




GRAEME DINGLE FOUNDATION

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

Annual Review

Te Ripōata o te tau
2020



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

- **Grant Hope** Chair
(BCom, CA, MIOD, INFINZ (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)



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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.

The Graeme Dingle Foundation ended 2020 on a strong note, innovating and adapting to deliver programmes to young people challenged by the impact of COVID-19. By the end of the year the Foundation had launched three new pilot programmes – Career Navigator Ngā Ara Whetū (Far North), Career Navigator Community (Marlborough) and Project K Community (Auckland). Along with many other businesses and charities, the Foundation was also challenged by the financial impact of the lockdowns but with the Government Wage Subsidy, supportive sponsors and staff who went above and beyond, the Foundation ended 2020 well.

COVID-19 was indeed an obstacle that we had to overcome, but having been successfully deemed an Essential Service at Level 4 by the Government, Graeme Dingle Foundation's driving priority was to ensure continued support for students throughout 2020. This was done through moving programmes online and staying in touch through YouTube, Google Classrooms and online chat groups. The Kiwi Can team also contributed to the Ministry of Education's Papa Kainga education TV, ensuring all tamariki at home could benefit from the socio-emotional support provided by Kiwi Can. Business people and mentors volunteered their time to contribute to Career Navigator through sharing their own stories with students, through video or streaming into their homes.

As national charity partner of New Zealand Rugby, together we launched 'Join Our Scrum' a campaign that encouraged unity. This also allowed a chance for players from New Zealand Rugby to sit down with our students and talk through their experience with Project K. The campaign demonstrated how Graeme Dingle Foundation programmes help young people thrive and develop confidence in who they are to make the most of their future.

In November, the Foundation hit a major milestone – 25 years. Over that time programmes have been delivered to over 300,000 young people from Te Hāpua School in Cape Reinga to Half Moon Bay School in Stewart Island. I would like to acknowledge

the enormous effort and dedication of co-founders, Sir Graeme Dingle and Jo-anne Wilkinson, Lady Dingle who started the journey and remain a constant source of inspiration and support to the Foundation today.

So much of what the Foundation achieves is down to people and their contributions to society that go above and beyond. The Foundation's team at National Support Office, together with Community Partners, mentors and sponsors showed real resilience throughout the crisis and led a substantial team effort to bring together resources and content to keep the Foundation's momentum going. It was a challenging time, but with the support and efforts of our tamariki, staff and supporters, on reflection, it was an equally rewarding time and showed what can be achieved.

Moving into 2021, the Foundation ventures into new experiences and challenges. Tamariki and rangatahi need support more than ever and it is the goal of the Foundation to help make Aotearoa the best place in the world to be young. 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

In loving memory of Brian Corban



It is with great sadness that the Graeme Dingle Foundation farewelled Brian Corban who passed away in May, 2021 after a short illness. Brian was Board Chairman of the Graeme Dingle Foundation Board from 1st January 2016 until 4th February 2020, he was also Chairman of the Graeme Dingle Foundation Endowment Trust.

Brian was deeply committed and contributed so much to this organisation for many years, always leading the national conference and Student Excellence Awards despite his very busy schedule. Brian did so much more behind the scenes, he had incredible mana in many communities and lent his standing in the community to our cause.

Brian fiercely believed that tamariki and rangatahi should all have an equal chance to succeed in life and we will continue his legacy in our mahi.



Delivering to 300,000 Young People

In programmes since 1995*



Every \$1.00 = \$7.80

Every \$1.00 Invested in Graeme Dingle Foundation programmes equates to an average of \$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 empower kids to overcome life's obstacles

* 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.

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

















- Far North
- Auckland
- Waikato
- Coromandel
- Western Bay of Plenty
- Rotorua
- Hawke's Bay
- Wellington
- Marlborough
- Canterbury
- Southland

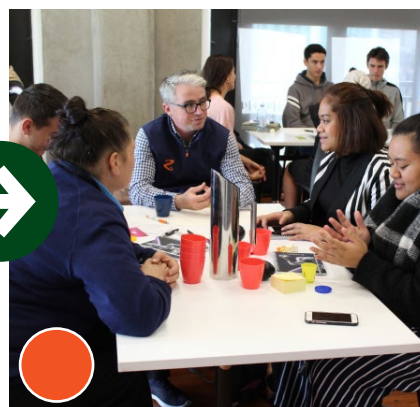


Empowering Kids To Overcome Life's Obstacles

Whakamanawatia ngā tamariki kia eke panuku

The Graeme Dingle Foundation 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				
KIWI TAHI				
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 and weekly group peer-mentoring. Creates sense of belonging and positive school community. Young people stay, engage 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

Project K is a programme designed for Year 10 students. It involves three parts (wilderness adventure, community challenge and an individual mentoring partnership with a trained mentor), and the programme focuses on building confidence, teaching life skills, promoting good health and encouraging a positive attitude.



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.



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.

Highlights of the Year

Mea Whakahahirahira

2020 was a great year for the Graeme Dingle Foundation.
Here are some of the highlights.

HOME LEARNING TV | PAPA KĀINGA TV

The Ministry of Education partnered with the Graeme Dingle Foundation and TVNZ to deliver entertaining, educational programming for our tamariki in response to COVID-19, emphasising learning can take place anywhere.



AFTER 4'S FOR TAMARIKI

Dr Ashley Bloomfield has regularly been on our screens for the COVID 1 o'clock stand ups. Dr. Ashley Bloomfield hosted an insightful webinar we were hosting for our supporters.



EXCELLENCE AWARDS 2020

We were fortunate to hold our annual Excellence Awards which were celebrated differently this year due to COVID-19 in the Victoria Picture Theatre and live streamed to those unable to attend. A very successful and celebratory event.



TAMARIKI TALKS

Due to the ongoing events from COVID-19, we wanted to make sure everyone had accessibility to Tamariki Talks no matter what level you are in. Tamariki Talks brings Kiwi Can to you!



JOIN OUR SCRUM

This year we launched our 'Join Our Scrum' campaign with New Zealand Rugby that encourages unity as together we're showing Kiwi kids that what they have inside is greater than any obstacle.



DROP YOUR BOSS 2020

Twenty-four fearless leaders including Kandoo took the plunge in the annual fundraiser 'Drop Your Boss' asking business leaders to face their own biggest fears. This was our best year to date raising over \$50,000.



A Message from our Founders

He mihi no nga kaiwhakauu

With a challenging 2020 behind us, we believe 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. Working more closely with our valued partners to deliver the very best future for our tamariki and rangatahi is even more important as we navigate through this ever changing world.

2020 gave us a year of challenges and obstacles like no other. COVID-19 was quickly at the fore front for us all, it is something we did not expect and will not forget.

As Founders, we are so proud of how the team united and worked during this time showing collaboration and quick thinking to allow our students to continue becoming the best version of themselves. Adapting our programmes to a digital platform showed innovation and allowed our students to feel connected when they were more isolated and alone than ever before.

In 1995, we started Project K with an aim to help transform and guide precious young lives towards a positive future. Celebrating 25 years of the Foundation, we have delivered a range of programmes to young people aged 5-18 reaching over 300,000 students. While we take a moment to reflect on our progress, we never take our eye off 'what next'.

As we start to settle back into some kind of normality, we have increased our focus on working with others to gain further reach across the Nation. We are consistently looking for new opportunities to grow and develop the Foundation and to connect with more tamariki and rangatahi.

Without the help of the Foundation's Charity Partners, Sponsors and Donors, this wouldn't be possible and for this, we say thank you.



Sir Graeme Dingle, KNZM, MBE

Jo-anne Wilkinson, Lady Dingle, MNZM, LLB



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 supports the New Zealand Curriculum and its key competencies. Kiwi Can 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 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"> • 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. 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"> • 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:

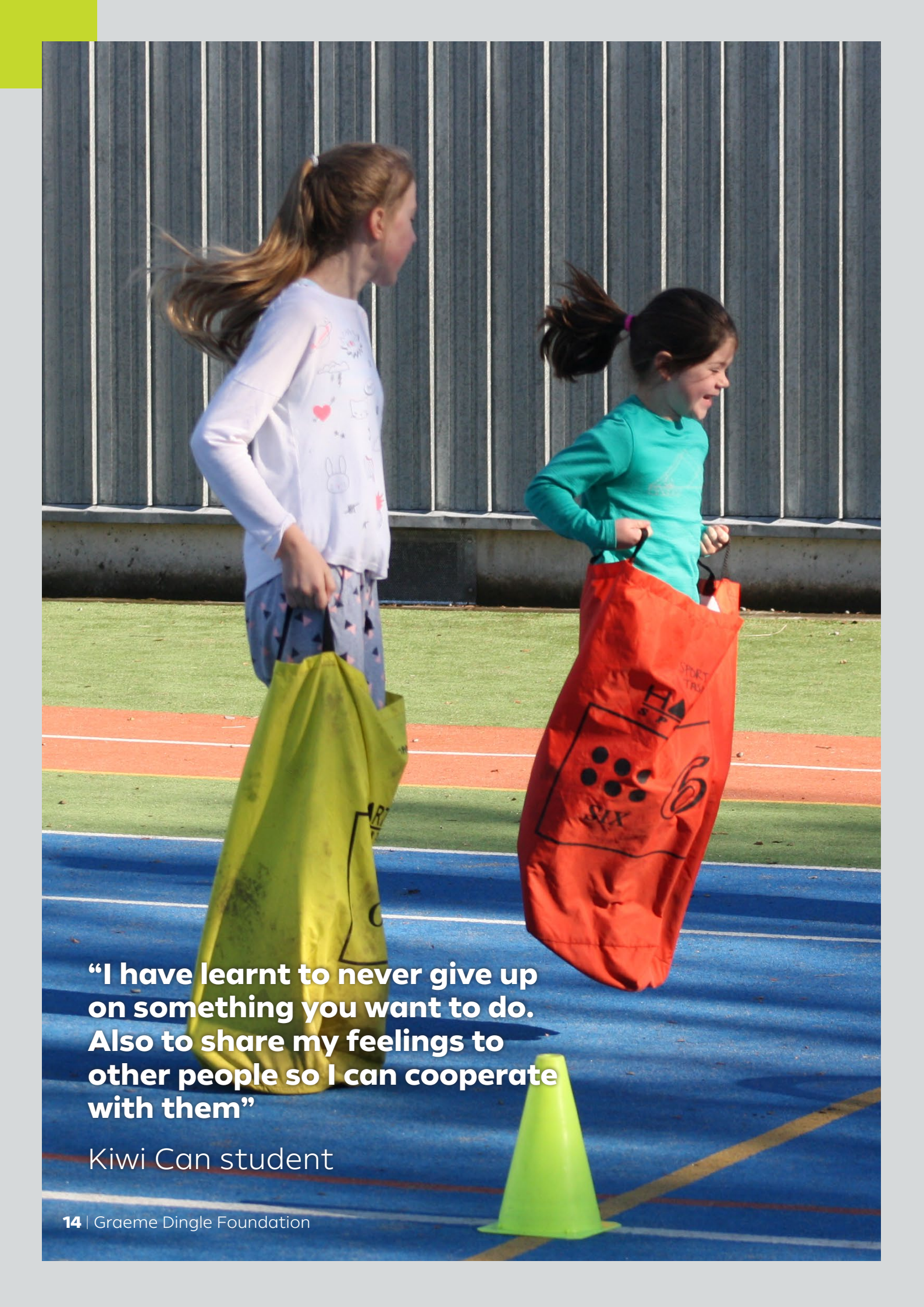
- painting murals at schools, playgrounds and public spaces
- landscaping parks and playgrounds
- planting trees
- creating or restoring playground equipment.

THE EVIDENCE

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

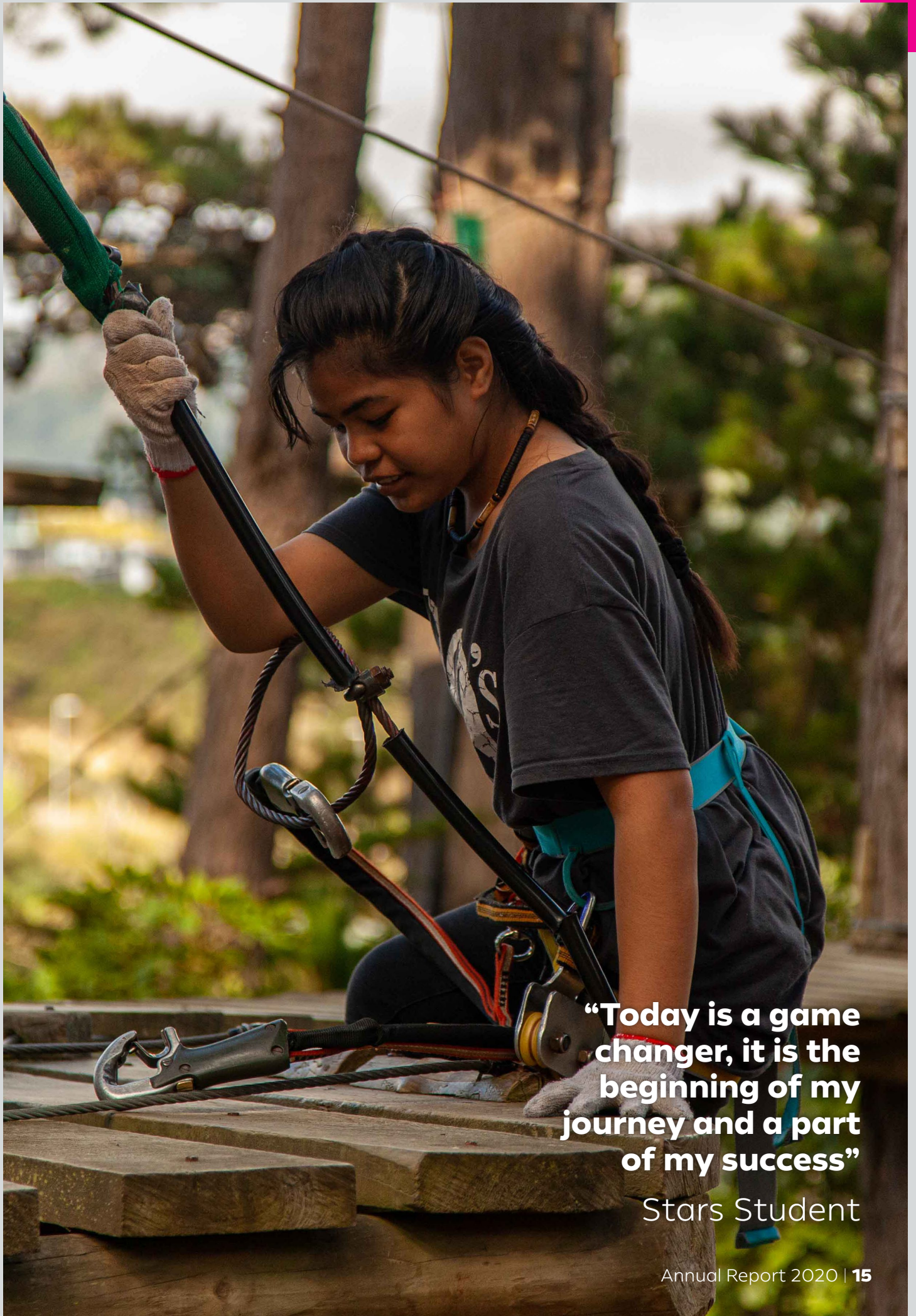
Kiwi Can continues to:

- 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'.

A photograph of two young girls running on a blue athletic track. The girl on the left is wearing a white long-sleeved shirt with a cartoon rabbit and heart pattern, and blue patterned shorts. She is carrying a large yellow shopping bag. The girl on the right is wearing a teal long-sleeved shirt and is carrying a large orange shopping bag with a black graphic design that includes the word 'SIX' and a musical note. They are running past a green artificial turf field and a grey metal fence. A yellow cone is on the track in the foreground.

**“I have learnt to never give up
on something you want to do.
Also to share my feelings to
other people so I can cooperate
with them”**

Kiwi Can student



**“Today is a game
changer, it is the
beginning of my
journey and a part
of my success”**

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. 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 contributes 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 are 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.



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:

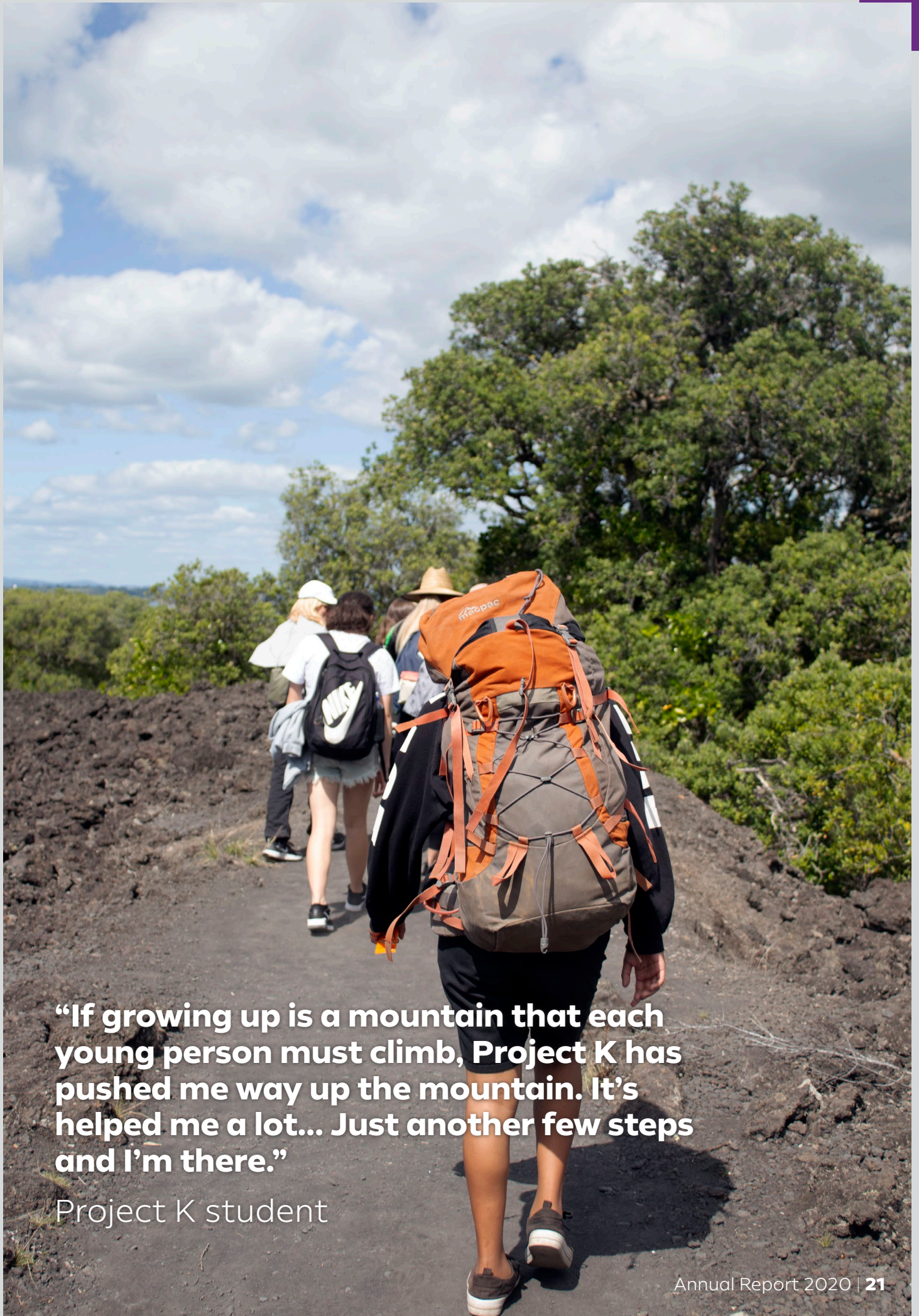
- Students gain skills and confidence in their ability to make suitable career and subject choices
- Students have an awareness of what will be expected from them to be successful within the workplace
- Employers are given an opportunity to raise their profile and connect with future employees
- Students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





“Ever since I’ve been involved with Career Navigator, my life is going in the right direction. ”

Career Navigator Student



“If growing up is a mountain that each young person must climb, Project K has pushed me way up the mountain. It’s helped me a lot... Just another few steps and I’m there.”

Project K student



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

OVERVIEW

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

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

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

THE 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



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

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 Māori 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.





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.



Our Research and Evaluation

Rangahau me te aromatawai

Parallel Pandemic

2020 gave us a year of unexpected change in our daily lives. COVID-19 quickly became at the forefront of us all, showing unexpected obstacles and challenges we learnt to overcome.

Young people were invited to put their experience and story on paper or if they preferred, take part in a video call and chat with a Graeme Dingle Foundation Researcher regarding their experience with COVID-19.

Herald on Sunday wrote a story based off our Research and Evaluation Team's findings from ex students including Project K advocate Sharonika Prasad.

Source: NZ Herald, Cherie Howie

New Zealand was one of the safest places during the first year of Covid. But in the wake of lockdowns and uncertainty, many young people have been blindsided by how the pandemic has affected plans for their futures, Cherie Howie writes.

When Covid-19 came to New Zealand and level 4 lockdown abruptly followed, Sharonika Prasad lost much more than just her day-to-day freedom.

Aged 19, newly moved out of the home in which she'd long carried a heavy load of responsibilities, and starting a degree in occupational therapy at Auckland University of Technology North Shore, Prasad suddenly felt robbed of the milestones she'd just passed.

"At home I'm helping my dad with running the house, paying the bills . . . and [paying off] his big debt. I do the cooking, cleaning and then I was going to my mum's and doing some for her, too."

"It's hard, and I've been doing it for a long time. I had to make a decision: stew on this or move on. I moved on." The first blow landed March 23 last year, when Prime Minister Jacinda Ardern told the country everyone, unless doing essential work or accessing essential services, must stay home for at least the next month.

Prasad's degree classes, which she'd attended in person for just two weeks, went online, where they'd stay for the rest of the year she eventually re-sat a couple of papers over summer because

she "didn't cope well with online learning"

Lockdown cost her dad his job of 14 years.

And her housemate told Prasad the stay-at-home orders meant she had to move out, forcing the teen back to her dad's place in Manurewa.

"I felt like my independence had been stolen from me." She's one of many.

Just like a hardworking go-getter from South Auckland, young people around the world have found themselves swept up in a tide of challenge and change just as they reach the final steps to adulthood.

And although the young are at lower risk of severe health outcomes from an infectious disease that's brought despair to almost every corner of the world, experts fear a mental health pandemic among young people is running parallel to its physical health counterpart.

For more information, please see the full report on our website, or please contact:

julie.moore@dinglefoundation.org.nz



Impact of COVID-19

Young people were asked to share their experience of COVID-19. The Graeme Dingle Foundation wanted to give them an opportunity to share their story and show the ways in which they had faced the challenges of COVID-19 and the restrictions on their lives.

Moving away from home

“I was looking forward to a lot of things, a whole new life. The COVID-19 came about and cancelled all things that I had planned for myself and took me back to square one.”



Not reaching academic goals

“I just lost all motivation in achieving my goals and leading a successful academic year... Reflecting back on my final year in high school, the guilt and disappointment hit hard.”



Coming out of COVID-19

“The biggest thing for me was that it really changed my ideas around life. I'm out more, doing more things that I love, and trying to keep my friendships alive by meeting my friends more.”



Studying online and losing motivation

“Studying online for me wasn't great, concepts were really challenging for me to grasp and I still struggle with studying online.”



Change in mental health and well-being

“I felt like I was LOST and had no point to what I was doing during lockdown period. COVID-19 impacted a lot of students as it left people feeling not having a sense of purpose/belonging.”



Everyone can pull together when needed

“One good thing about COVID-19 was it showed me everyone can pull together when needed.”



Independent Auditor's Report

To the beneficiaries of Graeme Dingle Foundation

Report on the audit of the financial statements

Opinion

In our opinion, the accompanying financial statements of Graeme Dingle Foundation (the 'trust') on pages 29 to 34:

- i. present fairly in all material respects the trust's financial position as at 31 December 2020 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 2020;
- the statements of comprehensive revenue and expense, changes in net assets/equity and cash flows for the year then ended; and
- notes, including a summary of significant accounting policies and other explanatory information.

Basis for opinion

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

We are independent of the trust in accordance with Professional and Ethical Standard 1 International Code of Ethics for Assurance Practitioners (Including International Independence Standards) (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board and the International Ethics Standards Board for Accountants' International Code of Ethics for Professional Accountants (including International Independence Standards) ('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 trust's Directory. 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 trustees as a body. Our audit work has been undertaken so that we might state to the trustees 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 trustees 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

15 June 2021



Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Note	2020	2019
REVENUE			
Government funding for programmes	4	2,558,348	2,353,357
Grants and fundraising income		1,059,889	1,410,974
Sponsorship and services in kind		522,359	482,184
Wages Subsidy		288,184	-
Donation income		268,573	308,727
Services income		80,429	52,110
Interest		3,603	7,205
Total revenue		\$4,781,358	\$4,614,557
EXPENDITURE			
Programme funding - government grant	4	2,086,562	1,862,358
Marketing, communications and fundraising		931,559	1,149,689
Administration support		556,479	538,777
Programme training and development		504,707	497,436
Operational and relationship support		421,392	366,213
Research and evaluation		197,490	248,713
Total expenditure		\$4,698,189	\$4,663,186
Surplus/(deficit) for the year		\$83,196	(\$48,629)

Statement of Changes In Net Assets/Equity

For the year ended 31 December 2020

	Note	2020	2019
Opening balance 1 January		510,220	558,849
Operating surplus/(deficit)		83,196	(48,629)
Total recognised revenue and expenses for period		83,196	(48,629)
Total equity 31 December		\$593,416	\$510,220

The accompanying notes form part of these financial statements.

Statement of Financial Position

As at 31 December 2020

	Note	2020	2019
ASSETS			
Cash and cash equivalents		1,629,034	1,100,377
Receivables		280,207	155,020
Prepayments		9,180	8,817
Loans to Community Partner Trusts		76,160	150,160
Property, plant and equipment		33,195	43,417
Total assets		\$2,027,776	\$1,457,791
LIABILITIES			
Accounts payable		115,369	77,409
Sundry accruals		43,122	59,659
GST		25,879	39,780
Employee entitlements		96,850	81,188
Income received in advance		192,372	59,500
Funds held for Community Partners	5	884,608	548,875
Loan from Graeme Dingle Endowment Trust	6	76,160	81,160
Total liabilities		\$1,434,360	\$947,571
Net assets		\$593,416	\$510,220
EQUITY			
Retained earnings		593,416	510,220
Total equity		\$593,416	\$510,220

On behalf of the Board

Board Chair

Date

Trustee

Date

The accompanying notes form part of these financial statements.

Statement of Cash Flows

For the year ended 31 December 2020

	Note	2020	2019
CASH FLOWS FROM OPERATING ACTIVITIES			
Cash was received from			
Grants, fundraising and other activities		1,843,429	2,280,233
Government contracts		2,846,532	2,353,357
Interest received		3,538	7,872
Total cash received		4,693,499	4,641,462
Cash was distributed to			
Payments to suppliers		(2,416,337)	(2,575,461)
Payments to employees		(1,817,448)	(1,743,464)
Total cash distributed		(4,233,785)	(4,318,925)
CASH FLOWS FROM INVESTING ACTIVITIES			
Receipts from the sale of property, plant and equipment		-	560
Payment for property, plant and equipment		(5,057)	(17,059)
Other cash items from investing activities		74,000	(69,000)
Cash flows from investing activities		\$68,943	\$(85,499)
Net cash flows		\$528,657	\$237,038
CASH BALANCES			
Cash and cash equivalents at beginning of period		1,100,377	863,339
Cash and cash equivalents at end of period		1,629,034	1,100,377
Net change in cash for period		\$528,657	\$237,038

The accompanying notes form part of these financial statements.

Notes to the Financial Statements

For the year ended 31 December 2020

1. OVERVIEW

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 2020 and were authorised for issue by the Trustees on the date recorded on page 30.

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 (XRB) 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.

The measurement base adopted is that of historical cost.

The balance sheet has been presented on an order of liquidity basis as this is judged to provide the most meaningful information users of the financial statements.

The financial statements are prepared using the assumption that Trust will be able to continue as a going concern for a period of not less than 12 months from the date of signing the financial statements on page 30.

There are no material accounting estimates in the Trust's financial statements which require the use of judgement and assumptions.

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

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.

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

2. ACCOUNTING POLICIES

The following specific accounting policies have been adopted. There have been no changes in accounting policies since the 31 December 2019 financial statements:

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.

Accounts receivable

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

Property, plant and equipment

Property, plant and equipment is recorded at cost, or in the case of donated assets at their "fair value" at the date of receipt. Property, plant and equipment is presented on the balance sheets at cost less accumulated depreciation. Depreciation has been calculated to recognise the cost of property plant and equipment over their expected useful lives.

Accounts payable

Accounts payable and accruals represent liabilities for goods and services provided to the Trust which have not been paid at the end of the financial year. These amounts are usually settled within 30 days.

Employee entitlements

Employee entitlements comprise the liability for wages and salaries including annual leave recognised in respect of employees' services. Total expenditure includes employee entitlements of \$1,849,760 (2019: \$1,768,516).

Revenue received in advance

Revenue is deferred and recognised as a liability if there is a condition attached that requires the revenue to be used for a specified purpose or returned. This revenue will be recognised when the conditions have been satisfied.

Financial instruments

Financial instruments compromise financial assets and liabilities. Financial assets are classified as loans and receivables and include cash and cash equivalents, receivables and loans to community partners. Financial liabilities are classified at amortised cost and include payables, income received in advance, loan from Graeme Dingle Endowment Trust and funds held for community partners. These balances are presented in the statement of financial position.

The Trust initially recognises financial assets & liabilities at fair value less transaction costs. After initial recognition, financial assets and liabilities are subsequently measured at amortised cost using the effective interest method. Financial assets are derecognised when the contractual rights expire or transfer

to another party, or when a financial liability is extinguished, discharged, cancelled or expires.

Revenue

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 based on the fair value of consideration received. The following specific recognition criteria must be met before revenue is recognised.

Government funding for programmes

Government funding for programs is classified as a non-exchange transaction and is recognised as revenue based on the contract instalment dates as these align with service delivery. The Trust recognises related expenditure for program funds to community partners, in accordance with the requirements of the funding contracts. Unexpended funds are held as a liability on the balance sheet for community partners.

Grants and fundraising income

Grants are classified as non-exchange transactions and are recognised when it becomes receivable unless the Trust has a liability to repay the grant, or if the conditions attached to the grant are not fulfilled. A liability is recognised as income in advance if the conditions are unfulfilled at the end of the reporting period.

Sponsorship and services in kind

Sponsorship income and services in kind are classified as non-exchange transactions. Corporate sponsorship is recognised as revenue when the memorandum of understanding is signed. Services in kind are recognised as revenue and expense based on the fair value of the services provided, which was \$65,769 (2019: \$34,312).

Wage subsidy

The Trust received the COVID-19 wage subsidy from the New Zealand Government. This is non-exchange revenue which is recognised as revenue once eligibility criteria and conditions for

the wage subsidy scheme have been met and on receipt of the funds.

Donations income

Donations are classified as non-exchange transactions and are recognised using a consistent accounting policy with grants and fundraising income. Legacies and bequests are recognised when receipt of the bequest or legacy is probable, and the amount can be reliably measured.

Services income

Services income is classified as exchange transactions and are recognised in the accounting period in which the services are rendered based. 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.

Interest income

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

3. RECLASSIFICATION OF COMPARATIVES

To improve the clarity and readability of the financial statements, the comparative figures for receivables from exchange transactions (2019: \$79,720), non-exchange transactions (2019: \$75,023) and interest receivable (\$347) have been aggregated in the statement of financial position. Also, other revenue (2019 \$35) has been aggregated with revenue from goods and services to align with the current year presentation.

4. GOVERNMENT FUNDING AND TRANSFERS

Government Funding Received

Oranga Tamariki - Ministry of Social Development
Ministry of Education

2020	2019
\$	\$
2,258,348	2,053,357
300,000	300,000
\$2,558,348	\$2,353,357

Government Funding Provided to Community Partners

Oranga Tamariki - Ministry of Social Development
Ministry of Education

2020	2019
1,841,562	1,617,359
245,000	245,000
\$2,086,562	\$1,862,359

5. FUNDS HELD FOR COMMUNITY PARTNERS

Funds are held for Community Partner and programme support from the following sources.

	2020	2019
	\$	\$
Ministry of Social Development	440,341	310,451
Edge Lifeskills	192,000	24,000
Oranga Tamariki	127,389	0
Ministry of Education	21,875	19,614
Other funding sources	103,003	194,810
Total	\$884,608	\$548,875

6. RELATED PARTY TRANSACTIONS

The Trust has a related party relationship with the following entities due to common Board members.

Graeme Dingle Endowment Trust (GDET)

	2020	2019
	\$	\$
Grants received from GDET	416,200	594,000
Property expenses reimbursed by GDET	0	124
Donations and fundraising transferred to GDET	96,509	5,000
Property expenses paid to GDET	2,242	2,060
Rent and rates paid to GDET	58,176	76,470
Loans received from GDET	5,000	0

The loan balance owing to GDET at year end was \$76,160 (2019 \$81,160).

Graeme Dingle Foundation Auckland (Auckland)

	2020	2019
	\$	\$
Expenses reimbursed by Auckland	5,739	1,807
Goods and services charged to Auckland	35,732	6,078
Donations and fundraising paid to Auckland	917,107	919,652
Expenses paid to Auckland	915	1,320
Government funding payments to Auckland	194,076	270,934
Grant paid to Auckland	3,450	0
Loans repaid by Auckland	69,000	0
Loans paid to Auckland	0	69,000

As at 31 December 2020, a further \$10,674 (2019: \$149,289) of donation and fund raising income was held on behalf of Graeme Dingle Foundation Auckland. The loan balance owed by Graeme Dingle Foundation Auckland at year end was \$21,160 (2019 \$90,160).

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:

	2020	2020	2019	2019
	# of personnel	\$	# of personnel	\$
Trustees	6	0	7	0
Key Management	5	601,812	5	622,367

The key management remuneration above includes one member who is a close family member of a Trustee. One Trustee acts as consultant and received fees of \$74,979 (2019: 1, \$78,500). One Trustee has a close family member who is contracted for services to the Foundation and who received remuneration and benefits of \$23,000 (2019: 1, \$21,850).

7. CONTINGENT LIABILITIES

There were no contingent liabilities at 31 December 2020 (2019 nil).

8. CAPITAL AND LEASE COMMITMENTS

The Trust had no capital commitments as at 31 December 2020 (2019 nil).

9. SUBSEQUENT EVENTS

There are no subsequent events.



Thank you to our 2020 Sponsors

Nga mihi maioha ki nga kaitautoko o 2020

National Sponsors

OFFICIAL CHARITY PARTNER



KEY PARTNERS



TRUST & FOUNDATION GRANTS



GOVERNMENT PARTNERS



Thank you to our 2020 Sponsors

Nga mihi maioha ki nga kaitautoko o 2020

National Sponsors

\$20,000 and above

AIG
 Awhero Nui Trust
 Bidfood New Zealand
 Central Lakes Trust
 Chapman Tripp
 Foundation North
 Friedlander Foundation
 Fuji Xerox
 Gallagher Group
 Graeme Dingle Endowment Trust
 Greg and Janie Loveridge (Endowment)
 Ivan and Nicole Seselj
 Jennifer Smith Family Trust
 JP Morgan Chase Foundation
 Kmart
 Lion Australia
 Lion Foundation
 Lion New Zealand
 Mace Charitable Trust
 Matariki Trust
 Milford Asset Management
 Ministry of Business, Innovation and Employment
 Ministry of Education
 Ministry of Social Development
 Ministry of Youth Development
 Moana Fisheries
 NZ Lottery Grants Board
 NZCT
 Oranga Tamariki
 Philipp Family Foundation
 Progressive Meats
 Restaurant Brands
 Ricketts Family – Hawke's Bay
 Rothbury Insurance Brokers
 Sanford
 Sanitarium
 SAP
 September Giving Trust
 Simplicity Charitable Trust
 Sky TV Community Fund
 Stride Investment Management
 Supre Foundation
 The Douglas Charitable Trust

Valley Holdings
 The Southern Trust
 Z Energy

\$1,000 to \$19,999

Alasdair Christie
 Alinta Energy
 Andrew Clements & Jo Verryt
 Barney & Patsy McCahill Charitable Trust
 Ben Halliday
 B & J Murray Charitable Trust
 BlueSky Community Trust
 Brenda Kidson
 Craig & Ingrid Tiriana
 Country Wide Monitoring Services
 Deborah Cox
 Digital Wings
 Grant Hope & Bridget Leonard
 Grassroots Trust
 HH Berg Estate
 Henry Lynch
 Jo-anne Wilkinson and Graeme Dingle (Endowment)
 Kelliher Charitable Trust
 Marian Campbell
 Maurice Paykel Charitable Trust
 McCain Foods
 Mi9
 Mike and Tina Hamilton
 Mitre 10
 Mt Wellington Licensing Trust
 National Mini Storage
 Northcross Intermediate School
 NZ Rugby
 NZ Steel
 Oceanbridge
 Paul Shearer
 Pharmacy Retailing
 Redvespa
 Shona Fokerd
 Skyline Queenstown
 Sue and John Harvey (Endowment)
 Swysh
 Te Mahere Whakauka
 Teresa Mitrovic
 The Centre for Vision & Leadership

The Co-operative Bank
 The Gap
 Tony Pownall
 Trevor and Myffie James
 Trinity Foundation
 Wakatipu High School
 Withiel Charitable Trust Fund
 X-Wing Trust

Thank you to our 2020 Sponsors

Nga mihi maioha ki nga kaitautoko o 2020

Regional Sponsors

Accenture	Clive & Richard Charles	Fuji Xerox
Acorn Foundation	COGS Aoraki	Fulton Hogan
Active Refrigeration	COGS City/Banks	Fusion Fertiliser
Airport Storage	COGS Kirikiriroa	Generation Homes
Akarana Community Trust	COGS South Waikato	Goldman Sachs
Alinta	COGS Tongariro	GrapeWorx
Alan Thomas Foundation Trust	COGS Waikato West	Grassroots Central Trust
Albert D Hally Trust	Colville School	Gwen Malden Charitable Trust
Alexander Harold Watson Charitable Trust	Community Trust South	Harcourts Foundation
Allan Edgar South Canterbury Trust	Constellation Trust	Hawke's Bay Children's Holding Trust
Alpine Energy Limited	Coromandel Independent Living Trust	Hawke's Bay Foundation
ANZ Staff Foundation	Coromandel Area School	Hortus
Ara Taiohi	Craigs Investment Partners	Hutt Mana Charitable Trust
AS Wilcox	David Ellison Charitable Trust	iGenerate
Auckland Airport Community Trust	David & Genevieve Becroft Foundation	Infinity Foundation
Auckland Council Franklin Board	David Levene Foundation	Invercargill Bridge Club
Auckland Council Manurewa Local Board	David & Robyn Ballantyne	Invercargill Licensing Trust
Auckland Council Whau Local Board	Decor Gardenworld	Isabel Livingston Charitable Trust
Awhero Nui Trust	Design Juice	Jack Jeffs Charitable Trust
Babich Wines	Department of Internal Affairs	J M Butland Charitable Trust
Bay Gold	Devon Funds	Joan Fernie Charitable Trust
Bay Office Products	DF Trust	John Illott Charitable Trust
Bay of Plenty Regional Council	DMS Pro growers	Jones Foundation
Bay of Plenty Times	Dragon Community Trust	Joyce Fisher Charitable Trust
Baypark	DV Bryant Trust	Kaeoannes
Bay Trust	Eastern Central Community Trust	Kerridge & Partners
BB Signs	Eckford Engineering	King St
Bethlehem Coachlines	EIS	Kono
Bidfood	Employment Support	KPMG
Blenheim Toyota	EM Pharazyn Trust	Legacy Trust
Blogg Charitable Trust	Events Innovated	Len Reynolds Trust
BlueSky Community Trust	EzyStor	Lion Foundation
Blue Waters Community Trust	Findex	Living Foods
BP Computers	First Light Community Foundation	Louise Henare
Campbell Squared	First NZ Capital	Lowe Corporation
CBK Bar and Grill	Fitzgerald Scholarship Fund	Macpac
Chenery Memorial Trust	Flex Fitness	Mackay Strathnaver Trust
Chillisoft	Muter Trust	Mackenzie Charitable Foundation
Christchurch Casino Trust	Four Winds Foundation	Maketu Rotary
Christchurch City Council	Friedlander Foundation	Mainland Foundation
Churchill Private Hospital	Frimley Foundation	Marine Farming Association
		Marlborough District Council

Thank you to our 2020 Sponsors

Nga mihi maioha ki nga kaitautoko o 2020

Regional Sponsors

Marlborough Violence Intervention Project	Rātā Foundation	The Presbyterian Synod of Otago & Southland
Mataura Licensing Trust	Redwood Trust	The Silver Lining Trust
Mazda Foundation	Robinson Construction	The Southern Trust
Merchant 1948	Rotary Blenheim South	The Trusts Arena
Michael Synnott Charitable Trust	Rotorua Energy Charitable Trust	The Trust Community Foundation
Milford Assets Management	Rowesdale Trust	The Trusts Your West Support Fund
Milestone Foundation	Rural Communities Trust	Tidd Foundation
Ministry of Business, Innovation and Employment	Sanford	Timaru District Council
Miriam and Doug Godfrey as trustees of the Arohanui Investment	SBS Bank	Tindall Foundation
Mitre 10 MEGA Hastings & Napier	Sharp Tudhope	Trevelyan's Pack and Cool
Mt Wellington Foundation	Simplicity Charitable Trust	Trillian Trust
New World Blenheim	SkyCity Charitable Trust	Trustees Executors - Kingston Sedgfield
New World Timaru	Smart Alliances	Trust House Foundation
New Zealand Bloodstock	Social Currency	Trust Power
New Zealand King Salmon	South Pacific Loans	Trust Waikato
New Zealand Steel	South Port NZ	United Way New Zealand
New Zealand Aluminium Smelters	South Waikato District Council	Vavasour Foundation
NZCT	South Waikato Investment Fund Trust	Vosper Realty
NZ Post	Sport Tasman	Waikato District Council
Norah Howell Trust	Sport Wellington	Waikato University
North and South Trust	Springlands Lifestyle Village	Waimate District Council
Northland Foundation	Starbox	WEL Energy Network Trust
NZ Educational Tours	Steam Cleanz Marlborough	Wellington Methodist Charitable and Educational Endowment Trust
Oji	Stedfast Advisory	Western Bay Energy for Education Trust
Open Country Dairy	Storage King	Western Bay of Plenty District Council
Oxford Sports Trust	SWE	WineWorks
Pacific Steel Group	Tai Shan Foundation	Withiel Fund Family Foundation
Papamoa Rotary	Taupo District Council	Woodlands Boutique Retirement Village
Pelorus Trust	Tauranga City Council	W N Pharazyn Trust
Phillip Verry Charitable Foundation	Tauranga Sunrise Rotary Club	Yellow
PMA Global	TECT	
Porirua City Council	TG Macarthy	
Potter Masonic Trust	Thankyou Charitable Trust	
Progressive Meats	The Blue Door	
Pub Charity Ltd	The Common Good Foundation	
Public Trust	The Douglas Charitable Trust	
Pure Print	The Gallagher Foundation	
	The Garage Ltd	
	The Gap	
	The Gift Trust	
	The Gym	
	The Jansen Trust	



GRAEME DINGLE FOUNDATION

Empowering kids to overcome life's obstacles
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