



# GRAEME DINGLE FOUNDATION

Empowering kids to overcome life's obstacles  
Whakamanawatia ngā tamariki kia eke panuku

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## Annual Review

Te Ripoata o te tau  
2019

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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 and training, fundraising, marketing and brand champion, 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 (Retired Dec 2019)  
(CNZM, QSO, MA Hons, LLB Dist. FIOD FNZIM)
- **Grant Hope** Chair (From Dec 2019)  
(BCom, CA, MIOD, INFNZ (Cert).
- **Jo-anne Wilkinson**  
Lady Dingle, Deputy Chair (MNZM, LLB)
- **Lindsay Corban** (ONZM, MA Hons, FIOD)
- **Ainsleigh Cribb-Su'a** (DCLinPsy, BSc Hons)
- **Kevin Malloy** (Dip Advertising & Marketing)
- **Peter Kerridge** (MA Hons)



A photograph of three children in an art studio, wearing paint-splattered aprons and showing their painted hands (blue and red) to the camera. The word 'Contents' is written vertically in white over the image.

# Contents

Chairman's Report	4
How We Help Young People Overcome Obstacles	6
Highlights of the Year	8
Growing Great Local Communities	9
Celebrating 25 Years - Project K	10
A Message from Our Founders	13
Kiwi Can	15
Stars	19
Career Navigator	22
Project K	24
MYND	27
Kiwi Tahi	29
Our Research and Evaluation	31
Thank You to our 2019 Sponsors	40
<b>FINANCIAL REVIEW</b>	
Auditor's Report	32
Statement of Comprehensive Revenue and Expense	33
Statement of Changes in Net Assets/Equity	33
Statement of Financial Position	34
Statement of Cash Flows	35
Notes to the Financial Statements	36

# 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.

After many years of valued service to the Graeme Dingle Foundation, we said farewell the Board Chair Brian Corban at the end of 2019. Brian's strong leadership, governance and contribution to the Foundation has been enormous, and he has left the organisation in a strong position to deliver the Board's strategic objectives - and to meet the opportunities and the diverse challenges that lie ahead.

As newly-appointed Board Chair, I know the Graeme Dingle Foundation well. I have served on the Board for 4 years, including leading the Audit and Finance Risk Committee and have served on the Endowment Trust for over 6 years. I am committed to working with Jenny Stiles, the CEO, and the wider organisation to ensure we continue to help tamariki and rangatahi overcome life's obstacles and succeed - all the more critical given the challenging times we currently face.

The Foundation ended the 2019 year on a strong note, with 275,000 young people having been through our programmes since its inception in 1995.

As national charity partner of New Zealand Rugby, we took advantage of this wonderful relationship to develop and run a campaign that raised awareness of what we do and why it matters. The launch of 'Overcoming Obstacles' featured our own tamariki from the Far North and Auckland alongside some of New Zealand's finest rugby players from the All Blacks and the Black Ferns. The campaign demonstrated how our programmes help to build resilience and teach our students the skills they need to overcome any obstacle.

In 2019, Infometrics generously gave their time to update an earlier report quantifying the contribution that the Foundation makes to the economy. Their findings reinforced the progress of our achievements, advising that with every \$1.00 invested in our programmes an impressive \$7.80 is returned to the New Zealand economy.

So much of what the Foundation is able to achieve is thanks to our people and their contributions to society that go above and beyond. 2019 saw two of our whanau celebrated as local heroes in the

'New Zealander of the Year Awards'. Tony Yurelich, a programme co-ordinator and mentor of Project K students, and Jessica Collins, an outstanding young Project K graduate, were both recognised in these awards. Jessica went on to receive the Prime Minister's Exemplar Award for 2019, which was an outstanding achievement. Both are testament to the commitment of the people behind the Foundation and the work that we do.

We made a strong start to 2020, but this was quickly dampened by Covid-19. A collective and committed team worked hard to introduce innovative and interesting ways of reaching out to our students through the lock-down period. Programmes were made available online and many regions featured local leaders reaching out to their communities via YouTube.

As Chair of the Board, I couldn't be prouder. Our people at the national support office together with our community partners were simply inspirational throughout the crisis, and showed real resilience. It was a substantial team effort to bring together resources and content to keep the Foundation's momentum going.

As we venture into unknown territories as the result of a global pandemic, we realise that now more than ever, our programmes are needed to guide New Zealand's young people into a new tomorrow. We thank all of the partners, sponsors and funders who are standing by us through this very difficult time. It is hugely appreciated.

Today, more than any time in history, we need to give our young people hope for the future and guide them on a positive path forward. We remain resolute in providing our children and young people with the tools they need to conquer life's obstacles and succeed.



**Grant Hope**  
Chairman - Graeme Dingle Foundation





## Celebrating 275,000 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.

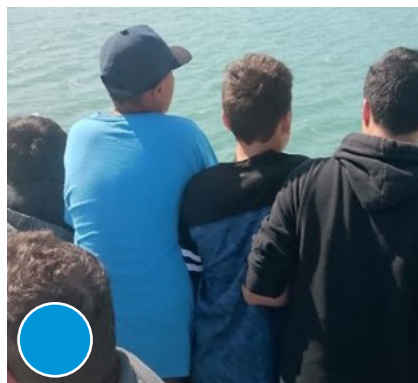
‡ **Estimated national average** – Actual programme expenses have been used for the National Support Office and for many of our Community Partner trusts, representing the largest combined costs in terms of total expenses. For the balance, typically being the smaller Community Partner trusts, a conservative 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 help young people overcome obstacles

Oranga Taiohi, Oranga ake. Me pehea?

The Graeme Dingle Foundations runs school-based programmes helping young people build resilience, self-belief and life skills, empowering them to succeed and overcome life's obstacles.

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 TAHI				





### **KIWI CAN**

5-12 years

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

Age and 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.. Peer Mentors develop confidence and lifelong leadership skills. Young people stay engaged and achieve.



### **CAREER NAVIGATOR**

15-18 years

Assists students to become work ready and have a purposeful pathway when they leave school. Also involves industry mentors who walk alongside students to support them to seek employment and training opportunities.



### **PROJECT K**

14-15 years

Targeted at those with low self efficacy. 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 Tahi**

8-12 years

Kiwi Tahi is an early intervention programme which aims to reduce the number of young people engaged in anti-social behaviour and/or the youth justice system.



# Highlights of the Year

## Mea Whakahirahira

2019 was a great year for the Graeme Dingle Foundation.  
Here are some of the highlights.

### AN EVENING WITH THE FINANCE MINISTER

Finance Minister Grant Robertson was guest speaker at a dinner for some of New Zealand's high profile business leaders raising nearly \$40k for young people in Foundation programmes.



### EXCELLENCE AWARDS 2019

A group of exceptional young Kiwis, mentors, volunteers and leaders were celebrated for their resilience, self-belief and contribution to society at the annual Graeme Dingle Foundation 2019 Excellence Awards.



### DROP YOUR BOSS 2019

Fourteen fearless leaders took the plunge in the annual fundraiser 'Drop Your Boss' asking business leaders to face their own biggest fears, to help bring home the challenges facing our youth population."



### OVERCOMING OBSTACLES

In January we created a simple little piece of creative - 'Overcoming the Obstacle' with the help of our tamariki from Northland and Auckland and with NZ Rugby players including All Blacks and Black Ferns.



### OUR STORIES

2019 saw the launch of 'Our Stories' campaign highlighting the achievements of our amazing tamariki, rangatahi, staff and volunteers.



### NATIONAL TRAINING

Every year Kiwi Can Coordinators and Leaders gather for a training camp ensuring our team is up to date with current best practice in youth facilitation skills and quality.





# 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
- Western Bay of Plenty
- Rotorua
- Hawke's Bay
- Porirua
- Marlborough
- Canterbury
- South Canterbury
- Wakatipu
- Southland



# Celebrating 25 years - Project K

## Rua tekau mā rima tau o Project K

2020 marks 25 years since the journey of the Graeme Dingle Foundation started with Project K. The programme was launched on Maungakiekie, One Tree Hill in Auckland on a warm day in December 1994, and has since then transformed the lives of close to 300,000 young people.

Comprising a wilderness adventure, community challenge and individual mentoring, Project K focuses on building confidence, teaching life skills and self-reliance, promoting good health and relationships, and encouraging a positive attitude. Project K arms rangatahi with a belief in their own ability to complete difficult tasks and achieve goals, and to help them find purpose and direction in life.

Here are just some of the success stories of those who did.

### **Amie Marchant: Graduated Project K 2016**

"One of the biggest issues for me was my confidence. Thanks to Project K, I have so much more confidence in my abilities to interact with new people and to ask for help when needed.

"I've come to realise just how many opportunities are out there for me, and have more self-assurance about where I'm heading in life. Project K gave me the opportunity to speak to an unfamiliar adult (my mentor) which was so reassuring."

**"During the programme I had so many doubts, however looking back on the person I was then compared to who I am now, I fully appreciate just how much of a positive impact Project K has had on me. I feel I have become a much brighter, better version of myself and I just wish that everyone got to experience what I did."**



### **Rhiannon Bonner: Graduated Project K 2017**

"I gained a lot from Project K. I made a lot of new friends and was pushed to my limits during the wilderness adventure – that really helped me realise just how motivated I can be and what I am capable of. I learned to appreciate the perspectives of different people and became more open to befriending people outside of my usual friend group."

### **Samarah Duncan: Graduated Project K 2011**

"Project K and the team that led it changed my life in the most positive way. The journey through Project K taught me to stand strong in the face of struggles and to always have an open mind and heart. Most of all, it showed me who I wanted to be in life.

Project K literally saved me. I can honestly say I may have gone down a bad path without it. When you're young, you think you're an adult, and you often don't realise the impact your choices will have over the course of your life."

### **Paris Te Oka: Graduated Project K 2014**

"Project K taught me to be more outspoken. Growing up, I always had people speak for me but now I am able to comfortably speak my mind without feeling like I need someone to hold my hand. I feel more independent as an individual these days, and like I can make my own choices and lead my own life without worrying about what others will think. I can trust I will always choose the right path even if things go wrong, I now understand that it's just life and I shouldn't beat myself over things so much!

There were so many positives for me: being able to lose weight (three weeks in the wilderness!) and getting recognition for my ability to help others. I think being classed as the unspoken leader was a highlight for me. I'd never been in a "superior" position before - I'd always felt below others' feet. To be a leader throughout Project K - having others follow my lead and listen to my suggestions - was so healing for me."

"Having a mentor in your life can be a bit strange, but over time you tend to open up until your mentor really becomes your friend. My mentor was one of the most influential people in my life. Watching her do her thing as an entrepreneur really inspired me to push towards bigger goals. I appreciated the long talks, ice cream walks, and opportunities that she gave me. I couldn't be more grateful to have made such a strong connection with someone like her."

#### **Cyndee Gowthorpe: Graduated Project K 2017**

"I was shy and not confident in myself when I started Project K, but as the programme went on, I gained a lot of self-confidence and found the ability to speak up for myself and others that needed a voice.

I became close with the others in my group and it made me realise that we all struggle with something and it's okay to speak about it. The programme really showed me that even though we are all very different, we all have something in common. That's how we built trust in each other.

**"Project K taught me valuable life lessons and helped me to help others. It really assists with making life choices and dealing with situations that we all have to go through. "For me personally, I learned that we are all strong people - we just need to believe in ourselves more."**

#### **Ashley Wilson: Graduated Project K 2014**

"The one thing that stands out as a benefit from Project K is the confidence it gave me. Combined with managing people, boosted confidence has allowed me to achieve seemingly impossible goals like my development as a referee. I use the confidence gained through Project K in every match, as well as people management skills.

At this point in my life, Project K is an experience like no other. I don't know of another programme that even remotely compares to Project K."



#### **Kayla Fox: Graduated Project K 2010**

"Project K made me realise just how lucky I was to have basic amenities such as clean running water, clean clothes, and a warm home – and also, how much other people could support me when I needed it. It taught me to not give up but to keep on trying. It gave me a different outlook on life. It helped me learn more about myself, and understand how fortunate I am to live in the world I do.

Project K taught me values and allowed me to define my own culture with beliefs that are strong and valuable to me. I now have the ability and the strength to pass these qualities down to my own children, things like a can-do attitude, respect, confidence and gratitude."

#### **Paul Theyers: Project K Mentor**

"I'd had a lot of support growing up so I needed to give something back. I was drawn to the opportunity to help young people who have amazing potential, but somehow get overlooked.

I mentored six boys for six years over the past 15 years or so, and most of what I did was active listening - chatting and hanging out. Providing them with the gift of time and attention that was all about them seemed precious.

Sometimes you don't know how much of a difference you are really making, but then I would get a phone call out of the blue to talk me through a situation. One young man used to say, "I ask myself, what would Paul advise me to do?"

For anyone thinking about becoming a mentor, I would say – do it! But be realistic in your expectations, and be ready to take some of your own advice. Kids are just looking for someone to listen to them: to empathise with their unique situation and have faith in them. To show them that there is another path, and that they are worth it.

My advice to young people is to surround yourself with people who inspire you and 'fill your bucket' - and never stop asking for help.





### Alan Palmer: Project K Mentor

"I have mentored two Project K students. We did lots of new things together: went to new places and discussed new ideas. I took them to the university where I work, and showed them what goal setting looks like. For them, Project K became a 'safe space' to just have a go, and



to try things out. I constantly encouraged them, and helped them understand and overcome their blind spots.

The impact of mentoring isn't always immediate but one boy just completed a lockdown Olympics challenge he'd set himself at home, and bought his Mum some

flowers – her appreciation made his day!

My words of advice for anyone considering being a mentor is to be patient, and to put yourself in their shoes. Spend time together doing things that give you a shared experience, and let the relationship develop slowly. Proactively support the goal setting process and help them to overcome barriers along the way. Be flexible and always do what you say you are going to do. Have fun together!

**Being a mentor gives you the rare opportunity to make a difference in the life of a young person and to see the world through another lens.**

For me, mentoring is not a neutral proposition. While I provide support with goal setting, I also recognise that who I am and what I bring to the relationship are pivotal in bringing about lasting change. More than anything, I need to walk the talk!"

### Dave Gillies: Project K Mentor

"The Graeme Dingle Foundation participated in our Z Energy "Good In The Hood" programme and I decided to become a mentor following that.

I have mentored three students over a five-year period, and the best thing was being able to open them up to new possibilities and different ways of thinking. Project K got them believing in themselves.

One of my mentees was able to rebuild his relationship with his mum and brothers. Another student accepted that his way of learning is simply different from that of his peers and not a disability as he'd previously viewed it. Everyone experiences

a different outcome from the programme.

To be an effective mentor, I think the most important thing is to be your best self. Be authentic. Show vulnerability. Put away your judgement. My last mentee taught me that treating him like part of the family was invaluable to building trust.



My advice to students who might be struggling is to find someone to talk to, and keep talking.

**Believe in yourself and be confident in making decisions even when things don't go as planned.**

And you know what? Celebrate failure, because it's all part of the process. You never learn anything from getting everything right."

### Alex Cording: Project K Mentor

"I heard about the Graeme Dingle Foundation and Project K through a friend who was mentoring at the time. I asked how to get involved!

I have been mentoring for two full years now, but have actually had four students because both of my initial mentees ended up moving overseas. Having had more mentees than the norm has actually worked well for me because it means that I have gotten to know more young people and hopefully impacted them in some positive way.

For me, the main thing is to be a source of encouragement as well as a sounding board. Communication is key and I have always tried to make sure they know they can come to me with anything they need to talk about. I also try to push the idea that the sky's the limit in terms of what they can achieve in their life.

Mentoring is one of the most rewarding things you can do, and often inspires you to think about the things you are grateful for in your own life. If you are fully committed, both you and your mentee will get the very most out of the programme.

My advice to students is simple: anything is possible. You are not bound by your past or your family - you are your own person and can set a new precedent. Back yourself and visualise the life you want – things will work out in the end!"

# A Message from our Founders

He mihi no nga kaiwhakauu

With a challenging start to 2020 behind us, we believe - now more than ever - that collaboration is vital to helping us reach our goal of making New Zealand the best place in the world for kids to grow up.

We are working even more closely with our valued partners to deliver the very best future for our tamariki and rangitahi.

How many of us ever imagined a start to a year like this one? Of all of the issues and obstacles that we and our children face every day in this country, Covid-19 was never supposed to be one of them.

New Zealanders have pulled together remarkably to deal with what is an unprecedented situation and we have successfully ushered in an era of 'new normal'. But the challenges our Foundation is focused on remain the same – we are firmly committed to making New Zealand the very best place in the world for kids to grow up.

2020 marks the 25th anniversary of the organisation and in that time, we have helped more than 275,000 children and young people build resilience, overcome obstacles and become their best selves. We have come so far, yet there is still so much ground to be covered.

The journey started with Project K – our flagship programme that was built on the foundations of community consultation and conversations with schools as we worked our way up the country in a bid to better understand the needs of the nation. Younger and fitter then, we walked, hiked, cycled and kayaked our way from Nelson to Auckland, talking with iwi and councils, teachers and students, in a quest to better define the problem we knew urgently needed solving.

We launched the Project K concept near the top of Maungakiekie, One Tree Hill in Auckland at the end of 1994, surrounded by our friends, family and supporters. We were in very good company. The beloved Sir Ed Hillary was with us, and Sir Paul Reeves. Sir John Graham, Dame Fran Wilde, Dame Cath Tizard and Sir Bob Harvey pledged their support, with journalists Pat Booth and Murray Deaker taking our story to the nation. We turned the first sod that day, and 25 years later, the lives of many thousands of Kiwi kids have been touched by what we do. What a privilege to bear witness to the blooming of all that potential.

Project K epitomises the essence of our work and this year, we celebrate its success stories. We celebrate our mentees and our mentors, and still marvel at the utter empowerment and transformation of the Year 10 students who take on the programme.



And while we take a moment to reflect on our progress, we never take our eye off 'what next'. As the nation settles back into some kind of normality, we are placing increased focus and resource on working with others to achieve our purpose – to ensure that every child in New Zealand has the opportunity to shine.

Collaboration holds the key. We firmly believe that multifarious organisations cannot work in isolation to achieve the well-being and successful future of an entire generation. We are working harder and more closely with community groups, business, Government and other effective not-for-profits to form a cohesive plan that will deliver optimal results for the collective future of our tamariki and rangitahi.

**Sir Graeme Dingle, KNZM, MBE**

**Jo-anne Wilkinson, Lady Dingle, MNZM, LLB**





**Project K Community Challenge  
Western Bay of Plenty  
September 2011.**

Samarah Duncan





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## Iti rearea, kahikatea tei tei, ka taea

Even the small rearea bird can ascend to the great heights of the Kahikatea tree

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### 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 supports the New Zealand Curriculum and its key competencies. Kiwi Can lessons have been shown to develop greater communication skills, the 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 and decreases 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 positive behaviour. It uses a multi-tiered and multiple systems approach that aligns with Lerner et al 5 C's model by supporting young people to develop:

- Character
- Caring and compassion
- Confidence
- Competence
- Connections

These lead to greater levels of life-long contribution to society.

## 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. The values also support the skills needed in young people for the future of work.

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'.





**“I love Kiwi Can, it helps me believe.”**

Kiwi Can student



A young woman with long dark hair, smiling, wearing a green school blazer over a white shirt and a green and yellow striped tie. She has several medals pinned to her left chest, including one that says 'Peer Mentor' and another that says 'ACADEMIC EXCELLENCE'. A yellow flower is pinned to her tie. The background is a blurred wooden wall.

**“Quality relationships contribute  
to happiness in school and it is  
important that school is a place  
that children and young people  
want to come to”**

Stars Student



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

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### 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. These together support 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 deliver a structured programme to the year 9's which 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, whilst 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 key competencies of the New Zealand Curriculum. Stars supports students with:

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 school staff supporting the programme and Peer Mentors (students) 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, school staff and Peer Mentors)
- The Stars programme is supported by 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.

## OUR EVIDENCE 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.







**“With the help of my Career Navigator mentor and the staff at Fraser High School, my eyes have been opened to bigger things in life, and I have gained so much.”**

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 designed to provide young people with the work ready skills and confidence they need to transition successfully from school into higher education and/or employment.

Schools are supported to help students:

- Understand the importance of their schoolwork to their future lives
- Have confidence in their career choices
- Develop work readiness skills
- Develop positive attitudes toward work and job seeking

Career Navigator has three components:

- Career Navigator mentoring
- Work ready experiential workshops
- Career Pathway events

## WHY CAREER NAVIGATOR?

Career Navigator was developed in response to requests from employers and schools.

- Schools identified that many New Zealand youth are leaving school too soon and without being ready for employment. This combination puts them at risk for adding to the already high youth unemployment statistics
- Employers often do not have the time and resources to devote to workplace learning for young people
- The loss of 'stepping-stone' jobs (e.g. milk runs, paper delivery) means young people have fewer opportunities for work experiences prior to exiting school and may therefore lack opportunities to interact with potential employers

In response Career Navigator was developed to support secondary students to become career ready.

## CAREER NAVIGATOR 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:

- Develop soft skills applicable to the workplace and relevant for the future workplace
- Develop practical employment specific skills such as writing a CV and interview techniques
- Provide a knowledge of workplace expectations and how this is different from the school environment
- Develop a greater understanding of employment pathways
- Create networks and connections through exposure to employers in the community
- Increase career self-efficacy, motivation and a sense of hope for the future
- Provide employers with a more realistic and positive view of youth





## THE PROGRAMME

Three components are available across four different years (Year 10 - Year 13).

### Career Navigator Mentoring

Mentee's and their Career Navigator mentor meet at least once a month to set goals, support the mentees personal development and career decision making, and enhance any learnings from workshops and shared experiences.

#### Career Navigator mentoring includes:

- Having a Career Navigator Mentor
- Being involved in Work Ready Experiential Workshops
- Attending Work Site Visits
- Participating in Industry Presentations

### Work Ready Experiential Workshops

Workshops can be delivered to different year cohorts and supports students to obtain work ready skills valued by employers. Up to 21 workshops are available under the four categories of:

- Self-Awareness
- Opportunity Awareness
- Decision Making
- Transition Learning

### Career Pathway Events

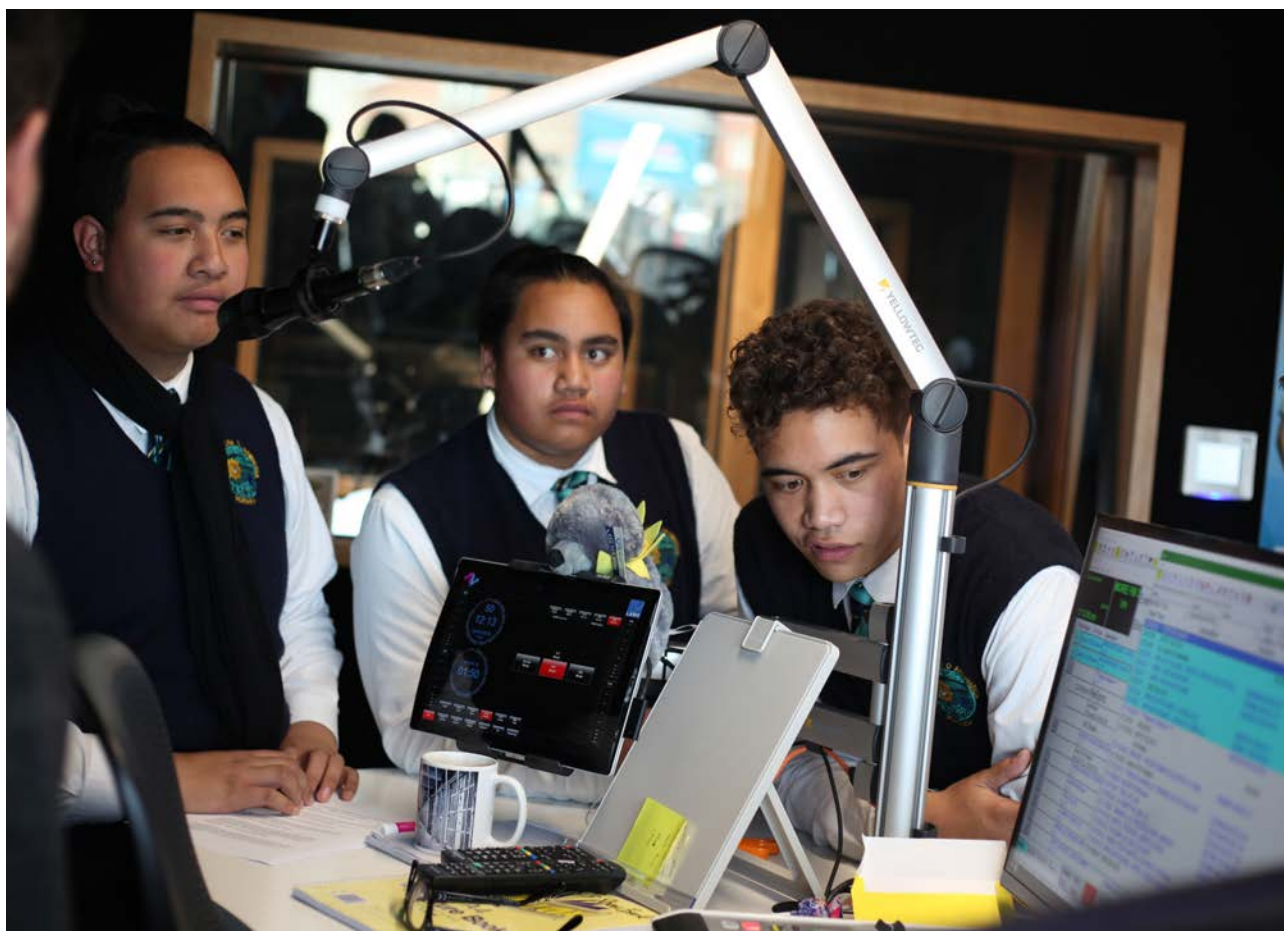
Career Pathway Day: Students are given a collective insight into possible career and employment opportunities. Workplaces from a variety of industries highlight their workplace/ industry for students to learn about and consider during an organised event.

Industry Presentations: Employers are invited to the school to talk to students about their work or industry.

## THE EVIDENCE

Our evaluation shows that:

- Students gain skills and confidence in their ability to make suitable career and subject choices
- Students have an awareness of what will be expected from them to be successful within the workplace
- Employers are given an opportunity to raise their profile and connect with future employees
- Students feel more confident about successfully completing job seeking tasks
- Increased levels of career self-efficacy that indicate an increase in their confidence to perform career related tasks







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

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### 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 in order to be able to overcome any obstacle.



## 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-efficacy.

### Stage 2 – Community Challenge

The Project K Community Challenge aims to transfer the skills students learnt 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 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 levels of academic, social and help-seeking self-efficacy



A portrait of a young man with short brown hair and blue eyes, wearing a dark blue school uniform with yellow pinstripes, a light blue shirt, and a dark tie. He is standing in front of a large, ornate wooden door with intricate carvings. The lighting is soft, highlighting his face.

**“Project K gave me more self confidence, respect for myself and others. My views on life have changed, my views of the future have changed and mostly everything has changed for the better. ”**

Project K student



## 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.







**Dontae Marino receiving his award at Excellence Awards 2019 from our Patron The Rt Honourable Dame Patsy Reddy, Governor General of New Zealand**

MYND Youth Achievement Award winner



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## **Ko te ahurei o te tamaitiarahia o tatou mahi** Let the uniqueness of the child guide our work

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### **OVERVIEW**

Kiwi Tahi is an early intervention programme for young people aged 8 – 12 years which aims to reduce the number of young people engaged in anti-social behaviour and/or the youth justice system. It 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 PROGRAMME**

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.







# Young Kiwis Ask For Social Media Safeguards

## Awareness & Usage



Overall, those aged 13 - 24 found Facebook, YouTube and Instagram the social media platforms with the highest levels of awareness.

**61%**

Tik-Tok

However, those aged 16-18 are more likely to be aware of Snapchat and TikTok.

**94%**

Snapchat

**33%**

regularly worry about the amount of time they spend on social media.

“Every week 3.7 million New Zealanders access the Internet and 2.5 million interact on social media at least once a week, mostly through smart phones.”

- Social Media Study 2019

## Health & Well-being

**Nearly 30% regularly viewed online posts that make them feel negatively about their body image, social situation or background.**

**40%**

regularly connected with a group that makes them feel positive about themselves.



The largest negative impacts are on sleep (addictive nature) and bullying (misconstrued messages).



**70%**

Agree that it's hard to tell when influencers are giving you their honest opinion, or are being paid to say or do something.

## Experiences & Seeking Help

**74%**

agree safe social media use should be taught in schools as part of the curriculum.

**56%**

agree with the introduction of a social media usage pop-up warning.



20% have never sought help from anyone for issues or concerns they might have had about something they've experienced on social media.

“One in five have seen or read something that made them concerned about someone's safety to the extent they tried to do something to help them.”

- Ian Mills, Nielson.

“The research clearly shows that young people are telling us that they recognise areas where they are at risk from social media and they believe safeguards are needed.”

- Julie Moore Research and Evaluation Manager, Graeme Dingle Foundation.

# Our Research and Evaluation

## Rangahau me te aromatawai

### Social Media Study

In 2019, a youth-based Social Media Study, conducted by Nielsen for the Graeme Dingle Foundation, revealed the dangers as well as the positives of young people's extensive use of social media and made key recommendations for how safeguards can be put in place.

The social media study followed similar research in the UK in 2017 by the Royal Society for Public Health (RSPH), funded by The Philipp Family Foundation (PFF), a UK charitable trust with an interest in addressing public health needs.

A total of 509 NZ youth (aged 13-24 years) were asked about the five most popular social media platforms (Facebook, Instagram, Snapchat, Twitter, and YouTube) and how each of these platforms impacted their health and wellbeing (both positively and negatively). The survey also asked about issues such as the frequency of negative and positive experiences while on social media, sexting and seeking help for issues or concerns.

The largest negative impacts are on sleep, (the addictive nature of social media can lead to day-to-day distractions and lack of sleep) and bullying (on social media it is easy to misconstrue messages or come across in the wrong way and things can quickly get out of hand).

The study also found that 83% of young kiwis have seen something on social media that made them worry about someone else's safety, and 72% have tried to do something to help.

Young people recognise the dangers of social media and are asking for safeguards to be put in place.

Ian Mills of Nielsen says a major finding from the survey is that young people themselves are calling for safeguards. "The research clearly shows that young people are telling us that they recognise areas where they are at risk from social media and they believe safeguards are needed."

Julie Moore, the Graeme Dingle Foundation's Research and Evaluation Manager, says the results

highlight the need for action to protect young people. "Social Media is a real double-edged sword. It has lots of positives that benefit but also has a dark side that can drag people down. There appears to be a key need for more support and education with regard to the safety of young people's mental health and confidence when it comes to social media experiences."



Facebook and YouTube have the highest levels of awareness and young people experience both positive (44%) and negative (38%) impacts on their mental health and wellbeing from social media.

The largest positive impacts were on community building, self-expression, and emotional support. Social media is used to stay connected, support friends' accomplishments, maintain relationships and co-ordinate meeting with others.

The Graeme Dingle Foundation hopes this study will open the door for discussions on what safeguards and support systems can be put in place for the future wellbeing of our youth.

For more information, please see the full report on our [website](https://www.dinglefoundation.org.nz), or please contact: [Julie.Moore@dinglefoundation.org.nz](mailto:Julie.Moore@dinglefoundation.org.nz)



# 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 33 to 39:

- i. present fairly in all material respects the trust's financial position as at 31 December 2019 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 2019;
- the statements of comprehensive revenue and expenses, changes in 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.

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

KPMG  
Auckland

16 June 2020



## Statement of Comprehensive Revenue and Expense

### For the year ended 31 December 2019

	Note	2019	2018
<b>REVENUE</b>			
Revenue from non-exchange transactions			
Donations		308,727	434,885
Grants and fundraising income		1,410,974	1,042,719
<b>Total revenue from non-exchange transactions</b>		<b>\$1,719,701</b>	<b>\$1,477,604</b>
Revenue from exchange transactions			
Fundraising income		482,184	505,117
Government funding for programmes	8	2,353,357	2,500,971
Interest		7,205	10,797
Revenue from providing goods and services		52,075	31,681
Other revenue		35	-
<b>Total revenue from exchange transactions</b>		<b>\$2,894,856</b>	<b>\$3,048,566</b>
<b>Total revenue</b>		<b>\$4,614,557</b>	<b>\$4,526,170</b>
<b>EXPENDITURE</b>	4		
Administration support		538,777	522,689
Marketing, communications and fundraising		1,149,689	912,927
Operational and relationship support		366,213	415,287
Programme training and development		497,436	432,670
Research and evaluation		248,713	188,762
Programme funding – government grant	8	1,862,358	1,972,741
<b>Total expenditure</b>		<b>\$4,663,186</b>	<b>\$4,445,076</b>
<b>Surplus/(deficit) for the year</b>		<b>\$(48,629)</b>	<b>\$81,094</b>
Other comprehensive revenue and expense for the year		-	-
<b>Total comprehensive revenue and expense for the year</b>		<b>\$(48,629)</b>	<b>\$81,094</b>

## Statement of Changes In Net Assets/Equity

### For the year ended 31 December 2019

	Note	2019	2018
Opening balance 1 January		558,849	477,755
Operating surplus/(deficit)		(48,629)	81,094
Total recognised revenue and expenses for period		(48,629)	81,094
<b>Total equity 31 December</b>		<b>\$510,220</b>	<b>\$558,849</b>



# Statement of Financial Position

## As at 31 December 2019

	Note	2019	2018
<b>CURRENT ASSETS</b>			
Receivables from non-exchange transactions		75,023	197,047
Receivables from exchange transactions		79,720	20,000
Cash and cash equivalents		1,100,377	863,339
Interest receivable		277	944
Loans to Community Partner Trusts		150,160	81,160
Prepayments		8,817	2,597
<b>Total current assets</b>		<b>\$1,414,374</b>	<b>\$1,165,087</b>
<b>Non current assets</b>			
Property, plant and equipment	5	43,417	40,830
<b>Total non current assets</b>		<b>43,417</b>	<b>40,830</b>
<b>Total assets</b>		<b>\$1,457,791</b>	<b>\$1,205,917</b>
<b>CURRENT LIABILITIES</b>			
Accounts payable		77,409	40,288
Sundry accruals		59,659	115,484
Employee entitlements	7	81,188	56,136
Income received in advance		59,500	6,272
GST		39,780	40,266
Loan from Graeme Dingle Endowment Trust	6	81,160	81,160
Other funds held	9	548,875	307,462
<b>Total current liabilities</b>		<b>947,571</b>	<b>647,068</b>
<b>Total liabilities</b>		<b>\$947,571</b>	<b>\$647,068</b>
<b>Net assets</b>		<b>510,220</b>	<b>\$558,849</b>
<b>EQUITY</b>			
Retained earnings		510,220	558,849
<b>Total equity</b>		<b>\$510,220</b>	<b>\$558,849</b>

On behalf of the Board



Board Chair

02/02/2020

Date



Trustee

02/02/2020

Date

# Statement of Cash Flows

## For the year ended 31 December 2019

	Note	2019	2018
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Cash was received from</b>			
Grants, fundraising and other activities		2,280,233	1,868,954
Government contracts		2,353,357	2,500,971
Interest received		7,872	11,014
<b>Total cash received</b>		<b>4,641,462</b>	<b>4,380,939</b>
<b>Cash was distributed to</b>			
Payments to suppliers		(2,575,461)	(3,084,496)
Payments to employees		(1,743,464)	(1,538,397)
<b>Total cash distributed</b>		<b>(4,318,925)</b>	<b>(4,622,893)</b>
<b>Total cash flows from operating activities</b>		<b>322,537</b>	<b>\$(241,954)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Receipts from the sale of property, plant and equipment		560	-
Payment for property, plant and equipment		(17,059)	(19,590)
Other cash items from investing activities		(69,000)	(81,160)
<b>Cash flows from investing activities</b>		<b>\$85,499</b>	<b>\$(100,750)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Other cash items from financing activities		-	81,160
<b>Cash flows from financing activities</b>		<b>-</b>	<b>\$81,160</b>
<b>Net cash flows</b>		<b>-</b>	<b>\$(261,544)</b>
<b>CASH BALANCES</b>			
Cash and cash equivalents at beginning of period		863,339	1,124,883
Cash and cash equivalents at end of period		1,100,377	863,339
<b>Net change in cash for period</b>		<b>\$237,038</b>	<b>\$(261,544)</b>



# Notes to the Financial Statements

## For the year ended 31 December 2019

### 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 2019. The financial statements were authorised for issue by the Trustees on the date recorded on page 34.

### 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 2018 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:

	2019	2018
	\$	\$
Audit fees	10,210	9,650
Depreciation	13,946	11,055
Employee benefits	1,768,516	1,535,162
Rent	73,500	73,500

## 5. PROPERTY, PLANT AND EQUIPMENT

Cost	2019 opening balance	Additions	Disposals	2019 closing balance
Computer equipment	213,964	17,058	560	230,462
Furniture and fittings	21,443			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
<b>Total cost</b>	<b>\$301,073</b>	<b>\$17,058</b>	<b>\$560</b>	<b>\$317,571</b>



## 5. PROPERTY, PLANT AND EQUIPMENT

### Accumulated depreciation

	2019 opening balance	Depreciation for year	Adjustments for disposals	2019 closing balance
Computer equipment	184,664	13,332	35	197,951
Furniture and fittings	11,687	381		12,068
Intangible assets	1,725	15		1,740
Leasehold improvements	2,746	103		2,849
Motor vehicle	6,975	125		7,100
Office furniture and equipment	39,156			39,156
Plant and equipment	13,290			13,290
<b>Total accumulated depreciation</b>	<b>\$260,243</b>	<b>\$13,946</b>	<b>\$35</b>	<b>\$274,154</b>

### Net book value

	As at 31 Dec 2019	As at 31 Dec 2018
Computer equipment	32,511	29,300
Furniture and fittings	9,375	9,756
Intangible assets	60	75
Leasehold improvements	1,180	1,283
Motor vehicle	291	416
Office furniture and equipment	0	0
Plant and equipment	0	0
<b>Total</b>	<b>\$43,417</b>	<b>\$40,830</b>

## 6. RELATED PARTY TRANSACTIONS

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

	2019 \$	2018 \$
Grants received from GDET	594,000	200,000
Property expenses reimbursed by GDET	124	423
Donations and fundraising transferred to GDET	5,000	5,000
Property expenses paid to GDET	2,060	1,920
Rent and rates paid to GDET	76,470	76,595
Loans received from GDET	0	81,160

As at 31 December 2019 a further \$1,373 of donation and fundraising income was held on behalf of GDET. The loan balance owing to GDET at year end was \$81,160 (2018 \$81,160).

### Graeme Dingle Endowment Trust (GDET) – common Board members for part of 2019

	2019 \$
Expenses reimbursed by Auckland	1,807
Goods and services charged to Auckland	6,078
Donations and fundraising transferred to Auckland	919,652
Expenses paid to Auckland	1,320
Government funding transferred to Auckland	270,934
Loans paid to Auckland	69,000

As at 31 December 2019 a further \$149,289 of donation and fundraising income and \$38,298 government funding was held on behalf of Auckland. The loan balance owed by Auckland at year end was \$90,160 (2018 \$21,160).

### 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:

	2019 # of personnel	2019 \$	2018 # of personnel	2018 \$
Key management	5	622,367	6	653,472

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

### Other related party consultancy

	2019 # of personnel	2019 \$	2018 # of personnel	2018 \$
Consultant – Trustee	1	78,500	1	38,319
Consultant – close family member of a Trustee	1	21,850	1	28,200

No remuneration was paid to Trustees in 2019 (2018 nil).

## 7. EMPLOYEE ENTITLEMENTS

Employee entitlements as at 31 December 2019 were holidays accrued of \$81,188 (2018 \$56,136).

## 8. GOVERNMENT INCOME AND TRANSFERS

### Government income

	2019 \$	2018 \$
Ministry of Education	300,000	300,000
Oranga Tamariki – Ministry of Social Development	2,053,357	2,200,971
<b>Total</b>	<b>\$2,353,357</b>	<b>\$2,500,971</b>

### Government income transferred to Community Partners

Ministry of Education	245,000	245,000
Oranga Tamariki – Ministry of Social Development	1,617,359	1,727,741
<b>Total</b>	<b>\$1,862,359</b>	<b>\$1,972,741</b>

### Balance retained to support programmes

<b>\$490,998</b>	<b>\$528,230</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 2019 (2018 nil).

## 11. CAPITAL AND LEASE COMMITMENTS

The Trust had no capital commitments as at 31 December 2019 (2018 nil).

## 12. 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
<b>2019</b>			
<b>Financial assets</b>			
Cash and cash equivalents	1,100,377		1,100,377
Trade debtors and other receivables	155,020		155,020
Loans to Community Partner trusts	150,160		150,160
<b>Total</b>	<b>\$1,405,557</b>	<b>0</b>	<b>\$1,405,557</b>
<b>Financial liabilities</b>			
Trade creditors and other payables		866,411	866,411
Loan from Graeme Dingle Foundation Endowment		81,160	81,160
<b>Total</b>		<b>\$947,571</b>	<b>\$947,571</b>
<b>2018</b>			
<b>Financial assets</b>			
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
<b>Total</b>	<b>\$1,162,490</b>	<b>0</b>	<b>\$1,162,490</b>
<b>Financial liabilities</b>			
Trade creditors and other payables		565,908	565,908
Loan from Graeme Dingle Foundation Endowment		81,160	81,160
<b>Total</b>	<b>0</b>	<b>\$647,068</b>	<b>\$647,068</b>

## 13. SUBSEQUENT EVENTS

The Coronavirus/Covid-19 outbreak, which has become a global pandemic subsequent to the 31 December reporting date, presents significant uncertainties for the Trust. There is uncertainty around the duration, scale and impact of the Coronavirus/Covid-19 outbreak. The Trust is taking various measures to mitigate the impact of Coronavirus/Covid-19 on its operations. The Board and management team continue to assess the potential impacts on the Trust, however given the continued uncertainties the financial impact cannot be determined at this stage.



# Thank you to our 2019 Sponsors

Nga mihi maioha ki nga kaitautoko o 2019

## National Sponsors

### \$20,000 and above

Andrew Barnes and Charlotte Lockhart  
Awhero Nui Trust  
Bidfood New Zealand  
Chapman Tripp  
Fletcher Living  
Foundation North  
Friedlander Foundation  
Fuji Xerox  
Gibbs Farm  
Graeme Dingle Endowment Trust  
Ivan and Nicole Seselj  
Jennifer Smith Family Trust  
JP Morgan Chase Foundation  
Kelliher Charitable Trust  
Kmart  
Levi and Kate Slavin  
Lion Australia  
Lion Foundation  
Lion New Zealand  
Mace Charitable Trust  
Maurice Paykel Charitable Trust  
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Ministry of Education  
Ministry of Social Development  
Ministry of Youth Development  
Moana Fisheries  
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Sanitarium  
SAP  
Skills4Work  
Southern Trust  
STRIDE  
Supre Foundation  
The Douglas Charitable Trust

The Trusts Community Foundation

Z Energy

### \$1,000 to \$19,999

AIG  
Anna Bidwill  
Audrey Messenger  
B & J Murray Charitable Trust  
BlueSky Community Trust  
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Deborah Cox  
Deloitte  
Dragon Community Trust  
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Ernst Young  
Grant Hope  
Grassroots Trust  
Greg and Janie Loveridge (Endowment)  
HH Berg estate  
Holdsworth Consulting  
Hudson New Zealand  
Jo-anne Wilkinson and Graeme Dingle (Endowment)  
Kerridge and Partners  
Lactic Turkey  
Marion Campbell  
Matariki Trust  
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Northcross Intermediate School  
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The Gap

THL

Trinity Foundation

Wilks Charitable Trust

Wiri Licensing Trust

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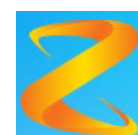
### KEY PARTNERS



Andrew Barnes  
& Charlotte  
Lockhart



Jennifer Smith  
Family Trust



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E M Pharazyn Trust

Employment Support  
Farina Thompson Trust  
F H Muter Trust  
Findex  
First NZ Capital  
Fonterra  
Foodstuffs Trust  
Foundation North  
Four Winds Foundation  
Friedlander Foundation  
Frimley Foundation  
Fuji Xerox  
Fusion Fertiliser  
Generation Homes  
Genesis  
George Sevicke-Jones Trust  
Goldman Sachs  
GrapeWorx  
Hamilton City Council  
Harcourts Foundation  
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### TRUST & FOUNDATION GRANTS



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JA Norman	Northland Foundation	Storage King
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John Ilott Charitable Trust	Oji	SWE
Joyce Fisher Charitable Trust	One Foundation	SWIFT
Kendons Chartered Accountants	Open Country Dairy	Tai Shan Foundation
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Kingdom Foundation	Pacific Steel Group	TECT
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Knights of the Southern Cross	Papamoa Rotary	The Blue Door
Kono	Pelorus Trust	The Gap
Len Reynolds Trust	Petone Working Mens Club	The Silver Lining Trust
Lifestyle Village	Phillip Verry Charitable Foundation	The Southern Trust
Lion Foundation	PMA Global	The Trusts Arena
Lion New Zealand	Porirua City Council	Tidd Foundation
Lowe Corp	Quota Rotorua	Tindall Foundation
Mackay Strathnaver Trust	Rātā Foundation	Trevelyan's Pack and Cool
Mackenzie Foundation	Redwood Trust	Trillian Trust
Maketu Rotary	Ricoh	Trust House Foundation
Mainland Foundation	Roadmaster MTE	Trust Waikato
Mana Community Grants Foundation	Robin & David Ballantyne	United Way New Zealand
Marine Farming Association	Robinson Construction	Vavasour Foundation
Marlborough District Council	Rotary Blenheim South	Waikato University
Marlborough Violence Intervention Project	Rotary Club of Rotorua Sunrise	Waimate District Council
Maurice Carter Trust	Rotary Tauranga Sunrise	WEL Energy Trust
MCL Construction Limited	Rotorua Energy Charitable Trust	Wellington Community Trust
Merchant 1948	Rowesdale Trust	Wellington Methodist Charitable and Educational Endowment Trust
MFA	Roy Owen Dixey Trust	Western Bay Energy for Education Trust
Michael Synnott Charitable Trust	Rural Communities Trust	WineWorks
Milford Assets	Safeway Self Storage	Winton and Margaret Bear Charitable Trust
Mitre 10 MEGA Hastings & Napier	Sanford	W N Pharazyn Trust
ML Progressive	SBS Bank	Yellow
Mt Wellington Foundation	Sharp Tudhope	Youthtown
New World Blenheim	Sky City Hamilton Community Trust	Z Good in the Hood
New Zealand King Salmon	Smart Alliances	
New Zealand Sugar	South Pacific Loans	
New Zealand Aluminium Smelters	South Waikato District Council	
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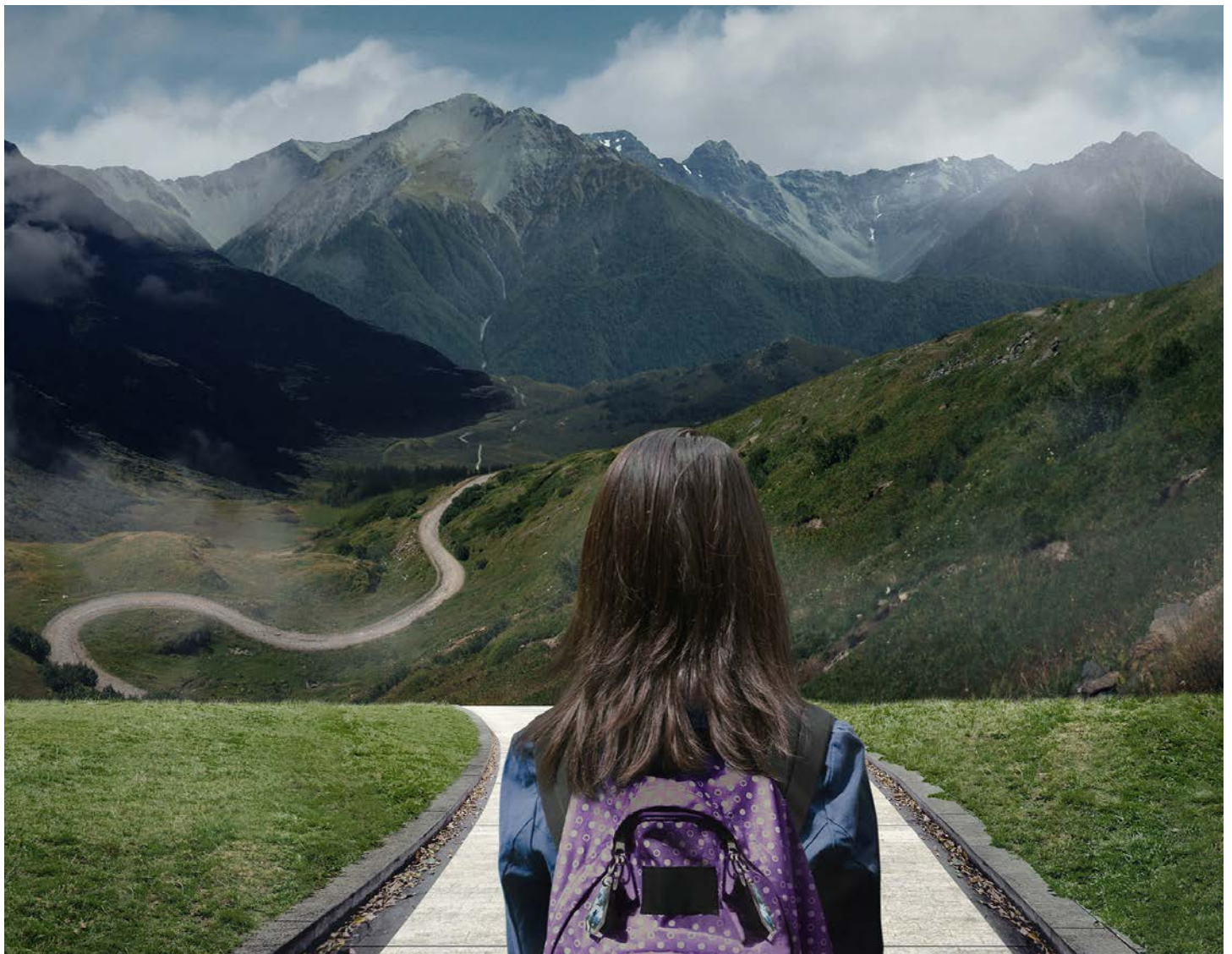


Find out more at [dinglefoundation.org.nz](http://dinglefoundation.org.nz)

  
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# GRAEME DINGLE FOUNDATION

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Whakamanawatia ngā tamariki kia eke panuku

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

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