



# **GRAEME DINGLE FOUNDATION**

Transforming young lives forever  
Oranga Taiohi, Oranga Ake

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## **Annual Review**

Te Ripoata o te tau  
2018

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# INTRODUCTION

The financial statements included pertain to the National Support Office of the Graeme Dingle Foundation.

The Foundation licenses other entities to run its established and proven child and youth development programmes, Kiwi Can, Stars, Career Navigator, Project K and MYND.

It also provides support in operations, administrations, programme development, fundraising, research and QA to these entities. Through these programmes our young people develop life skills, confidence and resilience to help them succeed in life.

# GOVERNANCE

Our Patron is the Governor-General Her Excellency The Right Honourable Dame Patsy Reddy, and we are governed by a strong Board of Trustees with a broad range of skills and competencies.

## BOARD OF TRUSTEES

- **Brian Corban**,  
Chair (CNZM, QSO, MA (Hons), LLB Dist. FIOD FNZIM)
- **Jo-Anne Wilkinson**  
Lady Dingle, Deputy Chair (MNZM, LLB)
- **Lindsay Corban** (MA Hons, FIOD)
- **Ainsleigh Cribb-Su'a** (DClinPsy, BSc, Hons)
- **Grant Hope** (BCom, CA, MIOD, INFINZ (Cert.))
- **Kevin Malloy** (Dip Advertising & Marketing)
- **Peter Kerridge** (MA Hons)

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# Chairman's Report

Te ripoata o te tumuaki

The Graeme Dingle Foundation had a year of significant change in 2017, with its vision to ensure that all young people are confident contributors to New Zealand, really coming to life – and making a tangible difference – in our communities.

The Foundation is committed to making sure that no child gets left behind in a country that rates a poor 34th of 41 of world's richest countries for child wellbeing<sup>1</sup>.

Our sequence of programmes for school-age pupils (5 – 18 years) touched the lives of 24,932 children and young people in 2017 – in 11 regions around the country and across 40 different communities. The positive ripple effect into families and the wider community is ongoing.

This could have not been achieved without the dedication and support of our community partners around the country with whom we are working closely to achieve a transformational journey for more New Zealand children. Our goal is to increase numbers of children in our programmes to 50,000 by 2025.

2017 saw us take steps toward that goal, with a number of longstanding plans coming to fruition, including setting up a new Trust in Rotorua / Bay of Plenty.

We enrolled an additional 3000 children in our programmes in the last year, which is encouraging for us and exciting for the schools involved.

We were proud to launch Kiwi Can Online to support primary and intermediate-aged students in remote and rural areas, with the pilot programme at Otorohanga Primary School. Our research and evaluation team is conducting in-depth interviews, focus groups and self-report surveys to explore outcomes of the pilot and assess the impact of participation in Kiwi Can Online on social health outcomes in the area.

The Foundation also has plans to introduce a Project K Referral pilot scheme in Porirua at the end of the year, making the programme accessible – not just to Year 10 pupils in schools we already work with – but to young people referred from across the wider community.



We are encouraged that these programme developments have gained traction under the leadership of new CEO Jenny Stiles who joined last year.

This year, we have been fortunate to have partnered with renowned brand agency Colenso BBDO who have been working tirelessly (and on a pro-bono basis) to help us tell our story and communicate our brand to a wider audience. Our brand refresh launched in June, and we are excited about the ways in which this will shape the future success of the organisation.

The Graeme Dingle Foundation is thriving, with momentum coming from both inside and out that will drive expansion into new areas of the country and deliver our end-to-end transformational journey to those parts of New Zealand that need it most.



**Brian Corban** CNZM, QSO, MA (Hons), LLB Dist. FIOD FNZIM  
Chairman – Graeme Dingle Foundation

<sup>1</sup> UNICEF report



## Celebrating 24 years

With over 220,000 kids in programmes since 1995\*



## Every \$1.00 = \$7.15

Every \$1.00 Invested in Graeme Dingle Foundation programmes equates to a \$7.15 return to New Zealand†



## Cost Benefit

80% of the Graeme Dingle Foundation's national expenditure supports kids in programmes‡



## Strong Evidence

The Graeme Dingle Foundation research findings provide strong evidence that our programmes transform young lives forever.

\* Based on the total number of annual programme participants since inception.

† Infometrics Report – Growing Great Futures – Whakatipu Tamariki Ora found that every dollar invested in Graeme Dingle Foundation programmes results in an average long term benefit to New Zealand of an estimated \$7.15.

‡ Estimated national average – Actual programme expenses have been used for the National Support Office and for many of our Community Partner trusts, representing the largest combined costs in terms of total expenses. For the balance, typically being the smaller Community Partner trusts, a conservative estimate has been made based on our knowledge of the programme costs and their operating models. Programme expenses include direct programme costs and costs associated with supporting programmes, such as: training; programme manuals; uniforms; quality assurance; and research and evaluation. Other costs, such as: marketing; fundraising; IT; accounting; and other administration, are considered 'Admin expenses' and are therefore not included in programme expenses.

# How We Transform Young Lives Forever

Oranga Taiohi, Oranga ake. Me pehea?

The Graeme Dingle Foundation's aim is to have our young people transition through our school-based programmes from age 5 through to 18 as a transformational journey that sets them up with a strong platform for adult life and a career.

Developmental Programmes	Values, Life Skills	Stay in School & Achieve	Career Path	Leadership
KIWI CAN	●	●		●
STARS	●	●		●
CAREER NAVIGATOR	●	●	●	
Specialised Programmes	Values, Life Skills	Stay in School & Achieve	Career Path	Leadership
PROJECT K	●	●	●	●
MYND	●			



## KIWI CAN

5-12 years

Delivered to every child each week of their primary school life.

Age + stage appropriate.

Promotes respect for self, others, property, enhanced relationships, increased attendance and reduction in bullying.



## STARS

13 years with mentor ages 16-18

Facilitates successful transition to high school for entire Year 9 cohort.

Through team building, weekly group peer-mentoring. Creates sense of belonging and positive school community. Young people stay, engage and achieve. Peer mentors develop confidence, lifelong leadership skills.



## CAREER NAVIGATOR

15-18 years

Assists students to become work ready and have a purposeful pathway when they leave school. Also involves employer groups to create training and work opportunities.



## PROJECT K

14-15 years

Targeted at those with low self-confidence. Arms them with a belief in their ability to set and achieve goals and find purpose and direction in their lives.



## MYND

14-17 years

MYND is for young males who are referred to the programme for offending. It is a highly successful 'intervention' programme with a proven track record of significantly reducing youth re-offending.

MYND is community-based, providing mentoring, life skills and goal-setting for these young men to put them on the right path for their future.

MYND Sibling targets the younger siblings of young offenders to stop them going down the same path as their older brothers.

## MYND Sibling

8-12 years



# Our Future Focus

## Aronga whakamua

On an aspirational level, we believe that every single child in this country should have access to conditions that help them thrive and belong. We believe that a fair society like ours should empower children to contribute meaningfully, but despite living in one of the safest and most beautiful countries in the world, too many lives are falling through the cracks.

Our long-term goal is to increase the number of children and young people who take part in the Foundation's transformational programmes, 'walking alongside' students throughout their school life by sequencing our school-based programmes in the areas of greatest need. Greater depth and a stronger impact can be made nurturing and developing an unshakeable sense of self-belief when children go through the entire sequence of programmes.

We know that when children and young people believe in themselves, they are better able to chart their own meaningful lives instead of living a life dictated by their circumstances.

In light of this, our new programme extensions take that support to the next level. We want to:

- improve accessibility to our programmes for children in remote areas (Kiwi Can Online)
- open our doors to children outside our participating schools who are agency or family-referred into the programme (Project K), and
- provide support for the younger siblings of youth offenders to show them a different and more positive life path (MYND Sibling).



# A Message from Our Founders

## He mihi no nga kaiwhakauu

We set up the Foundation 24 years ago in response to New Zealand's woeful youth statistics – some of the worst in the OECD.

At the heart of the initial project was the well-being of New Zealand's young people, and that has not changed. We are aiming higher, as are other like-minded organisations we work with, to help make Aotearoa will be the best place in the world for kids to grow up by 2050.

We want every child to know: what you have inside is greater than any obstacle. Our young people develop true self-confidence and real skills for later life through community-focused, positive experiential learning and mentoring programmes. We empower them to find their purpose and direction in life.

We strongly believe that a fair society owes every child the conditions to thrive, belong and contribute meaningfully. We want to help young people develop mental fitness and resilience through self-belief that is born out of conquering challenges – physical, social and emotional.

We work closely with our Community Partners who are the heartbeat of the organisation. Through them, we collaborate with hundreds of schools, businesses and community organisations all over New Zealand, working to inspire our young people and improve outcomes for thousands of Kiwi kids.

Today, the Graeme Dingle Foundation offers a range of programmes including Kiwi Can, Stars, Career Navigator, Project K and MYND. Since 1995 we've had more than 220,000 Kiwi kids through our respective doors and are now helping 27,000 children every year to become their own heroes.

As Founders, we are committed to proving what we do works. Collaborating with universities, we have an internal research team dedicated to researching and evaluating the effectiveness of the work we do, so that we know what difference we are making to young lives.

We are proud that over 80% of our annual spending goes directly to support the kids in our programmes and for every dollar we invest, we see an average return of \$7.15 the economy.



We have done good work, but collaboratively we can do more. We are confident that with your support, we can achieve our goal of making this country the best place in the world for kids to grow up.

**Sir Graeme Dingle**

**Jo-Anne Wilkinson, Lady Dingle**





“Kiwi Can helped with my learning and that it’s OK to make mistakes and to keep trying.”

# Growing Great Local Communities

Hapai ana nga haponi

Our programmes are run across Aotearoa, New Zealand – and whilst we are established in many areas we have a plan to reach many more young people in our regions.

## Significant Growth

Northland  
Auckland  
Coromandel  
Waikato  
Bay of Plenty  
Hawkes Bay  
Porirua  
Marlborough  
Kaikoura  
Christchurch  
South Canterbury  
Invercargill

## Current Programmes

Whangaroa  
Auckland  
Huntly  
Hamilton  
Coromandel  
Tauranga  
Te Puke  
Tokoroa  
Hawkes Bay  
Porirua  
Lower Hutt  
Marlborough  
Canterbury  
South Canterbury  
Southland

## Planned Establishment

Whangarei  
Rotorua  
Gisborne  
Taranaki  
Whanganui / Palmerston North  
Horowhenua  
Nelson  
West Coast  
Otago







**Iti rearea, kahikatea tei tei, ka taea**  
Even the small rearea bird can ascend to the  
great heights of the Kahikatea tree

## OVERVIEW

Kiwi Can is a life skills and values programme delivered to the whole school by trained Kiwi Can leaders. There are two components to the Kiwi Can programme: one class lesson per week for the whole year and a Community Project.

Kiwi Can is linked to the New Zealand Curriculum and its key competencies. Lessons have been shown to develop greater communication skills, social interaction, co-operation and displays of kindness and caring in the students.

The programme strongly supports the Positive Behaviour for Learning strategy in schools. Kiwi Can is integrated into an individual school's vision and goals. School Principals tell us that the Kiwi Can programme has a noticeable effect on how well their children interact with each other – with significant decreases in truancy and bullying in the playground.

The Graeme Dingle Foundation has been successfully partnering with schools and communities for over 20 years.

## THE PROGRAMME PHILOSOPHY

Kiwi Can operates under the P.E.A.C.E. philosophy, where excellence in action is achieved through an on-going cycle of:

- **Praise** effort, reflection and intent
- **Encouraging** and supporting change through developing new skills and understandings
- Celebrating **Achievement**, learning and transformation
- Providing opportunity for new **Challenges**, including transferring new skills and understanding across a variety of contexts
- Celebrating **Excellence**

## POSITIVE CHILD DEVELOPMENT

Our programmes are informed by best-practice research, focusing on positive child and youth development.

The Kiwi Can programme integrates both the prevention of problem/anti-social behaviours and the promotion of child development. It uses a multi-tiered and multiple systems approach which is designed to support Lerner et al 5 C's model of positive youth development which supports young people to develop their:

- character
- caring and compassion
- confidence
- competence
- connections.

These lead to greater levels of life-long contribution.



## CORNERSTONES

Kiwi Can has four cornerstones. These are distinct principles that form the foundation and are woven through every aspect of the Kiwi Can programme.

Whanaungatanga Relationships	Nga utu Consequences	Tauira tuturu Role Modelling	He whakaaro pai Positive Thinking
<ul style="list-style-type: none"> <li>• Whole school approach</li> <li>• Community development strategy</li> <li>• Focus on building positive relationships</li> <li>• Environment of collective identity and responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Every action has a reaction/ outcome (+/-)</li> <li>• Considering actions across contexts/ situations</li> <li>• Promoting accountability and responsibility through positive personal choices</li> </ul>	<ul style="list-style-type: none"> <li>• Two leaders facilitating each programme (ideally a male/ female role modelling partnership)</li> <li>• Promote a tuakana-teina approach</li> <li>• Celebrating local and national role models</li> </ul>	<ul style="list-style-type: none"> <li>• Promote a 'can-do' approach</li> <li>• Encouraging and affirming of self and others</li> <li>• Building vocabulary</li> <li>• Celebrating effort and reflection as well as achievement</li> </ul>

## UNDERPINNING VALUES

The values underpinning Kiwi Can are explicit in the programme's four themes and 24 modules.

Whakawhanaungatanga Positive relationships	Pono Integrity	Taikaha Resilience	Manaakitanga Respect
<ul style="list-style-type: none"> <li>• Positive communication</li> <li>• Cooperation</li> <li>• Friendship</li> <li>• Fairness and fairplay</li> <li>• Leadership</li> <li>• Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Honesty</li> <li>• Responsibility</li> <li>• Reliability</li> <li>• Make good choices</li> <li>• Being a role model</li> <li>• Accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding emotions</li> <li>• Self-control and discipline</li> <li>• Dealing with challenges</li> <li>• Goal-setting</li> <li>• Problem-solving</li> <li>• Perseverance</li> </ul>	<ul style="list-style-type: none"> <li>• For ourselves</li> <li>• Respectful communication</li> <li>• For others</li> <li>• For our school</li> <li>• For our community</li> <li>• For our environment</li> </ul>

## COMMUNITY ENGAGEMENT

Each of our programmes includes a Community Project. This is an opportunity for students to develop reciprocity and build better knowledge of, and stronger relationships with, their families/ whānau, school and broader community.

There are a number of great opportunities for the community and key stakeholders to engage with our wonderful Kiwi Can students through the Community Project. This could include:

- painting murals at schools, playgrounds and public spaces
- landscaping parks and playgrounds
- planting trees
- creating or restoring playground equipment.

## THE EVIDENCE

Kiwi Can lessons have been shown to contribute to greater communication skills, social interaction, cooperation and displays of kindness and caring.

Kiwi Can continues to:

- improve social connectedness
- have a positive impact on student behaviour and attendance at school
- enhance school culture and community relationships
- help resolve student conflict, encourage positive behaviours and introduce fun and energy into the classroom
- have links to better academic attitudes and increased academic engagement
- build children's confidence to 'have a go'.



**“A lot of bullying used to happen around the school. And it used to be a normal thing so everyone would be doing it and it used to affect a lot of people. Kiwi Can has made a huge difference... (it’s) helped me to become much more confident in myself with bullies and they’ve also changed the bullies to become nicer people.”**

Materori, age 11,  
Kiwi Can Student



**Tukua kia tu takitahi nga whetu o te rangi**  
Let each star in the sky shine its own light

#### OVERVIEW

Stars uses the teina/tuakana mentoring model and achieves positive and measurable results, including increased academic engagement and achievement for junior and senior students. Stars makes the transition into high school a more positive experience for Year 9 students.

The programme also provides leadership and citizenship development opportunities for senior students. It helps them build confidence, improve communication and relationship-building skills and strengthen their time management and planning skills. This together supports increased social and academic outcomes.

Stars involves matching trained Year 12 and 13 students as mentors to their Year 9 counterparts and has four components (adventure camp, peer mentoring, community adventure and a community project).

The Graeme Dingle Foundation has been successfully partnering with schools and communities for over 20 years.

#### THE PROGRAMME

The Stars programme includes the following four components:

##### 1. Adventure Camp

Professional outdoor facilitators take students through a series of outdoor and indoor activities to develop positive relationships and teamwork. Camps can last up to five days.

##### 2. Peer Mentoring

Year 12 and 13 students are trained to be Peer Mentors and follow a structured programme that addresses key life skills such as goal setting, time management, good communication skills and building positive relationships.

##### 3. Community Adventure

Students spend a fun day exploring their local area, achieving certain challenges, while learning about what is available to them within their community.

##### 4. Community Project

Students plan, organise and spend a day giving something back to their community.

#### PROGRAMME OBJECTIVES

- To support Year 9 students to successfully transition to secondary school
- To provide challenging and fun experiences in a supportive environment that develops teamwork, self-confidence and resilience
- To provide mentoring opportunities and leadership skills for senior students
- To facilitate caring relationships between students and between students and teachers
- To develop a sense of responsibility and connectedness to the school and wider community.





LINKS TO NEW ZEALAND CURRICULUM

Stars challenges students to use and develop each of the five learning competencies of the New Zealand Curriculum. Stars supports students to:

Managing Self	Relating to Others	Participating & Contributing	Thinking	Using Language, Symbols & Texts
Set and monitor goals, manage timeframes, arrange activities and reflect on and respond to ideas.	Interact, share ideas and negotiate with a range of people.	Access community resources for information/ support and use that information as a basis for action.	Analyse and consider a variety of possible approaches to problem solve and decide on a course of action.	Use language appropriate to recording and communicating ideas.

Stars also aligns to other learning areas of the New Zealand curriculum at Year 9 (Level 4-5) and Year 12 (Level 7-8).

MAXIMISING PROGRAMME OUTCOMES

Stars incorporates best practice indicators into delivery when it comes to maximising programme effectiveness. The Stars programme:

- is grounded in a youth development framework
- provides intensive training to Group Leaders and Peer Mentors and this is supplemented with on-going skill development and support
- offers a variety of engaging and developmental experiential activities for Peer Mentors to deliver to Year 9 students
- has developed clear roles and responsibilities for personnel (Stars Co-ordinator, School Principal, Group Leaders and Peer Mentors)
- requires diligent monitoring of programme content, delivery and student behaviour
- provides an evaluation component that captures programme success and identifies opportunities for programme development.

COMMUNITY ENGAGEMENT

Stars includes a community adventure and a community project.

The Community Adventure helps students to get to know and connect to their community, giving them the opportunity to explore resources and supports. This component provides an opportunity for students to transfer the learning gained from the adventure camp to the community context.

The Community Project helps students to think about how they can contribute to the community and the wellbeing of others. Research has shown that contributing through a volunteer project can increase social connectedness, improve a sense of self and develop positive attitudinal change.

THE EVIDENCE

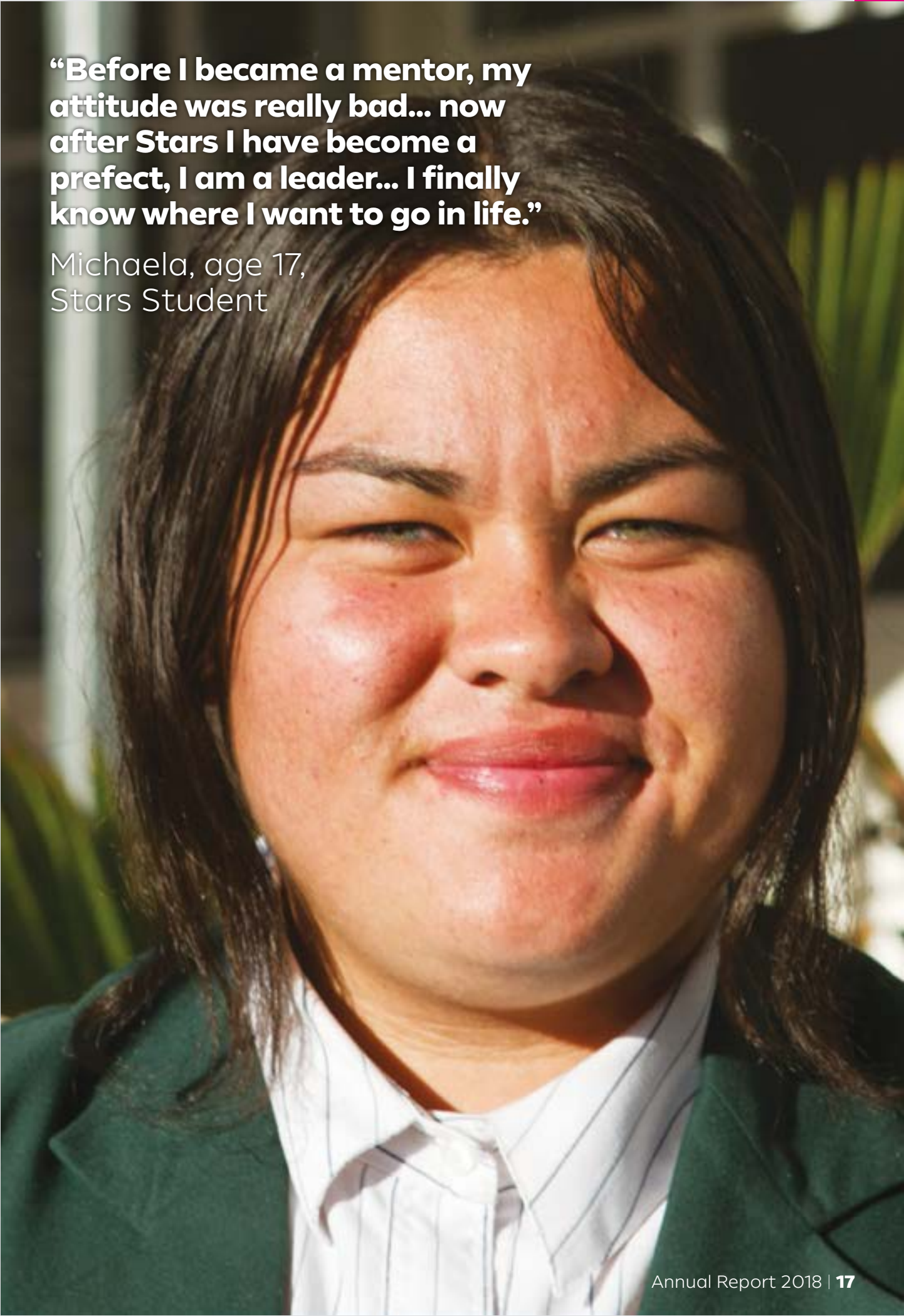
Students that go through Stars rate the programme highly. Research shows:

- Stars has been found to contribute to the well-being of Year 9 students by helping them to gain practical and life skills such as: working with others, connecting to their communities, achieving their goals, improving relationships with friends, and developing relationships with older students.
- Pasifika students and those from low decile schools have been found to be particularly highly engaged in Stars.
- During Stars, Peer Mentors report significant increases in their social competence and character.
- Stars continues to positively influence the lives of the Peer Mentors one year after the programme due to increases in social competence, character, and levels of maturity and sense of responsibility. Peer Mentors also report significant increases in self-confidence, task leadership, and intellectual flexibility.
- Being a Stars Peer Mentor can have a positive impact on the life skills and character of a young person while not compromising their academic achievements that have been found to be above what can be expected relative to decilebased norms.



“Before I became a mentor, my attitude was really bad... now after Stars I have become a prefect, I am a leader... I finally know where I want to go in life.”

Michaela, age 17,  
Stars Student





# Career Navigator

**Ka pu te ruha, ka hao te rangatahi**  
As an old net withers, another is remade

## OVERVIEW

Career Navigator is a ready-for-work programme that helps secondary school students find a meaningful career pathway upon leaving school. It has three components:

1. Career mentoring
2. Participation in experiential workshops
3. Attendance at career pathway events

Career Navigator is designed for youth and is delivered in partnership with schools and workplace employees. It provides students with the real world information they need to make better informed decisions about their futures.

Whilst also providing an effective platform for employers to offer mentoring and active learning opportunities.

The Graeme Dingle Foundation has been successfully partnering with schools and communities for over 20 years.



## OBJECTIVES

The goal is for Career Navigator students to positively transition into higher education and careers. The key objective is to provide a range of planned experiences that will challenge students so that they:

- understand more about themselves, their skills, interests and aspirations
- have the confidence to set challenging career pathway goals and are motivated to achieve them
- have the ability to interact with adults to obtain the support they need
- are connected to employers in their community and are aware of the resources available

## WHY CAREER NAVIGATOR?

In the short term, this programme's aim is for students to:

- be more informed and confident in their option selection and career decision making.
- have greater awareness of what is expected of them in the workplace.
- gain increased workplace support, knowledge and experience.
- have increased levels of school engagement.
- have greater connections with employers in their community.

Other aims of the programme include:

- enhanced academic performance
- decreased truancy
- improved school resource allocation.
- subject choices, confirmed their current choices or encouraged them to carefully consider their future career path and relevant subjects.

## THE PROGRAMME

The Career Navigator programme structure encompasses three components:

ONE Career Coaching/Mentoring	TWO Experiential Workshops	THREE Career Pathway Events
<p>Group Career Coaching/ Mentoring takes place in terms 1 to 3 (Year 12 and/or 13). Career Coach/ Mentors will provide expertise to support the development of a group of young people in a specific vocational area of work. Ratio is no higher than one Career Coach/ Mentor to 3 or 4 students.</p> <p>At least once a term, the co-ordinator arranges an outing to build the Career Coach/ Mentor-student relationship. These outings are 'side by side' time where interaction can occur freely between the Career Coach/ Mentor and students.</p> <p>Career Coach/Mentors are fully screened, trained and supported by the Graeme Dingle Foundation throughout the Career Coaching/ Mentoring relationship.</p>	<p>At least once a month, with the assistance of the Career Coach/ Mentor, the coordinator will facilitate an experiential workshop for the selected vocational students. Some of these workshops may be open to other year 12 and 13 students. (Career Coach/Mentors do not necessarily attend these open workshops).</p> <p>Experiential workshops are intended to support students to obtain occupational and other work-ready skills valued by employers. Topics include: work ethics and attitude, CV writing and problem solving in the workplace.</p>	<p>Career pathway events offer opportunities for students to experience the workplace, enabling them to make informed decisions about their future.</p> <p>These events motivate students to plan their learning and provide reasons 'why' they must create their own pathway links toward the necessary NCEA or NZQA credits.</p> <p>Careers NZ are invited to facilitate the Year 10 event and workplaces are invited to participate in the Year 11-13 events.</p>

## THE RESEARCH

The research evaluations completed to date provide positive feedback that Career Navigator is 'hitting the mark', with students telling us:

- they had an increased awareness of what was expected from them in the workplace;
- they gained skills and confidence in their ability to make career and subject choices; and
- that 'Career Pathways Days' helped them to identify suitable career and subject choice, confirmed their current choices or encouraged them to carefully consider their future career path and relevant subjects.

## THE EVIDENCE

Research is an essential part of all our programmes. Each one is thoroughly evaluated and this allows us to ensure all of our programmes are working, and allows us to measure success and report outcomes.

Research shows that Career Navigator:

- helps students gain skills and confidence in their ability to make suitable career and subject choices
- creates an awareness of what will be expected from students, in order for them to be successful within the workplace
- offers an opportunity for employers to raise their profile and connect with future employees
- ultimately benefits young people and communities





**Project K and my mentor taught me to believe in me. I now believe that dreams do come true, when I have the courage to move past my fears and step out as myself."**

Bailey, age 16,  
Project K Student



**Whaia te pae tawhiti kia tata, whaia te pae tata,  
whakamaua kia tina**  
Seek out the distant horizons, cherish those you attain

#### OVERVIEW

Project K is proven to positively change lives and improve academic outcomes. Graduates tell us that Project K has increased their self belief and confidence.

An innovative educational programme developed by New Zealand mountaineer and adventurer, Sir Graeme Dingle and lawyer, Jo-anne Wilkinson, Lady Dingle, Project K was designed to build self confidence and give life-direction to young New Zealanders.

Project K was originally developed in 1995 after consultation with leading educationalists, youth workers, parents and communities.

The Graeme Dingle Foundation has been successfully partnering with schools and communities to deliver Project K for over 20 years.

#### THE PROGRAMME

Project K is a 14-month mentoring programme designed for Year 10 students.

It involves three parts; (wilderness adventure, community challenge and an individual mentoring partnership with a trained mentor).

Project K focuses on building confidence, developing life skills, promoting good health and encouraging a positive attitude.

The aim of Project K is to arm these young people with a belief in their own ability to complete tasks, achieve goals, and help them find purpose and direction transforming their lives.





## PROJECT K MODEL OF MENTORING

The Project K Model of Mentoring is founded on the principle of 'promoting the wellbeing of young people and to help them find purpose and direction.'

This is achieved by:

- promoting the young person's sense of well-being and ability to maximise their potential through the mentoring partnership
- developing an authentic, respectful partnership with the young person and their family
- acknowledging the whole person
- supporting the young person to set and realise their dreams and goals for positive personal growth
- focusing on activities that help build self-efficacy, resilience and self confidence
- role modelling effective life skills

## HOW PROJECT K WORKS

Project K is innovative because it combines a number of proven strategies in working with youth into one cohesive programme.

Project K is made up of three stages which ensure long-term behavioural change.

### Stage 1 – Wilderness Adventure

The first stage is an amazing three week outdoor experience. The students are exposed to a range of activities such as kayaking, abseiling, tramping, mountain biking and camping. This stage provides personal challenges and develops life skills such as goal setting, teamwork, perseverance, self reliance and resilience.

Wilderness experiences are a tried and true method of providing a young person with a short term boost to their self-esteem.

### Stage 2 – Community Challenge

The Project K Community Challenge aims to transfer the skills students learn on the Wilderness Adventure to the Project K students' community contexts and everyday life.

Students are encouraged to think about their community and their future, explore and access resources and opportunities available locally. They undertake a community project to 'give something back' to their community.

The Community Challenge is designed to help young people see five things:

1. That the challenges they face in day-to-day life can be overcome just the same as those they face kayaking on a lake or climbing a mountain.

2. Just as in the wilderness they had something to offer their team, they have something to offer their community.
3. To help them feel more comfortable in their community because they understand how it works.
4. To identify the resources that exist in the near and wider community for their benefit and to focus on the resources which are relevant to their life.
5. To develop a sense of direction which is expressed in their personal contract (goals for the next 12 months).

### Stage 3 – Project K Mentoring

The final and perhaps most important phase of the programme is the mentoring. Carefully screened and trained mentors are paired with students for 12 months to support and encourage them in achieving their goals.

This stage provides a young person with a friendly shoulder to lean on. Mentors are friendly, objective listeners who help strengthen the positive changes made in the first two stages of the programme. All Project K mentors have been trained or have equivalent qualifications.

The mentoring relationship complements the student's existing relationships with parents, caregivers and teachers.

Project K mentoring follows the best practice guidelines outlined in the "Guide to Effective Practice in Youth Mentoring New Zealand", published by the New Zealand Youth Mentoring Network.

## THE EVIDENCE

Research is an essential part of all our programmes. Each one is thoroughly evaluated, which allows us to ensure the programmes are working, measure success and report on outcomes.

Research shows that Project K:

- improves relatedness and sense of community
- improves resilience and connectedness
- students are less likely to truant
- improves attendance, employment and looking for educational opportunities
- can close the achievement gap between students from low and high decile schools
- reduces illegal drug use over time
- improves higher levels of academic, social and help-seeking self-efficacy



Mentoring Youth New Direction

## Hatu te mata ki te ringatahi, ka hi te matauranga Give youth a fish hook, so they can fish for knowledge

### OVERVIEW

MYND specialises in youth development for young males who are referred to the programme for offending. MYND is a highly successful 'intervention' programme with a proven track record of significantly reducing youth re-offending. MYND is community-based, providing mentoring, life skills and goal setting for these young men to put them on the right path for their future.

### THE PROGRAMME

The programme runs for 26 weeks and is designed to encourage and support young people towards making choices that are safe for themselves and others. Young people are provided with individual support and supervision within their own environment and a strong community based approach is used to strengthen pro-social bonds with family, education and work providers, cultural and community resources. This approach provides an opportunity to heal offenders, victims and communities injured by crime.

By the end of the MYND programme, participants will:

- Have improved life skills and the knowledge to support growth and development
- Be able to interact socially in a positive manner
- Be able to develop healthy relationships
- Recognise thoughts and behaviours that contribute to positive health and well-being

MYND also reduces 'risk factors' (conditions which endanger youth and lead them off track) by increasing 'protective factors' (conditions that promote healthy behaviours and decision-making).

MYND staff work alongside the participant within his own community to co-create an Individual Intervention Plan designed to reduce offending. They also teach and model life-skills that are essential for positive youth development.



**"Due to the type of high level of intervention and engagement as a result of a young person's involvement with MYND, I can say without a doubt that there is a much higher chance of deferring young people away from a life of crime."**

Stephen Boxer, MYND

**"I was privileged to watch a group of mentors on the MYND programme make breakthroughs with a bunch of under-aged offenders where social agencies, schools and families had failed, despite their best effort."**

Reporter, NZ Herald

**"MYND programme helped me get back into society. In changing I have made such an impact on other people's lives. And now by helping one person a whole generation will be out of the system and hopefully the cycle will keep moving."**

MYND Graduate



# New Opportunities

## Nga mea angitu hou

### PROJECT K REFERRAL

The Project K Referral pilot is an exciting opportunity to make the Project K programme available to many more young people (Year 10). Project K Referral is run over six to seven months instead of 14 months. The programme comprises the same three distinct components as current Project K: wilderness adventure, community challenge, and mentoring. The key differences are a shortened intense mentoring component of six months, and a community based referral into the programme.

### KIWI CAN ONLINE

The Kiwi Can Online pilot in Otorohanga that is currently running since Term 2 2018 is an exciting opportunity to make the Kiwi Can programme available to many more young people (Years 1-8), particularly young people in remote and rural areas.

At the heart of Kiwi Can Online is a vibrant, engaging online resource, providing tools and resources for Kiwi Can Leaders to deliver the programme in conjunction with the school.

The programme is supported by our National Support Office who will train staff, provide support (online and phone), and visits the school to ensure quality programme delivery.

### MYND SIBLING

The MYND Sibling programme has been in development since 2012 and was originally aimed at the younger siblings of the youth offenders in the MYND programme.

However the programme is now being broadened out. We aim to assist all vulnerable young people aged 8-12 years who are exposed to multiple family risk factors that increase the likelihood of future antisocial and offending behaviour. The young person may or may not have a child offender status.

The programme is supported by our National Support Office.



# Our Research and Evaluation

## Rangahau me te aromatawai

The Graeme Dingle Foundation has had a strong commitment to research and evaluation since Day One. We believe it is key to what we do and allows us to stay at the leading edge of child and youth development.

The evaluation of our programmes is a key strategic driver that enables us to prove our results and informs future programme delivery and development. It is also key in delivering 'ROI' to all of our sponsors and supporters whose generosity underpins everything that we do.

Since 1995, our research has shown that all programmes are highly-effective and have been proven to work by:

- improving attitudes and behaviour at school and home;
- improving academic results;
- helping young people set and achieve their goals;
- boosting self-confidence;
- reducing truancy rates and at-risk behaviours, such as substance abuse; and
- helping young people feel more positive about the future.

2017 was no exception.



**"I learnt that anything is possible, and I can do whatever career I want to do through hard work."**

**"I got a job! Career Navigator helped me to talk to the person that interviewed me. I already had a career choice in mind but my mentor helped me change my mind set and work harder just for me."**

**"My mentor influenced us to try and be better – not just go for the lowest job and qualifications, but always try and go higher."**

**"It helped me a lot because I came in here knowing nothing about how to get a job, now I am getting some great ideas."**

**"There is a lot of opportunity out there. A lot of people care."**

**"I really like Kiwi Can because they try their hardest to help in every possible way. They don't stop caring and they are always there to talk to. I find Kiwi Can fun because they have great activities and I like them a lot."**

**"I asked him what kind of skills he's learnt at MYND Sibling and he said thinking, doing the right thing, helping to control his actions when he's feeling left out or angry. He talked about having more strategies so he can calm himself and others down. I've noticed an improvement in his communication and his openness and willingness to talk. And I've seen also the difference in his face. Previously, he'd walk around with a bit of a frown, bit of a scowl. But over time, his eyes are wider, he's a happier little boy. And he's said that he's got positive thoughts now about his future. He wants to be either a policeman or a rugby league player."**



Independent Auditor’s Report  
To the beneficiaries of Graeme Dingle Foundation  
Report on the financial statements

**Opinion**  
In our opinion, the accompanying financial statements of Graeme Dingle Foundation (the trust) on pages 27 to 33:

- i. present fairly in all material respects the trust’s financial position as at 31 December 2017 and its financial performance and cash flows for the year ended on that date; and
- ii. comply with Public Benefit Entity Standards Reduced Disclosure Regime (Not For Profit).

We have audited the accompanying financial statements which comprise:

- the statement of financial position as at 31 December 2017;
- the statements of comprehensive revenue and expense, changes in net assets/equity and cash flows for the year then ended; and
- notes, including a summary of significant accounting policies and other explanatory information.

**Basis for opinion**  
We conducted our audit in accordance with International Standards on Auditing (New Zealand) (ISAs (NZ)). We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

We are independent of the trust in accordance with Professional and Ethical Standard 1 (Revised) Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board and the International Ethics Standards Board for Accountants’ Code of Ethics for Professional Accountants (IESBA Code), and we have fulfilled our other ethical responsibilities in accordance with these requirements and the IESBA Code.

Our responsibilities under ISAs (NZ) are further described in the auditor’s responsibilities for the audit of the financial statements section of our report.

Our firm has also provided other services to the trust in relation to an assurance report required by a funder. This matter has not impaired our independence as auditor of the trust. The firm has no other relationship with, or interest in, the trust.

**Other information**  
The Trustees, on behalf of the trust, are responsible for the other information included in the entity’s Annual Report.

Our opinion on the financial statements does not cover any other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

**Other matter**  
The financial statements of Graeme Dingle Foundation, for the year ended 31 December 2016, was audited by another auditor who expressed an unmodified opinion on those statements on 23 June 2017.

**Use of this independent auditor’s report**  
This independent auditor’s report is made solely to the beneficiaries as a body. Our audit work has been undertaken so that we might state to the beneficiaries those matters we are required to state to them in the independent auditor’s report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the beneficiaries as a body for our audit work, this independent auditor’s report, or any of the opinions we have formed.

**Responsibilities of the Trustees for the financial statements**  
The Trustees, on behalf of the trust, are responsible for:

- the preparation and fair presentation of the financial statements in accordance with generally accepted accounting practice in New Zealand (being Public Benefit Entity Standards Reduced Disclosure Regime (Not For Profit));
- implementing necessary internal control to enable the preparation of a set of financial statements that is fairly presented and free from material misstatement, whether due to fraud or error; and
- assessing the ability to continue as a going concern. This includes disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless they either intend to liquidate or to cease operations, or have no realistic alternative but to do so.

**Auditor’s responsibilities for the audit of the financial statements**  
Our objective is:

- to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error; and
- to issue an independent 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 ISAs NZ will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error. They are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of these financial statements is located at the External Reporting Board (XRB) website at: <http://www.xrb.govt.nz/standards-for-assurance-practitioners/auditors-responsibilities/audit-report-8/>

This description forms part of our independent auditor’s report.

  
  
KPMG  
Auckland  
8 June 2018



Statement of Comprehensive Revenue and Expense  
For the year ended 31 December 2017

	Note	2017	2016
<b>REVENUE</b>			
Revenue from non-exchange transactions			
Donations		274,882	255,840
Grants and fund raising income		1,078,163	739,280
<b>Total revenue from non-exchange transactions</b>		<b>\$1,353,045</b>	<b>\$995,120</b>
Revenue from exchange transactions			
Fundraising income		435,969	419,729
Government funding for programmes	8	2,494,664	2,421,651
Interest		12,851	19,640
Revenue from providing goods and services		17,472	13,750
<b>Total revenue from exchange transactions</b>		<b>\$2,960,956</b>	<b>\$2,874,770</b>
<b>Total revenue</b>		<b>\$4,314,001</b>	<b>\$3,869,890</b>
<b>EXPENDITURE</b>			
	4		
Administration support		499,330	530,357
Marketing, communications and fundraising		697,705	610,118
Operational and relationship support		394,823	421,031
Programme delivery		-	75,517
Programme training and development		377,530	301,855
Research and evaluation		172,218	166,757
Programme funding – government grant	8	1,982,237	1,822,763
Programme funding – other grants		121,762	224,000
<b>Total expenditure</b>		<b>\$4,245,605</b>	<b>\$4,152,398</b>
<b>Surplus/(deficit) for the year</b>		<b>\$68,396</b>	<b>(\$282,508)</b>
Other comprehensive revenue and expense for the year		-	-
<b>Total comprehensive revenue and expense for the year</b>		<b>\$68,396</b>	<b>(\$282,508)</b>

Statement of Changes In Net Assets/Equity  
For the year ended 31 December 2017

	Note	2017	2016
Opening balance 1 January		409,359	691,867
Operating surplus/(deficit)		68,396	(282,508)
Total recognised revenue and expenses for period		68,396	(282,508)
<b>Total equity 31 December</b>		<b>\$477,755</b>	<b>\$409,359</b>



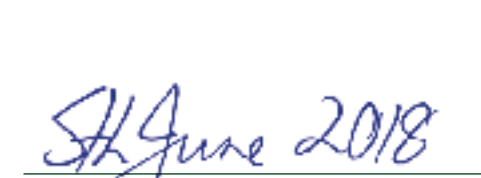
## Statement of Financial Position

As at 31 December 2017


	Note	2017	2016
<b>CURRENT ASSETS</b>			
Receivables from non-exchange transactions		27,361	10,000
Receivables from exchange transactions		104,230	151,795
Cash and cash equivalents		1,124,883	659,332
Interest receivable		1,161	1,487
Prepayments		2,529	2,523
Investment – term deposits			200,859
<b>Total current assets</b>		<b>1,260,164</b>	<b>1,025,996</b>
<b>Non current assets</b>			
Property, plant and equipment	5	32,294	30,598
<b>Total non current assets</b>		<b>32,294</b>	<b>30,598</b>
<b>Total assets</b>		<b>\$1,292,458</b>	<b>\$1,056,594</b>
<b>CURRENT LIABILITIES</b>			
Accounts payable		55,858	29,782
Sundry accruals		117,745	111,915
Employee entitlements	7	59,371	43,691
Income received in advance		91,350	18,750
GST		16,735	75,754
Other funds held	9	473,644	367,343
<b>Total current liabilities</b>		<b>814,703</b>	<b>647,235</b>
<b>Total liabilities</b>		<b>814,703</b>	<b>647,235</b>
<b>Net assets</b>		<b>477,755</b>	<b>409,359</b>
<b>EQUITY</b>			
Retained earnings		477,755	409,359
<b>Total equity</b>		<b>477,755</b>	<b>409,359</b>

On behalf of the Board

  
Board Chair

  
Date

  
Audit, Finance and Risk Committee Chair

  
Date

## Statement of Cash Flows

For the year ended 31 December 2017

	Note	2017	2016
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Cash was received from</b>			
Receipts from grants, fundraising and other activities		1,851,750	1,253,793
Government contracts		2,494,664	2,523,975
Interest received		13,178	20,138
<b>Total cash received</b>		<b>4,359,592</b>	<b>3,797,906</b>
<b>Cash was distributed to</b>			
Payments to suppliers		(2,680,195)	(2,549,634)
Payments to employees		(1,401,189)	(1,471,179)
Payments for other operating activities			
<b>Total cash distributed</b>		<b>(4,081,384)</b>	<b>(4,020,813)</b>
<b>Total cash flows from operating activities</b>		<b>278,208</b>	<b>(222,907)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Payment for property, plant and equipment		(13,516)	(6,210)
Sale/purchase of investments		200,859	(200,859)
<b>Cash flows from Investing activities</b>		<b>187,343</b>	<b>(207,069)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Other cash items from financing activities		-	-
<b>Cash flows from financing activities</b>		<b>-</b>	<b>-</b>
<b>Net cash flows</b>		<b>465,551</b>	<b>(429,976)</b>
<b>CASH BALANCES</b>			
Cash and cash equivalents at beginning of period		659,332	1,089,308
Cash and cash equivalents at end of period		1,124,883	659,332
<b>Net change in cash for period</b>		<b>465,551</b>	<b>(429,976)</b>



# Notes to the Financial Statements

## For the year ended 31 December 2017

### 1. REPORTING ENTITY

The Graeme Dingle Foundation (the trust) is a charitable trust incorporated under the Charitable Trust Act 1957 and is registered under the Charities Act 2005. The trust is a public benefit entity for the purposes of financial reporting in accordance with the Financial Reporting Act (2013).

The trust licenses other organisations to run its established and proven child and youth development programmes, such as Project K, Stars, Kiwi Can, MYND and Career Navigator.

The financial statements of the trust are for the 12 month period ended 31 December 2017.

The financial statements were authorised for issue by the Trustees on the date recorded on page 28.

### 2. BASIS OF PREPARATION

#### 2.1 Statement of compliance

The financial statements have been prepared in accordance with New Zealand Generally Accepted Accounting Practice ("NZ GAAP"). They comply with Public Benefit Entity International Public Sector Accounting Standards ("PBE IPSAS" and other applicable financial reporting standards as appropriate that have been authorised for use by the External Reporting Board for Not-For-Profit entities).

The trust has elected to report in accordance with Tier 2 Not-For-Profit PBE Accounting Standards on the basis that it does not have public accountability and has had total annual expenses of between \$2 million and \$30 million in the two preceding reporting years. The trust has applied Tier 2 Reduced Disclosure Regime ("RDR") disclosure concessions.

#### 2.2 Basis of measurement

The measurement base adopted is that of historical cost. Accrual accounting has been used to match expenses with revenue.

#### 2.3 Functional and presentation currency

The financial statements are presented in New Zealand dollars (\$) which is the trust's functional currency, and have been rounded to the nearest dollar.

#### 2.4 Comparatives

The comparative financial period is 12 months. Certain prior year balances have been reclassified to ensure consistency with the current year presentation.

#### 2.5 Changes in accounting policies

There have been no changes in accounting policies since the 31 December 2016 financial statements.

### 3. SPECIFIC ACCOUNTING POLICIES

The following specific accounting policies which materially affect the measurement of surplus/(loss) and financial position have been adopted:

#### Accounts Receivable

Accounts receivable are stated at expected realisable value after due allowance for bad and doubtful debts.

#### Cash and cash equivalents

Cash and cash equivalents comprise cash bank balances, call deposits and term deposits with maturities of three months or less from balance date.

#### Goods and Services Tax (GST)

The financial statements have been prepared using GST exclusive figures with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

#### Fixed assets and depreciation

Fixed assets are recorded at cost, or in the case of donated assets at their "fair value" at the date of receipt. Fixed assets are presented in the balance sheets at cost, or fair value, less accumulated depreciation.

Depreciation has been calculated to write off assets' costs over their expected useful lives, using the following rates:

Computers	25% straight line
Furniture & fittings	6 to 33.3% straight line
Intangible assets	5% diminishing value
Leasehold improvements	8% straight line
Motor vehicles	30% diminishing value
Office equipment	20 to 33.3% straight line
Plant and equipment	15 to 33.3% straight line

#### Revenue recognition

Revenue is recognised to the extent that it is probable that the economic benefit will flow to the trust and revenue can be reliably measured. Revenue is measured at the fair value of the consideration received. The following specific recognition criteria must be met before revenue is recognised.

#### Revenue from exchange transactions

Revenue is recognised when the significant risks and rewards of ownership have been transferred to the customer, recovery of the consideration is probable, and the amount of revenue can be measured reliably.

Revenue from services are recognised in the accounting period in which the services are rendered, by reference to the stage of completion of the specific transaction. Amounts received in advance for services to be provided in future periods are recognised as a liability until such time as the service is provided.

#### Sponsorship, royalties and membership income

Revenue is recognised over the period of the membership/ sponsorship and once the conditions of the agreements have been met.

#### Fundraising, functions and events

Donations received with goods received in exchange. Revenue is recognised when it becomes receivable unless the Trust has a liability to repay the donations if the conditions attached to the donation are not fulfilled. During the period no major events were held.

#### Interest income

Interest revenue is recognised as it accrues, using the effective interest method.

#### Revenue from non-exchange transactions

##### Donations and grants

Donations and grants revenue is recognised when it becomes receivable unless the Trust has a liability to repay the donations or grant if the conditions attached to the donation or grant are not fulfilled. A liability is recognised as income in advance if the conditions are unfulfilled at the end of the reporting period.

##### Donated assets and services

Where a physical asset or services are donated or vested in the Trust for nil or nominal consideration the fair value of the asset or service received is recognised as revenue. Assets or services vested in the Trust are recognised as revenue when control through ownership over the asset is obtained.

##### Legacies and bequests

Legacies and Bequests are recognised in the profit or loss when receipt of the bequest or legacy is probable and the amount can be reliably measured.

##### Income tax

The trust is a registered charity and is exempt from income tax under sections CW41 and CW42 of the Income Tax Act 2007.

##### Financial instruments

A financial instrument is any contract that gives rise to a financial asset of one entity and a financial liability or equity instrument in another entity.

Financial instruments are comprised of receivables, cash and cash equivalents, other financial assets and payables.

##### Initial recognition and measurement

Financial assets and financial liabilities are recognised initially at fair value plus transaction costs attributable to the acquisition, except for those carried at fair value through surplus or deficit, which are measured at fair value.

Financial assets and financial liabilities are recognised when the entity becomes a party to the contractual provisions of the financial instrument.

##### Derecognition of financial instruments

Financial assets are derecognised when the contractual rights to the cash flows from the financial asset expire, or if the entity

transfers the financial asset to another party without retaining control or substantial all risks and rewards of the asset.

A financial liability is derecognised when it is extinguished, discharged, cancelled or expires.

##### Subsequent measurement of financial assets

The subsequent measurement of financial assets depends on their classification, which is primarily determined by the purpose for which the financial assets were acquired. Management determines the classification of financial assets at initial recognition and reevaluates this designation at each reporting date.

The classification of financial instruments below, determines the basis for subsequent measurement and whether any resulting movements in value are recognised in the reported surplus and deficit or other comprehensive revenue and expense.

##### Loans and receivables

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. The entity's cash and cash equivalents, trade debtors and most other receivables fall into this category of financial instruments.

After initial recognition, such financial assets are subsequently measured at amortised cost using the effective interest method, less provision for impairment.

Individually significant receivables are considered for impairment when they are past due or when other objective evidence is received that a specific counterparty will default.

Receivables that are not considered to be individually impaired are reviewed for impairment in groups, which are determined by reference to the industry and region of a counterparty and other shared credit risk characteristics. The impairment loss estimate is then based on recent historical counterparty default rates for each identified group.

##### Subsequent measurement of financial liabilities

Financial liabilities are measured subsequently at amortised cost using the effective interest method, except for financial liabilities held for trading or designated at fair value through surplus or deficit, that are subsequently measured at fair value with gains or losses recognised in the surplus or deficit.

### 4. EXPENSES

Expenses include:

	2017	2016
Audit fees	8,442	8,127
Depreciation	11,819	14,387
Employee benefits	1,416,869	1,530,549
Rent	73,500	73,500

### 5. PROPERTY, PLANT AND EQUIPMENT

Cost	2017 opening balance	Additions	Disposals	2017 closing balance
Computer equipment	187,184	13,515	4,179	196,520
Furniture and fittings	20,754			20,754
Intangible assets	1,800			1,800
Leasehold improvements	4,029			4,029
Motor vehicle	7,391			7,391
Office furniture & equipment	39,156			39,156
Plant and equipment	13,290			13,290
<b>Total cost</b>	<b>273,604</b>	<b>13,515</b>	<b>4,179</b>	<b>282,940</b>



## 5. PROPERTY, PLANT AND EQUIPMENT

Accumulated depreciation	2017 opening balance	Depreciation for year	Adjustments for disposals	2017 closing balance
Computer equipment	168,900	11,036	4,179	175,757
Furniture and fittings	10,994	312		11,306
Intangible assets	1,682	24		1,706
Leasehold improvements	2,513	121		2,634
Motor vehicle	6,543	254		6,797
Office furniture & equipment	39,156	0		39,156
Plant and equipment	13,218	72		13,290
<b>Total accumulated depreciation</b>	<b>243,006</b>	<b>11,819</b>	<b>4,179</b>	<b>250,646</b>

Net book value	As at 31 Dec 2017	As at 31 Dec 2016
Computer equipment	20,763	18,284
Furniture & fittings	9,448	9,760
Intangible assets	94	118
Leasehold improvements	1,395	1,516
Motor vehicle	594	848
Office furniture & equipment	0	0
Plant and equipment	0	72
<b>Total</b>	<b>32,294</b>	<b>30,598</b>

## 6. RELATED PARTY TRANSACTIONS

### Graeme Dingle Foundation Marlborough – common Board members for part of 2017

	2017	2016
Expenses reimbursed by Marlborough	129	0
Sale of goods and services to Marlborough	4,450	0
Donations and fundraising transferred to Marlborough	9,028	0
Expenses reimbursed to Marlborough	173	0
Government funding transferred to Marlborough	7,300	0
Sponsorship transferred to Marlborough	30,000	0

As at 31 December 2017 Graeme Dingle Foundation owed Graeme Dingle Foundation Marlborough a further \$57, being donations to be transferred.

### Graeme Dingle Endowment Trust (GDET) – common Board members

	2017	2016
Employee entitlements received from GDET	20,615	0
Grants received from GDET	200,000	0
Donations and grants transferred to GDET	14,747	0
Property expenses paid to GDET	2,157	2,384
Rent and rates paid to GDET	76,718	76,644
Travel and other expenses reimbursed by GDET	0	5,576

### Key management personnel

Members of the key management team comprise the senior leadership team. Their employee entitlements were:

	2017 # of personnel	2017 \$	2016 # of personnel	2016 \$
Key management	14	556,616	12	508,776

The entitlements above include one trustee who was acting CEO for a period from 2016 to 2017. The entitlements above include one staff member who is a close family member of a Trustee.

### Other related party consultancy

	2017 # of personnel	2017 \$	2016 # of personnel	2016 \$
Consultant – Trustee	1	40,800	0	0
Consultant – close family member of a Trustee	1	26,610	0	0

No remuneration was paid to Trustees in 2017 (2016 nil).

## 7. EMPLOYEE ENTITLEMENTS

Employee entitlements as at 31December2017 were holidays accrued of \$59,371 (2016 \$43,691).

## 8. GOVERNMENT INCOME AND TRANSFERS

Government income	2017	2016
Child Youth and Family		
Ministry for Vulnerable Children, Oranga Tamariki – Ministry of Social Development	2,119,664	2,121,651
Ministry of Education	375,000	300,000
<b>Total</b>	<b>\$2,494,664</b>	<b>\$2,421,651</b>

### Government income transferred to Community Partners

Ministry for Vulnerable Children, Oranga Tamariki – Ministry of Social Development	1,673,487	1,577,763
Ministry of Education	308,750	245,000
<b>Total</b>	<b>\$1,982,237</b>	<b>\$1,822,763</b>

### Balance retained to support programmes

<b>\$512,427</b>	<b>\$598,889</b>
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## 9. OTHER FUNDS HELD

Other funds are held for Community Partner and programme support.

## 10. CONTINGENT LIABILITIES

There were no contingent liabilities at 31 December 2017 (2016 nil).

## 11. CAPITAL AND LEASE COMMITMENTS

The Trust had no capital commitments as at 31 December 2017 (2016 nil).

## 12. SUBSEQUENT EVENTS

There have been no subsequent events since 31December2017 that would have a material impact on the financial statements.

## 13. FINANCIAL INSTRUMENTS

### Classification of financial instruments

The carrying amounts presented in the statement of financial position relate to the following categories of financial assets and liabilities.

	Held-to-maturity investments	Loans and receivables	Financial liabilities at amortised cost	Total
<b>2017</b>				
<b>Financial assets</b>				
Cash and cash equivalents		1,124,883		1,124,883
Trade debtors and other receivables		132,752		132,752
<b>Total</b>	<b>0</b>	<b>1,257,635</b>	<b>0</b>	<b>1,257,635</b>

### Financial liabilities

Trade creditors and other payables			814,703	814,703
<b>Total</b>	<b>0</b>	<b>0</b>	<b>814,703</b>	<b>814,703</b>

### 2016

<b>Financial assets</b>				
Cash and cash equivalents		659,332		659,332
Trade debtors and other receivables		163,282		163,282
Investments – term deposits	200,859			200,859
<b>Total</b>	<b>200,859</b>	<b>822,614</b>	<b>0</b>	<b>1,023,473</b>

### Financial liabilities

Trade creditors and other payables			647,235	647,235
<b>Total</b>	<b>0</b>	<b>0</b>	<b>647,235</b>	<b>647,235</b>



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**[dinglefoundation.org.nz](https://dinglefoundation.org.nz)**

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