

# HIGHBURY WHĀNAU CENTRE

## ANNUAL REPORT



**2016 & 2017**

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## Company Directory

As at 30 June 2017

<b>Nature of business</b>	Community, Whānau and Youth Development Services					
<b>Registered Office</b>	C/- Powell Lyall Solicitors Palmerston North					
<b>Location of Business</b>	Palmerston North					
<b>Incorporation Number</b>	307634 (WHANAU SUPPORT GROUP, HIGHBURY, TAKARO, WESTBROOK INCORPORATED) / 1893758 (IUVENTUS)					
<b>IRD number</b>	22-467-458 (WHANAU SUPPORT GROUP, HIGHBURY, TAKARO, WESTBROOK INCORPORATED) / 95-576-192 (IUVENTUS)					
<b>Directors</b>	Wheturangi Walsh-Tapiata Frank Moulton Leon Tufuga Diana Kawana Annemarie Gillies Kelly Bevan Veronica Tawhai					
<b>Shareholders</b>	<table> <tr> <td>Whanau Support Group Highbury Takaro, Westbrook, Incorporated Ordinary Shares</td> <td style="text-align: right;">100</td> </tr> <tr> <td>Total Shares</td> <td style="text-align: right;"><u>100</u></td> </tr> </table>		Whanau Support Group Highbury Takaro, Westbrook, Incorporated Ordinary Shares	100	Total Shares	<u>100</u>
Whanau Support Group Highbury Takaro, Westbrook, Incorporated Ordinary Shares	100					
Total Shares	<u>100</u>					
<b>Accountants</b>	Accountablez Palmerston North	BDO Manawatu Limited PO Box 1242 Palmerston North				
<b>Auditors</b>	Cotton Kelly Unit 6, Northcote Office Park 98 Grey Street Palmerston North					
<b>Bankers</b>	<b>Kiwibank</b> (WHANAU SUPPORT GROUP, HIGHBURY, TAKARO, WESTBROOK INCORPORATED) 328 Church Street, Palmerston North <b>Westpac</b> (IUVENTUS) PO Box 4153, Palmerston North					
<b>Solicitors</b>	Powell Lyall Solicitors 188 Broadway Avenue Palmerston North					

## Chairperson's Report

He mihi maioha ki a koutou katoa,

The Governance group of the Highbury Whānau Centre are once again privileged to offer a contribution to this Annual Report about their activities and in particular to acknowledge all of the hard work of the kaimahi who work tirelessly with our rangatahi and their whanau. What impresses me as the Chair is the 'kanohi kitea' work that our kaimahi do alongside of our rangatahi on a daily basis, with services that cover a wide spectrum of kaupapa. We have 1-1 work and a range of different programmes that we run as well as operating at a policy, strategic level by trying to get ministries and others to fully understand and appreciate the critical issues of rangatahi. We have a dedicated group of staff who are passionate about what they do. Many of them have been with us for a number of years. We have seen our service provision grow slightly over this period, in what I would like to suggest is a recognition of the hard work that has been offered to our community. Tenei te mihi ki a koutou, ngā kaimahi. Kia tū, kia maia.

The political climate in recent months has been somewhat volatile as we have been introduced to a new multi-party government. We are watching this space to see what this means for us. Pete Butler (Executive Manager) is often invited to participate in local, regional and national forums, to contribute to the discussions around possible ways in which services could be working more effectively with young people. He keeps the Board up to date with what is happening in this space.

Last year, we also took a big step as an organisation to purchase our own building, in Fergusson Street. We have come a long way from the demountable building on Monrad Park. These new premises are still awaiting final Council consent and will gradually see a transfer of our Start staff from their current premises to this whare in 2018. The Hub of our organisation is still at our multipurpose Highbury Whānau Centre at Monrad Park and this facility is actively used by the community as well as in the provision of a range of services.

The Board has not always been able to meet on a regular basis, with some leaving due to changes in work and others working elsewhere in the country. To Jacob Tapiata, Taniya Ward and Anne-Marie Gillies our heartfelt thanks for your support to your community. More recently we have also added a new member to our governance group, that being Veronica Tawhai. It is good to have people like Veronica who grew up in our community, choosing to give back to her community.

Lastly, the Board would like to thank Pete Butler for his tireless passion to this organisation and the various branches of service delivery. His innovative approach to the development of our organisation and his undying commitment in young people is one of the key reasons why this organisation continues to grow from strength to strength.

**Wheturangi Tapiata-Walsh**  
Chairperson

## Executive Managers Report

### Introduction

The following report is a summary of the activities that organisation has been completing during fiscal reporting period of July 1, 2015 to the June 30, 2017. The work that has been completed has been serviced by the two entities that the organisation governs under the umbrella of the Highbury Whānau Centre / Iuventus Joint Venture Governance Group; these being the Highbury Whānau Centre, START Whana Tū – Youth Service and Te Hiringa Alternative Education Programme.

### Highbury Whānau Centre

**Organisational overview:** The purpose of the Highbury Whānau Centre is to strengthen the youth and whānau / families of our communities of (Highbury Takaro Westbrook) to become future leaders of tomorrow this includes the wider context of the Palmerston North region. We continually strive to work collaboratively with other social service agencies and also the Palmerston North City Council in order to meet the needs of our community.



**Staffing:** The Highbury Whānau Centre has completed its full complement of staffing with a full time community development worker (Community Psychologist, Dr Alicia Moxon), a full time youth worker (Papa Leota was the youth worker until November 2016, then transferred to Alternative Education and the employment of Kiria Tangaroa to facilitate the Youth Workers Role for the organisation) and a youth mentor (Terry Clune). We have further support within the staffing

of the facility and services / programmes within the organisation through the staffing compliments within the Alternative Education Programme. All staff have continued to actively receive professional development and support in accessing this from the organisation.

**Governance:** Wheturangi Walsh-Tapiata continues as our Chairperson for the HWC Executive Committee. Within our governance group, which include Dr. Annemarie Gillies, a qualified Accountant and lecturer within business at Te Wānanga o Awanuiarangi, Frank Moulton a former Police Youth Aid officer, Diana Kawana, an experienced administrator and current coordinator for the Māori Wardens within the central region area, Leon Tufuga a representative of the local community member and a youth justice social worker with Oranga Tamariki. Within this reporting period we have had two additions and one departure to our governance; Jacob Tapiata, who was involved within the Māori studies department at Massey University, has left the region and transferred to Waikato University and therefore departs our governance; New members are Kelly Bevan from Whaioro Trust and Taniya Ward from Massey University. These people bring a wealth of knowledge within the community as well as valuable skill sets to any community organisation.

Our executive group is committed to both the community and the Highbury Whānau Centre; our aim is to provide a range of high quality programmes to the youth and whānau/families of our local communities, through seeking various funding avenues.

**Planning:** We have continued to follow both the strategic and business plans for the organisation, and streamlining our administration processes. We have been actively working with government agencies within the planning of programmes for this next financial year, completing contract negotiations for service provision for the F17 and F18 government fiscal periods. Developments of organisational services, initiatives, projects, programmes and resources, with the aim of “working smarter”; is constantly being completed in consultation with key players within the youth sector.



**Programmes:** Core programmes for the organisation such as the Youth Touch Module, Alternative Education, Youth Justice Programmes, School Holiday & after School Programmes continue to grow and exceed numbers for this service delivery. The completion of the initiatives within the after school programme have been completed, and incorporate a wide range of activities such as sports skills & drills within Junior Rugby League and Touch Football.

**Funding:**

Presently the main funding for the organisation is received from Palmerston North City Council which goes towards our Youth Workers' wages and is the only funding we do receive from this source. The other major source of funding for the organisation is received from CYF services. Below are the other sources of funding.

Some of the other sources include following:

- Child, Youth and Family
- The Ministry of Education (Iuventus Alternative Education Services)
- PHO – counselling and mental health programmes
- HWC Facility user groups
- Plus other fees associated with existing programmes such as Junior Youth Touch, Holiday Programmes and After School Programme

**Key Performance Indicators & Roles:**

Achievement of performance indicators and organisational roles as outlined in contracts.

**Measures:**

1. The annual delivery of the *Highbury Community Scholarship* for three people from the Highbury Community.

- The Highbury Community Scholarship continues to benefit the community with currently 6 people within this programme, completing their degree programme, within the fields of social work, teaching, science and Māori Visual Arts.
- One recipient has gained their PHD this reporting period, this being Dr Hinurewa Poutu. (2016)

In 2016 this programme ceased due to Massey University not wanting to support this initiative anymore.

## 2. Annual provision of after school programmes.

- *H-Dub Dance Club – a 9 week after school dance and fitness movement programme run on Tuesday afternoons in Term 3-4 for ages 7 and up. The programme was designed to engage local young people who would not normally have access to Arts programmes in the wider community in a fun pro-social activity with positive Mentor relationships. A total of 45-50 people attended through the term with an average attendance of 12 participants each week. This was not as populated as initially planned and upon reflection it was identified that after school delivery of programmes in Term 4 is consistently low in numbers as young people would rather be outside playing. This will be considered in any further after-school delivery as dance and hip-hop remain a very popular activity for this community.*



- *H-Dub Club – Designed and facilitated by youth worker and psychologist. Delivered at HWC as after school programme for 8-12 year olds with social anxiety. H-Dub Club was up until July 2015, an after-school group designed to promote self-esteem and healthy relationships through activity and creativity. In response to local primary school identified needs, H-Dub Club was altered in July 2015 to become a referral based after-school group centred on social anxiety spectrum difficulties for ages 9-12. The aim was to bring together those who struggle in similar ways, and are at risk of developing further issues and more complex needs as they grow into adolescence. These are children identified by local SWISS workers and their schools as being particularly vulnerable, at risk and lack the protective factors for healthy pro-social development. These are children who lack confidence and self-esteem, are bullies or are bullied, and who struggle socially. In some cases, there are other significant psychological issues impacting on the children's ability to progress such as, mental health diagnoses for the child and/or within family, AOD dependence within the family,*

gang involvement and entrenched benefit dependence. Our aim was to work on identified areas of concern, build on existing protective factors, and improve resiliency with core components of involving whanau in the process and building community connectivity. To foster these changes teambuilding activities are used to teach social responsibility, safety, healthy relationships and communication skills. Family were met with to discuss what they believe the strengths and difficulties are for their children as well as what they would like to see their child get from participation. The whanau have responded positively and been involved each week, consulting with staff at regular intervals. This was delivered on Wednesday afternoons in 2016 & 2017. A total of 6 young people were referred from Takaro, Somerset and Monrad schools and attended throughout the term.

- *Dance Programme* - (for ages 12 & over) was run every Monday afternoon over Term 1 and 2. This was a Youth led initiative that was designed to provide a healthy recreational activity for Teens, and promote an adolescent network for young people looking to positively engage with others at their own age. A total of 38 young people were involved in 2015 - 2016 and 43 young people participated within this programme in 2016 - 2017.

### 3. Annual provision of three School Holiday Programmes.

In the 2015-2016; Term 2, saw 20 participants with 5 of them new to Highbury Whānau Centre programmes and supports and Term 3's delivery saw 22 participants with 7 of them new to Highbury Whānau Centre programmes and supports; with a total of 42 participants in attendance for this fiscal year.

In 2016-2017; Three Holiday programmes were delivered through HWC. Term 1, saw 24 participants, with 7 new to Highbury Whānau Centre programmes. Term 2, saw 19 participants with 6 of them new to Highbury Whānau Centre programmes and supports and Term 3's delivery saw 23 participants with 8 of them new to Highbury Whānau Centre programmes and supports; with a total of 42 participants in attendance.



- The Holiday programme was designed as a low cost option in the school holidays for youth and their families aged 7-14, continuing for two weeks and actively uses the Highbury Whānau Centre and staff to support young people to have the opportunity to engage within fun, interactive and productive activities which encourage healthy attitudes, learning new skills within a whānau environment. The Highbury Whānau Centre and local recreational places were used to provide sporting activities, learning and team building games, art and

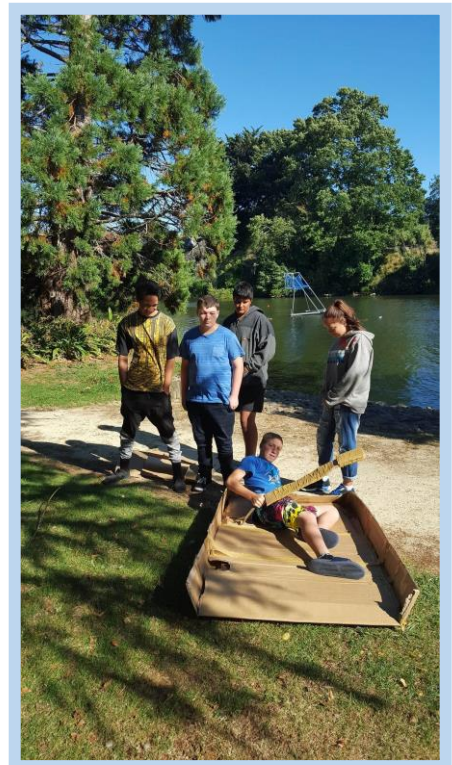
craft activities, cooking, targeted external trips all supervised and supported by staff and volunteers that have a minimum of a Youth worker or Mentoring qualification.

#### 4. Annual provision of a Youth Leadership Development programme.

Facilitated in Term 1, 2016 with 5 young men identified by Somerset school as exhibiting at risk bullying behaviours. All 5 were new to HWC and all were embedded back into existing supports within the school with 1 YP (Young Person) identified as needing continuing Youth worker supports.

Run again in Term 3, 2016 with another 5 young men identified by Somerset school as exhibiting at risk bullying behaviours. All 5 were new to HWC and all were embedded back into existing supports within the school with another 1 YP identified as needing continuing Youth worker supports.

- *Tama Tū* is a 6 week Leadership programme delivered within local primary schools by the Youth worker and is run on a group basis, for pre-adolescents who have been identified by the local Social worker in Schools as having risk factors. The Leadership Programme is a proactive and pro social programme that increases an adolescent's knowledge about the effects of choices and behaviour at school as well as the role of young men in society. It taught adolescents about the risks associated with the absence of education and provided a platform for them to reflect on their relationships and their daily interactions with peers, whānau, and others in a school and community environment. The participants were presented with different strategies' to support the young group of boys to deal with their personal issues with a positive outcome.



Within the HWCJYT (Highbury Whānau Centre – Junior / Youth Touch) for the period of October 2015 to March 2016; there were 21 young people between the ages of 15-19 years old who we train to facilitate the refereeing and coordination of over 1000 young people within this sports module. Within the period of October 2016 to March 2017 another 21 were recruited for this programme. This has given youth an opportunity to learn, in an active learning environment on how to lead people in a positive yet confident way, which led to options for them to attend specialised coaching and leadership trainings as well as further coaching, refereeing and coordination opportunities. This particular group has been retained to assist the next youth leadership developments, in sharing their learning and experiences.

- HWC JYT: The Highbury Whānau Centre, Junior Youth Touch Module facilitates a youth leadership programme within this sports module. Designed and facilitated by the youth worker to 13-17 year olds. Delivered as an after-school programme as a proactive, preventative measure for local, and other identified adolescents. This programme focusses on young people from a low decile community, and aims to promote community engagement, peer leadership, improved communication and improved decision making.

## 5. Annual provision of two youth sport competitions.

- *HWC JYT*: There were 114 teams with over 1000 participants registered during the period from October 2015 and continued to April 2016. There were 117 teams with over 1030 participants registered during the period from October 2016 and continued to April 2017. The teams range in age groupings between 7-15 years old, and come from schools from across the city and wider districts such as Shannon, Opiki, Ashhurst, Kairanga and Linton Camp. This programme has numerous young people representing both the Manawatū region and the country within this sport. Assistance to develop this programme has been greatly received by our organisation from members of our community, Manawatū Touch Association & Sport Manawatū. We now have a habit of producing New Zealand representatives as these young people are making NZ sides on an annual basis.



- *MRL JMC*: Over the past three years we have led and assisted the development of a Friday Night Junior Rugby League Competition, that is based on the model we have developed within our junior touch module. We are currently assisting this programme to be facilitated within our staffing and expertise, with the aim of this programme being fully facilitated & developed by the Manawatū Rugby League community. We have led this initiative as it has grown from a community / young people need / request. Within the period of January to April 2016 there were 4 squads of up to 25 players who were specifically supported in the competition and run through HWC. We also had new junior teams in this competition, which were within the U11s age bracket. In the period of January to April 2017 there were 6 squads of up to 20 players who were specifically supported in the competition and run through HWC. We also had new junior teams in this competition, which were within the U7s, U9s age bracket.

## 6. Annual delivery of two youth development programmes

- *Wāhine Toa and Tāne Toa*: are two youth development programmes delivered to the Highbury Whānau Alternative Education Students aged 13-17 year over an 8-10 week period. The programme is tailored to run over a Year and cycles through a different topic each Term, including AOD (Alcohol & Drug), Healthy Relationships, Health & Well-being and Identity. Due to students enrolling at different times, this means that any single participant can complete 1-4 full topics with a celebration for learning achieved at the end of each Term. These programmes give young women and men opportunities to explore their views and be challenged about healthy relationships, bullying, respect, abuse, substance abuse while exploring and building up whakapapa, and positive support systems in a safe and supportive environment couched within a culturally appropriate context. Due to community usage and ready availability, the AOD component was tailored to harm reduction - the negative results that alcohol and substances can have alongside practical support for the reduction and cessation of substance use. Participant numbers for the period of July 2015 to June 2017, there were 58 young women and 138 young men. Collaborative work was done with Family Planning on sexual health and relationships and with Civil Defence in Team Building and end of Term celebration activities (E.g., abseiling).

- Results achieved included improved skills on a number of physical tests such as the beep test, improved understanding of and a commitment to nutrition to such a degree that the young men started a healthy breakfast club at HWC. The young men all agreed that working on fitness was their favourite component as it helped boost their confidence, staff supplemented this with positive affirmation work which each young man understood and engaged with. Weaving this with the fitness work saw each young person grow in confidence and understanding of where their levels began and where they grew to, as well as a small understanding that others may be struggling also. This led to young men making a point of greeting and saying goodbye and have a nice day to all visitors to the building and ensuring they said hello to each staff member with eye contact every day. The young men also enjoyed a mini component designed by the Youth worker on "How to have a good day" which provided learnings on sleep hygiene, positive mind-sets, nutrition and exercise. The AOD component helped 10 participants recognise that they needed some support with difficulties and seek this out with the Social Services Team.



7. Annual completion of one community development initiative that will enhance community development identity.

- *Pātua te Taniwha – A community driven initiative to promote Te Reo Māori within the community, and provide opportunities for people to learn and further develop their Reo. Started by local Kaumatua, the Highbury Whānau Centre has sourced funding to promote and develop Pātua te Taniwha, and housed the programme within the facility on a weekly basis. Participant numbers have tripled since it shifted under the HWC umbrella, and there are plans for further development. Each Thursday evening between 25-35 people of all nationalities attend class to grow their knowledge of and confidence in speaking Te Reo.*
- *Dad's Day Out – the next community event day we combined with local community agency Te Aroha Noa and CCC Church to put a join Dad's Day Out event in collaboration with each other. This was done to reach more people to have a fun family day, to help them learn about local supports and resources and to encourage local community and connectivity.*
- *Pink Shirt Day – HWC Specialist Youth and Whānau Services met with local schools at the end of 2016 to ask what trends were presenting for their young people and what needs they are facing within their schools. Somerset and Takaro primary schools (Decile 1 and 2) identified that bullying and coping with difference were their two most significant and troubling concerns The HWC team discussed options that would be responsive to this and identified the need for a wider school approach with HWC setting up and then supporting the work that would be done within schools. A project was developed (in conjunction with an international awareness campaign) to address the identified issues, and funding was sought and received from the PNCC Local Initiatives Fund.*



*(in conjunction with an international awareness campaign) to address the identified issues, and funding was sought and received from the PNCC Local Initiatives Fund.*

*HWC visited each school to present the Pink Shirt Day project to staff, provide them with accompanying information, discuss modes of delivery and answer questions or concerns. The local UCOL (Polytech) performing arts department was co-opted to support the project through drama. In close consultation with the Team they wrote an age appropriate skit to launch the project at each school assembly. This was a great success and was supported by each school, local Community constable and HWC Pink Shirt Day Team.*

Resource packs were given to all classroom teachers to complete the process of defining and presenting the pupils' and school values associated with anti-bullying and promoting a positive school and community culture. Each student was given a large Pink T-Shirt template that they could use to decorate and write their core values on. Each classroom spent a week working on these messages within each school (supported by the Pink Shirt Day Team) the children were engaged in discussions and activities that led to identification of their own core values and key messages around positive relationships.

The pupils' shirts were displayed on Pink Shirt Day by pegging them to a Pink Shirt 'Washing Line' which was hung in rows across the main hall and in classrooms, and in class windows. Whanau were invited to share in the school culture and a celebration was held to reinforce the messages at home where the Team distributed pink wrist bands and positive message stickers. The Team visited the schools on Pink Shirt Day and were delighted to see the spirit and embracement of values within the schools. Principals, teachers and support staff reported that the objectives of the programme had been met and had far exceeded their expectations. They spoke of a positive shift in pupils' understanding of the implications of bullying and embracing difference. They also acknowledged that the programme had assisted the schools to refocus on positives, rather than managing negative responses to recent events. This programme continues in 2017.

**Reporting:**

A narrative, including relevant stats such as attendance, that outline the activities undertaken to achieve the actions and the objectives identified above.

Feedback on issues arising and any new solution based initiatives' either proposed or developed.

Youth and community development programmes delivered through the Highbury Whānau Centre are specifically designed to target vulnerable, at risk Whānau and young people with a view to engagement, assessment of further need, pro-social participation and education of participants in a non-threatening community environment. In this way, the programme work and individual work are linked as the early intervention programme work helps to identify which young people are in need of more specialised programme intervention or one-on-one work through HWC.

Generalised, chronic and social anxiety have been the most common symptomologies this year, from age 7 upwards and it is noted how much it is being seen in the younger age group at primary school level. This is why H-Dub Club was developed, to try and address these needs in a preventative resilience building way.

We are reaching a larger audience through working in schools, our programme delivery and through building a solid professional reputation for work with 7-25 year olds. This has led to some repeat clients and new clients and has led to these children and young people telling their friends and family and bringing them in to meet us which can lead to additional support opportunities through both programme work and individual work.

An outline of any new collaborative partnerships developed with other services or organisations.

Liaising with local primary, intermediate and high schools has been of immense benefits for the work at HWC as it; maintains existing professional relationships and enables referrals of children or young people in need to be made through the school to the Youth worker or Psychologist, enables discussions and framing, measuring and planning to be undertaken around best practice programme work for the presenting needs of the school or community, enables the professionals to work together around target cases for a more ecological intervention (involving client, whanau, home, school and church as well as possibly local police and CYF) and enables the Youth worker or Psychologist to refer cases to the school or local SWISS worker for particular additional supports or design specific programmes together to meet community need.

HWC are still committed to delivering a number of proactive and preventative programmes to



a wider catchment of young people. However, due to community need, we are also delivering more niche, intensified and therapeutic programmes. The participants have been identified as having complex needs, are victims and/or perpetrators of abuse, and are on a trajectory having ongoing issues, with a potential future of alcohol and/ or substance abuse, violence and offending. , To make best use of

resources the facilitation of the group is at times often shared with a partner agency such as a SWISS worker, or Supporting Families but because the client presentation or need is significantly higher, the programme ran longer than initially intended or the same participants may complete the programme twice to embed skills (as happened in Tama Tū this year, the participants were identified as repeated bullying offenders and thus needed to complete Tama Tū twice to attempt to further embed the messages and strategies delivered). This results in a smaller number of new clients reached but enables more targeted and longer lasting work to be completed with those who do participate.

*The following are the collaborative relationships that our organisation is currently participating within:*

- *NGO Leadership group – information sharing and training.*
- *WOSIDLG – The Whānau Ora Strategic Innovation, Development and Leadership Group*
- *Ara Taiohi – The National Youth Sector Network*
- *Palmy Youth Sector Network – Membership and steering group membership*
- *Youth Well-being Advisory Group (YWAG) – Membership & participation into the DHB Youth Well-being Advisory Group*
- *Local SWiS workers – (SWiS – Social Workers in Schools) information sharing, programme design and at times facilitation of delivery.*
- *Dads Day Out – Collaboration with Te Aroha Noa and other community providers.*

## IUVENTUS Ltd

### SERVICE STREAMS:

- **START – Whana Tū, Youth Service**
- **Te Hiringa – Alternative Education**

### **START – Whana Tū, Youth Service**

**Organisational overview:** The purpose of the START, Whana Tū – Youth Service is to deliver the YP / YPP (Youth Payment & Young Parent Payment) and the NEET (Not Engaged in Education & Training) contracts within the Palmerston North & Manawatū District communities. This is a contract that is facilitated by Iuventus with the Ministry of Social Development.

**Staffing:** START, Whana Tū – Youth Service has nine staff. All staff are experienced and / or qualified within Case management, Social Work and / or Youth Work; staff have continued to actively receive professional development and support in accessing this from the organisation.

In July 2017, we completed our fifth year within youth services after the initial period of establishment and development of the service and a way of working with young people within Palmerston North and the Manawatū region (July 2012 to June 2017); within this progress a understanding of how the youth services contract worked, and how we in our organisation were going to implement this service within our community. We have developed the initial evolution of youth service provision after the early years within the establishment and improvement of the youth transition programme that solely worked with NEET (Not Engaged in Education and Training) young people between the ages of 13 to 18



years old. In developments with YP & YPP (Youth Payment & Young Parent Payment) we continue to meet and at times surpass the national average within the contracted outcomes for this service provision, encouragement of young people in re-engagement within education and further training is the outcome foci.

Within the delivery of this service we are fully involved within the performance / outcomes of the MSD Youth Service Contracts and it was a period of both growth and stabilisation within the current youth services contract for the organisation; especially within the learnings and adjustments in working with young people in receipt of financial support from the government under the YP & YPP (Youth Payment & Young Parent Payment) programmes of this contract.

The following is a table with the quantity and educational engagement percentages for START services here in the Palmerston North / Manawatū district (as at 30 June 2017):

Provider Name	Current Enrolments				Engaged in Full-time Education, Training or Work-based Learning			
	YPP	YP	Total YP/YPP	NEET	YPP	YP	Total YP/YPP	NEET
<b>START – Whana Tū, Youth Service</b>	60	91	<b>151</b>	<b>51</b>	67%	60%	<b>63%</b>	<b>71%</b>
<b>Central Region TOTAL Figures</b>	134	196	<b>330</b>	<b>336</b>	65%	62%	<b>63%</b>	<b>77%</b>
<b>National TOTAL Figures</b>	2,076	2,156	<b>4,232</b>	<b>6,867</b>	46%	56%	<b>51%</b>	<b>79%</b>

### Highlights for the Service

A highlight for the service has been the continued growth and development of the staff within their respective roles. The service team of START within our organisation is a group of committed individuals who strive to seek positive outcomes for each of their clients, young people who need their support. Individuals are prepared to work as a collective to develop cohesive processes in the utilisation of the resource that is Youth Service that enable young people to create independence and engage within education. Through the development of all of our staff members, their growth within the youth sector will continue to flourish.

The acceptance of the Youth Service within the youth sector, schools community and social service providers has constantly needed to be maintained, although it has been relatively unproblematic in connecting with all the above named sectors. The maintenance comes from the forever evolving world that is social policy with the programme facilitation of NEET (Not Engaged in Education & Training) & Youth Benefit schemes.

Having the adequate resources and support to develop this service, and the ability in creatively developing the work process / practice to meet the needs of the young people we serve. This is without the fiscal constraints that most other social service organisations face has also been a highlight.

### Challenges for the Service

The proposed risk is that the ongoing development of service support, contact and the ability to engage with those young people whom are not accessing support from these services or agencies is becoming a concern, these young people have the classification of being (NEET - Not in Education, Employment and Training); alienated young people, whom have withdrawn from the education system, training opportunities and are becoming increasingly “unemployable”; is an enormous concern, these young people have also withdrawn from all support and avenues that can assist within their progress and development. Thus coupled with the limited employment options for these young people, and the resources’ and time needed to meet, assess the need and explore positive outcomes for these young people is an ‘ethical’ concern for the organisation. The mitigating strategy will be to ‘pool’ the time and resources for these groups with support from Work & Income to assist in the provision of service delivery to these vulnerable groups. The provision of a “frank”, “blunt” and “honest” programme to these groups would benefit and aim to inspire the need for accessing programmes, training and employment options for their individual needs. Another



worrying concern, but is not yet a trend has been the utilisation of some whānau and individuals viewing the YP (Youth Payment) benefit as a potential 'default' option rather than potentially exploring other options in accessing fiscal support for themselves. We need to develop a process that enables & empowers young people into work, and understanding what work is and the development of a culture or ethos of employment being a social norm.

## **Te Hiringa – Alternative Education**

The Highbury Whānau Centre is a Youth, Whanau and Community Development organisation that was started in 1981 in response to some burgeoning youth issues in Highbury, Palmerston North. Over a decade later, in response to a growing issue with local young people who had disengaged from education, the Highbury Whānau Centre Youth Worker collaborated with local school principals to secure a new initiative called Alternative Education. In 2000, the Highbury Whānau Centre became the first local provider of AE. As the need grew, so, too, did the AE provision, and the Centre became responsible for working with the local consortium of schools to support and encourage better outcomes for young people 'alienated ' from mainstream settings.

Early in the provision of AE, the Whānau Centre recognized the complexity of issues that results in the alienation and disengagement of young people from mainstream education. Social determinants such as socio-economic status, mental and physical health,

exposure to drug and alcohol, physical and emotional abuse, etc., were recognised as common factors in the lives of the young people referred to us. Their resulting disengagement from education only served to compound the issues and create further risk factors for the young people's wellbeing. In response to this, the practitioners developed an inclusive pedagogy and processes that addressed both the educational and behavioural deficits and the compounding social, health and youth justice issues.

Since then, our programme has responsively developed and evolved to meet the needs of our students. Youth mentors work proactively in schools to prevent drop-out and to reintegrate returning students, specialist teachers and youth workers close the learning gaps onsite, and a multi-disciplinary team collaborate to provide a holistic service for the wellbeing of the young people.

Our facilitation of the Alternative Education contract, for service provision in Palmerston North, and the Manawatū area, continued during this period, next year 2018 will be the final year of the three year (2015 - 2018) Alternative Education contract for the organisation. This included the formulation of a MoU (Memorandum of Understanding), the development of a payments schedule, recruitment of staff and the development of processes that support the facilitation and management of this contract. Our focus for the next annual period for Alternative



Education is to increase the learning engagement with 'alienated' young people and stabilise this contract post December 2018.

Also within this time period a streamlined process within our back office and across the 'whole' organisation has been developed, alongside the service delivery from one facility has been implemented. This has enabled a strengthened and functioning facilitation and delivery system within our administrative and education provision procedures for the young people we serve within this programme. The programme has been named 'Te Hiringa' in recognition of the new direction we are taking this programme and the perseverance, energy, determination, inspiration and vitality required to educate and elevate this vulnerable sector of young people to engage in education and further learning.

Preliminary discussion has commenced regarding the potential of a contract extension within the Alternative Education contract after December 31<sup>st</sup>, 2018. This has also provided further discussion on further possible government policy announcements, which we hope provides a stabilised strategic direction for this service and the young people within it.

Since mid-2016 a decision to re-align the strategic direction for our Alternative Education Programme was made to strengthen and streamline this provision, to this vulnerable grouping of young people. We have observed over time that the age of young people alienated



from education are getting younger, and the options available for re-integration back into the education mainstream are becoming increasingly more difficult. We are faced with the possibility that a high percentage of these young people will be fully educated within their secondary schooling years within the alternative education setting.

In December 2016, we integrated the Kelvin Grove Alternative Education base with the HWC base. January 2017, saw the employment of Amohia Rolls, who is a specialist within education having extensive experience as a school principal and an education advisor for MOE. We have re-designed the programme to ensure we improve educational engagement & attainment for & with these young people.

Our model has been reconfigured into the following:

The Highbury Whānau Centre Specialist Youth and Community Services Team and the Alternative Education staff, collaborate to deliver a programme combining a 21<sup>st</sup> century curriculum with psycho-education and therapeutic intervention to address behavioural and underlying mental, emotional and physical health concerns of students.

Academic learning is student centred and culturally designed. Physical & nutrition education, AOD (Alcohol & Drug) education, identity education, individual solution-focused intervention,

mentoring and primary health engagement are woven into the curriculum to create the overall programme. The components combine to provide a comprehensive response to the both the learning needs of the alienated students and the other factors that impact on learning.

Learning difficulties may not be a causal factor in student disengagement from mainstream schooling, but, instead, a symptom of other factors that have impacted the student. The life experience and background of a student has a significant bearing on their ability to manage the challenges that schools pose to young people. A student with regular truancy, behavioural difficulties, and/or conflict with staff are sometimes indicative of trauma they have suffered or dysfunction in their home environment. Students are supported through counselling, mentoring, learning coping strategies, and being linked into other pro-social engagement. Our programme, then, is a holistic model of learning that recognises and addresses the social, physical, emotional and mental barriers that impede progress.

Students regain confidence by becoming successful learners. When they are ready to return to a mainstream provider, their transition is negotiated and an 'Engage' support worker is assigned to support them until they are comfortable within the environment. Advocacy and mentoring are continued until the school, the whānau and the student agree that it is no longer required, and can be reinstated at any time the need presents.

Young people and their whānau have been involved in designing the education programme, providing valuable input into the direction of the delivery, both in the initial design and as an ongoing reflexive practice throughout the programme.



Manawatū AE curriculum is mobile, culturally designed, future focused and responsive to the needs of the students, whanau and community.

Inquiry based learning has a strong student-centred approach that integrates values key competencies, cultural competencies and habits of mind.

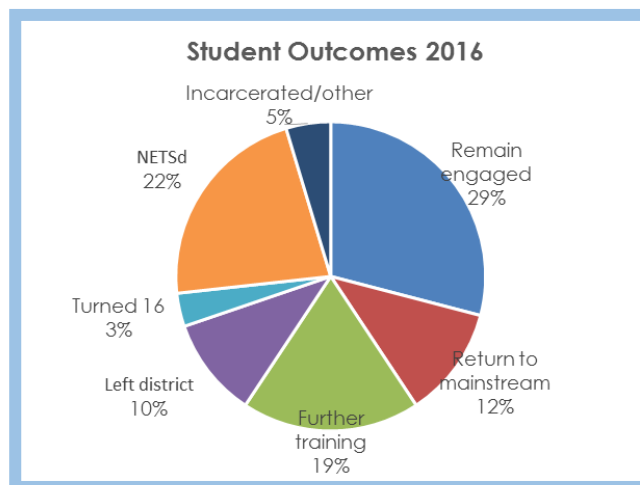
Digital learning has been implemented to enhance current practice, open up new and different ways of teaching and learning for our students, staff and whānau, where students have access to our school curriculum online through google applications and can participate in learning, in any place, at any time. Student 'agency' is promoted where students take

responsibility for their own learning which has increased motivation, engagement and accelerated achievement.

### Outcomes

In 2016, 87 (we are funded for 44) students were enrolled in Alternative Education, with a further 34 students being supported in the ENGAGE programme. Although there have been significant barriers to re-enrolment and reintegration, the annual outcomes indicate that the majority of referred students experienced a positive outcome.

There are often significant delays between student non-engagement (due to truancy, suspension or exclusion from school) and referral to Alternative Education. Consequently, the students' behavioral issues are often compounded by the results of long term disengagement; such as frustration, fraught whānau relationships, and lack of confidence in the system and themselves, and nervousness or anxiety at re-engaging. Attendance at AE, therefore, is a positive outcome, and a step towards reintegration into a mainstream setting.



### Highlights for the Service

The highlights for the service over the period of 2016-2017 has been the redesign and configuration of the Alternative Education Programme, into Te Hiringa. The Te Hiringa curriculum is derived from the NZ curriculum and couched in a cultural framework; engaging students in robust and relevant learning. Students learn interactively, at their own pace, and are progressed from their current aptitude and skill set. Key priorities include lifting the achievement of disadvantaged students through meaningful teaching and learning using 21st century ideas and resources. Individual student plans guide the teaching and learning process.

Te Hiringa employs a culturally responsive and relational pedagogy; in that the contexts for learning are where learners are able to connect new learning to their own prior knowledge and cultural experiences. The students inform the direction of teaching and learning as they interactively feed into and from the development and construction of lessons.

Our staff understand that supportive, trusting relationships are key to student learning in Alternative Education. Teaching and learning roles are mutually interdependent, organic and flexible. Both students and teachers share experiences and knowledge, and learn from one another. Te Hiringa's pedagogy is informed by Ako (Ka Hikitia - Accelerating Success) which is 'grounded in the principle of reciprocity', where the two-way teaching and learning process ensures that language, culture and identity inform the contexts for successful teaching practise.

The following three quotes epitomise that we as an organisation are actively achieving positive outcomes within this vital programme.

- "Alternative Education needs to move towards proactive planning for at risk students with interventions designed to keep young people in school" (Ministry of Education, 2016);

- “Through providing meaningful support, developing positive relationships between staff and students, and recognizing the importance of meeting the needs of the whole person, education providers may be able to support multiple (social) service using young people to achieve greater success in their lives.”(Pathways to Youth Resilience, 2014)
- “Successful schools demonstrated educational commitment to equity and excellence. They framed their achievement challenges effectively; resourced the required actions; made educationally powerful connections with students, parents and whanau; and ensured Māori enjoyed educational success as Māori.” (Education Review Office, 2016)

## Challenges for the Service

Forecasting what the future holds for this programme is difficult, as there is no to minimal strategic direction from policy makers. Anecdotally we know that this grouping of young people are both difficult to manage and inspire into a positive engagement within education. If we are empowered / enabled to continue our developments within this area, we believe the future looks bright through the following practise:

### Collaborative Practise

Despite a historically fragmented approach locally to supporting disengaged or alienated students, we remain committed to promoting a more collaborative model of working with ‘at risk’ students. Our team includes highly regarded specialist staff, able to facilitate and support positive development. Our students deserve future opportunities in learning, and mainstream schools need to work together to ensure that those opportunities are present & explored. We are determined to participate in the local Community of Learning.

### Digital Classroom

Digital technology has opened up new and different ways of teaching and learning for our students. They have access to innovative learning opportunities using 21<sup>st</sup> century technology. Developing digital literacy enables our student to be proficient in critical thinking and problem solving, and use digital tools to collaborate, construct information, communicate and relate to others. Our curriculum is mobile since implementing e-learning as a core part of our programme, and every student participates through a variety of mediums including chrome books and tablets as well as paper based work. Our next steps are to further develop Google classroom to consolidate and provide easier access to multi- level classroom work.



### Vocational Pathways

Next steps in individualised student planning is working more closely with local industry, schools and the vocational pathway team to create better processes for aligning student learning with vocational opportunities. We have the flexibility to create work ready students, whether it be directly with AE students, or with

mainstream students, by providing expertise in preparing for employment, supporting the transition to work, and mentoring for sustainability in the workforce.

Our team is committed to an innovative and forward thinking practice to ensure our students have the best opportunities to progress into their futures.

### **Conclusion**

In conclusion I would like to thank the governance team, the collective experience of the two organisational partners, the Highbury Whānau Centre and Luventus, as well as, the wisdom and skill of each individual governance member; your knowledge and networks have been invaluable in assisting me in providing support and direction for our team.

To our service teams, who all bring their individual skills, talents', patience, integrity, passion and drive into their own work practice; through our collective efforts, and our individual roles we are able to play a vital role in the development of young people within our city, assisting young people to be connected to services that support the education, health and development; we constantly need to remind ourselves that the ultimate goal of "enlightenment" for each young person is constantly evolving and is an ongoing developmental process. Humility and the strengthening of core role functions within our roles, thus being engaging and motivating young people to achieve their potential, should always remain within focus.

To MSD, especially Katie Brosnahan, Claire Pope and Paul McMillan who have always been fully supportive of the organisation and the services that we provide within the Palmerston North community. A special thanks and acknowledgement to these people for their efforts in enabling this service to flourish within our city.



**Peter Butler**  
**Group Executive Manager**

## **AUDITED ACCOUNTS**

July 1, 2015 to June 30, 2016



## Entity Information

For the year ended 30 June 2017

### Whanau Support Group

#### Entity Information

As at 30 June 2017

Whanau Support Group registered with the Charities Commission.

#### Entity's Purpose or Mission

Uwhia te pa, whakawairua ki te Manawanui, kia haemata te tipu!  
The embracing essence of our Whanau and Community will reinforce  
the development of our children and youth as leaders for Tomorrow'

Ururua huarahi, ngaro tangata. Huarahi watea, kainga kitea  
An overgrown path will lose people, a clear path shall ensure goals /  
horizons are seen.

#### Nature of Business

Youth, Whanau & Community Development Services

#### Entity Structure

The organisation commenced in 1981, by a group of parents wanting to assist their children to who were experiencing issues with truancy, youth crime and educational engagement. This was the commencement of youth development programmes for their own whanau and the wider communities, within the Palmerston North suburbs of Highbury, Takaro and Westbrook.

These initial reactive youth work initiatives continued and amalgamated to include proactive youth and community development work. From the early 1990's, the inclusion of sport as a tool to teach social responsibility launched the youth sports programmes within the organisation and in 1999 the alternative education programme began. In the mid 2000's the addition of youth transitional services aided the extension of these services. Alongside this progression the inclusion of youth counselling and youth mentoring have aided the continued organisational focus within core youth development activities.

A joint executive management committee of Highbury Whanau Centre & Juventus made up of community members with expertise within social services, organisational management and community development, meet and discuss the strategic direction and issues concerning the ongoing running and development of the group on a six weekly basis. The roles within the executive committee are: Chairperson, Treasurer, Secretary, Group Manager and three Executive members.

The Group is managed by an Executive Manager, who is responsible for all staff and has service team managers for the groups' service arms of Transitional Youth Services, Alternative Education and Specialist Community & Youth Services. The executive manager informs the chairperson of any major issues that affect the group.

The Group is a registered charity comprising an Incorporated Society with a subsidiary Company.

#### Beneficiary

Youth Whanau and Community



## Entity Information (cont.)

For the year ended 30 June 2017

### Whanau Support Group

#### Entity Information (continued)

As at 30 June 2017

<b>Main Sources of Cash and Resources</b>	Contract for service agreements with Ministry of Social Development, Palmerston North City Council and Child Youth & Family. Other sources include participant fees within programme activities.
<b>Main Methods Used to Raise Funds</b>	Funding applications through MSD and PNCC for youth, whanau and community services. MOU with Principals Assn Managing School for the Alternative Education Programme. User-pay programmes.
<b>Entity's Reliance on Volunteers and Donated Goods or Services</b>	Volunteers assist with governance, after-school/holiday programmes and youth sports. Youth Leadership participants volunteer to assist with refereeing and coordination of the Junior touch module.
<b>Our Overarching Goal</b>	Uwhia te pa, whakawairua ki te Manawanui, kia haemata te tipu! The embracing essence of our Whanau and Community will reinforce the development of our children and youth as leaders for Tomorrow'
<b>Auditors</b>	Cotton Kelly - Audit and Assurance PO Box 5257 Palmerston North
<b>Accountants</b>	BDO Central (NI) Limited Chartered Accountants and Advisors Palmerston North 4410
<b>Bankers</b>	Westpac Bank PO Box 4153 Palmerston North
<b>Solicitors</b>	Powell Lyall Solicitors 188 Broadway Avenue Palmerston North
<b>Registered Charity Number</b>	Whanau Support Group, Highbury, Takaro, Westbrook Incorporated - CC41466 Iuventus Limited - CC37594



# Statement of Financial Performance

For the year ended 30 June 2017

## Whanau Support Group

### Statement of Financial Performance

For the Year Ended 30 June 2017

	Note	Actual 2017 \$	Actual 2016 \$
<b>Revenue</b>			
Donations, fundraising and other similar revenue	2	1,139	1,050
Revenue from providing goods or services	3	1,453,367	1,307,438
Interest, dividends and other investment revenue	4	5,002	16,314
<b>Total Revenue</b>		<b>1,459,508</b>	<b>1,324,802</b>
<b>Less Expenses</b>			
Volunteer and employee related costs	5	899,627	787,914
Costs related to providing goods or services	6	376,324	390,320
Other expenses	7	107,684	86,601
<b>Total Expenses</b>		<b>1,383,635</b>	<b>1,264,835</b>
<b>Surplus</b>		<b>75,873</b>	<b>59,967</b>

These financial statements are to be read in conjunction with the accompanying Notes and the compilation report. These statements have been audited.



# Statement of Financial Position

For the year ended 30 June 2017

## Whanau Support Group


### Statement of Financial Position

As at 30 June 2017

	Note	2017 \$	2016 \$
<b>Current Assets</b>			
Cash & Bank Balances	9	585,666	638,017
Accounts Receivable		95,135	136,150
Other Receivables		-	2,283
Income Tax Receivable	8	1,894	1,487
Westpac Term Deposit		-	272,770
<b>Total Current Assets</b>		<b>682,694</b>	<b>1,050,707</b>
<b>Non Current Assets</b>			
Property, Plant & Equipment	10	481,279	51,695
<b>Total Assets</b>		<b>1,163,973</b>	<b>1,102,402</b>
<b>Current Liabilities</b>			
Bank Overdraft		-	17,217
Payables & Accruals	11	37,254	36,412
GST Payable		69,371	65,438
Employee Costs Payable		40,955	42,814
<b>Total Liabilities</b>		<b>147,580</b>	<b>161,882</b>
<b>Net Assets</b>		<b>1,016,393</b>	<b>940,520</b>
<b>Accumulated Funds</b>			
Accumulated Funds	13	1,016,393	940,520
<b>Total Accumulated Funds</b>		<b>1,016,393</b>	<b>940,520</b>

 Chairperson

Date 4/12/17

 Treasurer  
EXEC. MANAGER

Date 4/12/17

These financial statements are to be read in conjunction with the accompanying Notes and the compilation report. These statements have been audited.



# Statement of Cash Flows

For the year ended 30 June 2017

## Whanau Support Group

### Statement of Cash Flows

For the Year Ended 30 June 2017

	Note	2017 \$	2016 \$
<b>Cash Flows from Operating Activities</b>			
<b>Cash was received from:</b>			
Donations, fundraising and other similar revenue		1,139	1,050
Revenue from providing goods or services		1,345,673	1,164,077
Interest Received		7,285	16,633
Other Income		-	14,990
		<b>1,354,097</b>	<b>1,196,750</b>
Net GST		9,221	(9,185)
<b>Cash was applied to:</b>			
Volunteer and employee related costs		899,627	787,914
Costs related to providing goods or services		323,826	314,244
Other expenses		-	274
		<b>1,223,453</b>	<b>1,102,432</b>
<b>Net Cash Flows from Operating Activities</b>		<b>139,865</b>	<b>85,133</b>
<b>Cash Flows from Investing Activities</b>			
<b>Cash was received from:</b>			
Receipts from sale of investments		272,770	466,307
		<b>272,770</b>	<b>466,307</b>
<b>Cash was applied to:</b>			
Payments to purchase investments		-	272,770
Payments to acquire property, plant and equipment		447,768	19,216
		<b>447,768</b>	<b>291,986</b>
<b>Net Cash Flows from Investing Activities</b>		<b>(174,998)</b>	<b>174,321</b>
Net Decrease in Cash Held		(35,133)	259,454
Cash at the Beginning of the Year		620,800	361,347
<b>Cash at the End of the Year</b>		<b>585,667</b>	<b>620,801</b>
<b>This is represented by:</b>			
Cash & Bank Balances		585,667	620,801

These financial statements are to be read in conjunction with the accompanying Notes and the compilation report. These statements have been audited.



# Statement of Service Performance

For the year ended 30 June 2017

## Whanau Support Group

### Statement of Service Performance

For the Year Ended 30 June 2017

#### Description of the Group's Outcomes and Outputs

The below figures represent what can be evidenced within the SERVICE OUTCOMES / OUTPUTS from 1 July 2016 to 30 June 2017.

#### SERVICE OUTCOMES

The outcomes of the organisation group include the following:

- \* To provide guidelines support & assistance to those seeking help from the organisation.
- \* To support, guide & work alongside our youth workers
- Our youth workers; across our group are highly qualified and experienced practitioners that include a Registered Community Psychologist (x1), Registered Teachers (x2), Registered Social Workers (x2), Qualified Youth Workers (x7) and training Social Workers (x2)
- \* To develop programmes that service community need
- \* To provide support in crisis situations for young people and their whanau
- \* To encourage young people to make a contribution
- \* To encourage young people to take responsibility for their own actions
- \* To provide opportunities that will lessen the chances of re-offending by encouraging values of self-respect, self-esteem, self-confidence and self-determination

	Actual 2017	Actual 2016
<b>HWC - Specialist Youth, Whanau &amp; Community Services</b>		
* Specialised & Individualised Advocacy & Support for Young people presenting with extreme risk factors. - Individual participant numbers	6	10
* Specialised Group Youth Mental Health Programmes - Individual participant numbers across two programmes	31	64
* Specialised Alternative Education Undertakings - Individual participant numbers across three service streams	149	140
* Specialised & Individualised Youth Justice Mentoring for at Risk Youth - Individual participant numbers	26	17
* Specialised & Individualised Counselling for Young people presenting with extreme risk factors. - Individual participant numbers	66	28
* Specialised & Individualised Youth Work Support Activities for at Risk Youth - Individual participant numbers	14	26
* After School Programmes - Group participant numbers	108	155
* School Holiday Programmes - Group participant numbers from 3 programmes	132	108

These financial statements are to be read in conjunction with the accompanying Notes and the compilation report. These statements have been audited



## Statement of Service Performance (cont.)

For the year ended 30 June 2017

### Whanau Support Group

#### Statement of Service Performance (continued)

For the Year Ended 30 June 2017

#### HWC - Junior/Youth Sports Programmes

* HWC Junior Youth Touch participant numbers	1140	1170
* HWC Junior Youth Rugby League participant numbers	75	

#### START - Youth Service

\* participant numbers measured from a snap shot of one day within the service - 30 June 2017  
202

#### DESCRIPTION OF UNQUANTIFIED OUTPUTS

HWC - Specialist Youth, Whanau & Community Services - 2400  
\* support & assistance to those seeking help from the organisation  
- average of 10 enquires per day across a 48 week year

#### Additional Information

Our aims are embodied through six pillars

- \* te whakamana tangata - community empowerment
- \* te whakahao rangatahi - rangatahi development
- \* te whakapiki oranga - healthy lifestyles
- \* te whakatuia - strong and positive relationships
- \* te whakawhanaketanga - building a positive future
- \* te rangahautanga - evidence and research based decision making

These financial statements are to be read in conjunction with the accompanying Notes and the compilation report. These statements have been audited.



# Notes to and forming the Performance Report

## Whanau Support Group

### Notes to and forming part of the Performance Report

For the Year Ended 30 June 2017

#### 1 Statement of Accounting Policies

##### Reporting Entity

Whanau Support Group is registered as a Group with Charities Services. The Parent, Whanau Support Group, Highbury, Takaro, Westbrook Incorporated is an incorporated society registered under the Incorporated Societies Act 1908. Luventus Limited, the wholly owned subsidiary, and the parent are both registered charities under the Charities Act 2005.

These consolidated financial statements for the year ended 30 June 2017 comprise the controlling entity and its controlled entities (together referred to as the "Group") and individually as "Group Entities".

The performance report of Whanau Support Group has been prepared according to generally accepted accounting practice in New Zealand as determined by the External Reporting Board.

##### Basis of Consolidation - Controlled Entities

Controlled entities are entities controlled by the Group, being where the Group has power to govern the financial and operating policies of another entity so as to benefit from that entity's activities. The financial statements of the Group's controlled entities are included in the consolidated financial statements from the date that control commences until the date that control ceases.

##### Loss of Control of a Controlled Entity

On the loss of control, the Group derecognises the assets and liabilities of the controlled entity, any minority interest, and the other components of net assets/equity related to the controlled entity. Any surplus or deficit arising on the loss of control is recognised in surplus or deficit.

If the Group retains any interest in the previously controlled entity, then such interest is measured at fair value at the date that control is lost. Subsequently, the retained interest is either accounted for as an equity-accounted associate or an available-for-sale financial asset depending on the level of influence retained.

##### Transactions Eliminated on Consolidation

Intra-entity balances and transactions, and any unrealised income and expenses arising from intra-entity transactions, are eliminated in preparing the consolidated financial statements.

##### Statement of Compliance and Basis of Preparation

The Group has elected to apply PBE SFR-A (NFP) Public Benefit Entity Simple Format Reporting - Accrual (Not-for-Profit) on the basis that it does not have public accountability and has total annual expenses of equal to or less than \$2,000,000. In the application of PBE SFR-A (NFP) the Group is eligible to opt up and apply Tier 2 PBE Standards to specific types of transactions. The Group has elected to apply the following Tier 2 PBE Accounting Requirements:

- PBE IPSAS 35 Consolidated Financial Statements is effective for accounting periods beginning on or after 1 January 2019 and has been adopted early.

The financial statements have been prepared on a historical cost basis. All transactions are reported using the accrual basis of accounting.

##### Going Concern

Performance report has been prepared on the assumption that the reporting entity is a going concern.

These financial statements are to be read in conjunction with the accompanying Notes and the compilation report. These statements have been audited.



## Notes to and forming the Performance Report (cont.)

### Whanau Support Group

#### Notes to and forming part of the Performance Report (continued)

For the Year Ended 30 June 2017

3 Revenue from providing goods or services	2017	2016
	\$	\$
Junior Sport	30,113	31,192
Ministry of Social Development	838,743	699,088
PNCC	40,000	40,650
Primary Health Organisation	54,630	36,895
PNBHS Alternative Ed	469,595	462,808
Student Contributions	500	-
Programme & Course Funding	2,780	13,316
Miscellaneous Grants	5,220	-
Sundry Income	4,293	447
Hire of Facilities	7,493	23,042
<b>Total Revenue from providing goods or services</b>	<b>1,453,367</b>	<b>1,307,438</b>
4 Interest, dividends and other investment revenue	2017	2016
	\$	\$
Interest Received	5,002	16,314
<b>Total Interest, dividends and other investment revenue</b>	<b>5,002</b>	<b>16,314</b>
5 Volunteer and employee related costs	2017	2016
	\$	\$
ACC Levies	3,121	3,486
Other Employee Expenses	4,137	2,345
Staff Supervision	9,600	8,259
Staff Training	12,414	15,047
Wages	870,355	758,777
<b>Total Volunteer and employee related costs</b>	<b>899,627</b>	<b>787,914</b>
6 Costs related to providing goods or services	2017	2016
	\$	\$
Junior Sport	24,014	30,636
Computer Lease	32,676	29,648
Facilities Costs	19,391	11,586
General Expenses	843	2,737
Motor Vehicle Expenses	13,282	19,308
Motor Vehicle Lease	15,803	18,934
Marketing & Promotion	423	-
PNBHS Alternative Ed Teacher Expenses	93,000	93,000
PNBHS Management Fee	46,281	46,281
Rent	30,918	53,678
Resource Materials	47,117	59,938
Youth & Whanau Development Expenses	52,576	24,574
<b>Total Costs related to providing goods or services</b>	<b>376,324</b>	<b>390,320</b>

These financial statements are to be read in conjunction with the accompanying Notes and the compilation report. These statements have been audited.



## Notes to and forming the Performance Report (cont.)

### Whanau Support Group

#### Notes to and forming part of the Performance Report (continued)

For the Year Ended 30 June 2017

7 Other expenses	2017	2016
	\$	\$
Accountancy Fees	17,656	16,816
Audit Fee	7,653	5,593
Bad Debts Written Off	889	52
Bank Fees & Charges	252	242
Depreciation	18,185	15,503
Minor Assets	808	-
Donations & Koha	520	1,550
Governance Costs	1,052	1,128
Insurance	15,558	7,764
Interest - IRD Interest & Penalties	-	274
Legal Fees	1,000	500
Office Expenses	7,524	13,318
Postage	2,620	2,723
Printing & Stationery	1,678	4,538
Telecommunications	32,288	16,599
<b>Total Other expenses</b>	<b>107,684</b>	<b>86,601</b>
8 Income Tax	2017	2016
	\$	\$
Opening Balance	(1,487)	(988)
Less:		
RWT Receivable	407	499
<b>Income Tax (Receivable)</b>	<b>(1,894)</b>	<b>(1,487)</b>
9 Cash & Bank Balances	2017	2016
	\$	\$
<b>Cash Balance</b>		
Cash on Hand	119	256
<b>Bank Account Balances</b>		
Kiwibank 00 - Edge Account	154,969	169,533
Kiwibank 01 - Online Call Account	62,008	61,312
Westpac 00 - START Account	229,436	295,027
Westpac 00 - Jnr YT Account	39,133	18,186
Westpac 25 START Savings Account	29,266	-
Westpac 26 Alternative Education	70,736	93,704
<b>Total Cash &amp; Bank Balances</b>	<b>585,547</b>	<b>637,761</b>
	<b>585,666</b>	<b>638,017</b>

These financial statements are to be read in conjunction with the accompanying Notes and the compilation report. These statements have been audited.



## Notes to and forming the Performance Report (cont.)

**Whanau Support Group**

**Notes to and forming part of the Performance Report (continued)**

For the Year Ended 30 June 2017

**10 Property, Plant & Equipment**

	Opening Carrying Amount	Purchases / (Sales or Disposals)	Depreciation & Impairment	Closing Carrying Amount
	\$	\$	\$	\$
<b>Property, Plant &amp; Equipment 2017</b>				
Land - Iuventus	-	195,097	-	195,097
Building Fitout - Iuventus	13,700	9,594	3,886	19,408
Plant and equipment - Whanau Support	1,366	-	342	1,024
Motor vehicles - Iuventus	9,162	-	2,748	6,414
Furniture & Fittings - Whanau Support Group	4,201	-	841	3,360
Office equipment - Iuventus	19,204	9,052	6,902	21,353
Alt Ed Assets - Iuventus	3,476	-	629	2,847
Catering Equipment - Whanau Support Group	8	-	2	6
Motor Vehicles - Whanau Support Group	579	-	116	463
Buildings - Iuventus	-	234,026	2,719	231,307
<b>Total Property, Plant &amp; Equipment</b>	<b>51,695</b>	<b>447,768</b>	<b>18,185</b>	<b>481,279</b>

	Opening Carrying Amount	Purchases / (Sales or Disposals)	Depreciation & Impairment	Closing Carrying Amount
	\$	\$	\$	\$
<b>Property, Plant &amp; Equipment 2016</b>				
Building Fitout - Iuventus	8,608	6,960	1,868	13,700
Plant and equipment - Whanau Support	1,838	-	472	1,366
Motor vehicles - Iuventus	13,089	-	3,927	9,162
Furniture & Fittings - Whanau Support Group	5,254	-	1,053	4,201
Office equipment - Iuventus	14,204	12,256	7,257	19,204
Alt Ed Assets - Iuventus	4,255	-	779	3,476
Catering Equipment - Whanau Support Group	10	-	2	8
Motor Vehicles - Whanau Support Group	724	-	145	579
<b>Total Property, Plant &amp; Equipment</b>	<b>47,982</b>	<b>19,216</b>	<b>15,503</b>	<b>51,695</b>

**11 Payables & Accruals**

	2017 \$	2016 \$
<b>Accounts Payable</b>		
Accruals	23,140	13,457
Accounts Payable	14,114	22,955
<b>Total Payables &amp; Accruals</b>	<b>37,254</b>	<b>36,412</b>

These financial statements are to be read in conjunction with the accompanying Notes and the compilation report. These statements have been audited.



## Notes to and forming the Performance Report (cont.)

### Whanau Support Group

#### Notes to and forming part of the Performance Report (continued)

For the Year Ended 30 June 2017

12 Operating Lease Commitments	2017 \$	2016 \$
Future minimum lease payments under non-cancellable leases		
Current	54,468	54,468
Non-Current	4,976	59,444
	<b>59,444</b>	<b>113,912</b>

Luventus has at lease on property at 210 Featherston Street with current right of renewal expiring 30 July 2018. Other commitments comprise rental agreements for office equipment. The amounts shown are GST inclusive.

13 Accumulated Funds	2017 \$	2016 \$
Opening Balance	940,520	880,553
Plus:		
Surplus for the Year	75,873	59,967
<b>Total Accumulated Funds</b>	<b>1,016,393</b>	<b>940,520</b>

#### 14 Reclassification of Comparatives

During the financial year there was a re-classification of PNBHS Alternative Education Teacher expenses from volunteer and employee related costs to costs related to providing goods or services. The 2016 comparative year also shows this re-classification. During the year there was a reclassification of payables and employee payables. The 2016 comparative year also shows this re-classification.

#### 15 Related Parties

The wife of the Manager of Luventus Limited is employed by Palmerston North Boys' High School to manage the Group's Alternative Education Program.

The Deputy Chair is also employed by the Group on a part-time basis.

#### 16 Capital Commitments

The Group has no capital commitments as at 30 June 2017, (2016 Nil).

#### 17 Contingent Liabilities and Guarantees

The Group has no contingent liabilities and no guarantees as at 30 June 2017. (2016: Contingent Liabilities Nil. Guarantees Nil.)

#### 18 Events Occurring After Balance Date

There have been no events that have occurred since balance date that would have a material impact on the performance report.

These financial statements are to be read in conjunction with the accompanying Notes and the compilation report. These statements have been audited



## Independent Auditors Report



### INDEPENDENT AUDITOR'S REPORT

*To the Members of Whanau Support Group, Highbury, Takaro, Westbrook Incorporated*

#### Report on the Consolidated Performance Report

##### Opinion

We have audited the consolidated performance report of Whanau Support Group, Highbury, Takaro, Westbrook Incorporated including its subsidiary Iuventus Limited (the Group) on pages 2 to 14, which comprises the group entity information, consolidated statement of service performance, consolidated statement of financial performance and consolidated statement of cash flows for the year ended 30 June 2017, the consolidated statement of financial position as at 30 June 2017, the statement of accounting policies and other explanatory information.

In our opinion:

- the reported consolidated outcomes and outputs, and quantification of the outputs to the extent practicable, in the statement of service performance are suitable;
- the consolidated performance report on pages 2 to 14 presents fairly, in all material respects:
  - the financial position of the Group as at 30 June 2017 and of its financial performance and cash flows;
  - the entity information; and
  - the service performance

for the year then ended accordance with Public Benefit Entity Simple Format Reporting – Accrual (Not-For-Profit) issued in New Zealand by the New Zealand Accounting Standards Board.

##### Basis for Opinion

We conducted our audit of the consolidated statement of financial performance, consolidated statement of financial position, consolidated statement of cash flows, statement of accounting policies and notes to the consolidated performance report in accordance with International Standards on Auditing (New Zealand), and the audit of the entity information and statement of service performance in accordance with the International Standard on Assurance Engagements (New Zealand) ISAE (NZ) 3000 (Revised). Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Performance Report* section of our report. We are independent of the Group 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 we have fulfilled our other ethical responsibilities in accordance with these requirements.

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

Other than in our capacity as auditor we have no relationship with, or interests in, Whanau Support Group, Highbury, Takaro, Westbrook Incorporated or its subsidiary.

##### Restriction on responsibility

This report is made solely to the Members, as a body, in accordance with section 42F of the Charities Act 2005. Our audit work has been undertaken so that we might state to the Members those matters we are required to state to them in an 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 Members as a body, for our audit work, for this report, or for the opinions we have formed.

## Independent Auditors Report (cont.)



### Executive Committee's Responsibility for the Consolidated Performance Report

The Executive Committee is responsible for determining that the Public Benefit Entity Simple Format Reporting – Accrual (Not-For-Profit) framework is acceptable in the entity's circumstances and, for:

- a) identifying outcomes and outputs, and quantifying the outputs to the extent practicable, that are relevant, reliable, comparable and understandable, to report in the consolidated statement of service performance;
- b) the preparation and fair presentation of the consolidated performance report which comprises:
  - a. the consolidated entity information;
  - b. the consolidated statement of service performance; and
  - c. the consolidated statement of financial performance, consolidated statement of financial position, consolidated statement of cash flows, statement of accounting policies and notes to the performance report
  - d. in accordance with Public Benefit Entity Simple Format Reporting – Accrual (Not-For-Profit) issued in New Zealand by the New Zealand Accounting Standards Board, and
- c) for such internal control as the Executive Committee determines is necessary to enable the preparation of a performance report that is free from material misstatement, whether due to fraud or error.

In preparing the consolidated performance report, the Executive Committee is responsible for assessing the group's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Executive Committee either intends to liquidate the group or to cease operations, or have no realistic alternative but to do so.

### Auditor's Responsibilities for the Audit of the Consolidated Performance Report

Our objectives are to obtain reasonable assurance about whether the consolidated performance report is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (NZ) and ISAE (NZ) 3000 (Revised) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and 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 this consolidated performance report.

A further description of the auditor's responsibilities for the audit of the consolidated performance report is located at the XRB's website at:

<https://xrb.govt.nz/standards-for-assurance-practitioners/auditors-responsibilities/audit-report-7/>

We communicate with the Executive Committee regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Cotton Kelly  
4 December 2017

## Photo Captions



**Music Workshop with HWC Alt. Ed Students**



**Tāne Toa – Kai Gathering**



**Holiday Programme FUN**



**NZ WARRIORS Visit to HWC & HWC  
JYT Participants**



**Team building with Tama Tū  
Programme Participants**



## Photo Captions (cont.)



**Amazing Race – Alt. Ed. Programme**

**Pink Shirt Day with Somerset School**



**Cooking – Holiday Programme**



**Course Visits – NEET Young People**



**Industry Training Demonstration – Alt. Ed. Programme**

## Photo Captions (cont.)



**Robotics – Alt. Ed Programme**



**Digital Classroom – Alt. Ed Programme**

**Fire Wise Education – Alt. Ed Programme**

