



ANNUAL REPORT
2019

**I HAVE
A DREAM**

CHARITABLE TRUST
NEW ZEALAND

WHANGĀREI MISSION AND OBJECTIVES

I Have a Dream began in New Zealand in 2003 with a group of 53 children – the entire Year 4 cohort – at the Decile 1 A Wesley Primary School in Mt Roskill, Auckland. By picking up this US model and adapting it to the New Zealand context, it was a stunning success.

In 2012, 38% of these Dreamers achieved University Entrance, compared to 7% of their non-Dreamer peers, and 80% of Dreamers entered tertiary study, compared to 30% of their non-Dreamer peers. This pilot project proved that investing in the education of an entire generation has a dramatic and lasting impact on inter-generational poverty.

In 2016, we expanded to four Dream Partner schools in the Tikipunga and Otangarei communities of Whangārei, and by 2025, I Have a Dream will work with over 1,000 Kiwi kids. We know that significant social change is possible. Our long-term intention is to shape educational and social policy and to provide positive, effective interventions for Kiwi kids nationwide.

Using an evidence-based, whole-child approach, we work with Kiwi kids for 15 years, from their first years at school until they move on to tertiary study or employment. We provide wraparound services and do whatever it takes to keep each of our Dreamers on track – because we know that giving kids access to the support and resources they need will lead to academic and life success.

The heart of the I Have a Dream programme is our Navigators. These full-time adult advocates work one-to-one with the children in each year level, providing consistent, caring adults whom Dreamers can rely on for their entire 15-year journey with us. Navigators have a formal relationship with the school they work in and follow their assigned group of Dreamers through primary, secondary, and tertiary education to provide consistent academic oversight, advocacy, and support. They also engage with the children's whānau and the wider community.

OUR MISSION

To build a long-term partnership between students, families, schools and community to ensure academic and life success.

OUR OBJECTIVES

- Primary Objective:** We want to forge a pathway into tertiary education and employment for each and every participating child, regardless of their family's social or financial circumstances.
- Secondary Objective:** Produce high-quality research that can help inform future government policy (by demonstrating that intervention is cost-effective and scalable)

OUR VALUES



TŪMANAKO (Hope/Aspirations)

- Inspiring dreams and implementing a culture of tertiary and career possibilities- "I Have a Dream to be a..."
- Developing children's individual strengths and helping them realise their potential and talents
- Exposing them to new opportunities through guest speakers, extra curricular activities, camps, workplace visits
- Goal setting with students and support structures to realise their goals



AROHA (Love)

- Creating a sense of belonging and acceptance by surrounding children with significant adults
- Providing equity of essential resources they need to achieve, networks, school resources, nourishment and health
- Developing empathy for others and the world around them through participation in community service
- Supporting each other through teamwork, developing respect for others



AKO (Learning)

- Tutoring programmes to support in classroom learning and develop key competencies in education
- Developing and teaching skills for life-communication, goal-setting, confidence, innovation and determination
- Advocacy and support at school- learning difficulties, subject selection, attendance, NCEA, problem-solving
- Connecting them with business and community to understand "the world of work"



RANGATIRATANGA (Empowerment/ Autonomy)

- Building strong identity- understanding who they are and where they come from
- Developing leadership skills and giving leadership opportunities
- Teaching and developing skills for work- reliability, honesty, time management, resilience
- Growing their wings to fly into employment or further education



WHĀNAUNGATANGA (Relationship)

- We work in collaboration with our families and communities
- Longitudinal support throughout their entire schooling journey
- A consistent full-time adult Navigator assigned to every year-level of students who grows up with them from primary school into tertiary/ employment to help advocate and navigate their journey
- Community mentors who volunteer and help connect them to their future
- Networking with whānau, schools and communities to connect the dots

CEO REPORT



Kia ora koutou

2019 has been an interesting year to say the least! There has been lots of talk and announcements by Government about investing in wellbeing and reducing poverty.

We've seen news stories that have brought us to tears about the state of the nation. So it goes without saying that in my opinion, I Have a Dream is right on the leading edge of having a quality product to help address some of these issues.

We've been Inspiring Dreams and Enabling Futures for kiwi kids since 2003 with some impressive life-changing results. We continue to operate and see outcomes that far outweigh a lot of short-minded short-term alternatives. BUT (and it's a big but) our product is one of quality, the well-being benefits are long term, and the fact is, we aim to be a leading product, not a targeted cheap quick fix.

The expansion of the programme from Mt Roskill into Whangārei has not been without its teething problems and significant needs and challenges. We have learned to adapt (and we are still constantly adapting) in real-time to the highly specific contextual realities and dynamics at multiple levels – tamariki, whānau, kura, immediate local community, wider Whangārei community, Government Departments, volunteers, etc. Our fluid but solid approach is proving beneficial.

In 2019 our quality was recognised by



the Northland Business Awards, which saw I Have a Dream take out 1st place for Best Not for Profit Charity, as well as place 3rd alongside all medium sized Northland businesses! It was my honor to receive this award on behalf of all my hard working team who have kept the ship sailing in the right direction. However, my proudest measure of success last year was witnessing one of our Mums stand up in front of a room full of sponsors, bringing everyone to tears, when she talked about not only the impact that I Have a Dream was making to her own child, but also the effect it was now having on her parenting and view of the future – this Mum is now taking herself to night classes and is even engaging in Toastmasters. There is no doubt, we are changing generations.

Our growth and quality measures continue to show increasing signs that our quality product is a wanted commodity by the public community near and wide. Locally in Whangārei, we have seen steady increases in our student numbers, teachers and whānau ratings of the work we do. In addition, our people of Aotearoa are standing up with their time and treasures to help the cause through volunteering, private donations and corporate sponsorship. People are

wanting something different, placing value back in the importance of human relationships to help navigate our tamariki through this technological world. They are selecting quality over cheap alternatives when it comes to the long-term future of the health and wellbeing of Kiwi Kids who need it most. There is no greater sign that this is true than the many email requests we get over our website from whānau across Aotearoa in strife looking for a solution for their child – many whom we can't yet help. Similarly, we receive many requests from other schools and communities to expand our project in their area. There is no shortage of need. The question comes down to how Aotearoa chooses to resource this need.

Our Whangārei programme is constantly evolving as we grow to nearly 800 Dreamers and 12 Navigators. We continue to provide a consistent end to end product, delivered by a team who are passionate and agile. This year's Annual Report exemplifies this fantastic mahi enabled by fantastic people that support us!

As we go to print the country is in the middle of the COVID-19 pandemic lock down. We recognise these are uncertain times for all New Zealanders, especially our whānau and Dreamers. We respect this is a challenging time for everyone, but your continued support is appreciated, and it is more important now than perhaps ever before.

Ant Backhouse-Wilson, QSM
CEO
I Have a Dream Charitable Trust NZ

LETTER FROM THE CHAIRPERSON



I'm pleased to report that we have made substantial progress on the goals that I outlined in my letter last year.

You will see in this Annual Report that:

We are doing well on the **Primary Objective** of forging pathways into tertiary education and employment for each and every dreamer. Being able to take our Dreamers on a tour of Otago University like we did in November 2019 and seeing their faces light up and eyes widen at the prospect of a place at University is exactly why we do what we do.

Our research team with the University of Auckland has been refreshed and they continue to provide top quality work for our **Secondary Objective** which is to produce high-quality research that can help inform future government policy (by demonstrating that intervention is cost-effective and scalable)

Our **Long-Term Goal** of project expansion took a step up in August 2019 when Chris Twiss joined the team to drive this. We believe that the time is right for I Have a Dream to look very

seriously at how it can expand into new communities. We know that there is a lot of appetite across the board to adopt proven, locally based and locally led programmes such as ours. Within the social services sector there is growing consensus and evidence that a child-focused, strengths-based approach teamed with Whānau by Whānau support and community-led development are key to this change.

Our fourth year has seen huge progress for the organisation. The Board of Trustees is especially proud of the feedback we have received from the 80+ manuhiri (visitors) who have attended one of our scheduled Visitor Open Days in 2019.

"What a magic day! It was amazing to see the I Have a Dream team on site and doing what they do (and doing it well!!!). The energy from the team is amazing and the speech by the Principal was so passionate. The

interaction with the kids was great"
Visitor Open Day Guest.

"We appreciated that so much thought and effort had gone into how to immerse visitors in the I Have a Dream experience. We particularly enjoyed hearing from all of the Navigators and having the opportunity to engage with the tamariki. The programme clearly benefits from a team of committed and passionate individuals who love what they do and have the wellbeing of the tamariki at the centre of their practice" Visitor Open Day Guest.

Despite all this amazing work we are doing, more is needed. We continue to need your advocacy and introductions. As you can see through this report, it is the generosity of hundreds of caring supporters that enable this kaupapa. We want to keep expanding – not just the depth of services here in Whangārei, but also the breadth of services around Aotearoa. If you know individuals or businesses that want to help develop the next generation of productive citizens and leaders, then please tell them about the programme. And if you're comfortable doing so, please introduce us!

As always, we are indebted to the whole community that so enthusiastically supports this programme – the Dreamers, their Whānau, the 4 schools and their incredible staff, the Whangārei and Northland community, our Donors, the many volunteers, and of course our Dream Team of hard-working Navigators and support staff.

Scott Gilmour
Chairperson
I Have a Dream Charitable Trust

"I NEVER KNEW UNI WOULD BE SO INTERESTING [WITH] SO MANY CLASSES TO CHOOSE FROM. MY CAREER CHOICE HAS CHANGED AFTER SEEING OTAGO UNI FOR THE FIRST TIME. THEY HAVE A LOT OF COOL THINGS LIKE ECONOMICS AND MAORI STUDIES."

Year 11 Dreamer Thomas Becker

ASPIRATIONS TO EXPAND

In 2016, I Have a Dream started a new programme in four low-decile schools (3 Primary and 1 High School) in the Whangārei suburbs of Tikipunga and Otangarei. The primary driver of this was to explore the feasibility of an expansion in a context and at a scale that is a world-first for the I Have a Dream model.

At its most simple level, we committed to at least a 15 year process of exploring how great a positive impact the programme could have by placing I Have a Dream's objective, caring and consistently present adults (our Navigators) into these communities. Our (currently 12) Navigators are now working with nearly 800 kids in these four schools. Their role is an exclusive focus on supporting and elevating the lives of all tamariki in these schools. It's important to put this in perspective.

By all the main measures and drivers of an I Have a Dream programme, Whangārei is already 15-20 times bigger than the Mt Roskill pilot.

We are now embarking on an incredibly exciting new phase where we are looking at expanding the programme into new communities in Northland and nationally.

I Have a Dream wants to play a catalysing role in delivering systemic positive change in Aotearoa. With invaluable practical and proven experience and such great momentum and desire to adopt innovative approaches to the delivery of social services, we are in the right position to lead this thinking. In August 2019 we began this expansion journey in earnest, including ramping up relationship building with aligned potential funders (Government and private sector) as well as potential strategic partners.

I was brought on board to lead this expansion work in August 2019 and I am very grateful for the opportunity and excited by the possibilities that it provides. After a 25+ year career largely focused on the Angel, venture capital and private equity investment and the technology and innovation spaces, this is a very welcome shift for me personally from, in effect, a focus on long term financial capital investment to a focus on long term **human capital investment**.

"WE ARE NOW EMBARKING ON AN INCREDIBLY EXCITING NEW PHASE..."



2020 AND BEYOND

In 2020 we are focusing on three broad avenues of operations and growth that will shape our path forward for many years to come:

1. Focus on Whangārei.

Success in Whangārei remains our core task. We are committed to ensure that this project continues to prove the impact and scalability of the model. Most importantly, we have to fulfil our pledge to support the tamariki and whānau in these communities on their journey for the next 10+ years.

2. Expand organically

There's a huge opportunity out there. We've had approaches from two Iwi, an independent school organisation, two District Councils and numerous communities. And there is of course scope for further expansion in Whangārei itself. We would retain control and influence over these organic growth opportunities to ensure programme fidelity. We will require a long lead-in time to engage each community and secure the funding needed for each new project.

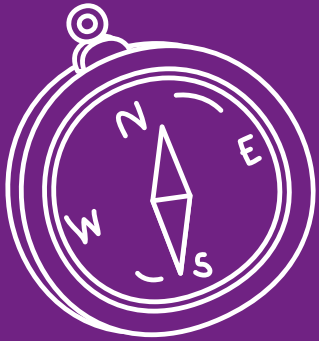
3. Partner with Government and/or private sector parties

As noted above, we are ramping up our efforts developing Government and private sector relationships with a view to developing a sustainable business plan and funding model to enable an even more significant expansion of I Have a Dream in Aotearoa.

This work is complex and the next phases of expansion won't happen overnight. But we are absolutely committed to doing what we can to significantly broaden the reach of the proven positive impacts of the I Have a Dream programme.

Chris Twiss
Programme Expansion Manager

RELATIONSHIP WHĀNAUNGATANGA



- Longitudinal support throughout their entire schooling journey
- A consistent full-time adult Navigator assigned to every year-level of students who grows up with them from primary school into tertiary/employment to help advocate and navigate their journey
- Community Mentors who volunteer and help connect them to their future
- Networking with whānau, schools and community to connect the dots

A DAY IN THE LIFE OF A NAVIGATOR

One of the things people find difficult to understand is what exactly a Navigator does during a typical day. Year 4 Navigator Rose Welsh recorded one day in detail at our Dream Partner Primary schools. Here is Rose's story:

This morning, I am in Tikipunga Primary which is the Base for the Primary School Dream Team. This is where we have our offices for administration and preparation for after-school programmes.

I get to Base at 8.30am and I go through my emails from the team and whānau, answering any that need a response.

At 9:15am I go into my first class of Year 4's. I go into the same class every Monday and Tuesday morning until morning tea at 10.20am. I always try to slip in quietly, acknowledging the teacher and trying to not interrupt any workflow. This class does maths at this time and when I go in I can already see that Joshua* is off-task and making a huge mess sharpening crayons instead of doing the work. I sit down and ask him how he is and make a connection first, ignoring the fact that he is off task. I know Joshua played rugby this season as I have watched his team play. Since the season is over, I ask him whether he is going to play a summer sport and how his weekend was. I have a look at the worksheets in front of him and take an interest in what he's done already. Joshua is really intelligent however he has difficulty managing himself and needs a very subtle, 'he's in control' guiding hand back to his work. To begin with, I ask him the multiplication questions and he figures it out and I write down the answers. We work like this for a little bit.

Joshua is tricky. He is often on report and has a report card that goes home so it is a really gentle guidance that he needs so he doesn't feel like he's out of control too much. Joshua continues to sharpen crayons as we work through the maths but his brain is working the numbers and I'm just writing the answers and quietly encouraging



as we move through it. I leave him with the comment that he's a good mathematician and can obviously handle the rest. Next I head to Mitchell* and take an interest in the work he has done with some symmetry. There is more to do so we do it together.

We then move into maths rotations. One boy comes in late – Lucas*. What I have learned so far about Lucas (he is new this year) is that although he is well behind in all areas, he actually likes to learn and is really engaged when you sit one-on-one with him. On his own he struggles to get his thinking going and struggles to understand what he has to do which leads easily to distractions and misbehaviour. A high rate of absenteeism hasn't helped. I actually haven't seen Lucas for a few months. My connection with Lucas is that he comes from the same small town as I do. When I check in with him and let him know we've missed him, he explains he's been back to the Wairarapa with his family looking after a sick family member. I always wonder what the 8 year old does during these lengthy absences. Sadly, he's not the only one to 'disappear' for 3 weeks, 1 month, 1 term. This is one of the biggest challenges that we, as Navigators, face, but one which does change over time once we build trust and form relationships with children and whānau. I ask Lucas if he'd like me to work alongside him on the independent maths rotation activity next, and he says yes. Lucas feeds off his small successes and is eager to learn with me there. At these times, I find there can be so many small 'a-ha' moments that you can support children with. This small amount of one-on-one time allows kids to have an 'a-ha' moment and that is priceless. It adds to my kete of knowledge about each kid and gives me moments I can draw on with them at a later date. Lucas is so buoyed up with some



of these small successes that he doesn't want to move on to the next rotation so I tell him he can come back after that rotation with the teacher instead of doing computers, if he wants. He heads off to the teachers group and is straight back after, foregoing his time on the computer!

I jump from Lucas to a few others around me to help them pull numbers apart and put them back together. So many kids just want that adult beside them to help them understand and so many miss the boat time after time because it's just not possible. We pack up, and the teacher dishes out points for various positive behaviours and includes me in the observations of hard workers.

On my way out the door I see Jacob*. Jacob is in care and I have known him for a year and a half. I check in with him as I know tomorrow is his last day at school before he heads overseas to live with his Nana – something that he has been told is happening for about a year. It seems it is finally real. We talk about his shared lunch tomorrow and him coming to our after school programme for the last time. He invites me to his poroporoaki (farewell) where he lives. I feel for his journey, as I know there are some hard yards ahead for him and his Nana.

While the kids are eating I check in with Aidan* to see if he has seen Mum lately. Mum left the family this year and life has been hard. I have had a number of conversations with Dad earlier in the year about supporting Aidan and since then he has been confident enough to join our after school programme. Aidan says he sees his Mum on Sundays for a little bit. Again, bits and pieces are popped into my kete of knowledge about that kid.

My next class is a Year 4 and 5 composite class. When I come in after morning tea the kids do SSR (Sustained Silent Reading). Two girls jump on me and ask me to read them books. We sit on the floor and read together. My Year 4 girl is often absent for large chunks of time then seems to reappear, so I always make sure I tell her how nice it is to see her and that I've missed her. I know her Mum is quite sick at times. Last year, I was surprised at her reading and writing skills considering her absences. This year I can see that

"IT REINFORCES TO ME THAT THOSE CONNECTIONS THAT SOUND SO SMALL TO US, HAVE HUGE VALUE FOR MANY KIDS."

possibly her progress has slowed down a lot. I think the absences will start having a detrimental impact going into senior primary years. Again, I add this to my kete of knowledge and make a mental note to come up with strategies to help combat this.

The teacher calls the class to the mat so we put the books away and head to the mat. It's on to writing time and I spot Tyrone* who I know struggles with his writing. I team up with him which also gives us a chance to talk about the art class we have got him into after school on Tuesdays. Having known Tyrone for a year and a half, I know he is very passionate about art and often gets distracted in class because he is drawing or folding paper into something. A local artist and art teacher gifted I Have a Dream some places in her art classes so I managed to get Tyrone in there for the term. We catch up about how the first art class went and what he is looking forward to about the next one and then add it into his writing. It's slow going but he's pretty engaged since it's something he is interested in and we manage to get out what looks to be quadruple of anything he has previously written! Tyrone hasn't come to my after school programme so it's great to connect with him in class. Although I didn't get to connect with many of my other Dreamers today, we have acknowledged each other and I will see a number of them tomorrow and at our after-school programme.

The third class I visit before lunchtime only has about five Year 4's. There has been a lot of transience in this class alone. Of the five here now, one has incredibly bad attendance and another I am guessing has left the school as I haven't seen him in months, yet papers haven't indicated he is enrolled anywhere else. This is a reality of working in these low-decile schools.

At 12.30pm the Dreamers in our Lego Club head to the library. Lego Club, in our case, translates to 'The Playground is Sometimes a Hard Place to Be' Club. It came about when I entered a chaotic classroom one day and offered to take all the Year 4's out so the teacher had less to contend with. I grabbed the Lego and we sat in the library and conversations alluded to the fact that actually playtime can be full of unhappiness for some kids. All being keen on Lego, the kids jumped at the chance of having a Lego Club – which I run during one of my after-school programmes and often in break times. This then led to talk about committees, Chairmen, Secretaries and Treasurers. We have occasional meetings and keep minutes.

As usual at the end of Lego Club (end of lunchtime) we photograph our Lego creations because we know we have to break them up. Photos are printed and kept in a journal along with minutes and rules of the club. After Lego Club, I would usually get ready for an after school programme at another school however this term I'm going back from 4 programmes to 3. Today I simply print letters for parents of new children, log my time from last week and make sure I have resources and my plan set for my first programme of the term tomorrow. The tidying up of the resource room will have to wait!

**Some names and identifying details have been changed to protect the privacy of individuals.*

[Click here to see the video.](#)

LEARNING

AKO



- Tutoring programmes to support classroom learning and develop key competencies in their education
- Developing and teaching skills for life – communication, goal-setting, confidence, innovation, determination
- Advocacy and support at school – learning difficulties, subject selection, attendance, NCEA, problem solving
- Connecting them with business and community to understand “the world of work”

OTAGO BIKE TRAIL



We are blessed with an incredible donor whanau who often ask how they can get involved.

One particular donor – Nick White – happens to own a tourism business in the South Island, and put forward an irresistible offer. Nick said he would sponsor a group of Dreamers and Navigators to do the Otago Rail Trail. All I Have a Dream had to do, was to get the Dreamers to and from the South Island, and Nick would take care of the rest.

It was agreed that a group of Navigator Mo's Year 11 Dreamers from Tikipunga High School would gain the most out of this incredible experience – being both old enough and strong enough to take on the challenge of four days of biking; but also the trip could be used as an incentive – challenging those to focus on their NCEA and reach for a goal through hard work and teamwork. When discussing how we should select these Dreamers, Mo's passion for rangatahi/youth came through strongly.

“At present, I have dreamers who are exceeding their markers, dreamers still striving to meet their markers and dreamers still to discover their pathway. I believe in them and a trip like this would be extremely valuable in different ways, to their growth as individuals. They're worth it.” Mo said.

With this powerful belief, nine Dreamers, from varied backgrounds were selected. The trip was an insightful and fulfilling adventure for everyone involved. The days were jam-packed and the Dreamers came away a kete full of knowledge and experiences. As Dreamer Samuel said, it was unimaginable what they experienced, “This was the best trip I've been on ever. I never thought I'd be able to do anything like this. It was a great experience full of firsts.”

As soon as the trip was confirmed, the Dreamers began preparing. A fundraising drive was arranged, fitness had to be addressed and a training regime implemented, gifts for our sponsor had to be crafted and sourced. Some of the gifts included a handmade wooden bowl by Aliz'e, a signed group photo by Davontae, Lyola organised a DreamBoard and two greenstone taonga were sourced by Joby. The Dreamers' physical preparation had to be addressed too. Mo set about securing a structured training programme and enlisted the help of David and Nathan Mullan of Whangārei Aquatic Centre. Training consisted of eight sessions of cycle and cardio work, with Mo noting that even the fittest of the group had their ability challenged, “Nathan worked us all hard and our lungs



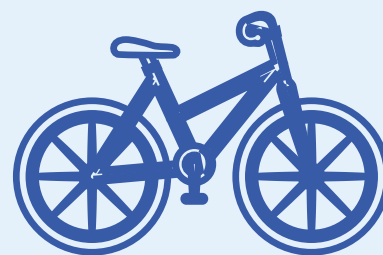
burned during each session. We felt really proud of one another at the end of every session and from then on, the encouragement and teamwork amongst the group played a crucial role while on the trail."

But only so much preparation will have you ready for the real deal and come mid-December, it was time for the trip. The Dreamers had completed their first year of NCEA and there was an array of emotions flowing through the group. There was the obvious elation, excitement and happiness, but also present was anxiety, nervousness and even a bit of fear. Over 150kms of bike riding in a new environment with

a whole lot of new experiences was ahead of them.

Each day, the group took on the cycling challenge with a mix of enthusiasm and hesitation. The most difficult day for some was the first – a keen 41.5kms from Clyde to Omakau/Ophir which was mainly uphill and into a very strong headwind. Conditions like this naturally split the group into front, middle and back packs. The front pack were excited to be on the trail and finished each day with ease. The back pack was consistently challenged both physically and mentally. After the first day, one Dreamer went straight to sleep, before any dinner. Dreamer Davontae, found

DREAMERS' VARIED BACKGROUNDS

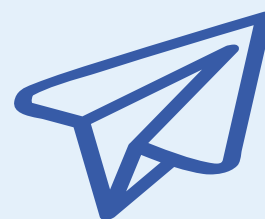


30%

are intermediate mountain bikers and have been riding for many years

70%

are beginner mountain bikers who will likely have the toughest physical challenge ahead of them



20%

it is their first time flying

60%

it is the furthest they've ever travelled without any whānau

60%

is their first time to the South Island

VALUABLE OUTCOMES

WHĀNAUNGATANGA (RELATIONSHIPS)

The trip provided a vessel for dreamers to connect with themselves, peers, the environment and surroundings, educators and sponsors. There was a huge amount of respect shown to our hosts, immense support of one another on the trail as well as keeping one another to task.

TŪMANAKO HOPE

The trip provided a bridge from a low-decile school, high-needs community to the other end of the country. Dreamer resilience was being built from the outset – challenging their physical and mental toughness throughout. We were igniting career aspirations and educational options right from the first flight all the way through to the university visit.

AKO LEARNING

The trip provided a space for Dreamers to explore their thinking and allow them to draw conclusions for themselves. Hosts encouraged Dreamer inquiries and we were all there to provide guidance through mistakes. We saw the support of differences and respect of boundaries.

AROHA LOVE

The trip allowed camaraderie to develop and flourish while participating in a challenging event and environment. There was an incredible amount of peer support, patience, acceptance and motivation given freely without any expectations. Dreamers felt an enormous sense of achievement and self-worth from completing the trail together.

RANGATIRATANGA AUTONOMY

The trip provided a platform for Dreamers to be drawn out of their comfort zone as well as allowing leadership and teamwork skills to shine. Dreamers were encouraged to identify their strengths and weaknesses and write about them. Ultimately we saw Dreamers taking ownership of responses, behaviour and future planning.



the experience very challenging and completed selected portions of the trip. But through the support of the rest of the group, Davontae was able to keep going and even surprised himself with his abilities.

"I had never been south of Taupō let alone the south island. This [trip has] made me feel amazing. I've learnt I have much more stamina, will power, determination and lower body strength." said Davontae.

Aside from the physical challenges, it was the teamwork, camaraderie and leadership skills shown by the Dreamers which was most impressive. Dreamer Thomas was hugely supportive of everyone whilst cycling and supported anyone who managed to pass him on the track. Another Dreamer, Samuel, was easily cycling in the front pack but after the first day, he chose to stay with the back pack and cycle with Aliz'e, who being new to cycling, was feeling anxious about the whole trip. Samuel provided encouragement and comfort

and cycled with Aliz'e for the remainder of the trip.

The cycling was interspersed with a range of sightseeing activities from the Clyde Dam through to Curling in Naseby, which the group had a blast learning to play along with an exhilarating jet boat ride courtesy of our hosts Nick & Andrea. But most notable, was the overnight stay at Studholme College – student accommodation at the University of Otago which has a reputation as being the friendliest; and the following guided tour of the university by Lizzy Lukeman and her team.

Many of our Dreamers continue to feel that places like Otago University, all the way at the other end of the country, are simply unattainable. This final experience on the trip was an opportunity for our Dreamers to get their first up close and personal look at a university. Suffice to say, the Dreamers minds were blown. The university completely exceeded their



expectations and even inspired some Dreamers to return to Whangārei and speak to their whānau about reconsidering their career options.

"I never knew uni would be so interesting [with] so much classes to choose from. My career choice has changed after seeing Otago Uni for the first time. They have a lot of cool things like Economics and Māori studies." said Year 11 Dreamer Thomas Becker.

When the trip drew to a close, the group felt the effects of four intense days of cycling but their mood was elated. They felt inspired, hopeful, closer to their peers than before and more certain about who they were and what they could achieve. It is these feelings that I Have a Dream aspire to create in each Dreamer. And it is experiences such as the Otago Rail Trail Bike trip which give us a platform to

demonstrate our core values.

An immense thanks to the generosity of Nick White and his partner Andrea who made this trip possible.

"I HAD NEVER BEEN SOUTH OF TAUPŌ LET ALONE THE SOUTH ISLAND. THIS HAS MADE ME FEEL AMAZING. I'VE LEARNT I HAVE MUCH MORE STAMINA, WILL POWER, DETERMINATION AND LOWER BODY STRENGTH."



SPOTLIGHT

HONEY WALDING-KING DREAMER

Year 11 – Tikipunga High School

How has I Have a Dream impacted your life?

It's made me think about more opportunities that are there for me that I didn't know about. I'm out of the house which is good. It's also helped me through school.

What is your relationship with your Navigator like?

We built trust early on when she started. We've developed that safe space. I know I can tell her things and that's where they stay unless we both agree that it should go to a teacher. I like when she's in class with us and when she comes on trips. We bond more and it shows she's not just a random that pops in once a week and doesn't get to know us.

How has I Have a Dream changed your relationship/view on education?

It's helped me think about it more. It gives me motivation to do my work. Do the mahi, get the treats. I still really want to be a Dog Handler. More opportunities are in my head from discussions with my Navigator and I feel like I'm on track.

What is your dream?

I really want to enter the Police Force and become a Dog Handler and play Professional Rugby.

AUTONOMY RANGATIRATANGA



- Building strong identity – understanding who they are and where they come from
- Developing leadership skills and giving leadership opportunities
- Teaching and developing skills for work – reliability, honesty, time-management, resilience
- Growing their wings to fly into employment or further education

QUIET TAJHANA SHINES AT ATHLETICS



Tajhana is a reserved Year 2 Dreamer who can find it difficult to express herself at times. However, with the support of her teacher Whaea Carlene and Junior Navigator Louise, Tajhana is gaining more confidence through her passion for athletics.

During cross country practice at Tikipunga Primary School, Whaea Carlene began to notice how talented Tajhana was at running and spoke with Louise about getting her into athletics. Athletics training isn't something that Tajhana's family are able to financially pursue themselves so Louise managed to source an anonymous donor which enables Tajhana to attend Junior Athletics Whangārei, every Monday from October 2019 right through to April 2020.

During the first few athletics sessions, Tajhana's shyness had her clinging to her teacher for the full session, preferring to watch others participate rather than get involved herself. However, with some gentle encouragement and support from both Whaea Carlene and Louise, Tajhana has been growing in confidence. By the end of the third session, Tajhana was getting involved in all the drills and even completed a run around the track all on her own. For a 7 year old who can be very nervous in new environments, this was a massive achievement. Since then, Tajhana's determination has grown and her athletics skills are visibly improving too.

Whaea Carlene has also noticed a more engaged and happy student in class,

"Since starting athletics, Tajhana's confidence has increased and she has been managing

herself, her learning and expressing her emotions more effectively. It's wonderful to see." says Whaea Carlene.

By getting Tajhana involved in athletics training, Louise was drawing on rangatiratanga / empowerment – an I Have a Dream core value which aims for Navigators to identify, develop and encourage students strengths and interests for future success. Louise was aiming for a positive outcome from the athletics training, but the actual results are better than hoped.

"Tajhana doesn't talk much about her feelings but her face shows it all during and after she has participated in athletics. I just love seeing how her confidence is booming from participating in something she is really good at." says Louise.

Now, every Monday morning, Louise sees Tajhana walking into class with an enormous smile spread across her face, knowing what that afternoon will bring. While still a quiet girl, Tajhana will always remind Louise about athletics, which proves just how much she's looking forward to it.

Ka pai Tajhana. You are showing incredible courage and strength. We look forward to hearing how the rest of your season goes!



**"TAJHANA DOESN'T
TALK MUCH ABOUT
HER FEELINGS BUT
HER FACE SHOWS
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PARTICIPATED IN
ATHLETICS."**

HOPE TŪMANAKO



- Inspiring dreams and implementing a culture of tertiary and career possibilities – “I Have a Dream to be a ...”
- Developing children's individual strengths and helping them realise their potential and talents
- Exposing them to new opportunities through guest speakers, extra curricular activities, camps, workplace visits
- Goal setting with students and support structures to realise their goals

A PRINCIPAL'S PERSPECTIVE

Myles Ferris, Principal at Te Kura o Otangarei

I was fortunate enough to be at TKO when we were approached by Scott and Ant during the initial scoping phase for the programme to come to Whangārei.



I immediately saw the potential that I Have a Dream had in lifting the lives and aspirations of the students in this area. Often in an environment like Otangarei and Tikipunga and places like this around the country, many of our role models aren't necessarily there and within the homes. Some whānau struggle to have meaningful people in their children's lives who know and understand education and can support them through that pathway.

I Have a Dream is fundamentally different because it is about the long term wellbeing, education and career pathway that changes the expectation of an intergenerational welfare dependent to someone who is a functioning and contributing member of our society, our community and within their whānau.

And it is the Navigators who are essential in helping these children to see a different future. The Navigators spend a lot of time talking with the children, they spend a lot more time listening to them and just hearing their challenges and their issues. They are experts in finding out what the real issues are for our children and then they work hard to help that child overcome them. They really do just take the time and show that they care. At the end of the day, it is all about how much an adult cares about you and that's what a child feels.

At Te Kura o Otangarei we're lucky enough to have a Place-Based Navigator which means a dedicated, full-time Navigator who sits within our school to support our teachers and students. We are also lucky enough to have the other Year-Based Navigators come and work with their cohort on a weekly, sometimes daily basis, in class and running their after-school programmes. Our place-based Navigator – Piripi Burt – is however, essential to the positive atmosphere in our school. Piripi is an anchor for many of our students. He is present everyday, creating a level of communication between the Navigators, Teachers and school, providing a deeper level of engagement and relationship with our students and whānau. As a Māori male, Piripi is also a role model to many of our students. He is

actively involved in our community. The whānau know and love him just as much as the students do. He is a huge asset to our team.

Since I Have a Dream started here, I've seen many positive changes, both within Te Kura o Otangarei and also across the community:

- **Our students have grown in confidence and their sense of self.** They are far more outgoing outside of school now. They are proud to be from Otangarei because they have that sense of support from the Navigators and I Have a Dream.
- **We've seen significant student engagement.** Within the classroom, we see that students are happier in doing their work, they have a sense of purpose and they talk about their goals more readily.
- **There is a huge amount of peace and sense of security to our children.** With the Navigators there to support them, listen to them and guide them, the students come to school feeling happy and safe.
- **There has been a huge reduction in physical incidences.** In my first week at TKO (2012), we had 25 incidents alone. In 2019, for the entire year, this was reduced to a hand full. A part of this can be attributed to the calming presence of our Place-Based Navigator, Piripi.
- **Our community is feeling more confident in our school.** With the IHAD activities such as the after-school programmes, our community is a lot more confident that TKO is able to provide greater and broader curriculum and activities for their children.

Having been around education for as long as I have, I have seen a lot of worthy groups all doing their best to change the lives of those who are disadvantaged. We have seen some wonderful outcomes from these initiatives, but, more often than not, we see that the help that is provided, does not impact those in need enough. I'm very grateful to have I Have a Dream in my school. We need them. They are an invaluable part of our team as we strive to raise the academic achievement and pride within our community.

A WHĀNAU PERSPECTIVE

Moira Thomson, Mum to two Dreamers

The support that I Have a Dream has given my children is beyond belief. I have two children who have been part of the I Have a Dream programme for five years. And in that time, wow, my kids are glowing now.

When I first got involved in the programme, I thought it was a good opportunity to address problems that our children need as far as tutoring. But it's so much more than just that. Their confidence is huge now, they walk with their heads up high. They complete tasks and are challenging themselves a lot more. They have so much respect and trust for their Navigator and the I Have a Dream team. There is this real sense of belonging that my children feel for the programme. It really has surpassed all of my expectations.

What has been most special about my children's involvement in I Have a Dream, is that they are allowing us, as parents, to be a part of their lives, their journey. This is an awesome opportunity as a parent. It is teaching me things that I never expected. I've learnt to listen to my children more and to let them speak. I'm more aware of how they need to express themselves. I've learnt that it's not enough to just say "okay". Kids need to feel that attention and that support, from all adults in their lives. It is the Navigators that give this to them on a daily basis. And I've learnt just how important it is to give this to them every day too.

I have such respect for the Navigators. They really go out of their way for our children. My daughter's Navigator has been taking her to table tennis practise because I've been unable to take her myself. These kinds of actions show our children that they are never alone. In return, our children learn to trust more and communicate better – to their teachers, their family and one another.

I Have a Dream is not just having a positive impact on my children's lives. I've been deeply affected too. At the start of the journey, here I was, simply encouraging my

children to be the best that they could be. Telling them to focus on their education and strive for their goals. But, I didn't realise that there were things that I needed to address myself regarding my education and growth. As a kid, I didn't finish high school and as an adult, it has always been something I've wanted to do, but, I told myself that I never had the time or the money. But seeing my children on this incredible journey, and having their Navigator as support for me also, I am now going back to school. My children's Navigator introduced me to a course and I'm also going to do Toastmasters to build my confidence in speaking in front of people. This is a huge step for me. It's scary and exciting. But I have my children's support and when they look at me and say "Well done Mum, we are proud of you.", it makes it all worthwhile.

I can walk forward with my head up high now. Just like my children. I can't say enough about how much I love I Have a Dream. They're amazing. And I thank them, because I too have got my dream and I am walking forward.



LOVE
AROHA



- Creating a sense of belonging and acceptance by surrounding children with significant adults
- Providing equity of essential resources they need to achieve – networks, school resources, nourishment, health
- Developing empathy for others and the world around them through participation in community service

2019 HIGHLIGHTS



PLATINUM HOMES/DVS PRO-AM GOLF TOURNAMENT

This tournament involved 10 of our Tikipunga High School students caddying for professional golfers for two days. Students were totally worn out at the end of this but what an experience it was with some looking at taking up golf in the future. A big thanks to Platinum Homes for sponsoring us- we raised almost \$10,000 and what's more we've been asked back for the 2020 tournament.

NATURE'S COOL

Our Year 4 Dreamers spent a term, one day a week, at an alternative school that was set amongst nature. The days were filled with child led play and practical tasks such as building huts, jumping off bridges, bush treks, animal care and teamwork.

MAGNOLIA GARDENS FUNDRAISER

Cath and Dave Davies-Colley once again opened their amazing magnolia gardens, two weekends in a row, to enable our Dreamers to not only fundraise for camps but to participate in a mini- enterprise. The students were amazing – whether they helped in the cafe, acted as tour guides, sold raffle tickets or were on the gate- all of them showed great leadership skills. Over 500 people came through the gardens raising nearly \$6000 towards the Hillary Camp and flights for the Otago Bike Trail.

JESSIE ROSE ART CLASSES

Art classes have continued for some of our Dreamers and thanks to a generous donor we were able to send 10 in term 4. These classes have helped bring out some amazing talent in some of our Dreamers and their confidence, self esteem and creativity have all increased exponentially.

BETSY FARM VISIT

One of our donors, Kay Howe, paid for the buses which enabled us to organise 3 consecutive farm visits to Betsy and Ray Duncan's farm. For a lot of our Dreamers this trip to the farm was a first and it certainly delivered on learning outside the classroom. Checking out Honey Bees, Chickens, Cows and Quad Bikes – just some of the highlights the tamariki experienced.

SISTEMA

Our Dreamers were lucky enough to have a taste of music with Sistema. Through after-school and holiday programmes, and then weekly tuition for a group of Dreamers, the Sistema music programme was a great introduction to our tamariki to learn new instruments and develop strengths and interests that otherwise may have remained untouched.



SCOTT – NZ ARCHANGEL 2019

Congratulations to our Chairman Scott Gilmour who was named New Zealand ArchAngel 2019. This relates to his Angel Investing activities, which is all about nurturing and supporting technology start-ups. Scott is a hugely passionate individual who works tirelessly raising funds and building awareness of the I Have a Dream programme.

VAN PURCHASES

We are currently taking Dreamers to art classes, after school sports practices and games, Youth Space, volunteering commitments and other appointments. Tikipunga High School has always been generous in letting us use their vans, but the resources were getting strained, so we purchased 2 vans which means we can now plan a wider breadth of experiences for our Dreamers.

BUSINESS EXCELLENCE AWARDS

And the winner of the Westpac Northland Business Excellence Awards Non-Profit category is... US! Huge thanks to our Dream team, our schools, our whānau, our funders, our volunteers and our Dream partners for the support in getting us this far. We couldn't do what we do without you.

FALL'S ESTATE BUDDY READING

Buddy Reading with the residents of Falls Estate went so well this year. Both groups of people took so much away from this experience with reading (and bowling) improving and the elderly enjoying having the kids around.

NANOGIRL LABS LIVE

40 dreamers recently experienced the spectacle that is Nanogirl Labs LIVE. The Dreamers had an incredible day. Thanks to Nanogirl labs who donated the tickets.



SPOT LIGHT

KAY HOWE DONOR

Why did you choose to donate to I Have a Dream?

I chose to donate to I Have a Dream when I saw the difference you were making to children's lives when they had self belief and positive role models in the Navigators.

How has becoming a donor impacted on your life?

Being involved with I Have a Dream has given me a chance to help make a difference in an area I could otherwise not even begin to start. Hosting the farm visits reinforced my belief that the little things we take for granted are not available to these children and every small step in the right direction will help create generational change.

What are your dreams for I Have a Dream and the tamariki involved?

My dream for the I Have a Dream tamariki is that they continue to grow towards reaching their potential whatever their dream may be.

MENTORS MATTER

Over the summer of 2019 the University of Auckland conducted a Summer Scholar Report called Navigating Success – exploring the beliefs, attitudes and aspirations of Māori youth over time.

The project was a strengths based longitudinal study exploring shifts in our Dreamers aspirations and support relationships as a result of being part of I Have a Dream. Key findings from the 2019 data indicate that the Navigator relationship seems to have increasingly positive effects on Dreamers' perceptions of support and aspirational thinking.

A significantly larger number of Dreamers named their Navigator as in-school support during 2019 compared to 2017 (an increase from 13.87% to 56.98%).

FUTURE GOALS AND ASPIRATIONS

Aspirations have been categorised by educational requirements. The largest category is vocational jobs which are skills-based occupations requiring training beyond school but do not depend on tertiary study.

The second largest category students aspirations fitted within was professions requiring a university education.

Interestingly, the number of students who did not list an aspiration decreased drastically.

Aspiration Category	Percentage of Students in each Aspiration Category		
	2017	2018	2019
Realising Potential	9%	7%	14%
Tertiary-qualified occupation	22%	17%	27%
Vocational-level occupations	42%	42%	59%
High School level occupation	6%	2%	16%
Don't know	3%	6%	5%
Did not list a future aspiration	34%	34%	3%

Students' Future Aspiration Categories: 2017, 2018, and 2019

Data from 86 Māori students were analysed for this study.

Note: Percentages add up to more than 100% as some Dreamers' may have identified future aspirations across multiple categories, i.e., selected both a vocational pathway and a professional career.

DREAM WEAVERS

Dr Mohamed Alansari has been one of the key researchers working with I Have a Dream since the programme started in Whangarei. Although we farewellled Mohamed at the end of 2019 due to a relocation to Wellington, his wonderful article, which he published in June 2019 in the University of Auckland News, is still worth sharing. In this article Mohammed shares his thoughts on the importance of a significant adult, in our case, our Navigators, and what this person can do to help students realise their dreams.

Growing up in a household that encouraged aspirational thinking, I often talked to my parents about my dreams and

who I wanted to be when I grew up.

I used to tell people 'one day, I will become a TV presenter!' I wanted to reach out to every home and family, to make a difference in their lives by being in their living room. I still wonder how my career would have turned out if I had pursued that pathway. Or whether it was even possible to have a TV career considering my loud, dorky laugh, frizzy hair and occasional squint – perhaps I'd have been better off in radio.

Anyway, my intermediate teacher overheard me talking to friends in the school corridor about my potential TV debut and becoming a talkshow host – yes, a full-on production was in the works. I remember that day like it

"IT IS POWERFUL TO REALISE THAT STUDENT INTERACTIONS WITH SIGNIFICANT OTHERS CAN INFLUENCE THEIR BELIEFS ABOUT FUTURE SUCCESS, LEARNING AND ASPIRATIONS."

was yesterday. The teacher walked past and snarkily said in front of everyone: 'Pick a real job, Mohamed, do something meaningful.' Off he went, and so my dreams of a media career were crushed.

Over the years, I wondered whether other people have experienced similar scenarios to mine. What were their dreams? Who changed their minds? Who could have helped them achieve their goals and aspirations? What would have happened if someone had come into their lives and believed in their dreams? Fortunately, my current research explores exactly that.

I am the principal investigator of a longitudinal project called 'I Have a Dream', taking place in Whangārei. We are working with 400 children, their schools and their families in low socioeconomic areas. Those involved share the same dream as us: to break the intergenerational cycle of poverty, and open up opportunities for success, however that success might look in the eyes of the children.

This is an innovative community-based approach, where each group of students is assigned a mentor, known as a navigator, who helps the students navigate their dreams from primary to secondary and through to tertiary if that's what they desire.

This is our second year in this partnership and preliminary results from our mixedmethod investigation are promising. There were statistically significant improvements in students' achievement in reading and maths by the end of 2018, as well as sustained positive levels of school

satisfaction and future outlook.

Over time, navigators have also become more positive in their beliefs about how they can influence student educational outcomes. Teachers have reported increasing levels of value in having navigators providing support and mentoring to the students. We appear to be on the right track.

What's astonished me most, is the students' ability at a young age to articulate what it means for them to have a significant support person, as evidenced by the qualitative findings of the project. For Tane, who wants to be an All Black when he grows up, it was something as simple as his navigator celebrating with him, after he was praised in PE classes, and challenging him to try even harder next week.

For Jesse, who wants to be a dancer, it was when her navigator asked her about her favourite dance moves, and shared funny stories about dancing. For Davie, who wants to be an archaeologist, having a navigator who listened, reacted positively, and helped him Google information about archaeology, was all it took for Davie to name his mentor as his main support person who cared about his success.

It is powerful to realise that student interactions with significant others can influence their beliefs about future success, learning and aspirations. It is even more powerful to realise how much teachers and navigators influence such processes by simply acting, reacting and interacting positively in these learning spaces. It's exciting to know our project can play a part in improving students' experiences at school and beyond.

It was some time back, that the teacher unwittingly changed my career trajectory. But it is now in 'I Have a Dream' where I, with others, can support each of our 400 dreamers to reach their highest potential, whether they want to be an All Black or a dancer, an archaeologist or an academic. Too often, educators and mentors underestimate the impact they can have on their students' academic and life trajectory. 'I Have a Dream' is testimony to the importance of human connections, support and high expectations – all of which are pivotal to our roles as educators. The more we believe in our ability to make a difference, rather than talking ourselves, and sometimes the students, down, the more we will help young people make their dreams reality.

Our group welcomes support, ideas, collaborators or volunteers to join us from time to time. Contact me or visit the 'I Have a Dream' website: ihaveadream.org.nz.

<https://cdn.auckland.ac.nz/assets/central/for-the-media/publications/university-news/2019-issues/uninews-04-2019.pdf>

Published June 2019
University of Auckland- University News
(Please note that the research is conducted with the Dreamers Year 4 and above so the reference in the article to 400 Dreamers does not include the youngest members of our programme)



OUR NUMBERS

OUR 2019 ENROLLED STUDENTS ARE CURRENTLY ACROSS SCHOOL YEAR LEVELS 1-11



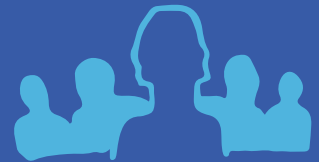
12
NAVIGATORS



785
DREAMERS



502
WHANAU



81
VOLUNTEERS



8,106

TOTAL NAVIGATOR
CONTACT HOURS
SPENT WITH
DREAMERS IN
2019

3,405

VOLUNTEER HOURS

2,800 AFTER SCHOOL
PROGRAMMES

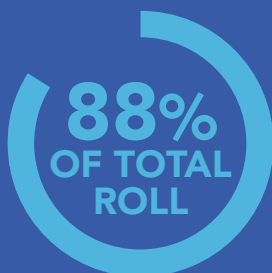
115 MENTORING

160 MENTOR TRAINING

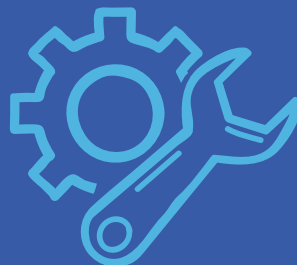
215 TUTORING

65 RESEARCH

50 MISC



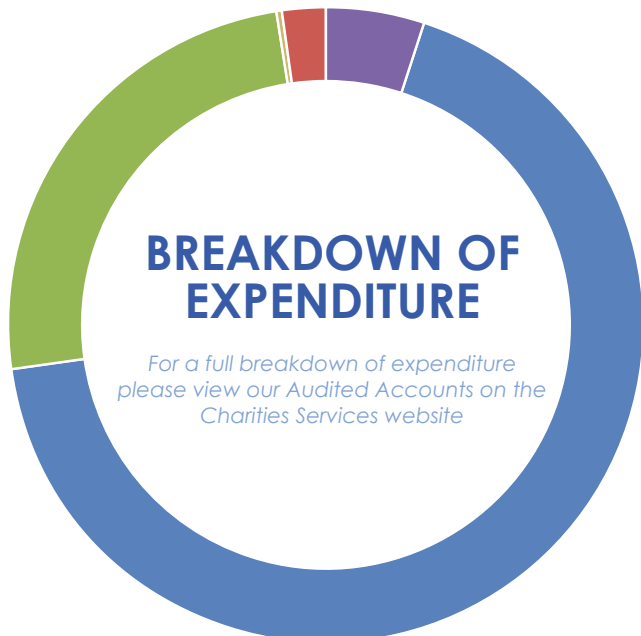
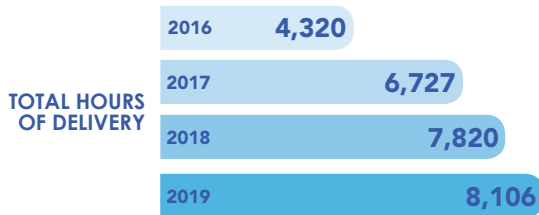
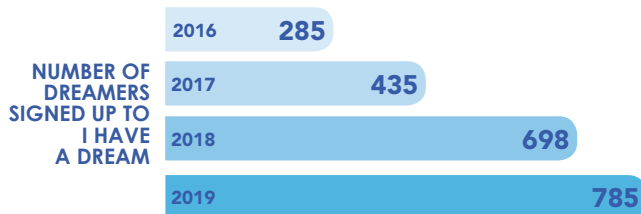
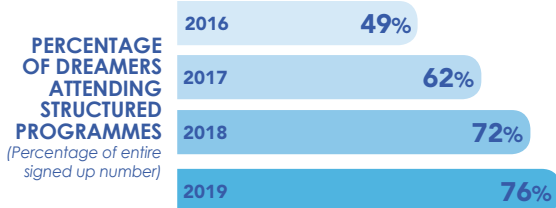
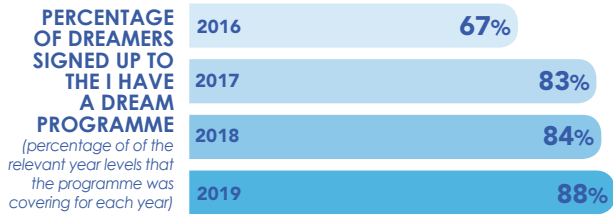
785
STUDENTS ACROSS
FOUR SCHOOLS
ENROLLED IN THE
PROGRAMME



40+
STRUCTURED
PROGRAMMES
DELIVERED EACH WEEK
ACROSS OUR 4 SCHOOLS



76%
OF OUR ENROLLED
CHILDREN ATTEND ONE
OF OUR SPECIALISED
PROGRAMMES



- Expenses related to public fundraising – 5%
- Employee related costs – 68%
- Costs related to providing goods or service – 25%
- Grants and donations made – <1%
- Other expenses – 2%



SPOTLIGHT

DAVE COTTY VOLUNTEER & MENTOR

Why did you decide to become a mentor/volunteer?

I first came across I Have a Dream reading Alan Duffs book "A Conversation with my Country".

After becoming a minor donor I was staggered to receive a phone call from Scott Gilmour who invited me to a Whangārei function. As a result of attending that passionate and enthusiastic function I became a volunteer.

I now go weekly to the Tōtara Grove Primary School to help Tamariki in their reading. Subsequently I have additionally become a Mentor to a Tikipunga High School Dreamer.

Why do you think it is important for our Dreamers to have a mentor?

A Dreamer needs to have a confidante outside of Whānau and Kura who they can trust. Exchange their dreams without being ridiculed, put down. Encouraged to shoot for the stars.

To be given knowledge of life experiences from outside of their normal circle and to be assisted in achieving their dream.

What do you think potential mentors need to know?

Mentors need to very importantly gain the confidence of the Whānau. Realise they are not replacement for the Whānau or Kura. Never be judgemental about the Dreamer or Whānau. They are living with circumstances different to you.

If you promise to do something, do it.

THANK YOU FOR YOUR SUPPORT

We have listed below the wonderful donors that have made significant contributions to our mission.

Please note that this list below shows those larger donors that contributed in the FYE 31/3/20, which correlates to our reporting to them for their Tax Deductible Donations. Our audited accounts are for the 2019 calendar year, so the amounts do not compare exactly.

We are blessed to have hundreds of people donating smaller and one-off amounts, but it would take too many pages to list them all!

PLATINUM (\$100,000+ pa)

Anonymous
Brenda Sigalove Charitable Trust
Foundation North
Jones Family
Scott & Mary Gilmour
Wright Family Foundation

GOLD (\$20,000-\$99,000 pa)

Anne & Graham Catley
Awhero Nui Trust
Hoku Foundation
Joyce Fisher Charitable Trust
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Marilyn Hoggard
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Sheaf Trustee Ltd
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Will Sellar

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Adrian & Christine Koppens
Alinz Trust
Andrew & Kim Turner
Ann- Louise Stokes
Anonymous
AWF/ Madison
Bill Dalbeth & Janet Hawkins
Blair and Becks Knight
Caroline Lomax
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Mike Pero
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Nicki Taylor
NorthDrill Ltd
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Northland Foundation
Peter & Janet Dickinson
Peter & Lynn Ogle
Platinum Homes Northland Ltd

Refining NZ Ltd
Robert & Jackie Redwood
Rupert Gough
Tom Bowden
UpSkills
Vanessa Graham
Whangarei District Council
Working Minds Ltd

BRONZE (\$1,000- \$1999 pa)

Agnes Granada
Ajit & Minesha Balasingham
Andy & Karla Hamilton
Anna Hood
Anne & Robert Grieve
Avail Pacific Ltd
Barbara Miller
Barry Connor
Bruce Paulson & Jan Shearer
Bryce Hill
Carey Hablous
Cath Gilmour & John Hilhorst
Cherry & Pete Vanderbeke
Choice Technology
Chris Bennett
Chris Due
Chris Twiss
Colm Maloney
D Gameson
Daniel Coats
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DNA Homes
Donna Jones
DVS Proven Systems
Elliot Winstanley
Ernest Kemp Cruises
G.J Gardner Whangarei/
Kaipara
Garth Buck
Gillian Croad
Harrison Quantity Surveyors

Jacqui Hopkins
Jenine & Robin Watson
Joan Waldvogel
John & Bjorke Troost
Julian Pipe
Lambly Builders Ltd
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Melanie Eady
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Nicole Cocker
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Russell & Roaslie Smith
Sam Goldwater
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Suse Reynolds
Tim Herrick
Tim Langley
Toby King
W & E Reid

DREAMPARTNERS (Gifts-in-kind)

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Jessie Rose
Konnnect Fastening Systems
Mediaworks
Pak 'n' Save
Pehiaweri Marae
Resene Whangarei
Shed Love
Sistema
Sport Northland

HOW CAN YOU HELP?

Our programme depends on you.

It is only thanks to people like you that we are able to deliver our programme to kiwi kids across our four Dream Partner schools.

We believe that every child has potential. We will do whatever it takes to ensure our Dreamers make education a priority and go on to uncover their passions and build dreams.

Please help us spread the word about the tremendous potential that ALL kiwi kids have, but which is not currently being realised due to educational disadvantage. We have a willing community, the right team on-board, and the support of many good people.

Running I Have a Dream is only possible with the amazing effort, commitment and generosity of hundreds of people like you who want to see equal opportunities and generational change for our tamariki.

Other ways you can get involved:

TIME

- Volunteering or Mentoring
- After School programmes
- Partnering with us to offer services and programmes
- Helping run an event to promote our charity

ADVOCACY

- Word of mouth, spread the I Have a Dream message
- Personal and business introductions to people who may be able to help

TALENTS

- Being available as a guest speaker, and sharing your skills with our tamariki
- Showing our Dreamers what you do for work, and even hosting a workplace visit
- Providing opportunity for work experience, holiday or after school jobs

TREASURES

- Make a donation- see ihaveadream.org.nz for details
- Sign up to Sponsor a Dreamer for \$85/mth OR become a silver, gold or platinum sponsor
- Regular giving allows us to plan and budget for the future. It gives us a sustainable future.
- Consider payroll giving- allowing employees to donate straight to I Have a Dream from their pay. For every dollar an employee donates they make one third back as a tax credit. For more information on Payroll Giving please visit ird.govt.nz
- Corporate Social Responsibility- align your business with our mission and reap the rewards for your business, brand and people.
- Fundraise for I Have a Dream- host a lunch, a movie night or an event, run a marathon, or hold a raffle, the options are endless.
- Supporting our programme offerings through in-kind donations
- Leaving a gift in your will- leave the gift of your legacy to our tamariki and the communities they live in
- Offer participation in an event e.g. movie night, rugby game, concert

To learn more about how you can support I Have a Dream contact Cat Thorburn
cat@ihaveadream.org.nz

THANK YOU FOR JOINING OUR WAKA.



SPOTLIGHT

GRAEME AITKEN TRUSTEE

Why did you get involved with I Have a Dream?

As Dean of Education and Social Work at the University of Auckland I was always interested in social justice initiatives that aimed to address inequity in education. I also understood that inequity in education is not just a school issue, it is something that needs joined-up community support to address. When I learned of the work that Ant was doing in Mt Roskill, and the ambition of I Have a Dream to start in a new location, I was keen to become involved. I saw a mutually beneficial University/ I Have a Dream partnership to which the university contributed professional development and evaluation expertise, and to which I Have a Dream contributed on-the-ground school and community knowledge and experience.

What is your dream for the organization?

First and foremost that it creates the sort of long-term success stories that were achieved in Mt Roskill. But beyond that achieving outcomes at scale that convince the government that funding such an initiative in communities across New Zealand, while possibly expensive in terms of short-term cost, pays off multiple fold in the long term savings and, more importantly, in terms of safe, successful communities and happy and fulfilled individuals and families.

**"LOVE AND
COMPASSION
ARE NECESSITIES,
NOT LUXURIES.
WITHOUT THEM,
HUMANITY
CANNOT
SURVIVE."**

Dalai Lama



Dream Partner Schools



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I HAVE A DREAM

CHARITABLE TRUST
NEW ZEALAND



TOP ENERGY
ENERGY AWARD

WINNER

Top Energy
Best Not for Profit Organisation Award