




GRAEME DINGLE FOUNDATION

Transforming young lives forever
Oranga Taiohi, Oranga Ake

Annual Review

Te Ripoata o te tau
2018



The financial statements included in this review 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, Kiwi Tahī and MYND throughout Aotearoa.

It also provides support in operations, administration, programme development, fundraising, research and quality assurance to these entities.

Through these programmes our young people develop life skills, confidence and resilience to help them succeed in life.

We want every child to know: **What they have inside is greater than any obstacle.**

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** (ONZM, 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

We believe that every child should have the opportunity to thrive, belong and to be their best. Our programmes work at the very heart of change - helping children and young people develop the resilience, confidence and life skills they need to overcome challenges and face the future confidently.

This year the Foundation celebrated a landmark number with 250,000 children and young people having taken part in one of our programmes since inception. With reach now into 11 regions and over 40 different communities, the Foundation was delighted to launch Kiwi Can in both Rotorua and Pukekohe - where the indications are that the programme is already starting to make a difference already.

"At Kaitao the effect is visible; we are finding that the students do not like missing a Kiwi Can day. In addition, the Kiwi Can leaders are great role models and are welcome, positive assistants in general school culture." - Phil Palfrey, Principal, Kaitao Intermediate.

In 2018 the pilot of Kiwi Can Online got underway in the Waikato. Designed to be delivered remotely, this study will run for two years and if successful, will allow the Foundation to reach communities in remote locations. Significant development work was also carried out in partnership with Edge Lifeskills, on the youth development programme, Kiwi Tahī. This intensive transformational programme wraps around a small cohort of at-risk young people aged 8-12 and has now commenced in South Auckland where the team work with local police and the community.

The Foundation remains committed to making Aotearoa the best place in the world to be young through helping to tackle the negative statistics that continue to surround our children and young people. We do this through programmes that develop positive strategies. We are committed to the concept of strengthening wellbeing and mental fitness and see strong alignment between our work and the aim and goals of the Government in the area of the proposed Child & Youth Wellbeing Strategy.

In 2018 it was a major step forward for the Foundation becoming national charity partner of New Zealand Rugby through their commitment to developing mental fitness of young New

Zealanders. With the support of a powerful partner like NZ Rugby we believe we can make a far stronger impact in schools and communities by raising our national profile.

Our goal remains to run the suite of our programmes in areas of the greatest need, 'walking alongside' young people throughout their school life. Some exciting early research at Papakura, where we operate a model closest to this, has shown that those children who attend Kiwi Can are far more confident starting in our Stars programme at Papakura High School than children who have not attended Kiwi Can. The study also showed a clear impact on student behaviour and attitude to learning and positive interactions amongst those students. We evaluate the outcomes of our programmes using a robust and rigorous framework and remain committed to publishing research to contribute to the wider youth sector.

The Graeme Dingle Foundation has solid building blocks in place to go forward - strong programmes, research and evaluation, a newly rolled out quality assurance programme and committed people. We could not do this without the dedication and support of our Community Partners across the country and the help of incredibly generous sponsors and funders.



A handwritten signature in blue ink, appearing to read 'Brian Corban'.

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



Celebrating 250,000 Young People

In programmes since 1995*



Every \$1.00 = \$7.80

Every \$1.00 Invested in Graeme Dingle Foundation programmes equates to a \$7.80 return to New Zealand†



Cost Benefit

80% of the Graeme Dingle Foundation's national expenditure supports young people 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 2019.

‡ **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 goal 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 engaged and achieve. Peer Mentors develop confidence and 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.

Kiwi Tahī targets young people to stop them going down the same path as their older siblings or others in the same community.

Kiwi Tahī

8-12 years

Highlights of the Year

Mea Whakahirahira

2018 was a great year for the Graeme Dingle Foundation.
Here are some of the highlights.

NZR CHARITY OF CHOICE



HON PEENI HENARE AWARDED Q'WY STUTCHBURY WITH THE KIWI TAHI AWARD AT OUR NATIONAL EXCELLENCE AWARDS



HON TRACEY MARTIN ATTENDS A KIWI CAN CLASS AT POMARIA SCHOOL



POMARIA SCHOOL STUDENTS MEET THE BLACK FERNS



DROPPING MITRE 10'S THERESA HUMPREYS FROM THE AUCKLAND SKY TOWER AS PART OF OUR DROP YOUR BOSS FUNDRAISER



THE LAUNCH OF OTOROHANGA KIWI CAN ONLINE



Growing Great Local Communities

Hapai ana nga hapori

Our programmes are run in many regions across Aotearoa. We plan to build more depth and growth in these areas with more young people benefitting from our programmes.

Our Regions

- Whangaroa
- Auckland
- Waikato
- Coromandel
- Bay of Plenty
- Rotorua
- Hawkes Bay
- Porirua
- Marlborough
- Canterbury
- South Canterbury
- Southland



A Message from Our Founders

He mihi no nga kaiwhakauu

We are incredibly excited about the future prospects of the Foundation – especially around the growing engagement with Government that will help us reach our goal of making New Zealand the best country in the world for kids to grow up in.

This year is the 25th anniversary of the organisation and in that time, we have helped 250,000 children and young people build resilience, overcome obstacles and become their best selves.

We couldn't be more proud of the work our team has put in – both the staff at our national support office and the hard-working community partners up and down New Zealand.

We have always had the wellbeing of New Zealand's young people at heart, so we are very excited to see that our programme outcomes are strongly aligned with the Government's recent 'Child and Youth Wellbeing Strategy' - making New Zealand the best place in the world for children.

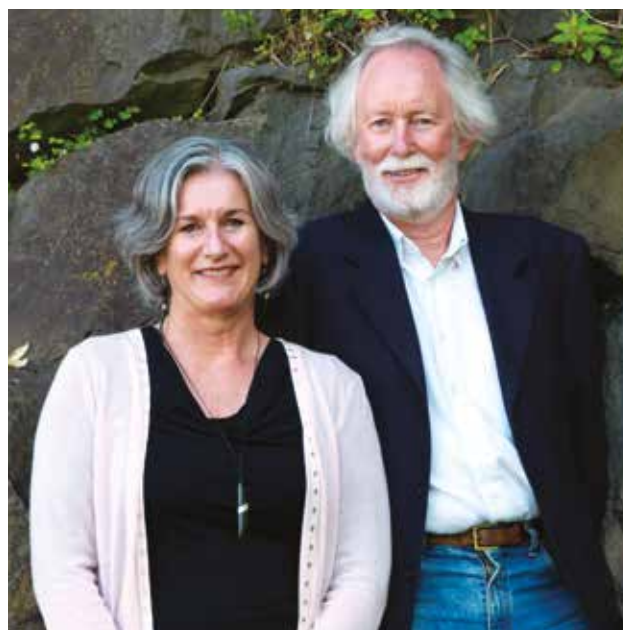
We have been working in the area of child wellbeing for 25 years and are enormously encouraged by this strategy.

We want to work shoulder to shoulder with Government, schools, business and communities to aim much, much higher; so that all children in this country are loved, nurtured and safe; have what they need; belong, contribute and are valued; are happy and healthy; learning and developing.

We want every child to know that what they have inside is greater than any obstacle they might face. 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.

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 invested, we see an average return of \$7.80¹ to the economy.

Our rebranding and partnership with New Zealand Rugby in particular have really helped to boost public awareness about what we do and why – and now we need your help to turn that awareness into funding that will enable us to achieve our collective goal of making this country the best place in the world for kids to grow up.

Sir Graeme Dingle, KNZM, MBS

Jo-anne Wilkinson, Lady Dingle, MNZM, LLB

1. Infometrics Report 2019



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

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

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'.



“Kiwi Can is a great place to think and learn. . . and learn about excellence, respect and whakaute. . . and honesty.”

Patira
Kiwi Can student



“I genuinely believe that I would not be the person I am today ... The Foundation and the Stars programme have had nothing but a positive impact on me...”

Fiona,
Stars 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 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 Coordinator, 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 support. 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 wellbeing 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 decile based norms.





“My schooling life has been an interesting journey, difficult at times, hard to see the point and disconnected with the system but at the same time, very rewarding. This is my second year in Career Navigator. I honestly continue to wow myself.”

Rea,
Career Navigator 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.

The programme also provides an effective platform for employers to offer mentoring and active learning opportunities.



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
- Help students with their subject choices and encourage them to make purposeful pathways towards their future careers
- Offers group/career coaching/mentoring with industry employees
- Trusted partnerships
- Goal setting (SMART)
- Tool kit to support the goal setting journey
- Relationship building.

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
- That 'Career Pathways Days' helped them to identify suitable career and subject choices, and 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.



**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 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 wellbeing 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.

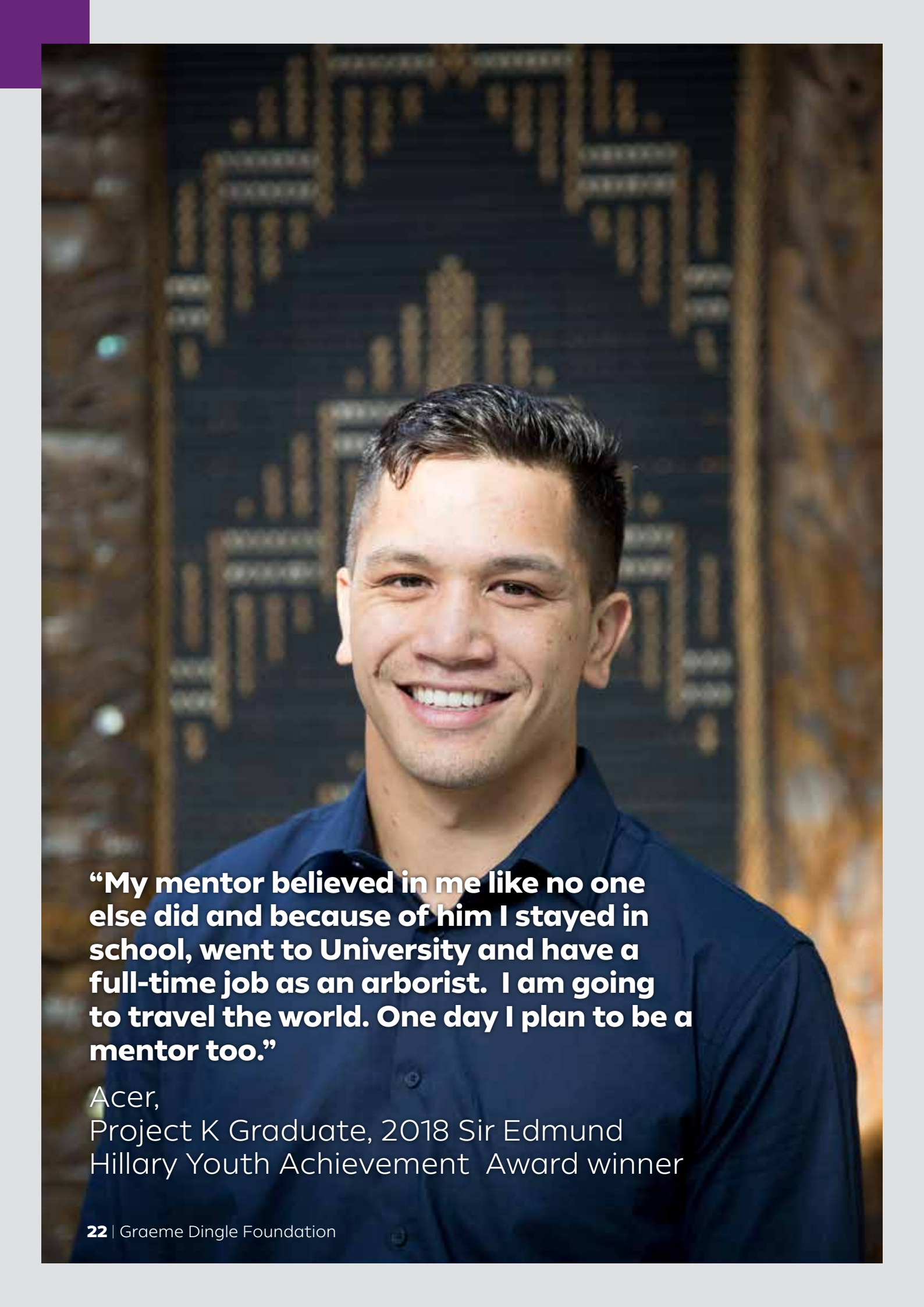
Project K mentoring follows the best practice guidelines outlined in the "Guide to Effective Practice in Youth Mentoring New Zealand", published by the New Zealand Youth Mentoring Network.

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.

A young man with short dark hair, wearing a dark blue button-down shirt, is smiling broadly. He is positioned in the center of the frame. The background is dark with intricate, repeating gold-colored patterns that resemble architectural or heraldic designs. The lighting is soft, highlighting his face.

“My mentor believed in me like no one else did and because of him I stayed in school, went to University and have a full-time job as an arborist. I am going to travel the world. One day I plan to be a mentor too.”

Acer,
Project K Graduate, 2018 Sir Edmund
Hillary Youth Achievement Award winner



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 wellbeing.

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.

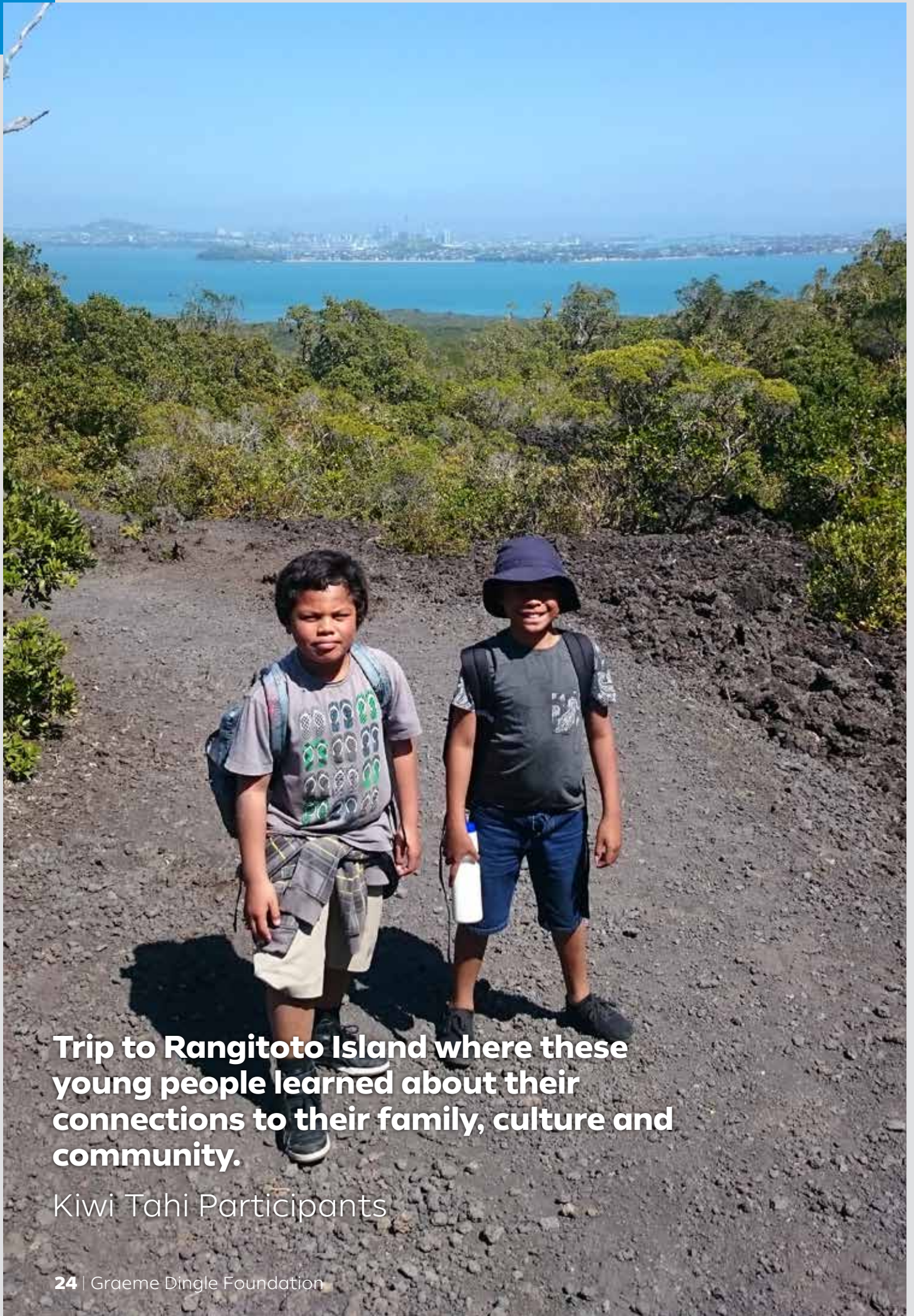
KIWI TAHI

The programme provides positive role models for participants and their parent/caregivers, supports healthy relationships, teaches life skills that build resilience, and provides access to community services and support.

The 26-week programme incorporates a mentoring and life skill programme, adventure activities and social work support aimed at reducing the likelihood of these children offending, aligning with the Ministry of Justice Youth Crime Action Plan aims of: turning around young lives at the earliest opportunity; stopping problems before they develop; and addressing the over-representation of Maori within the Youth Justice system.

The programme works with a small group of young boys from a specific community, each one is assessed on strengths and weaknesses, and recommendations are made as to their individual needs. The programme aligns with the key themes taught in Kiwi Can; respect, resilience, integrity and positive relationships and aims to reduce the likelihood of these children offending through increasing their resilience, wellbeing, pro-social behaviours, family cohesion and school engagement and participation.





Trip to Rangitoto Island where these young people learned about their connections to their family, culture and community.

Kiwi Tahī Participants

Our Research and Evaluation

Rangahau me te aromatawai

New Developments

In 2018, several stakeholder-driven theory of change workshops took place to examine assumptions about how our programmes produce positive youth outcomes and the conditions that influence programme success. As part of the Theory of Change process we are developing theory of change models depicting the Career Navigator, Kiwi Tahī and the MYND programme. By using the theory of change workshop process the models will incorporate the perspectives of those who have intimate knowledge of the programmes.

TURNING EVERY DAY PRACTICE INTO EVIDENCE

The 2018 Research Symposium had a new format and focus. The Graeme Dingle Foundation, The Centre for Community Research (University of Auckland) and Ara Taiohi partnered to deliver an event to support growth, build capacity and collaboration in the youth development sector. Bringing together people in the field of youth development for a collaborative dialogue around research and evaluation in practice, and how to evidence outcomes.

The morning consisted of short presentations with examples of evidence-based practice and evaluation experience with young people.

Following this an interactive afternoon discussion focussed on increasing the use and quality of evaluation evidence in the field of youth development, and provided an opportunity for several lively and engaging discussions.



An Innovative Exploration of Engagement

A Graeme Dingle Foundation and University of Auckland PhD project used unique and innovative methods to investigate the factors that influence youth participant engagement.

The researcher explored the complexity of youth engagement in the Outdoor Adventure component of Project K. The researcher lived alongside the participants for the full duration of two Project K's three-week Wilderness Adventure. Observational data were recorded as field notes detailing the experiences of 24 youth participants and their facilitators.

Through their observations, the researcher identified the factors that influenced the young person's engagement, such as the nature of the environment and activities, peer support and the skill of the facilitators, and the factors that influenced disengagement, such as too much or too little physical challenge, negative social influence and limited facilitator attunement.

The factors found to influence engagement and disengagement in this research advance the Positive Youth Development field by contributing to other research that has begun to uncover the process that leads to positive outcomes in outdoor adventure programmes.

According to Reed Larson (Professor, Human Development and Family Studies, University of Illinois) the final thesis produced "many important findings, for example, on the need to recognise engagement and disengagement as separate issues and on the hierarchy of engagement, that have an importance way beyond outdoor adventure programmes – to educational psychology more generally".

Dr Freya Burnette
University of Auckland

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 2018 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 2018;
- the statements of comprehensive revenue and expenses, 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.

Subject to certain restrictions, partners and employees of our firm may also deal with the group on normal terms within the ordinary course of trading activities of the business of the trust. These matters have not impaired our independence as auditor of the trust. The firm has no other relationship with, or interest in, the trust.

Other than in our capacity as auditor we have no relationship with, or interests 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.

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
11 June 2019



Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Note	2018	2017
REVENUE			
Revenue from non-exchange transactions			
Donations		434,885	274,882
Grants and fund raising income		1,042,719	1,078,163
Total revenue from non-exchange transactions		\$1,477,604	\$1,353,045
Revenue from exchange transactions			
Fundraising income		505,117	435,969
Government funding for programmes	8	2,500,971	2,494,664
Interest		10,797	12,851
Revenue from providing goods and services		31,681	17,472
Total revenue from exchange transactions		\$3,048,566	\$2,960,956
Total revenue		\$4,526,170	\$4,314,001
EXPENDITURE			
	4		
Administration support		522,689	499,330
Marketing, communications and fundraising		912,927	697,705
Operational and relationship support		415,287	394,823
Programme training and development		432,670	377,530
Research and evaluation		188,762	172,218
Programme funding – government grant	8	1,972,741	1,982,237
Programme funding – other grants		-	121,762
Total expenditure		\$4,445,076	\$4,245,605
Surplus/(deficit) for the year		\$81,094	\$68,396
Other comprehensive revenue and expense for the year		-	-
Total comprehensive revenue and expense for the year		\$81,094	\$68,396

Statement of Changes In Net Assets/Equity

For the year ended 31 December 2018

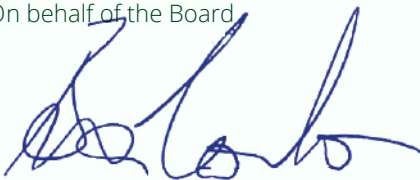
	Note	2018	2017
Opening balance 1 January		477,755	409,359
Operating surplus/(deficit)		81,094	68,396
Total recognised revenue and expenses for period		81,094	68,396
Total equity 31 December		\$558,849	\$477,755

Statement of Financial Position

As at 31 December 2018

	Note	2018	2017
CURRENT ASSETS			
Receivables from non-exchange transactions		197,047	27,361
Receivables from exchange transactions		20,000	104,230
Cash and cash equivalents		863,339	1,124,883
Interest receivable		944	1,161
Loans to Community Partner Trusts		81,160	-
Prepayments		2,597	2,529
Total current assets		1,165,087	1,260,164
Non current assets			
Property, plant and equipment	5	40,830	32,294
Total non current assets		40,830	32,294
Total assets		\$1,205,917	\$1,292,458
CURRENT LIABILITIES			
Accounts payable		40,288	55,858
Sundry accruals		115,484	117,745
Employee entitlements	7	56,136	59,371
Income received in advance		6,272	91,350
GST		40,266	16,735
Loan from GDET		81,160	-
Other funds held	9	307,462	473,644
Total current liabilities		647,068	814,703
Total liabilities		\$647,068	\$814,703
Net assets		\$558,849	\$477,755
EQUITY			
Retained earnings		558,849	477,755
Total equity		\$558,849	\$477,755

On behalf of the Board



Board Chair

Trustee

11/06/19

Date



Audit, Finance and Risk Committee Chair

Trustee

11 June 2019

Date

Statement of Cash Flows

For the year ended 31 December 2018

	Note	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES			
Cash was received from			
Grants, fundraising and other activities		1,868,954	1,851,750
Government contracts		2,500,971	2,494,664
Interest received		11,014	13,178
Total cash received		4,380,939	4,359,592
Cash was distributed to			
Payments to suppliers		(3,084,496)	(2,680,195)
Payments to employees		(1,538,397)	(1,401,189)
Total cash distributed		(4,622,893)	(4,081,384)
Total cash flows from operating activities		\$(241,954)	\$278,208
CASH FLOWS FROM INVESTING ACTIVITIES			
Payment for property, plant and equipment		(19,590)	(13,516)
Other cash items from investing activities		(81,160)	-
Sale/purchase of investments		-	200,859
Cash flows from investing activities		\$(100,750)	\$187,343
CASH FLOWS FROM FINANCING ACTIVITIES			
Other cash items from financing activities		81,160	-
Cash flows from financing activities		\$81,160	-
Net cash flows		\$(261,544)	\$465,551
CASH BALANCES			
Cash and cash equivalents at beginning of period		1,124,883	659,332
Cash and cash equivalents at end of period		863,339	1,124,883
Net change in cash for period		\$(261,544)	\$465,551

Notes to the Financial Statements

For the year ended 31 December 2018

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, Kiwi Tahī and Career Navigator. The trust acts as a National Support Office to the other organisations that run its programmes.

The financial statements of the trust are for the 12 month period ended 31 December 2018. 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 2017 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:

	2018	2017
Audit fees	9,650	8,442
Depreciation	11,055	11,819
Employee benefits	1,535,162	1,416,869
Rent	73,500	73,500

5. PROPERTY, PLANT AND EQUIPMENT

Cost	2018 opening balance	Additions	Disposals	2018 closing balance
Computer equipment	196,520	18,902	1,458	213,964
Furniture and fittings	20,754	689		21,443
Intangible assets	1,800			1,800
Leasehold improvements	4,029			4,029
Motor vehicle	7,391			7,391
Office furniture and equipment	39,156			39,156
Plant and equipment	13,290			13,290
Total cost	282,940	19,591	1,458	301,073

5. PROPERTY, PLANT AND EQUIPMENT

Accumulated depreciation

	2018 opening balance	Depreciation for year	Adjustments for disposals	2018 closing balance
Computer equipment	175,757	10,365	1,458	184,664
Furniture and fittings	11,306	381		11,687
Intangible assets	1,706	19		1,725
Leasehold improvements	2,634	112		2,746
Motor vehicle	6,797	178		6,975
Office furniture and equipment	39,156			39,156
Plant and equipment	13,290			13,290
Total accumulated depreciation	250,646	11,055	1,458	260,243

Net book value

	As at 31 Dec 2018	As at 31 Dec 2017
Computer equipment	29,300	20,763
Furniture and fittings	9,756	9,448
Intangible assets	75	94
Leasehold improvements	1,283	1,395
Motor vehicle	416	594
Office furniture and equipment	0	0
Plant and equipment	0	0
Total	40,830	32,294

6. RELATED PARTY TRANSACTIONS

Graeme Dingle Endowment Trust (GDET) – common Board members

	2018	2017
Grants received from GDET	200,000	200,000
Loans received from GDET	81,160	0
Property expenses reimbursed by GDET	423	0
Donations and grants transferred to GDET	5,000	14,747
Property expenses paid to GDET	1,920	2,157
Rent and rates paid to GDET	76,595	76,718
Employee entitlements received from GDET	0	20,615

Key management personnel

Members of the key management team comprise the senior leadership team, and include some part-time team members. Their employee entitlements were:

	2018 # of personnel	2018 \$	2017 # of personnel	2017 \$
Key management	6	653,472	7	556,616

The entitlements above include one staff member who is a close family member of a Trustee.

The entitlements above for 2017 include one Trustee who was acting CEO for a period in 2017 .

Other related party consultancy

	2018 # of personnel	2018 \$	2017 # of personnel	2017 \$
Consultant – Trustee	1	38,319	1	40,800
Consultant – close family member of a Trustee	1	28,200	1	26,610

No remuneration was paid to Trustees in 2018 (2017 nil).

7. EMPLOYEE ENTITLEMENTS

Employee entitlements as at 31 December 2018 were holidays accrued of \$56,136 (2017 \$59,371).

8. GOVERNMENT INCOME AND TRANSFERS

Government income

	2018	2017
Ministry of Education	300,000	375,000
Oranga Tamariki – Ministry of Social Development	2,200,971	2,119,664

\$2,500,971 **\$2,494,664**

Government income transferred to Community Partners

Ministry of Education	245,000	308,750
Oranga Tamariki – Ministry of Social Development	1,727,741	1,673,487

\$1,972,741 **\$1,982,237**

Balance retained to support programmes

\$528,230 **\$512,427**

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 2018 (2017 nil).

11. CAPITAL AND LEASE COMMITMENTS

The Trust had no capital commitments as at 31 December 2018 (2017 nil).

12. SUBSEQUENT EVENTS

There have been no subsequent events since 31 December 2018 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.

	Loans and receivables	Financial liabilities at amortised cost	Total
2018			
Financial assets			
Cash and cash equivalents	863,339		863,339
Trade debtors and other receivables	217,991		217,991
Loans to Community Partner trusts	81,160		81,160
Total	1,162,490	0	1,162,490
Financial liabilities			
Trade creditors and other payables		565,908	565,908
Loan from Graeme Dingle Foundation Endowment		81,160	81,160
Total	0	647,068	647,068
2017			
Financial assets			
Cash and cash equivalents	1,124,883		1,124,883
Trade debtors and other receivables	132,752		132,752
Total	1,257,635	0	1,257,635
Financial liabilities			
Trade creditors and other payables		814,703	814,703
Total	0	814,703	814,703

Thank you to our 2018 Sponsors

Nga mihi maioha ki nga kaitautoko o 2018

National Sponsors

\$20,000 and above

Adecco
 Andrew Barnes and Charlotte Lockhart
 Anna Bidwell
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K

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Rothbury

SANFORD

Sanitarium
 health & wellbeing

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Thank you to our 2018 Sponsors

Nga mihi maioha ki nga kaitautoko o 2018

Regional Sponsors

Air Rescue Services	Hawkes Bay Foundation	Star and Garter
Alpine Energy Limited	Holcim Foundation	SteamCleanz
Altrusa Club of Timaru	Hortus	SWE
Ashburton District Council	Hutt Mana Charitable Trust	TCDC Coromandel/Colville Community Board
BB Signs	iGenerate	TG Macarthy Trust
Blenhiem Toyota	Infinity Foundation	The Blue Door
Blogg Trust	John Ilott Charitable Trust	Timaru Lions Club
BP Computers	Jones Foundation	Trust Aoraki
Canterbury Youth Services	Kerridge & Partners	Trust House Foundation
Christchurch Casinos Charitable Trust	Kiwisport	Vavasour
Christchurch City Council	Lotteries Community	Von Burns Charitable Trust
Churchill Private Hospital	Mackenzie Charitable Foundation	W & M Bear Trust
Cloudy Bay Clams	Marine Farming Association	Waimate District Council
COGS	Marlborough District Council	William Toomey Charitable Trust
Colville School	Maurice Carter Trust	Wineworks
Colville Social Service Collective Charitable Trust (CSSC)	New World	Youthtown
Community Trust of Mid & South Canterbury	New World Timaru	Z Good in the Hood
Coromandel Area School	New Zealand King Salmon	
DV Bryant Trust	Northland Foundation	
E.B. Milton Trust	NZ Charitable Foundation (Perpetual Guardian)	
ECCT	Pelorus Trust	
Eckford Engineering	Philipp Family Foundation	
Employment Support Marlborough Trust	Porirua Community Trust	
Farina Thompson Charitable Trust	Rata Foundation	
First Light Community Foundation	Redwood Trust	
Four Winds Foundation	Robinson Construction	
Frimley Foundation	Rotary Club of Ashburton Plains	
Gwen Malden	SBS Bank	
Harcourts	Sky City Hamilton Community Trust	
	Smart Alliances	
	Springlands Lifestyle Village	

TRUST & FOUNDATION GRANTS



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