



ANNUAL REPORT

2024

ASIA PACIFIC'S DIGITAL EQUITY CHARITY

LiteHaus International is a Townsville based NGO that bridges the digital divide across Asia-Pacific. We repurpose end-of-life computers and distribute them to students in Australia, Papua New Guinea, Solomon Islands, Philippines, Fiji, Samoa, Kiribati, Cambodia, Timor-Leste, fostering digital education and bringing opportunities.

LiteHaus International acknowledges the Traditional Owners of the lands on which we are headquartered (the Bindal and Wulgurukaba peoples) and extends this acknowledgement to Elders, past, present, and emerging, of all traditional country upon which we operate globally.



QSEC
Queensland Social Enterprise Council
Social Enterprise - 2025/2026



ACFID
MEMBER

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Patron's welcome

Every second, hundreds of digital devices are thrown away around the world, while billions go without the tools they need to realise their dreams in the digital age today. I learnt this in 2019, when a young Australian, Jack Growden, came to visit me in Canberra to share LiteHaus International's vision to create a digitally literate global society where access to technology is equitable and prosperous for all.

In educational pursuits in the digital age, access to digital technologies constitutes a fundamental human right, however this is unfortunately far from reality throughout marginalised communities across the world. For developing nations such as Papua New Guinea, having its future leaders stranded on the wrong side of a widening digital divide constrains its vision for a prosperous and equitable future. Since 2017, LiteHaus International has intervened, advocating that a quality education can only be a digital education in today's world.

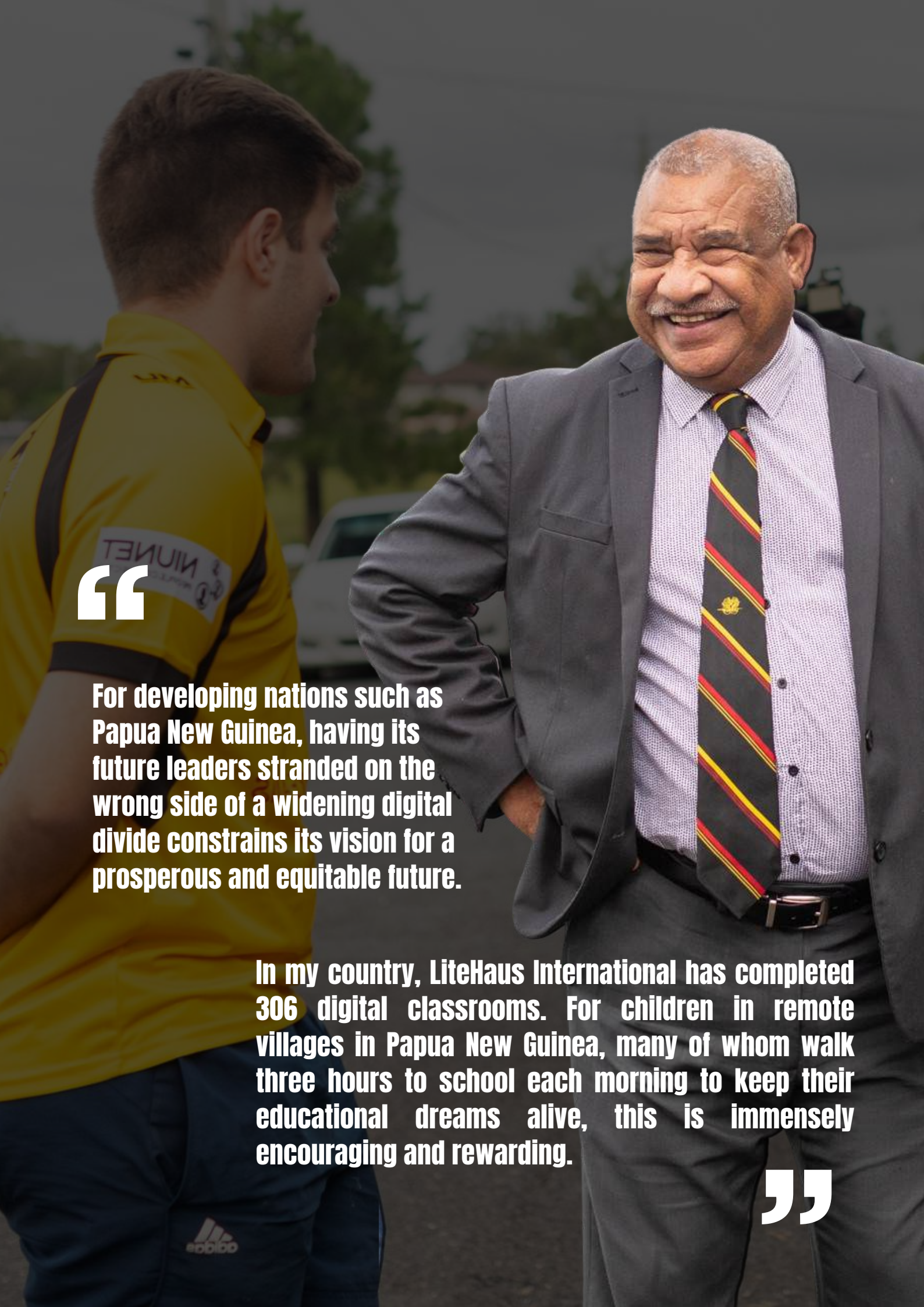
Over 250,000 people have been empowered with digital learning tools and opportunities so far. In my country, LiteHaus International has completed 320 digital classrooms, widening possibilities for education in Papua New Guinea. This has been achieved by transforming hundreds of tonnes of 'e-waste' into opportunities.

For children in remote villages in Papua New Guinea, many of whom walk three hours to school each morning to keep their educational dreams alive, this is immensely encouraging and rewarding. Now, LiteHaus International is looking to the dreams of some 2 billion people across Asia-Pacific experiencing digital inequality.

I commend LiteHaus International for its efforts to enrich the lives of a million people in need across Asia-Pacific. From the Philippines, to Timor-Leste, to Samoa to the Outback of Australia, across more geographies and more demographics, a fairer, more equitable digital world awaits. From one dream to a million dreams...

His Excellency John Ma'o Kali CMG OBE

PNG High Commissioner to Australia
Patron, LiteHaus International

A photograph of an older man with grey hair and a mustache, wearing a grey suit, a light blue patterned shirt, and a dark tie with red and yellow diagonal stripes. He is smiling and looking towards a younger man on his left. The younger man is wearing a bright yellow polo shirt with a logo on the sleeve that says 'MINNET' and dark blue athletic pants with an Adidas logo. They are standing outdoors with trees and a building in the background.

“

For developing nations such as Papua New Guinea, having its future leaders stranded on the wrong side of a widening digital divide constrains its vision for a prosperous and equitable future.

In my country, LiteHaus International has completed 306 digital classrooms. For children in remote villages in Papua New Guinea, many of whom walk three hours to school each morning to keep their educational dreams alive, this is immensely encouraging and rewarding.

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Computers Repurposed:

21,444

Computer Labs Built:

433 in **9** countries

Students Impacted:

281,507

Hours of Digital Usage
Made Possible:

1,733,865



7 years of LiteHaus International

In 2024, LiteHaus International marked seven years of driving digital inclusion and creating impact. From a single laptop donation in 2017, we have grown to provide digital learning opportunities to over 280,000 young people across more than 500 schools. The scale has changed, but our mission remains the same: ensuring every student has access to the digital world.

In a time when digital access is more essential than ever, over three billion people worldwide remain digitally excluded. Today's classrooms hold the future leaders of tomorrow, yet too many lack the tools needed in an increasingly digital world. Meanwhile, millions of digital devices are discarded every year, most of which are perfectly useful to someone else.

In 2024, we made significant strides in bridging the digital divide. We reached more than 105,000 people across nine countries, delivering digital learning opportunities that empower students and communities. We established 172 school computer labs, distributed over 5,000 laptops to Australian students, and expanded our programs to Fiji, Cambodia, and Kiribati. Our efforts gained global recognition at the International Telecommunication Union's WSIS Awards in Geneva, reinforcing the impact of our mission.

Looking ahead, launching our programs in Timor-Leste marks an exciting new chapter for us. In 2025, we will install 200 laptops across 15 schools and deliver comprehensive digital skills training for teachers, laying the foundation for a digitally empowered generation of learners. Our work in Samoa, Cambodia, and the Solomon Islands will expand significantly, with over 1,200 devices set to be deployed in schools across these countries. Preparations are already underway for our next container shipment to Papua New Guinea, scheduled for March 2025, with 800 devices, which will support the creation of 60 computer labs, building on the 305 already established. We will also continue equipping teachers with the skills and confidence needed to foster digital literacy in their classrooms.

Digital technology can be a great equaliser, offering tools and opportunities to bridge social and economic divides. Thank you to our partners and supporters. Together, we are transforming lives through digital equity.

Jack Growden

Founder & CEO LiteHaus International

Our Programs Overview

In today's digital world, education depends on access—to infrastructure, personal devices, and digital literacy. Yet, across the Asia-Pacific, millions of students remain excluded from digital opportunities due to a lack of infrastructure in schools, limited access to personal learning devices, or a shortage of trained educators.

LiteHaus International addresses this challenge through three core programs, each designed to break down digital barriers and create lasting change:



Digital Infrastructure Program

Installing computer labs in schools across the Pacific and South-East Asia, where students have never had access to digital learning before.



Digital Inclusion Program

Providing personal laptops to students in Australia who would otherwise be left behind in an education system that increasingly relies on digital access.



Digital Skills Training Program

Launched as a core program in 2024, this program empowers teachers with the skills and confidence to integrate digital learning tools into their classrooms.

This year, teacher training became a key focus of our work. Through our Digital Skills Training Program, we expanded beyond infrastructure and device distribution to ensure that teachers, who are at the heart of digital education, are equipped to maximise these resources. Our five-day intensive training courses and the Digital Skills Hub provide practical tools, ongoing support, and a structured curriculum to help educators build their digital capability.

By addressing infrastructure, inclusion, and capability-building, we are not just closing the digital divide, we are creating sustainable change. Our work ensures that students, teachers, and entire communities have the tools, knowledge, and support needed to thrive in an increasingly digital world.

Key Achievements in 2024:

Digital Inclusion Program

- Our Digital Inclusion Program, in partnership with the **Queensland Government**, delivered 5,000 devices to students across rural and remote Queensland, with a focus on First Nations communities.
- We expanded our operations into **South Australia** in 2024, marking a new chapter in our national reach and supporting students across even more regions of Australia.

Digital Infrastructure Program.

- This year, educator training became a key focus of our work. We launched our new **Digital Skills Training Program**, equipping 80 teachers across Papua New Guinea with the tools to integrate digital learning in the classroom.
- In our Southeast Asia programs, we expanded our reach to **Cambodia**, delivering 225 laptops to eight schools.

We increased our capacity by expanding our Townsville facility and securing funding to open a new Brisbane facility in 2025, strengthening our national logistics and refurbishment efforts.

We strengthened our network of major partners, with renewed support from Deloitte, ExxonMobil PNG, the Australian High Commission, AECOM, Townsville Catholic Education, and the Sir Brian Bell Foundation.



Bridging the Digital Divide in Australia

Despite being a highly developed nation, Australia faces a significant digital divide. While connectivity is widespread, over a million Australian students still lack personal access to digital devices, with many schools reporting device ownership rates of less than 15%. This gap is not just about technology; it reflects deeper socioeconomic inequalities, particularly in First Nations communities, regional populations, and among students from migrant and low-income backgrounds. As education, essential services, and social connections increasingly move online, addressing this divide is crucial to ensuring all students have equal opportunities to succeed.

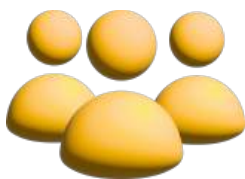
OUR CUMULATIVE IMPACT IN AUSTRALIA



9,561 laptops
distributed



1,003,905+ hours of
digital usage
made possible



16,714 students
impacted



66,927 Kg of
e-Waste Repurposed

**9,600 OF THESE STUDENTS WERE FROM FIRST NATIONS
OR REFUGEE/MIGRANT BACKGROUND**

Our Digital Inclusion Program

In a country where education is increasingly reliant on technology, more than one million Australian students still lack access to digital devices when they step outside their school gates. This digital gap extends far beyond technology, it reflects entrenched socioeconomic inequality, particularly affecting First Nations communities, regional populations, and students from migrant and low-income backgrounds.

Since 2017, our Digital Inclusion Program has worked to address this imbalance. By providing laptops and digital learning tools, we aim to close the digital divide and ensure every student has the opportunity to succeed in the digital age. The program focuses on students most impacted by digital poverty: First Nations youth, students living in regional and remote areas, and students from culturally diverse backgrounds.

A key driver of this success has been our strong partnerships with schools, NGOs, and community organisations that help identify students most in need. In Queensland alone, First Nations students represent 45% of our beneficiaries. We have worked closely with communities such as the Torres Strait Islands, Wujal Wujal, and Woorabinda, and have deployed 6,247 devices across outer regional and very remote areas (RA3-RA5), including Mornington Island, Doomadgee, and Normanton.

We have also supported 2,230 students from migrant and refugee backgrounds, helping them expand their learning opportunities and navigate their settlement journeys.

In 2024, we extended our reach by deploying our first 275 laptops to schools in South Australia in partnership with the Department of Education.

**A million students
in Australia lack
access to a digital
device at home.**

This digital divide reflects deep-rooted inequality across First Nations, regional, and low-income communities.



A young woman with dark hair, wearing a vibrant red dress with blue and yellow floral patterns, is smiling and looking towards the camera. She has a yellow flower in her hair. In the background, other students are visible, some wearing similar floral dresses, suggesting a school or community event. The lighting is bright and natural, coming from windows in the background.

**“One of the big
challenges for
our students is
the lack of
access to
technology.”**

**This is a massive
advantage for us
moving forward, the
donation of over 100
laptops from LiteHaus
to our students to use
in their studies.”**

— Tom Dunsmore
CEO Kaziw Meta Boarding House,
Torres Strait Islands

5,000 devices with Queensland Government

In 2024, we continued our partnership with the Queensland Government on a project launched in 2023 to provide 5,000 students across rural and remote Queensland with their own digital devices and critical e-safety awareness training. Delivered as part of the Queensland Government's Digital Professional Workforce Action Plan 2020–2024, this initiative significantly enhanced access to digital learning tools for students in some of the state's most underserved communities.

This year's rollout included 150 laptops distributed to students in Cape York and Palm Island, with an additional 60 devices provided by the Northern Peninsula Area Regional Council to combat digital exclusion in the region. We also supported schools across the Tablelands, Mount Isa, Longreach, and other areas in Far North and Central Queensland.

With some schools reporting student device ownership rates as low as 10%, our Digital Inclusion Program is tackling these inequities head-on. The program focuses on First Nations students, students in regional and remote areas, and those from migrant and refugee backgrounds—groups that data shows are disproportionately affected by digital inequality.



In addition to providing devices, students participated in digital literacy and e-safety education, equipping them with the skills needed to navigate the online world safely and confidently. These devices are not only transforming classrooms but are also building digital capability within households, extending benefits to families and the wider community.

This project has gone a long way in reducing device poverty and promoting equal opportunity for young Queenslanders—regardless of where they live. As Hon. Mark Bailey MP shared during a visit to Palm Island:

— “

“It’s such a pleasure for the Palaszczuk Government to partner with LiteHaus International to get computers into the hands of remote communities here on Palm Island. It’s really important for them to be equal members of our community and to get the same opportunities in remote areas that we have in the cities.”

— Hon. Mark Bailey MP



Partnering for Impact: Queensland Aboriginal & Torres Strait Islander Foundation (QATSIF)

Across Australia, we collaborate with a wide range of organisations to implement our programs and reach students facing digital exclusion. One of our key partners is the Queensland Aboriginal & Torres Strait Islander Foundation (QATSIF), an independent not-for-profit trust established in 2008 to provide educational scholarships for Aboriginal and Torres Strait Islander students in Queensland.

Since 2022, LiteHaus International and QATSIF have worked together to deploy more than 1,800 laptops to First Nations students. In 2024 alone, we supported 400 QATSIF students with access to devices.

“Only 60% of Aboriginal and Torres Strait Islander students graduate from Year 11 and 12. It’s a vital task changing this”

Michael Nayler, Secretariat Director at QATSIF



Michael Nayler, Secretariat Director at QATSIF, highlights the challenges Aboriginal and Torres Strait Islander students face within the education system:

“Only 60% of Aboriginal and Torres Strait Islander students graduate from Year 11 and 12. All the research shows that if young people – especially Aboriginal and Torres Strait Islander youth – don’t complete these years, they have less than half the chance of pursuing a career, undertaking tertiary study, or securing meaningful work.

But if you don’t have access to a laptop, how do you study? How do you do your homework?”

He continues:

“We’re excited that through LiteHaus’ work, around 1,800 students across Queensland have received laptops. Rob and the team personally drove them through Cape York to deliver them to those communities. For these young people, having access to a device is life-changing.”

“When you think about a young person getting a device, it’s not just for them and their studies. It’s also for Mum and Dad, who can use it to access Medicare, organise bills, appointments, apply for jobs... You are changing the life of an entire family.”

— “ —

“When you think about a young person getting a device, it’s not just for them and their studies. You are changing the life of an entire family.”

— Michael Nayler, QATSIF
Secretariat Director



Our work with: Cowboys Community Foundation



In Townsville, we work closely with the **Cowboys Community Foundation** and their initiative, **NRL Cowboys House**, a boarding facility for First Nations students from some of Queensland's most remote communities.

Many students arrive without access to a device, making digital learning especially challenging. Since 2022, we have provided 155 students with their own laptops. This support removes a key barrier and enables students to fully participate in their education.

Some of these students have used their laptops not only for their studies such as completing assessments, but also to stay connected with their teachers and families back in community.

In 2024, we extended our support to another initiative of the Cowboys Community Foundation: **Dream, Believe, Achieve**. The program helps North Queenslanders facing barriers to employment gain qualifications and find long-term jobs. At graduation, students not only receive a formal qualification but also a LiteHaus laptop, providing a pathway to continued learning and digital engagement.

One such graduate is Gael Godou. At 50, Gael enrolled in the Certificate III in Hospitality. With the support of program mentors, he completed the qualification and secured steady employment at Good Shepherd Lodge, where he now works in the dementia ward preparing food and serving residents.

"I was a bit lost, and I was doing a few courses, and they weren't for me. I'd lost my confidence but the support I was given through the Dream, Believe, Achieve Hospitality program has been excellent, and it's turned out to be an amazing experience especially gaining steady employment." — said Gael

“I had some challenges, I made some mistakes, but I just kept showing up and today I’m working. You just need to bring a ‘give it a go’ attitude, keep turning up and be willing to learn and you can achieve great things.”

For students like Gael, a LiteHaus laptop is more than just a device, it’s a gateway to lifelong learning, digital confidence, and economic independence.

“We are extremely proud of all of our graduates, and we are thrilled to see them emerge from this course with renewed confidence and lots of new skills,” said Fiona Pelling, CEO of Cowboys Community Foundation.

“Without the genuine involvement and commitment of our wonderful industry partners, success stories like Gael’s would not be possible. Plus, with the support of LiteHaus International, our participants not only walk away with a nationally recognised qualification, but also their very own laptop computer to continue their learning and employment journeys.”

— “ —

“Being 50 years old, I’m not good with computers and technology, but the support you receive with using it is fantastic, and you don’t feel afraid to ask for help. I just kept showing up, and today I’m working.”



At LiteHaus International, we believe digital equity is a cornerstone of educational and economic opportunity. Our device donations help bridge the digital divide and provide the tools needed to thrive in today’s digital-first world. For Dream, Believe, Achieve graduates, that means stepping into the next chapter of their lives equipped, confident, and connected.

Responding to Severe Weather Events

In early 2024, Cyclone Jasper hit Far North Queensland, causing widespread flooding and leaving hundreds of families under-resourced just as students were preparing to return to school. In response, we swiftly mobilised and deployed 200 laptops to Cairns to support flood-affected students. Of these, 100 devices were donated to Centacare FNQ's School Savvy Program, helping families during the back-to-school period. Our ongoing collaboration with Centacare FNQ has made a significant impact, especially for refugee and migrant communities.



Support for Wujal Wujal and Hope Vale Communities

As part of our response to Cyclone Jasper's aftermath, we distributed 210 laptops to the First Nations communities of Wujal Wujal and Hope Vale near Cooktown. This support has been crucial in helping students who often need to leave their homes to study in boarding facilities in major cities across Australia.

Additionally, we conducted e-safety training, ensuring that students can use their new devices safely and effectively.



Digital Inclusion is Social Inclusion for New Australians

We are committed to building a more equitable Australia, one where digital inclusion serves as a powerful tool for social inclusion, especially for newly arrived Australians.

Since 2020, we have digitally empowered over 1,000 students from refugee backgrounds, opening doors to education, independence, and belonging. Our efforts are delivered in close partnership with organisations such as Settlement Services International (SSI), Townsville Multicultural Support Group (TMSG), and Centacare Far North Queensland.

“We support people who come here as refugees, helping them settle into our community. Providing them with a laptop gives them the opportunity to be more engaged with school. It has been amazing to have organisations like LiteHaus International support us.” — Anita Veivers, Executive Director at Centacare FNQ

Centacare FNQ is a community organisation supporting multicultural families across Far North Queensland. Through their School Savvy program, they assist children from financially vulnerable households as they return to school.

Since 2022, we have collaborated to deliver over 1,400 laptops to students from migrant and refugee backgrounds. In 2024, our support continued with an additional 100 devices for their program.



Jessica's Story

Jessica, a high school student in Cairns and LiteHaus laptop recipient, arrived in Australia from Congo on a humanitarian visa. A client of Centacare and an aspiring coder, she is already using her laptop to unlock new learning opportunities.

“When I found out I was getting a laptop, I was very excited, because I know the education system here in Australia relies a lot on technology. I would say all the subjects rely on PowerPoint, Word, Excel, so the laptop is very helpful.

Over the years, I've developed an interest in coding and programming. I'm doing a coding course where I'm learning about HTML, stylesheets, how to add links, images... and so far so good! And when I'm stuck, I ask my teacher.”

When asked what she would say to donors and people considering giving their unused devices, Jessica shares:

“Honestly, I think they have been very generous and we appreciate it so much. It may not seem like much to the people who are giving, but for us as recipients, it really helps, not just now, but in the long term.”

In collaboration with organisations like Centacare FNQ, we are proud to support the smooth settlement of families and ensure every student is back-to-school ready, with the tools they need to thrive in a digital world.

— “ —

“When I found out I was getting a laptop, I was very excited. It may not seem like much to the people who are giving, but for us as recipients, it really helps.”





PACIFIC

Across the Pacific, digital exclusion remains a major barrier to education, employment, and essential services. In many remote and rural communities, students grow up without access to computers, digital learning tools, or even basic digital literacy. Limited infrastructure, unreliable connectivity, and high costs have created a significant digital divide, leaving thousands of students unprepared for the demands of the modern world.

Since 2017, we have worked to bridge this divide, beginning in Papua New Guinea and expanding across Fiji, Solomon Islands, and Samoa. Through our Digital Infrastructure Program, we have installed 400 computer labs across primary, secondary, and tertiary institutions, providing 19,000 students and teachers with access to digital learning. Alongside this, our formal digital skills training programs build digital capability among educators, ensuring sustainable, long-term impact.

We install fully equipped computer labs with refurbished devices and a Niunet e-learning server, a unique offline internet experience that provides access to 6.3 million educational resources for schools without internet connectivity.

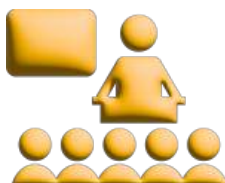
OUR CUMULATIVE IMPACT IN THE PACIFIC



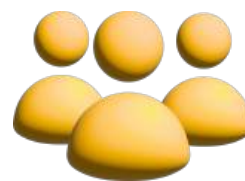
5,657 devices
distributed



593,985 hours of
digital usage
made possible



367 computer labs
installed



211,205 students
impacted

69 new computer labs in Papua New Guinea in 2024

With 306 digital classrooms established across Papua New Guinea, over 190,000 students are benefiting from our programs. Reaching the mark of 5,000 computers repurposed throughout our programs in Papua New Guinea (PNG), also means diverting 82 tonnes of e-waste from landfills. From waste to opportunity.

For many developing countries like PNG, digital access and knowledge are crucial for thriving in the economies and societies of the future. Yet, in 2024, many schools in PNG still lack computers, leaving students without the tools they need to succeed in the 22nd century.

In 2024, we established 69 new computer labs in our longest-running country program, in provinces such as Gulf Province, West New Britain, and Eastern Highlands Province. These schools joined our growing list of partner schools in the country, bringing the total number of computer labs to 306. The progress these schools have made in such a short time has been impressive.

This work has been made possible through the generous support of our key partners in PNG: the Sir Brian Bell Foundation, Kina Bank, and Deloitte.



Success Story:

St Anslem Primary School, Jiwaka Province



SCAN TO WATCH VIDEO

St Anslem Primary School is an example of the success of our Digital Infrastructure program. Located in Jiwaka Province, where we have installed 38 computer labs, the school has been delivering weekly computer lessons for the past three years, equipping students with essential digital skills.

“When students first came into contact with the keyboard and the mouse, they felt a bit nervous. But as we went through, they gradually knew more about it, and they wanted to use computers more and more.” said Mr Botingnuc, IT teacher at St Anslem.

Each year, we are invited to attend graduation and present certificates to students who have completed their digital training. During our recent visit, we spent time with the IT teacher and students, learning how they organise their computer lessons and observing the remarkable improvements in both students and teachers.

This computer lab was made possible through the support of the Sir Brian Bell Foundation.

“The majority of our students come from poor families, and the school cannot afford to buy computers. LiteHaus International has done something that our Government hasn’t been able to do. This is worth thousands of Kina. Thank you very much,” said Mr Kupun, Headmaster of St Anslem.

The school is also offering in-service training for teachers who want to learn basic computing. **“If all teachers are computer literate, we will be able to deliver the best quality education in the country and raise the best generation of students,”** said Ms Nolga, Deputy Headmistress of St Anslem.

“It’s a competitive world we’re living in, and we want to be part of that competitive world too,” she added.

We are continually inspired by the progress our partner schools make in just a few months after receiving their computers. St Anslem is not an isolated case, this is the kind of impact that retired devices can have in a country determined to participate in the digital age.



A photograph of several young students in a computer lab. They are wearing yellow school uniforms with green collars. Two students in the foreground are focused on a computer, with one pointing at the screen and the other using the mouse. Other students are visible in the background, also working at computers. The scene is brightly lit, and the atmosphere is one of concentration and learning.

**“It’s a competitive world
we’re living in, and we
want to be part of that
competitive world too”**

— Martha Nolga

Deputy Headmistress of St Anslem Primary School

Strengthening Journalism in PNG: Our Work with ABC Media

Forty laptops have been donated to the media sector through the Australian Broadcasting Corporation's (ABC) Media Development Initiative (MDI), a program dedicated to empowering journalism in Papua New Guinea (PNG). MDI trains journalists in best digital practices and equips them with 'MoJo kits'—which include mobile phones, microphones, and tripods—for mobile journalism in challenging terrains.



“These laptops will be distributed to the NBC and church media, who play an important role in championing public interest media in Papua New Guinea. Having the right equipment supports the industry to produce trusted sources of information in a timely way, particularly for emergency broadcasting.

At the University of PNG, these laptops will make a difference to the learning and teaching experiences of Journalism Department staff and students.” Said Renata Mari, Project Manager MDI ABC International Development.



The Media Development Initiative (MDI) is a long-term development program aimed at building capability and capacity within PNG's media sector. Focused on strengthening the media industry, MDI upholds principles such as integrity, accuracy, impartiality, and providing a diversity of perspectives. Funded by Australia's Department of Foreign Affairs and Trade (DFAT) and managed by ABC International Development, MDI operates through four key streams: Media Sector Leadership, Capacity and Skills, Media Content, and Partnerships.



“At LiteHaus International, we are dedicated to bridging the digital divide in PNG. Our efforts include building 291 computer labs in schools across 15 provinces and providing teacher training to enhance digital skills. By partnering with ABC to support the MDI program, we are opening new pathways to further bridge this divide and support PNG’s transition into the digital age,” said Lachlan Parker, Training and Development Lead at LiteHaus International.

Our collaboration with MDI underscores our commitment to strengthening media in PNG, empowering journalists, and fostering public engagement.



Expanding Our Work into Fiji

Partnering for Impact



In February 2024, we expanded our work into Fiji, completing 15 school computer labs in partnership with Niunet. This marks the beginning of many digital capability initiatives ahead for us in this country.

Each digital classroom is equipped with 10 devices and the Niunet offline e-library, providing students with a wide range of digital learning resources at no cost.



David Valentine, Founder and CEO of Niunet, said:

“Through this powerful collaboration, we are proud to be equipping schools across Fiji with computer labs made possible through the donation of pre-owned devices from LiteHaus International. We are not just installing technology, but opening doors to the future.”

He continued:

“Among the many schools and institutions now empowered are two of Suva’s largest and most respected high schools, Suva Grammar School and Marist Brothers High School, where I did grades 11 and 12. The nostalgia of going back to my old school made this particular rollout quite special to me. This partnership proves that when we unite purpose with action, even the most ambitious dreams of digital equity can become a shared reality. We are proud to be service providers to and partners of LiteHaus International.”

Mr. Sanjean Sharma, Headmaster of Nadi Centre for Special Education, shared:

“Nadi Centre for Special Education's laptop usage empowers teachers, students, and staff to harness technology for enriching learning. Our teachers are creating engaging and secure learning environments using this valuable resource of class laptops.”

OUR CONTRIBUTION TO
SDG 17



By joining forces with local organisations like Niunet and leveraging donated technology from Australia, we are strengthening cross-sector and cross-country collaboration to address the digital divide. These partnerships turn shared aspirations into tangible impact—bringing digital opportunities to students across the Pacific.



Fueling Samoa's Digital Learning

In Samoa, we continue our partnership with **E3 Samoa Trust**, **Bluewave**, and **Code Avengers** to support their locally-led initiative, the Pacificode project, designed to improve digital access and build digital literacy among future leaders on the island of Savai'i, Samoa.



In total, we have installed 34 labs with 331 laptops in the country, positively impacting the lives of nearly 7,000 students and providing them with the tools they need to dream and achieve in the digital world.

“

Thank you to LiteHaus International and Jack for your huge contribution to the PacificCode Project. In Samoa's rural and remote communities, many have never had the chance to use a laptop. We look forward to continuing to work together to bridge the digital divide and raise digital literacy and fluency rates. Thank you, brother Jack, for always lending a hand.

– Togisala Malaeoaitu Tony Leota, CEO, BlueWave Wireless.

We are proud to be partners in **The Samoa Digital STEM Games 2024** on Savai'i, powered by BlueWave Wireless along with other partners: Talamua Media, E3 Samoa & Trust, and Code Avengers.



Paving the Way for Digital Education in the Solomon Islands



Our work in the Solomon Islands continues to gain momentum. Following the successful pilot program in 2023, we focused on strengthening our presence throughout 2024, laying the groundwork for a larger-scale digital education initiative in 2025.

In 2024, we expanded our impact by delivering 100 laptops across the country, partnering with the Mala-I-Tolo Indigenous Guardianship Trust to install devices in 10 schools and two youth hubs in Malaita Province.





2025 Vision: Scaling Access and Building Teacher Capacity

Building on this progress, in 2025, the Australian Government will fund the installation of 30 school computer labs across the country, significantly increasing digital access for students and teachers. Additionally, we will deliver comprehensive Digital Skills Training for educators in Honiara, equipping them to foster digital literacy and capabilities within their classrooms.

This foundational work in 2024 serves as a stepping stone toward our project in 2025, where we aim to create a sustainable, long-term impact on digital education in the Solomon Islands.



DIGITAL SKILLS TRAINING PROGRAM

Teachers at the Heart of Digital Education

Without trained educators, even the best technology goes underutilised. Many teachers in the regions we serve lack digital literacy skills, limiting their ability to incorporate digital tools into their classrooms.

Our Digital Skills Training Program equips educators with the confidence and knowledge to integrate digital learning tools into their classrooms, ensuring a lasting impact on students. In addition to our longstanding provision of self-paced learning on our devices, to date, 80 teachers from Jiwaka and Chimbu Provinces have completed our intensive five-day training sessions, marking a significant step forward in empowering educators.

Introducing the Digital Skills Training Manual & Teaching Digital Skills Unit

In 2024, we launched the next evolution of our Digital Skills Training Program: a new Digital Skills Training Manual and Teaching Digital Skills Unit. This initiative aims to further enhance digital capabilities among teachers with limited digital experience.

The 5-Day course focuses on building foundational digital skills, through essential tools such as typing, word processing, data analysis, presentation, and basic coding. The goal is to ensure that educators are fully equipped to teach these vital skills to their students, fostering digital literacy for the next generation.

Our Digital Skills Training Program provides:



Five-day intensive training courses for teachers



Training in Microsoft Office, cybersecurity, troubleshooting, and lesson planning



An 11-week digital skills curriculum for sustained learning

Additionally, our **Digital Skills Hub** offers free downloadable resources, ensuring ongoing access to learning materials for teachers, students, and community members.

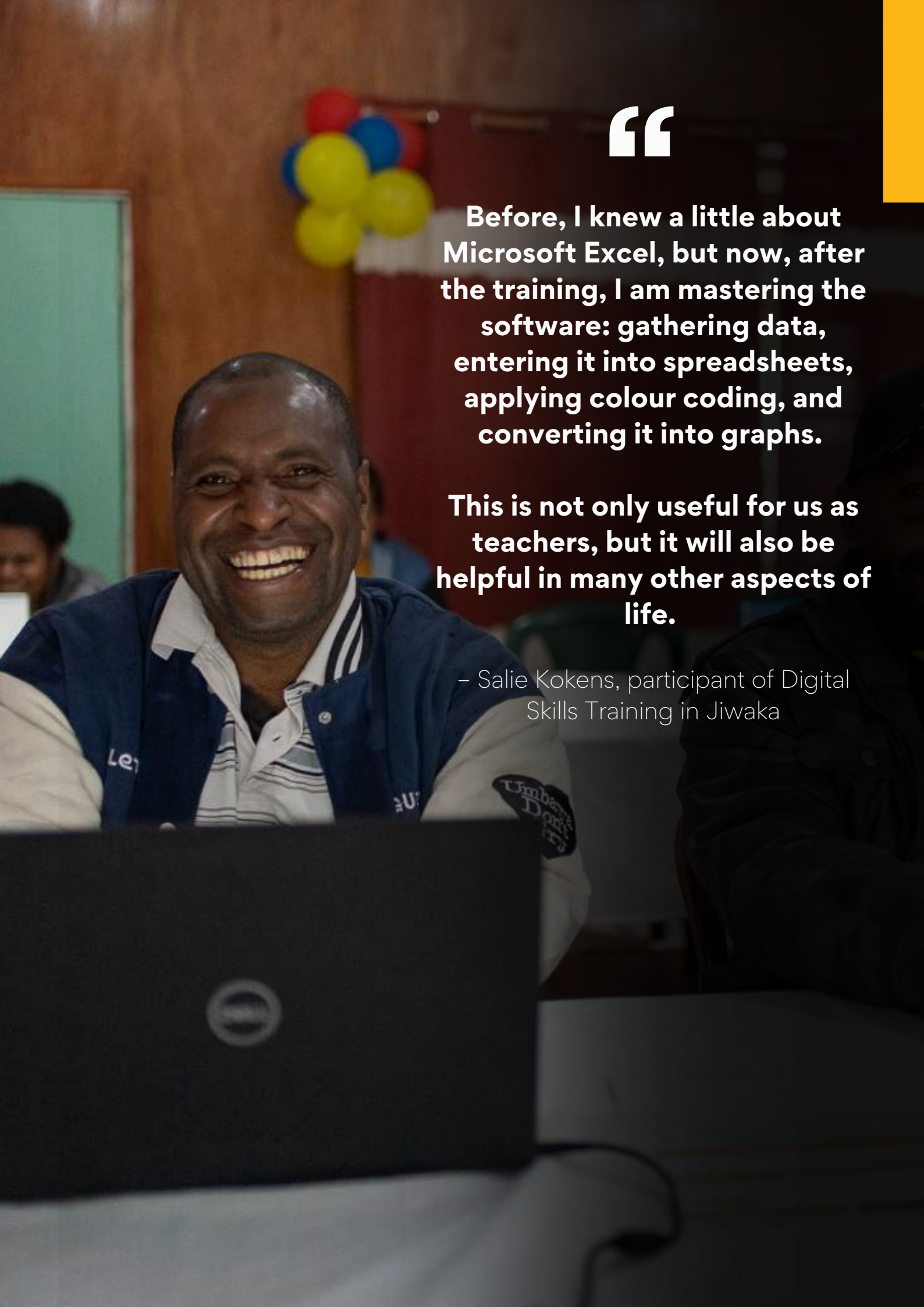




Digital Skills Training for Provincial Departments of Education

In 2024, we expanded our digital skills training program to include staff from four subnational divisions of education through the PNG Partnerships for Improving Education (PIE) program, supported by the Australian Government. We provided training to 70 staff members from the Provincial Departments of Education (PDoE) for Sandaun, Central, and Enga Provinces, as well as the Autonomous Region of Bougainville (AROB)'s Department of Education (BDoE). These sessions strengthened their competencies in Microsoft Office and improved their e-safety awareness.

In addition to training, each PDoE and BDoE received a set of refurbished laptops to enhance their digital capacity, enabling more efficient education service delivery across these regions.



“

Before, I knew a little about Microsoft Excel, but now, after the training, I am mastering the software: gathering data, entering it into spreadsheets, applying colour coding, and converting it into graphs.

This is not only useful for us as teachers, but it will also be helpful in many other aspects of life.

– Salie Kokens, participant of Digital Skills Training in Jiwaka

Launching in Chimbu and Jiwaka Provinces, Papua New Guinea

To kick off our in-person digital skills training, we selected Chimbu and Jiwaka Provinces regions where we have the largest number of computer labs. We conducted two comprehensive teacher training programs to address the persistent challenge of low baseline digital literacy among educators in our partner schools.

In total, 80 teachers completed the training, representing dozens of schools and countless future students who will now have improved access to digital education. Over the course of these programs, we delivered more than 120 hours of training, carefully designed to respond to real classroom needs. We also significantly improved the digital skills training materials available to all 306 of our partner schools across the country.



In February, we conducted our first session in Chimbu Province, where 40 teachers from our beneficiary schools participated, in partnership with the Chimbu Provincial Department of Education (PDoE). In November, we held another in-person session for 40 teachers in Jiwaka Province.

This intensive program covered essential practical tools such as using Excel to track student marks and manage school budgets. It also included instruction on delivering an 11-week curriculum featuring Microsoft Word, TypingMaster, PowerPoint, and Scratch coding. Training modules on scam awareness and online safety, critical components of digital citizenship, were also included.

As Salie Kokens, a participant from Jiwaka, reflected:

“Before, I knew a little about Microsoft Excel, but now, after the training, I am mastering the software: gathering data, entering it into spreadsheets, applying colour coding, and converting it into graphs. This is not only useful for us as teachers, but it will also be helpful in many other aspects of life.”

OUR CONTRIBUTION TO

SDG 4

QUALITY EDUCATION



These training programs contribute directly to Sustainable Development Goal 4: Quality Education by equipping teachers with the digital skills they need to create more effective and relevant learning environments.

By investing in teacher capacity, we are building a stronger foundation for student success and more equitable access to digital learning across Papua New Guinea.



Building Digital Skills for Women Entrepreneurs in Papua New Guinea

Women's Business Resource Centre

In 2023, we donated 20 computers to the Women's Business Resource Centre (WBRC) in Port Moresby, an initiative run by the Centre for International Private Enterprise (CIPE). This year, our partners at Niunet PNG, used these devices were to conduct a digital skills training for women entrepreneurs.

The training covered essential digital skills, including setting up Gmail accounts, using Google Drive, digital marketing with Canva, and recognising online scams. This workshop is part of WBRC's ongoing mission to support women in launching and growing their businesses, creating pathways to economic empowerment and financial independence.

Eli Webb, CIPE PNG Country Director, shared:

“Doing business in PNG is challenging at the best of times and in the current climate, operating in the virtual space to partake in the digital economy is key to growing businesses to access both domestic and global markets. The impact of Covid amplified this need for our women to increase digital literacy, and with the generous donations of desktops from the LiteHaus foundation, the CIPE team via the PNGWBRC has been able to provide our PNG women users with the much-needed training and capacity build in digital literacy.”





Essentially this has now provided opportunities to increase their business skills, literacy and overall access to the internet, which is a wealth of information. Better access to information leads to women making more informed choices in life and simultaneously strengthening financial stability and promotes economic empowerment.”

The PNG Women’s Business Resource Centre (PNGWBRC) is a space for women of all backgrounds—aspiring businesswomen and established entrepreneurs alike. It offers resources for education, networking, and building business skills while connecting women with key stakeholders who can help them thrive.

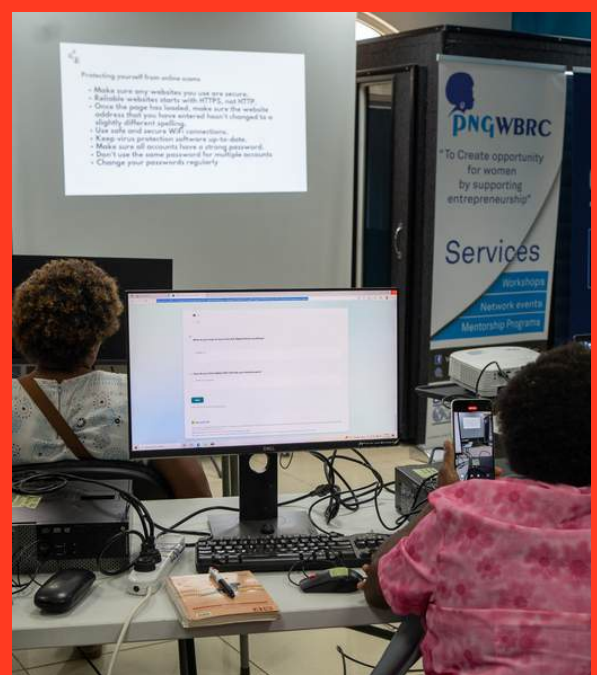
“To say we are grateful to LiteHaus would be an understatement, the support from LiteHaus to our team and the consequential flow on effect to our beneficiaries has been and will be transformational” – Eli Webb concluded.

Together with Niunet PNG, we are moving across the country providing critical digital skills training at more than 300 locations where we have donated computers.

OUR CONTRIBUTION TO
SDG 5
GENDER EQUALITY



By enhancing digital literacy and equipping women entrepreneurs with the tools to participate more fully in the economy, we are breaking down barriers to education, employment, and financial independence, fostering inclusion and empowerment across Papua New Guinea.





SOUTH-EAST ASIA

Bringing Digital Access to Rural Communities in South-East Asia

Across South-East Asia, digital inequality continues to limit opportunities for millions of students. The pandemic exposed the region's lack of digital infrastructure in education, with students in remote areas relying on mailed printed copies of learning materials due to the absence of computers and internet access. Without urgent intervention, these students' risk being left behind in an increasingly digital world.

Recognising this challenge, we expanded our Digital Infrastructure Program into South-East Asia in 2022, starting with the Philippines. Since then, we have established 66 computer labs across Philippines, Cambodia, and Timor-Leste, providing 53,383 students and teachers with access to digital learning. Our formal digital skills training programs further equip educators with the knowledge to integrate digital tools into classrooms, ensuring long-term impact.

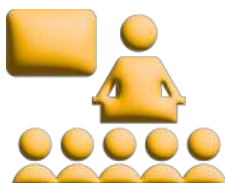
OUR CUMULATIVE IMPACT IN SOUTH-EAST ASIA



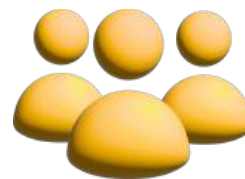
1,255 devices
distributed



131,775 hours of digital
usage
made possible



66 computer labs
installed



53,383 students
impacted

Our First-Ever Computer Labs in Cambodia



SCAN TO WATCH VIDEO

We have expanded our work to Cambodia, completing our first computer lab rollout into schools across the country. In partnership with Cufa, we installed 225 laptops across eight schools in Prey Vieng and Svay Rieng Provinces.

Some of the schools we supported were once prison cells during the atrocities of the Khmer Rouge era, highlighting the profound transformation Cambodia and its educational system have undergone. By providing students with access to digital tools, we are not only enhancing education but also contributing to a brighter future in Cambodia.

For many students, this was their first hands-on experience with digital tools. We always start by teaching basic typing to help students get comfortable with the keyboard and core skills. Some students even shared their aspirations and dreams with us. These computer labs represent more than just access to education, they are gateways to new opportunities and brighter futures.





“

At the beginning of the school year, we are thankful to LiteHaus for choosing us to be one of their recipients. The computers have been vital in our students' learning, especially in researching and in their computer class projects. As teachers, we also benefit from these devices.

– Teacher Angela Rose Dapa, Manito National High School

23 New Computer Labs in the Philippines, with AECOM's Support

Students in the Philippines are now exploring LibreOffice applications in the 23 new computer labs we have established in primary and secondary schools across Bicol, Luzon Island, in partnership with Energy Development Corporation (EDC).

To date, we have completed 56 computer labs in the country, impacting over 48,000 students and equipping them with essential digital tools.

A perfect example of how these devices are making a difference comes from Sto. Niño Integrated School, where senior high students borrowed one of the laptops to design and publish their school paper, drafting articles and creating the layout for Volume 1, which is already out. It's a reminder that when students are given the right tools, they will find creative ways to unlock their potential.

In 2025, We Will Expand Our Work into Timor-Leste



In 2025, we are launching our first digital education initiative in Timor-Leste. Through our pilot program, we will deploy 200 laptops across 15 schools to support the Ministry of Education's Digital Education Strategy, ensuring that students and teachers gain access to essential digital learning tools.

As we expand our presence in South-East Asia, this program will lay the foundation for long-term digital transformation in Timor-Leste, helping students develop the skills they need to thrive in an increasingly digital world.



“

It's a no brainer. We have donated over 2,000 laptops to LiteHaus International.

It's quick, it's easy. No hard they're going to landfill and we help communities. It was an absolute pleasure to work with LiteHaus and we will continue to partnership

– Rogier Piepers, Chief Information Officer, Deloitte Australia



DEVICE DONATION CAMPAIGN

Our Sustainable Lifecycle Program transforms retired digital devices into tools for learning, opportunity, and connection across the Asia-Pacific. Every donated device contributes to bridging the digital divide, reducing e-waste, and equipping the next generation with the tools they need to thrive.

In 2024, we continued to receive generous support from major donors who share our vision for a more inclusive and sustainable digital future.

ExxonMobil PNG donated another 86 laptops to support digital capacity building across Papua New Guinea. These devices were deployed to schools in the Highlands region and used in our teacher digital skills training. Their continued support remains vital to our long-term digital inclusion strategy in PNG.

The **Australian High Commission** in Port Moresby also deepened their commitment in 2024, contributing 167 laptops and monetary support to expand our programs across the country. Their partnership has been instrumental in scaling our reach.

Sir Brian Bell Foundation has played a key role in our journey since their generous \$100,000 donation in 2020, which supported our transition from a volunteer-led initiative to a professionally staffed organisation. Since then, we have worked side by side to build hundreds of school computer labs across Papua New Guinea. In 2024, the Foundation remains our principal partner in the country, continuing to drive impact through a long-standing and deeply collaborative relationship.

Deloitte Australia remains one of our largest device donor, having now contributed over 2,500 laptops. Their support extends beyond devices, including philanthropic funding and pro bono professional services. In 2024, their donations enabled us to build new computer labs and continue strengthening digital infrastructure in PNG and Australia.



LiteHaus is well versed in PNG, the challenges in delivering a project of this scale, the opportunity it creates for students and how this will impact the growth of PNG over the next 20 years. This program change lives.

– Bronwyn Wright (CEO, Sir Brian Bell Foundation)



A man wearing a yellow shirt and a light-colored hat is leaning over a desk, teaching a group of children. The children are sitting at desks with laptops, looking at the screens. The man is pointing at a laptop screen. The children are of various ages and are wearing colorful clothing. The background shows more children and a classroom setting.

Forbes
UNDER 30
ASIA 2024

GLOBAL RECOGNITION

Jack named at the list:

Forbes 30 under 30 Asia

We are thrilled to announce that our Founder & CEO, Jack Growden, has been named in the Forbes 30 Under 30 Social Impact List for Asia in 2024. These annual lists bring together some of the brightest young entrepreneurs, innovators, and leaders.

Jack's inclusion in this year's cohort is a recognition of his dedication and a testament to all the work behind LiteHaus International. With a billion people suffering from digital inequality, LiteHaus has impacted over 240,000 young people since 2017. As LiteHaus continues its goal of digitising a million dreams, the possibilities for these digitally empowered young minds are endless.

ITU World Summit on the Information Society Prize (Geneva, 2024)

At the ITU World Summit on the Information Society (WSIS) 2024 in Geneva, LiteHaus International received recognition for its efforts in digital inclusion.

This award celebrates initiatives that leverage technology to create meaningful social and educational impact, further solidifying LiteHaus International as a leader in digital equity.



We are delighted to have received a Qantas Regional Grant for 2024, an initiative dedicated to driving local economic activity and supporting jobs in Australia's regional communities. Out of over 1,700 applications from across the country, our Digital Inclusion Program was selected among 28 successful recipients.

This grant will enable us to deliver 250 refurbished laptops to high school students living in regional, rural, or remote parts of Victoria, helping to bridge the digital divide and support educational opportunities in these communities.

Jack Growden at the UN in Bangkok

Our story continues to inspire as our Founder & CEO, Jack Growden, shared the organisation's journey at Humanitarian Affairs Asia's University Scholars Leadership Symposium (USLS), hosted by the United Nations Hall in Bangkok. This annual symposium brings together young leaders from around the world to address pressing global challenges, focusing on social impact, leadership, and humanitarian work.

This is the second year Jack has been invited as a keynote speaker, where he shared LiteHaus' journey from its humble beginnings in a Townsville garage to delivering international development projects across seven countries.

Jack's story continues to inspire and empower the next generation of leaders to drive positive change in their communities.



LiteHaus International 2024 Charity Gala Ball





EXPANDING OUR CAPACITY

Expanding our Townsville facility to meet growing demand

In 2024, we took a significant step forward in strengthening our logistics and deployment capabilities by expanding our Townsville facility. The upgraded site now features 800 square metres of undercover space, with the capacity to hold over 8,000 devices at any one time. This expansion enables us to receive, process, and prepare more donated devices than ever before, greatly increasing the pace and scale of our deployments across the Asia-Pacific.

As we continue to grow, we have also received a generous philanthropic grant from a private ancillary fund to support the establishment of a new device processing warehouse in Brisbane, set to open in 2025. This marks a critical milestone in our efforts to meet the rising demand for digital access in the region.

Our Team

LiteHaus International is governed as a company limited by guarantee under the Corporations Act 2001 (Cth) and its activities are overseen by the Australian Charities and Not-for-profits Commission (ACNC). LiteHaus International is a member of the Australian Council for International Development (ACFID) and is therefore signatory to its Code of Conduct. The organisation is committed to ACFID's principles of good governance and practice.



Jack Growden
Founder & CEO

Appointed: 2017



Peter Raim
Country Lead
Papua New Guinea
Appointed: 2017



Rob Birnie
Australian Programs Lead

Appointed: 2022



Laura Benito
Marketing & Communications
Officer
Appointed: 2023



Andrew Farrington
Business Development Lead
Appointed: 2023



Jienelle Catubay
Country Lead Philippines
Appointed: 2023



Luke Wakeham
Warehouse & Logistics Lead
Appointed: 2024



Lachlan Parker
Training & Development Lead
Appointed: 2024



Isaac Stumer
Technical Officer
Appointed: 2024

Our Board

LiteHaus International's Board is comprised of dedicated and experienced individuals who guide our strategic direction, oversee governance, monitor accountability and ensure that the organisation lives and achieves its mission.



Jack Growden
Founder & CEO

Appointed: 2017



Dr Nathan Groenhout
Chairman

Appointed: 2020



Peter Williams
Director

Appointed: 2023

Chair – Audit & Finance
Committee



Louise Vella Cox
Director

Appointed: 2020

Chair – Policy & Risk
Committee



Ashley Finn
Director

Appointed: 2020

Chair – Audit & Finance
Committee



Kim Skubris
Director

Appointed: 2021

Chair – Policy & Risk
Committee



Tosin Aro
Director

Appointed: 2023

Chair – Policy & Risk
Committee

In 2023, the following sub-committees supported the Board:

- **The Audit & Finance Committee** provides guidance to LiteHaus International's Board and management related to independent external audit and financial standing and reporting.
- **The Policy & Risk Committee** provides guidance to LiteHaus International's Board and management related to its policy framework, procedures and the ongoing development of the agency's risk management framework.

DEVICE DONORS

AECOM



Deloitte.



**Queensland
Country
Bank**

ExxonMobil



BNE

THIESS

sage

Complaints Handling & Incident Reporting

LiteHaus International is committed to continually improving the service we provide by welcoming feedback from customers and our community. Any person or organisation using our services or affected by our operations has the right to lodge a complaint. We value your feedback and commit to resolving issues quickly, fairly, efficiently and with courtesy. Follow this link to do so

<https://litehausinternational.org/complaints-%26-reporting>



LiteHaus International Ltd

ABN: 73 854 293 707

**ACFID-Code-Compliant
Financial Statements**

For the Year Ended 31 December 2024

LiteHaus International Ltd

ABN: 73 854 293 707

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31 December 2024

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LiteHaus International Ltd

ABN: 73 854 293 707

Statement of profit or loss and other comprehensive income For the year ended 31 December 2024

	2024 \$	2023 \$
REVENUE		
Donations & Gifts		
Monetary	635,380	351,002
Non-Monetary	2,174,040	1,613,930
	<u>2,809,420</u>	<u>1,964,932</u>
Grants		
DFAT Grants	96,000	33,200
Other Australian Grants	635,295	469,130
Overseas Grants	60,374	122,080
	<u>791,669</u>	<u>624,410</u>
Investment Income	1,050	34
Other Income	69,492	57,937
TOTAL REVENUE	<u>3,671,631</u>	<u>2,647,313</u>
EXPENDITURE		
International Programs – Recognised Development Expenditure	353,010	518,709
International Programs – Wages and Salaries	374,600	215,959
Domestic Programs	214,999	83,014
Dpmestic Programs – Wages and Salaries	62,433	35,990
Community Education	40,951	3,741
Fundraising Costs	8,919	10,328
Accountability and Administration	424,950	224,075
Non-monetary Expenses – Donations of Digital Equipment	2,435,910	1,831,354
Other Expenditure	9,770	6,377
TOTAL EXPENDITURE	<u>3,925,542</u>	<u>2,929,547</u>
EXCESS OF REVENUE OVER EXPENDITURE	<u>(253,911)</u>	<u>(282,234)</u>
Other Comprehensive Income	-	-
TOTAL COMPREHENSIVE INCOME / (LOSS)	<u>(253,911)</u>	<u>(282,234)</u>

The above statement of profit or loss and other comprehensive income should be read in conjunction with the accompanying notes

LiteHaus International Ltd

ABN: 73 854 293 707

Statement of financial position As At 31 December 2024

	2024 \$	2023 \$
Assets		
Current assets		
Cash and cash equivalents	390,932	343,446
Trade and other receivables	1,600	600
Inventory	318,948	582,505
Total current assets	711,480	926,551
Non-current assets		
Property, plant and equipment	50,774	51,694
Total non-current assets	50,774	51,694
Total assets	762,254	978,245
Liabilities		
Current liabilities		
Trade and other payables	36,541	15,815
Employee benefits	45,265	32,765
Total current liabilities	81,805	48,580
Non-current liabilities		
Employee benefits	12,842	8,147
Total non-current liabilities	12,842	8,147
Total liabilities	94,647	56,727
Net assets	667,607	921,518
Equity		
Retained earnings	766,071	1,019,982
Revaluation reserve	(98,464)	(98,464)
Total equity	667,607	921,518

The above statement of financial position should be read in conjunction with the accompanying notes

LiteHaus International Ltd

ABN: 73 854 293 707

Statement of changes in equity For the Year Ended 31 December 2024

	Retained surplus \$	Revaluation reserve \$	Total Equity \$
Balance at 1 January 2023	1,302,216	(98,464)	1,203,752
Deficit after income tax expense for the year	(282,234)	-	(282,234)
Other comprehensive income for the year, net of tax	-	-	-
Total comprehensive income / (loss) for the year	(282,234)	-	(282,234)
Balance at 31 December 2023	<u>1,019,982</u>	<u>(98,464)</u>	<u>921,518</u>
Balance at 1 January 2024	1,019,982	(98,464)	921,518
Deficit after income tax expense for the year	(253,911)	-	(253,911)
Other comprehensive income for the year, net of tax	-	-	-
Total comprehensive income / (loss) for the year	(253,911)	-	(253,911)
Balance at 31 December 2024	<u>766,071</u>	<u>(98,464)</u>	<u>667,607</u>

The above statement of changes in equity should be read in conjunction with the accompanying notes

LiteHaus International Ltd

ABN: 73 854 293 707

Notes to the Financial Statements For the year ended 31 December 2024

The financial statements cover LiteHaus International Ltd as an individual entity, incorporated and domiciled in Australia. LiteHaus International Ltd is a company limited by guarantee. The company is a not-for-profit entity for financial reporting purposes under Australian Accounting Standards.

NOTE 1 Summary of Material Accounting Policies

Basis of Preparation

This special purpose financial report has been prepared in accordance with the requirements set out in the ACFID Code of Conduct. For further information on the Code please refer to the ACFID Code of Conduct Implementation Guidance at www.acfid.asn.au.

The financial statements have been prepared on an accruals basis and are based on historical costs, modified, where applicable, by the measurement at fair value of selected non-current assets, financial assets and financial liabilities. The amounts presented in the financial statements have been rounded to the nearest dollar.

This financial report is summarised version of our annual financial report. Our 31 December 2024 audited annual financial report can be obtained by visiting <https://www.acnc.gov.au>.

Litehaus International Ltd

ABN: 73 854 293 707

Directors' Declaration For the year ended 31 December 2024

In accordance with a resolution of the directors of LiteHaus International Ltd, the directors have determined that this special purpose financial report should be prepared in accordance with the accounting policies described in Note 1 to the financial statements.

The directors of the company declare that:

1. The accompanying financial statements are in accordance with the ACFID Code of Conduct and:
 - a. comply with Australian Accounting Standards; and
 - b. give a true and fair view of the company's financial position at 31 December 2024 and of its performance for the year ended on that date in accordance with the accounting policies described in Note 1 to the financial statements.
2. In the directors' opinion there are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.



Jack Growden
Chief Executive Officer



Ashley Michael Finn
Non-Executive Director | Chair, Audit & Finance Committee

20 June 2025
Townsville



INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF LITEHAUS INTERNATIONAL LTD

Report on the Financial Report

Opinion

We have audited the accompanying ACFID-Code-compliant financial report of Litehaus International Ltd ("the Company"), which comprises the statement of financial position as at 31 December 2024, the statement of profit or loss and other comprehensive income, the statement of changes in equity for the year then ended, notes comprising a summary of material accounting policies and other explanatory information, and the directors' declaration. The ACFID-Code-compliant financial report has been derived from and is consistent with the company's full audited financial report for the year ended 31 December 2024.

In our opinion the accompanying ACFID-Code-compliant financial report of the Company is in accordance with the *ACFID Code of Conduct*, including:

- a) Giving a true and fair view of the Company's financial position as at 31 December 2024 and of its performance for the year ended on that date; and
- b) Complying with Australian Accounting Standards and the ACFID-Code-compliant financial statement requirements.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report.

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

Independence

We are independent of the Company in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

Emphasis of Matter – Basis of Accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the directors' financial reporting responsibilities under the ACFID Code of Conduct. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.



Directors' Responsibilities for the Financial Report

The directors of the Company are responsible for the preparation of the financial report that gives a true and fair view in accordance with Note 1 to the financial report and the requirements of the *ACFID Code of Conduct* which has been determined as appropriate to meet the needs of members. The directors' responsibility also includes such internal control as the directors determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individual or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at <http://www.auasb.gov.au/Home.aspx>. This description forms part of our auditor's report.

PKF NORTH QUEENSLAND AUDIT

A handwritten signature in black ink, appearing to read 'Tim Follett', with a stylized flourish at the end.

TIM FOLLETT
PARTNER

20 JUNE 2025
TOWNSVILLE



**LiteHaus**
INTERNATIONAL