	Schools Seen	Lessons	Children Seen
Auckland Central *2	32	1,082	11,453
City West Auckland	19	588	6,860
Canterbury *3	83	2,009	21,431
Central Plateau	27	478	5,137
Counties Manukau *6	147	3,268	35,119
Eastern Bay of Plenty	32	456	4,102
Far North	70	719	6,214
Gisborne	57	666	5,733
Hamilton	35	581	6,191
Hawkes Bay	42	597	5,747
Heartland Otago/Southland	56	904	7,584
Hutt Valley	22	502	5,204
Kapiti/Horowhenua	19	516	3,824
Manawatu	39	388	3,980
Marlborough	43	602	5,826
Mid-South Canterbury	66	823	8,519
Nelson/Tasman	30	535	5,358
North Shore *2	40	1,461	15,987
North Wellington	49	655	6,649
Otago	46	505	4,688
Rodney	28	585	6,232
Rotorua	27	565	5,792
Southland	62	725	7,246
Taranaki *2	88	1,155	11,814
Waikato East	54	580	5,301
Waipa/King Country	36	650	6,409
Wairarapa/Southern Hawkes Bay	71	540	4,426
Waitakere	44	716	7,866
Wanganui & Districts	34	369	3,709
Wellington City	29	545	4,659
West Coast *0.6	46	327	2,749
Western Bay of Plenty *2	42	1,254	11,712
Whangarei	23	515	5,260
	<b>1,527</b>	<b>25,881</b>	<b>258,761</b>

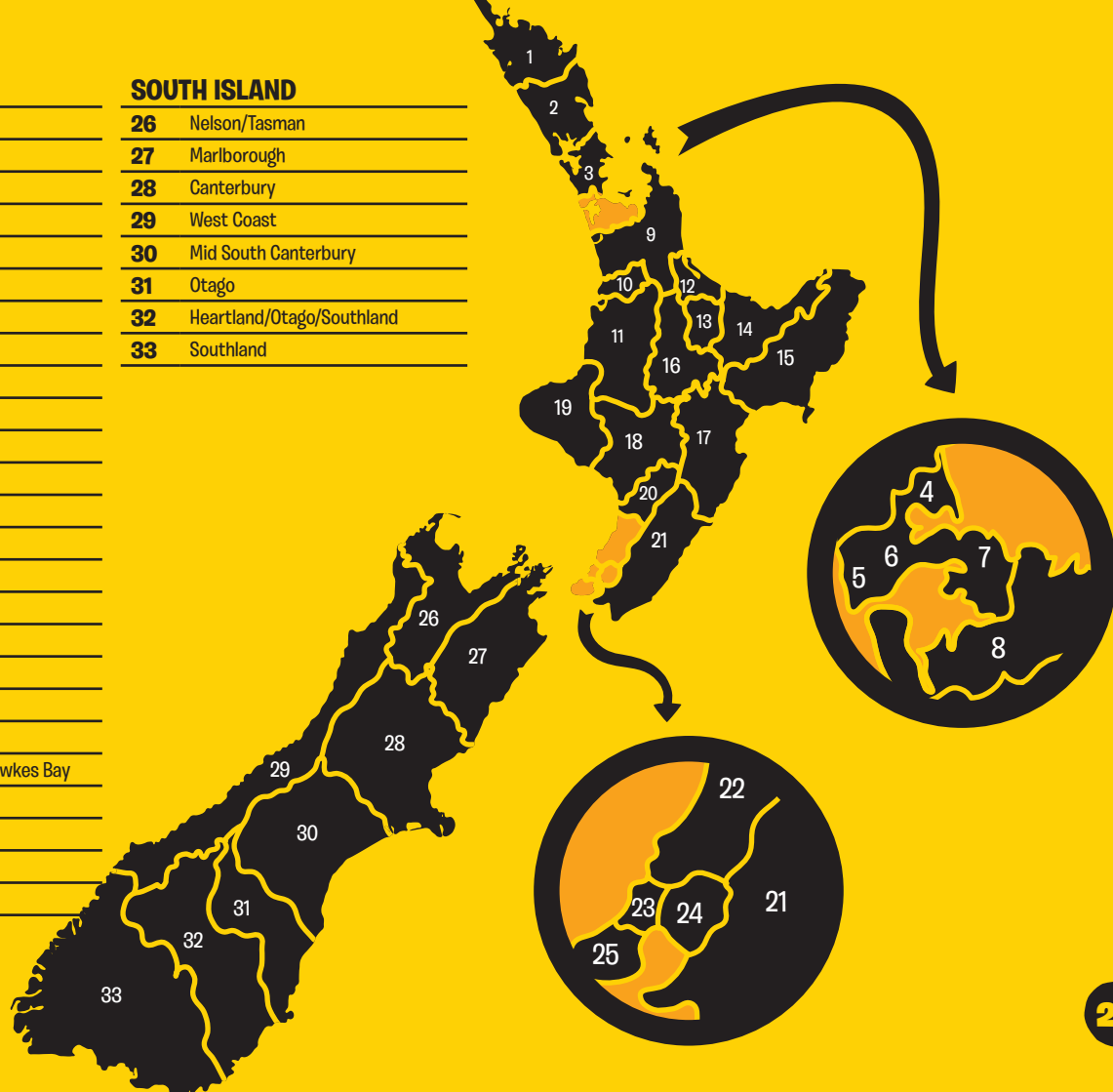
\* Number of Mobile Classrooms

## NORTH ISLAND

1	Far North
2	Whangarei
3	Rodney
4	North Shore
5	Waitakere
6	City West Auckland
7	Auckland Central
8	Counties Manukau
9	Waikato East
10	Hamilton
11	Waipa/King Country
12	Western Bay of Plenty
13	Rotorua
14	Eastern Bay of Plenty
15	Gisborne
16	Central Plateau
17	Hawkes Bay
18	Wanganui & Districts
19	Taranaki
20	Manawatu
21	Wairarapa/Southern Hawkes Bay
22	Kapiti/Horowhenua
23	North Wellington
24	Hutt Valley
25	Wellington City

## SOUTH ISLAND

26	Nelson/Tasman
27	Marlborough
28	Canterbury
29	West Coast
30	Mid South Canterbury
31	Otago
32	Heartland/Otago/Southland
33	Southland



	2015	2014
<b>ACCUMULATED FUNDS</b>		
Operational Reserve	777,532	829,054
Mobile Classroom Replacement Reserve	360,000	360,000
Research and Development Reserve	162,715	162,715
<b>TOTAL ACCUMULATED FUNDS</b>	<b>1,300,247</b>	<b>1,351,769</b>
<b>Represented by:</b>		
<b>CURRENT ASSETS</b>		
Bank Accounts and Short Term Deposits	843,921	1,212,635
Accounts Receivable and Prepayments	81,504	136,923
GST Receivable	22,295	-
Loans to Community Trusts	32,000	47,500
Workbook Stock	70,651	68,331
Mobile Classroom Parts	38,913	14,083
<b>TOTAL CURRENT ASSETS</b>	<b>1,089,284</b>	<b>1,479,472</b>
<b>CURRENT LIABILITIES</b>		
Accounts Payable	197,624	280,027
Employee Entitlements	75,080	29,875
Funds held for Mobile Classroom upgrades	-	53,690
Sponsorship and Grants held in Advance	45,000	230,223
Funds received on behalf of Community Trusts	-	1,450
Other funds held on behalf of Community Trusts	41,755	46,267
<b>TOTAL CURRENT LIABILITIES</b>	<b>359,459</b>	<b>641,532</b>
<b>NET CURRENT ASSETS</b>	<b>729,825</b>	<b>837,940</b>
<b>FIXED ASSETS</b>	<b>570,422</b>	<b>513,829</b>
	<b>1,300,247</b>	<b>1,351,769</b>

For full set of Accounts, Notes and Audit Report see [www.lifeeducation.org.nz](http://www.lifeeducation.org.nz)

STATEMENT  
OF FINANCIAL  
POSITION

# BALANCE SHEET

AS AT  
31 DEC 2015





## STATEMENT OF FINANCIAL PERFORMANCE

# INCOME & EXPENSES

AS AT  
31 DEC 2015

	2015	2014
	\$	\$
<b>FUNDING FOR OPERATING ACTIVITIES</b>		
National Sponsors	669,633	815,796
National Supporters		
- Lion Foundation	70,000	102,500
- Pub Charity	900,000	775,000
- NZLGB	405,000	97,200
- Southern Trust	79,800	56,200
National Service Centre Funders	52,443	207,863
Donations and National Harold Club Supporters	92,705	81,907
Publications and Resources	21,397	28,628
Interest Received	32,203	39,337
Gain on Sale of Asset	-	-
Other Funding	77,699	48,362
<b>TOTAL OPERATING INCOME</b>	<b>2,300,880</b>	<b>2,252,793</b>
<b>OPERATING EXPENSES</b>		
Audit Fees	7,200	7,086
Board Expenses & Projects	11,108	9,833
Conferences, Seminars and Training	142,033	150,508
Depreciation	142,273	85,788
General Expenses	43,647	51,365
Information System and Telephone	34,668	40,060
Printing and Resources	30,908	30,957
Honorarium	18,000	18,744
Insurance	26,816	10,218
Legal Fees	7,875	2,285
Office Rental	32,293	28,270
Marketing and Fundraising	91,012	80,181
LET NZ Mobile Learning Centres	-	8,786
Research	-	500
Programme Development	120,161	184,833
Salaries, Wages and Contractors	745,536	740,463
Trust Support	44,926	34,641
Travel and Accommodation	46,127	52,836
Loss of Disposal of Assets	5,269	-
<b>TOTAL OPERATING EXPENSES</b>	<b>1,548,842</b>	<b>1,537,354</b>
<b>TOTAL OPERATING SURPLUS (DEFICIT)</b>	<b>752,038</b>	<b>715,439</b>
LESS Grants to Community Trusts	803,560	711,310
<b>NET SURPLUS (DEFICIT) FOR THE YEAR</b>	<b>(51,522)</b>	<b>4,129</b>

# OUR PEOPLE



## **Patron**

David Wale CBE

## **BOARD MEMBERS**

### **Chairman**

Chris Kirk-Burnnand, MNZM

Jo Coughlan  
(Deputy Chair)

Trevor Grice MNZM, CNZM  
(Founder Trustee)

John Benton

Paul Cressey, ONZM

Hon. Tony Friedlander QSO

Maria Johnson

Ray King

Pat Seymour, OBE

Brian Shearer  
(term concluded Feb 2015)

## **NATIONAL SERVICE CENTRE**

### **Chief Executive**

John O'Connell

### **Education Support Manager**

Michelle Dow

### **Finance Manager**

Natalie Tat (maternity leave to April 2015)

Penny Robertson (maternity cover to April 2015)

### **Fundraising Manager**

Jenny Boyd (commenced March 2015)

### **Marketing and Communications Manager**

Jess Limbrick

### **Office Administrator**

Michelle Phillips

### **Programme and Development Manager**

Amanda Neemia

### **Researcher**

Helen Nicol

### **Trusts Support Manager**

Jaynie Coulter (maternity leave)

### **Auditor**

Grant Thornton

### **Bank**

ANZ

## **2015**

Steve Graves

John (Steak) Goodin, QSM

Brian Shearer

Graeme Pentecost

## **2014**

Michael Cooney, QSM

Pat Seymour, OBE

Paul Cressey, ONZM

Jeanette McIntyre

## **2013**

Margaret Radford

Peter Cox

Robyn Paterson

Trevor King, QSM\*

Roy Savage

## **2012**

Joslyn Tjeerd

Lance Hutchison, QSM

Bruce Darville, QSM

Rob Wilton

John Beattie

## **2011**

Val Whyte

John Spring

Stephen Burnett

Ian Holyoake

\* deceased

**LIFE MEMBERS**

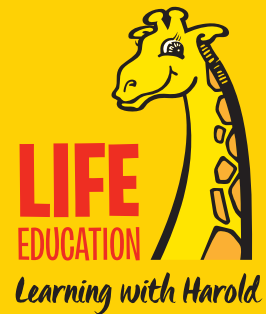
The big seed of Life Education's goodness is...

LOVE



Love is an irresistible necessity, for  
children without love are like children  
trying to clap with one hand.





**Life Education Trust (NZ)**

41 Pipitea Street

Wellington 6011

PO Box 2717

Wellington 6140

0800 454 333

[enquiries@lifeeducation.org.nz](mailto:enquiries@lifeeducation.org.nz)

[www.lifeeducation.org.nz](http://www.lifeeducation.org.nz)

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