

HIGHBURY WHĀNAU CENTRE

ANNUAL REPORT



2018

Contents

Company Directory	3
Chairperson’s Report	4
Executive Managers Report	5
AUDITED ACCOUNTS	23
Entity Information	24
Statement of Financial Performance	26
Independent Auditors Report	38
Group Strategic Plan 2018-2023	40
Organisational CHART	42
Photo Captions	43

Company Directory

As at 30 June 2018

Nature of business	Community, Whānau and Youth Development Services					
Registered Office	C/- Powell Lyall Solicitors Palmerston North					
Location of Business	Palmerston North					
Incorporation Number	307634 (WHANAU SUPPORT GROUP, HIGHBURY, TAKARO, WESTBROOK INCORPORATED) / 1893758 (IUVENTUS)					
IRD number	22-467-458 (WHANAU SUPPORT GROUP, HIGHBURY, TAKARO, WESTBROOK INCORPORATED) / 95-576-192 (IUVENTUS)					
Directors	Wheturangi Walsh-Tapiata Frank Moulton Leon Tufuga Diana Kawana Kelly Bevan Veronica Tawhai					
Shareholders	<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>					
Accountants	Accountablez Palmerston North	BDO Manawatu Limited PO Box 1242 Palmerston North				
Auditors	Cotton Kelly Unit 6, Northcote Office Park 98 Grey Street Palmerston North					
Bankers	Kiwibank (WHANAU SUPPORT GROUP, HIGHBURY, TAKARO, WESTBROOK INCORPORATED) 328 Church Street, Palmerston North Westpac (IUVENTUS) PO Box 4153, Palmerston North					
Solicitors	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 and their whānau 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 and strategic level by trying to get ministries and others to fully understand and appreciate the critical issues that rangatahi, whānau and community are faced with. 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.

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, 2017 to the June 30, 2018. The work that has been completed has been serviced by the two entities that the organisation governs under the umbrella of the Whānau Support Group - Highbury Whānau Centre / Iuventus Governance Group; these entities utilise the following service arms the Highbury Whānau Centre, START Whana Tū – Youth Service and Te Hiringa Alternative Education Programme; for community, whānau and youth service provision.

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 in particular the Palmerston North City Council and the Ministry of Social Development 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 (Kiria Tangaroa) and youth mentor (Terry Clune). We have further support within the staffing of the facility and services / programmes within the organisation through the employment of casual staffing compliments, within the School Holiday Programming. Te Hiringa Alternative Education Programme, continues to develop with teacher Julene Duerksen-Kapao being employed within this reporting period; this adds to the existing staff of youth workers within this programme Morgan Emery and Corey Woon; while Sandra Carroll completes administrative functions for the Te Hiringa programme and the Highbury Whānau Centre. The team that resides within the Highbury Whānau Centre is managed extremely well by Anjali Butler.



The START team has had numerous movements within its staffing, with beginning social workers gaining experience within this mahi, prior to moving onto other opportunities. The START staffing includes the Youth Case work team of Philamena Beale, Kavi Dasanayake, Melissa Thake, Kathryn Jesson-Moore, Stewart Fata, Jharna Melbourne and Manager Sue Best.

All staff have continued to actively receive professional development and support in accessing this from the organisation; and are supported within their mahi with back office functions completed by Rongo Poutu-Smith.

Governance: Wheturangi Walsh-Tapiata continues as our Chairperson for the HWC Executive Committee. Within our governance group, which include Frank Moul, 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 Ministry of Vulnerable Children; Oranga Tamāriki and Kelly Bevan from Whaioro Trust. Within this reporting period we have had inclusion within / to our governance; Veronica Tawhai from Massey University, a lecturer and doctoral student. 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 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, while streamlining our administration processes. We have been actively working with government agencies within planning of programmes for this next financial year, completing contract negotiations for service provision for the F19 and F20 government fiscal periods. Development 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. We have recently updated our organisations strategic plan, which is included within this report. We have just completed our strategic plan in June 2018, and are about to implement and complete our organisations business plan to 2023.



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:

- MSD – Ministry of Social Development
- 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 Programmes

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.
 - *This programme has now ceased due to Massey University not committing to fiscally supporting this initiative.*
2. Annual provision of after school programmes.

- H-Dub Club – Age group: 10-13 year olds with up to 18 young people to participating within teambuilding activities, cooking and craft during the school term months of July – September 2017. Facilitated by the HWC Specialist Youth and Community Services Team.

Programme rationale states; healthy relationships are a crucial part of a child's development & learning how to build them is an important part of growing up. Research shows that brief intervention targeted at building self-esteem and pro-social skills at this age can have long term benefits. Objectives for the programme include; engagement of 'at risk' pre-adolescents in physical and creative activity, increase their knowledge about healthy lifestyles and the benefit of making positive choices. Young people are shared self-esteem and pro-social peer skills that will be further embedded in their on-going relationship with HWC.



- Keep Cool Till After School – Age group: 10-12 year old young people for games and sporting activities, with up to 12 participants participating within each session of the programme. The programme was facilitated mid-

week during the school term months of October and December 2017.

Facilitated by the HWC Specialist Youth and Community Services Team. The programme rationale states; Healthy relationships are a crucial part of a child's development & learning how to build their confidence is an important part of growing up. Research shows that brief intervention & education targeted at building self-esteem and pro-social skills at this age can have long term benefits. Objectives for this programme include the engagement of at risk pre-adolescents in physical and creative activity, and increase their knowledge about healthy lifestyles and the benefit of making the right choices, teaching self-esteem, confidence and pro-social peer skills that will be further embedded in their on-going relationship with HWC.

Similar to other programmes delivered through the Highbury Whānau Centre Social Services, these young people will be informed about the programme

objectives as well as being asked to think about their responsibility that they hold in supporting their Rangatahi to participate within the programme.

3. Annual provision of three School Holiday Programmes.

School Holiday Programming for this reporting period was facilitated within the months of July 10th – 21st, 2017; October 2nd – 13th, 2017; April 16th – 26th, 2018. These three Holiday programmes were delivered through the HWC Specialist Youth and Community Services Team. The development of this programme is to not only cater for the recreational activities, but also the pro-social development of young people within these school holiday periods. A total of 481 participants attended these three programmes.

Objectives include the provision to young people the opportunity to engage in fun, interactive and productive activities which provides the chance to gain a skill and a sense of inclusion. Sports, Art, Team building, and Outside activities are included in this programme and have many associated positive learning outcomes from strengthening social networks, developing a sense of pride and achievement, developing fine and gross motor skills, as well as providing an opportunity to be creative and blow off some energy. To break down any potential barriers, participation is the key factor for the youth to socially interact in a team environment.

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 spaces / places are used to provide sporting activities, learning and team building games, art and craft activities, cooking, with 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 the school term time period of October 2017 to March 2018, with 24 young people between the ages of 13 – 19 participating within the programme during the reporting time period.

Designed by the HWC Specialist Youth and Community Services Team, and facilitated by the HWC Youth Worker, within the HWCJYT (Highbury Whānau Centre – Junior /

Youth Touch Module). These young people are trained to facilitate the refereeing and coordination of over 1000 young people within this sports module, the 2017 – 2018 season catered for 1430 within 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 co-ordination 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 131 teams with 1430 participants registered during the period from October 2017 to April 2018. 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.



- *HWC Mini-Mod:* Over the past few years we have led and assisted the development of a Junior Rugby League Competition, which is based on the model we have developed within our junior touch module. The age grouping within this programme was between the ages of 9-11 years old, both Boys & Girls participated. The length of programme was 4 weeks every Tuesday for a 75 minute period from 3:45pm to 5:00pm; within the following dates 6th March – 27th

March, 2018. The Mini-Mod programme is a new initiative that builds on the already successful sporting modules we run. Many local parents have seen the success of the Junior Rugby League module (and the Youth Touch Module), and have asked us to cater for an Under 11s grade. The idea is to provide another avenue for young people to play sport after-school, to promote key messages and values through engaging in sport, and to have a positive experience of Rugby League with the aim to pathway them into the sport we love. The concept for this programme is to engage with young people, their whānau, and their schools through Rugby League.

Players are develop by incorporating 'skill & drills' trainings into a competitive sports module where each team has 2 games per day. To provide qualified coaches and trainers to support both the players and the coaches. To deliver the THREAD philosophy (Trust, Honesty, Respect, Excellence, Attitude & Development) to young people through Rugby League. To promote key healthy lifestyle messages, such as, (PACT) Positive Attitude Change's Today for Tomorrow, leadership, including a consistent theme of resiliency.

Responsibilities of Whānau are similar to other programmes delivered through the Highbury Whānau Centre Social Services, young people's whānau/ caregivers are informed about the programme objectives as well as being asked to think about their responsibility that they hold in supporting their Rangatahi to participate within the programme. Attendees: 116 participants; 29 per session over a four week period.

6. Annual delivery of 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 cycle 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 2017 to June 2018, across this period were a total of 135 young women and young men, across these service streams. 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).

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 Kaumātua, 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. A marae noho at Te Tikanga Marae, in Tokorangi was an extension of this year's programme.

- *HWC Mural Launch & Community Touch Tournament* – Smokefree Mural He Pou Tuatoru unveiling, and Community Sports Day. This was held in February 2018, with the combining of a community sports day / tournament and the promotion

of a community initiative to promote a Smokefree environment. Two years in the making, the community was consulted, various service providers collaborated and PNCC supported



the process. The Summer Concert series was brought out to communities this year, and one was due to compliment the Smokefree mural project launch, but unfortunately bad weather prevented it from going ahead. We did, however, proceed with the launch and community sports day. The Mayor, Grant Smith, local Rangitāne Kaumātua, PNCC representatives, community whānau were all represented and a total of approx. 400 people attended.

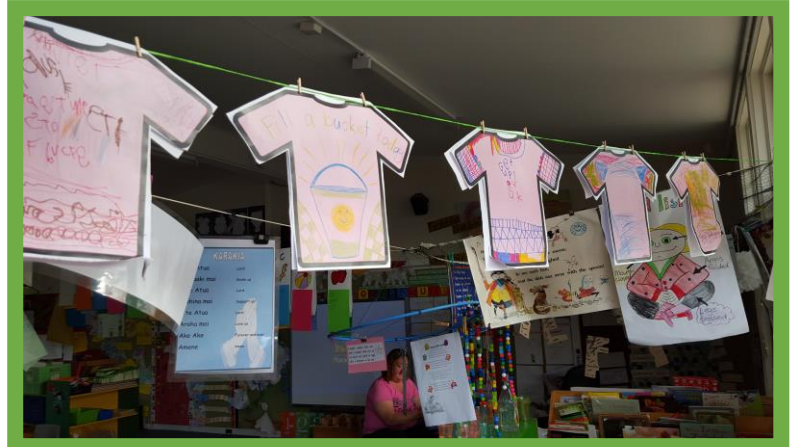
- *Pink Shirt Day* – HWC Specialist Youth and Whānau Services met with local schools with three schools (Monrad, Takaro and Somerset School) and the wider community targeted at the end of Monday April 30th May 18, 2018 to promote the Pink Shirt Day within. A project was developed (in conjunction with an international awareness campaign) to address the identified issues, and funding was sought and received from the PNCC Local Initiatives Fund.

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.

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) and 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. Whānau 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 ancillary staff reported that the objectives of the programme had been met and had far exceeded their expectations. They spoke to 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.

Reporting Overview:

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.
- 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, whānau, home, school and church as well as possibly local police and Oranga Tamāriki) 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. Because the client presentation or need is significantly higher, the programme may run longer than initially intended or the same participants may complete the programme twice to embed skills (as sometimes 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:

- Māori Wardens with HWC JYT – facilitation of the event management of this programme; namely the traffic logistics
- 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.
- Ora Konnect – a collect impact collaboration of organisations in the westside of the city.

Conclusions:

Core to all the work undertaken to achieve results is the 'fun factor' used to build the team.

This may involve modifying activities or the lesson plan to weave a less confident or more resistant child or young person into the activity. With 12 years and under we work on group cohesiveness and group ownership which means each week beginning with rules which the child has named, defined and written themselves, planning out the programme session and beginning with a unifying activity. Everyone is encouraged to be equal in this, including staff, and activities are consciously chosen that reduce everyone to the same ability level, staff also regularly make mistakes in the activity or 'lose' to show that it is okay to make a mistake or not know how to do something. This also allows the child to take a leadership or teaching role which assists to bring in the 'hard to reach' child.



When we encounter behaviourally challenging children in group settings we utilise behavioural modification strategies and as part of groups with under 12's, we created a friendship pie which was a physical craft project representing all the rules they had identified they wanted to stick to (E.g., be kind to others, keep everyone safe – their feelings and bodies). This was a visual reinforcement tool with stickers placed on it when someone did something on the friendship pie leading to a group reward when a certain total had been met.

When we encounter behaviourally challenging children in group settings we utilise behavioural modification strategies and as part of groups with under 12's, we created a friendship pie which was a physical craft project representing all the rules they had identified they wanted to stick to (E.g., be kind to others, keep everyone safe – their feelings and bodies). This was a visual reinforcement tool with stickers placed on it when someone did something on the friendship pie leading to a group reward when a certain total had been met.

We find that talking to children and young people of all ages, at their level of understanding, with consistent engagement, the structure mentioned above, with compassion and with respect that they have the most knowledge of their journey and story and are people deserving to be heard, assists us to connect with almost all children and young people that we have been connected with or referred to.

In specific regards to teenagers we have found that persistency (potentially over a number of months) is valuable, grabbing opportunities to speak to a client to build a rapport, even if it begins with brief eye contact and a mere hello and working up from there is invaluable, working with whānau, schools, truancy and police to streamline what we are trying to achieve and at times to case consult over how to reach a client or whānau is invaluable and recognising when working with teenagers that they are unique, a one size fits all approach is not beneficial and being able to individually target interventions and break them down to what is required is certainly valuable with difficult, resistant, passive or hard to reach clients.

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 2018, we completed our sixth 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 2018); a understanding of how the youth



services contract worked, and how we as an 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. Within the development of 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 2018):

Provider Name	Current Enrolments				Engaged in Full-time Education, Training or Work-based Learning			
	YPP	YP	Total YP/YPP	Total NEET	YPP	YP	Total YP/YPP	NEET
START – Whana Tū, Youth Service	58	78	131	36	67%	60%	66%	42%

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, which enables 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 to creatively develop 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'

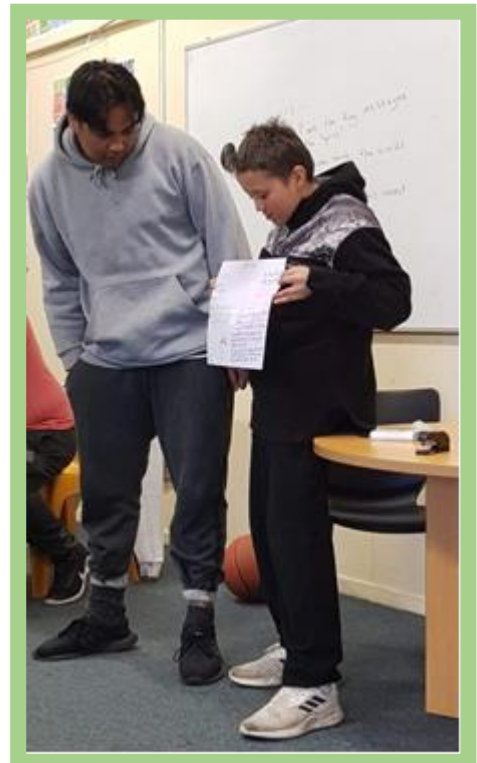


option rather than potentially exploring other options in accessing fiscal support for themselves. We need to develop a process that enables & empowers young people into work, and understanding what work is and the development of a culture or ethos of employment being a social norm.

Te Hiringa – Alternative Education

The Highbury Whānau Centre is a Youth, Whānau 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 recognised 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 team of multi-disciplinary 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.

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 have been ongoing developments. 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.

2017-2018

In 2017, the programme was renamed 'Te Hiringa' in recognition of the new direction of the programme and the perseverance, energy, determination, inspiration and vitality required by both the students who set out to redefine their educational engagement, and the staff who

educate and elevate this vulnerable sector of young people in education and further learning.

A decision to re-align the strategic direction for our Alternative Education Programme engendered a strengthening and streamlining of this provision, to this vulnerable grouping of young people. A streamlined process within our back office and across the 'whole' organisation has been developed alongside the service delivery. This has strengthened our administrative procedures for the young people we serve within this programme.



We 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 2016/17, we set upon a journey of redesigning our curriculum, and reshaping the relationships with referring schools, to encourage and enable more students to successfully reintegrate back into mainstream settings, and also meet the learning needs of those who will remain within an alternate educational setting.

Our model consists of the following:

The Highbury Whānau Centre Specialist Youth and Community Services Team and the Alternative Education staff, collaborate to deliver a programme combining a 21st 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.



Referring schools are invested in the process of engaging Te Hiringa Alternative Education as a support mechanism for their students, particularly as an intervention to prevent suspension and exclusion, and remain involved so that transition back into school is more easily accessible and an intended outcome.

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

Within the reporting period 1 July 2017 to 30 June 2018, 63 (1 July to 31 December 2017) and 72 (1 January to 30 June, 2018) a total of 135 students were enrolled in Alternative Education (we are funded for 44 annually); this included the students being supported in the ENGAGE programme. This programme supports these young people's re-engagement into mainstream education. 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 2017-2018 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.

In late January 2018, the head teacher Amohia Rolls departed to take up a Principals role in the Hawkes Bay. This teaching role has now been fulfilled by Julene Duerksen-Kapao who joined this team in April 2018. Our Youth Working staff within this programme are Morgan Emery and Corey Woon; administration support from Sandra Carroll and pedagogical lead & management from Anjali Butler, with support from Phil Hann of Palmerston North Boys High School.



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.

Te Hiringa's realisation of the following three quotes reflect the efficacy we actively achieve through 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 nil 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 Practice

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 21st 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 classrooms 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.

Preliminary discussion commenced regarding the potential of a contract extension within the Alternative Education contract after December 31st, 2018. At the

time of writing this report, we have yet to receive confirmation other than a verbal validation that this contract / programme will continue for the organisation, and will be rolled over until December 2019. We are seeking arduously, written confirmation that this programme will continue from the MOE (Ministry of Education).

Again we seek further discussion on possible government policy announcements, which we hope provides a stabilised strategic direction for this service and the young people within it.

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 to provide 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.

Our organisation has sustained a period of consolidation after an interim era of short term growth. We are now faced with the challenge of developing methods of sustainability, whilst encouraging the development of our story within a research relationship with a partner group that enables the sharing of our practices that empower young people, their whānau and the collective communities' lives... as we know, after a period of 37 years since the organisations humble beginnings in 1981, we have endured a journey that transitioned from reactive youth & community work to the proactive developments that we have managed to secure government contract procurement to enable some quality service provision; this is the consolidation period over the recent years, with a forthcoming focus aiming at long-term sustainability and authenticating our methods of service practice within a research scope. I have added our organisations strategic plan over the next five years to provide some understanding.

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, 2017 to June 30, 2018



Entity Information

For the year ended 30 June 2018

Whanau Support Group

Entity Information

As at 30 June 2018

Whanau Support Group is a 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!

Ururu 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.

This work in the 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 & luventus 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

Main Sources of Cash and Resources

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.



Entity Information (cont.)

For the year ended 30 June 2018

Whanau Support Group

Entity Information (continued)

As at 30 June 2018

Main Methods Used to Raise Funds	<p>Funding request applications are invited by the Ministry of Social Development and Palmerston North City Council, for specialist youth, whanau and community development services. An MOU is in place with the Managing School of the Principals Association to facilitate the funding of the Alternative Education Programme.</p> <p>Participant subscriptions are drawn from service / programme participants if & when required to fund specific programme shortfalls.</p> <p>Invoices are raised periodically, which align with the specific agreement specifications for the aligned service stream.</p>
---	--

Entity's Reliance on Volunteers and Donated Goods or Services

The organisation has a number of volunteers involved within its service delivery and programme facilitation.

A Youth Leadership programme facilitates a volunteer engagement process for which young people assist with the refereeing and coordination of the Junior / Youth touch module for young people.

Volunteers assist within governance roles, after school activities, holiday programmes and youth sports coaching undertakings.

Our Overarching Goal

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'

Auditors	Cotton Kelly - Audit and Assurance PO Box 5257 Palmerston North
Accountants	BDO Central (NI) Limited Chartered Accountants and Advisors
Bankers	Westpac Bank PO Box 4153 Palmerston North
Solicitors	Powell Lyall Solicitors 188 Broadway Avenue Palmerston North

Registered Charity Number	Whanau Support Group, Highbury, Takaro, Westbrook Incorporated - CC41466 Iuventus Limited - CC37594 Whanau Support Group - CC53983
----------------------------------	---



Statement of Service Performance

For the year ended 30 June 2018

Whanau Support Group

Statement of Service Performance

For the Year Ended 30 June 2018

Description of the Group's Outcomes and Outputs

The below figures represent what can be evidenced within the SERVICE OUTCOMES / OUTPUTS from 1 July 2017 to 30 June 2018.

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 (x3)
- 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 2018	Actual 2017
HWC - Specialist Youth, Whanau & Community Services		
* Specialised & Individualised Advocacy & Support for Young people presenting with extreme risk factors. - Individual participant numbers	8	6
* Specialised Group Youth Mental Health Programmes - Individual participant numbers across two programmes	23	31
* Specialised Alternative Education Undertakings - Individual participant numbers across three service streams	135	149
* Specialised & Individualised Youth Justice Mentoring for at Risk Youth - Individual participant numbers	16	26
* Specialised & Individualised Counselling for Young people presenting with extreme risk factors. - Individual participant numbers	57	66
* Specialised & Individualised Youth Work Support Activities for at Risk Youth - Individual participant numbers	107	14
* After School Programmes - Group participant numbers	91	108
* School Holiday Programmes - Group participant numbers from 3 programmes	481	132

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 2018

Whanau Support Group

Statement of Service Performance (continued)

For the Year Ended 30 June 2018

HWC - Junior/Youth Sports Programmes

* HWC Junior Youth Touch participant numbers	1430	1140
* HWC Junior Youth Rugby League participant numbers	0	75
*HWC Mini-Mod participant number	116	
*HWC Community Mural Launch & Community / Sports Touch Day participant number	400	

START - Youth Service

* participant numbers measured from a snap shot of one day within the service - 30 June 2018
167 (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 whakatuaia - strong and positive relationships
- * te whakawhanaketanga - building a positive future
- * te rangahautanga - evidence and research based decision making

As the 'statement of service performance' is a new process that the organisation is now required to complete. The quantification process within the compilation and completion of the actual figures within the service performance is continually being refined to reflect the true statement of performance. The hosting of a standardised method of quantification across the varied service outcomes / outputs for such a dynamic range of programmes and activities will be an ongoing focus over fiscal reporting periods.

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



Statement of Financial Performance

For the year ended 30 June 2018

Whanau Support Group

Statement of Financial Performance

For the Year Ended 30 June 2018

	Note	Actual 2018 \$	Actual 2017 \$
Revenue			
Donations, fundraising and other similar revenue	2	300	1,139
Revenue from providing goods or services	3	1,453,983	1,453,387
Interest, dividends and other investment revenue	4	1,790	5,002
Total Revenue		1,456,074	1,459,508
Less Expenses			
Volunteer and employee related costs	5	887,318	899,627
Costs related to providing goods or services	6	369,059	376,324
Other expenses	7	109,950	107,684
Total Expenses		1,366,327	1,383,635
Surplus		89,747	75,873

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



Statement of Financial Position


For the year ended 30 June 2018

Whanau Support Group			
Statement of Financial Position			
As at 30 June 2018			
	Note	2018 \$	2017 \$
Current Assets			
Cash & Bank Balances	9	559,725	585,666
Trade Receivables		157,467	95,135
Income Tax Receivable	8	2,344	1,894
Westpac Term Deposit		50,121	-
Total Current Assets		769,658	682,694
Non-Current Assets			
Property, Plant & Equipment	10	469,887	481,279
Total Assets		1,239,544	1,163,973
Current Liabilities			
Payables & Accruals	11	47,057	37,264
GST Payable		39,538	69,371
Employee Costs Payable		46,809	40,955
Total Liabilities		133,404	147,580
Net Assets		1,106,140	1,016,393
Accumulated Funds			
Accumulated Funds	13	1,106,140	1,016,393
Total Accumulated Funds		1,106,140	1,016,393

<i>L. Walter Tanta</i>	Chairperson	Date <i>16/11/18</i>
<i>[Signature]</i>	Treasurer	Date <i>16.11.2018</i>

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

Page 7
BDO Central (NI) Limited



Statement of Cash Flows

For the year ended 30 June 2018

Whanau Support Group			
Statement of Cash Flows			
For the Year Ended 30 June 2018			
	Note	2018 \$	2017 \$
Cash Flows from Operating Activities			
Cash was received from:			
Donations, fundraising and other similar revenue		300	1,139
Revenue from providing goods or services		1,399,780	1,345,673
Interest Received		1,669	7,265
		1,401,749	1,354,097
Net GST		(38,475)	9,221
Cash was applied to:			
Volunteer and employee related costs		867,730	899,627
Costs related to providing goods or services		464,587	323,826
		1,332,317	1,223,453
Net Cash Flows from Operating Activities		30,957	139,865
Cash Flows from Investing Activities			
Cash was received from:			
Receipts from sale of investments		-	272,770
		-	272,770
Cash was applied to:			
Payments to purchase investments		50,000	-
Payments to acquire property, plant and equipment		6,899	447,768
		56,899	447,768
Net Cash Flows from Investing Activities		(56,899)	(174,998)
Net Decrease in Cash Held		(25,942)	(35,133)
Cash at the Beginning of the Year		585,666	620,800
Cash at the End of the Year		559,724	585,667
This is represented by:			
Cash & Bank Balances		559,724	585,667

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 2018

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. Iuvenlus 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 2018 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.

Specific Accounting Policies

The following specific accounting policies which materially affect the measurement of the Statement of Financial Performance and Statement of Financial Position have been applied:



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 2018

(a) Revenue Recognition

Revenue is recognised based on the progress of the contract, including completed milestones and reports. It is measured at fair value of consideration received or receivable. Revenue is stated net of GST.

Interest received is recognised as interest accrues, gross of refundable tax credits received.

Hiring of facilities is recognised when an invoice is raised.

(b) Property, Plant & Equipment

Property, plant and equipment is recognised at cost less aggregate depreciation. Historical cost includes expenditure directly attributable to the acquisition of assets, and includes the cost of replacements that are eligible for capitalisation when these are incurred.

All other repairs and maintenance are recognised as expenses in the Statement of Financial Performance in the financial period in which they are incurred.

The following estimated depreciation rates/useful lives have been used:

Land - Iuventus	0% Prime Cost
Building Fitout - Iuventus	20% Prime Cost
Building Fitout - Iuventus	9.6% - 67% Diminishing Value
Plant and equipment - Whanau Support Group	20% - 30% Diminishing Value
Motor vehicles - Iuventus	30% Diminishing Value
Furniture & Fittings - Whanau Support Group	20% Diminishing Value
Office equipment - Iuventus	12% - 67% Diminishing Value
Art Ed Assets - Iuventus	15.6% - 25% Diminishing Value
Catering Equipment - Whanau Support Group	20% Diminishing Value
Motor Vehicles - Whanau Support Group	20% Diminishing Value
Buildings - Iuventus	2% Prime Cost

Gains and losses on disposal of fixed assets are taken into account in determining the net result for the year.

(c) Income Tax

The Group has charitable status and is exempt from income tax.

(d) Investments

Investments comprise term deposits and are recorded at cost.

(e) Goods and Services Taxation (GST)

Revenue and expenses have been recognised in the performance report exclusive of GST except that irrecoverable GST input tax has been recognised in association with the expense to which it relates. All items in the Statement of Financial Position are stated exclusive of GST except for receivables and payables which are stated inclusive of GST. The group is registered for GST.

(f) Accounts Receivable

Receivables are recognised at estimated realisable value.



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 2018

(g) Changes in Accounting Policies

There have been no changes in accounting policies. All policies have been applied on a basis consistent with those from previous performance report.

2 Donations, fundraising and other similar revenue	2018	2017
	\$	\$
Donations Received	300	1,139
Total Donations, fundraising and other similar revenue	300	1,139
3 Revenue from providing goods or services	2018	2017
	\$	\$
Junior Sport	33,192	30,113
Ministry of Social Development	845,395	838,743
PNCC	40,000	40,000
Primary Health Organisation	47,063	54,630
PNBHS Alternative Ed	465,637	489,595
Student Contributions	-	500
Programme & Course Funding	4,690	2,780
Miscellaneous Grants	9,120	5,220
Sundry Income	-	4,293
Hire of Facilities	8,885	7,493
Total Revenue from providing goods or services	1,453,983	1,453,367
4 Interest, dividends and other investment revenue	2018	2017
	\$	\$
Interest Received	1,790	5,002
Total Interest, dividends and other investment revenue	1,790	5,002
5 Volunteer and employee related costs	2018	2017
	\$	\$
ACC Levies	3,824	3,121
Other Employee Expenses	4,293	4,137
Staff Supervision	9,403	9,600
Staff Training	9,087	12,414
Wages	880,711	870,355
Total Volunteer and employee related costs	887,318	899,627



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 2018

6	Costs related to providing goods or services	2018	2017
		\$	\$
	Junior Sport	29,287	24,014
	Computer Lease	34,706	32,676
	Facilities Costs	18,434	19,391
	General Expenses	674	843
	Motor Vehicle Expenses	15,746	13,282
	Motor Vehicle Lease	18,664	15,803
	Programme Expenses	5,261	-
	Marketing & Promotion	-	423
	PNBHS Alternative Ed Teacher Expenses	93,000	93,000
	PNBHS Management Fee	46,281	46,281
	Rent	25,470	30,918
	Resource Materials	41,680	47,117
	Youth & Whanau Development Expenses	39,855	52,576
	Total Costs related to providing goods or services	369,059	376,324
7	Other expenses	2018	2017
		\$	\$
	Accountancy Fees	12,969	17,656
	Audit Fee	11,458	7,653
	Bad Debts Written Off	-	889
	Bank Fees & Charges	330	252
	Depreciation	18,290	18,185
	Minor Assets	-	808
	Donations & Koha	600	520
	Governance Costs	1,120	1,052
	Insurance	13,745	15,558
	Interest - IRD Interest & Penalties	549	-
	Legal Fees	-	1,000
	Office Expenses	12,751	7,524
	Postage	3,143	2,620
	Printing & Stationery	-	1,678
	Telecommunications	34,996	32,288
	Total Other expenses	109,950	107,684
8	Income Tax	2018	2017
		\$	\$
	Opening Balance	(1,894)	(1,487)
	Less:		
	RWT Receivable	451	407
	Income Tax (Receivable)	(2,344)	(1,894)



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 2018

9 Cash & Bank Balances		2018	2017
		\$	\$
Cash Balance			
Cash on Hand		-	119
Bank Account Balances			
Kiwibank 00 - Edge Account		28,124	154,969
Kiwibank 01 - Online Call Account		237,923	62,008
Westpac 00 - START Account		146,743	229,436
Westpac 00 - Jnr YT Account		28,656	39,133
Westpac 25 START Savings Account		41,590	29,266
Westpac 26 Alternative Education		76,349	70,736
START Cash On Hand Account		176	-
ALT ED Cash On Hand Account		163	-
		559,725	585,547
Total Cash & Bank Balances		559,725	585,666

10 Property, Plant & Equipment

	Opening Carrying Amount	Purchases / (Sales or Disposals)	Depreciation & Impairment	Closing Carrying Amount
Property, Plant & Equipment 2018	\$	\$	\$	\$
Land - Iuventus	195,097	-	-	195,097
Building Fitout - Iuventus	19,408	5,160	4,163	20,404
Plant and equipment - Whanau Support Group	1,024	-	254	770
Motor vehicles - Iuventus	6,414	-	1,924	4,490
Furniture & Fittings - Whanau Support Group	3,360	-	670	2,690
Office equipment - Iuventus	21,353	1,739	5,995	17,097
Alt Ed Assets - Iuventus	2,847	-	509	2,338
Catering Equipment - Whanau Support Group	6	-	1	5
Motor Vehicles - Whanau Support Group	463	-	93	370
Buildings - Iuventus	231,307	-	4,681	226,626
Total Property, Plant & Equipment	481,279	6,898	18,290	469,887



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 2018

	Opening Carrying Amount	Purchases / (Sales or Disposals)	Depreciation & Impairment	Closing Carrying Amount
	\$	\$	\$	\$
Property, Plant & Equipment 2017				
Land - Iuventus	-	195,097	-	195,097
Building Fitout - Iuventus	13,700	9,594	3,886	19,408
Plant and equipment - Whanau Support Group	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
Total Property, Plant & Equipment	51,695	447,768	18,185	481,279

11 Payables & Accruals

	2018	2017
	\$	\$
Accounts Payable		
Accruals	30,544	23,140
Accounts Payable	16,513	14,114
Total Payables & Accruals	47,057	37,254

12 Operating Lease Commitments

	2018	2017
	\$	\$
Future minimum lease payments under non-cancellable leases		
Current	31,324	54,468
Non-Current	51,727	4,976
	83,051	59,444

Iuventus has at lease on property at 210 Featherston Street with current right of renewal expiring 30 July 2021. Other commitments comprise rental agreements for office equipment. The amounts shown are GST inclusive.

13 Accumulated Funds

	2018	2017
	\$	\$
Opening Balance	1,016,393	940,520
Plus:		
Surplus for the Year	89,747	75,873
Total Accumulated Funds	1,106,140	1,016,393



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 2018

14 Related Parties

The wife of the Manager of Iuventus 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.

15 Capital Commitments

The group has no commitments as at 30 June 2018, (2017 Nil).

16 Contingent Liabilities and Guarantees

The group has no contingent liabilities and no guarantees as at 30 June 2018. (2017: Contingent Liabilities Nil. Guarantees Nil.)

17 Events Occuring After Balance Date

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

Independent Auditors Report

COTTON KELLY
AUDIT & ASSURANCE

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 15, 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 2018, the consolidated statement of financial position as at 30 June 2018, 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 15 presents fairly, in all material respects:
 - the financial position of the Group as at 30 June 2018 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
19 November 2018



The Highbury Whānau Centre Strategic Plan 2018 - 2023

This provides the strategic direction for the development of the organisation over the next 5 years.

The Strategy is underpinned by six pou (pillars). These provide the foundation for all of the organisations activities:

- **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.

Whakamana Tangata

To support the needs of people/community by empowering them to determine their own future.

- To take an inclusive approach
- To embrace diversity.
 - Encourage diverse communities to utilise the facility & services
 - Scope community need & timeframe it
 - Service Provision in response to need as evidenced by staff & community accessibility
- To encourage community / whānau to develop social enterprise.
 - Social Enterprise Opportunities
 - Investigate other Social Entrepreneurship opportunities
 - Training in Social Enterprise
 - Check Viability
 - Investigate options for investment that align with our organisational 'pou'.

Whakahao Rangatahi

To provide & further develop services to enhance the potential of young people

- To develop youth leadership programmes.
 - Continue to build & develop further Youth Leadership
- Potential Development for:
 - Operational roles
 - Governance roles
- Scholarship / Internship
- To maintain & develop further youth education / training programmes.

Whakapiki Oranga

To promotion & development of healthy lifestyles entwined within all activities

- To develop and promote sport as a youth & community development tool.
- To encourage a holistic approach to wellbeing

Te Whakatuia

To establish & maintain strong relationships with Highbury community, local community, local and national organisations.

- To maintain strengthen and develop positive relationships with
 - Funding organisations
 - Whānau, hapū & Iwi
 - Local communities
 - Local organisations
 - Youth Development organisations

- National organisations.
- To develop & maintain a positive local / regional & national profile.
- Hāpori – Profiling Organisation
 - Locally / Regionally / Internationally
 - Positive Messaging / Branding / Marketing Events
 - Telling & Visualising our story / Gym signage / Digital “Photoframe”
 - Promotional Marketing
 - To regularly host consultation Hui with the Highbury community. E.g. Highbury Whānau Ora Day.
- Community Events Coordinator
- To commit to developing social capital within our communities of interest.

Whakawhanaketanga

To take a positive, future focused approach to development

- To develop a robust business planning cycle
 - To develop a business arm for long term sustainability of the organisation.
- Development of Residual Income
- Scoping a Business initiative to secure income streams and ensure long term sustainability of the WHOLE organisation.
- To regularly review policy & strategy.
- To maintain & increase current service contracts.
- To continue to develop efficient and effective administration / management & office systems.
- To regularly host full staff Hui to promote a positive work environment.
- Develop a Leadership Team Hui Cycle
 - Six weekly

Rangahautanga

To foster and support research & development

- Decisions will be based on clear and well informed evidence and research.
- To develop & implement a research & development strategy.
- Internship Programme – develop a strategy to provide a framework for the following:
 - Internship
 - Relationships

Photo Captions

HWC Community Programme



Young People's Ideas



Tuatara – Visits at Holiday Programme



Lunchtime - Holiday Programme



Staff PD – INVOLVE 2018

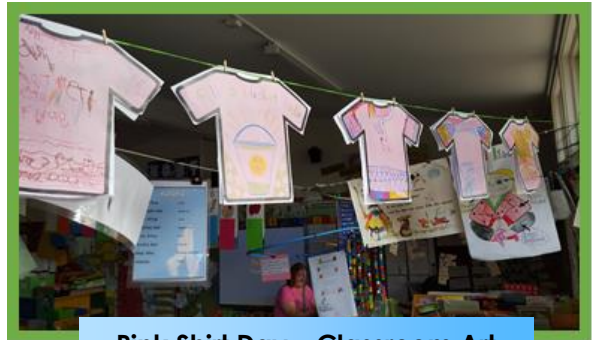


HWC JYT – Friday Night Action

Photo Captions (cont.)



Mural Launch & Community Day



Pink Shirt Day – Classroom Art



Course Visits - START



Youth Week - START



Youth Expo - START



Classroom Action – Te Hiringa



Te Manawa Visit – Te Hiringa



Hākinakina – Te Hiringa



Kai Time – Te Hiringa

NOTES: