

GRAEME DINGLE FOUNDATION

HAWKES BAY

Outcomes Report 2022



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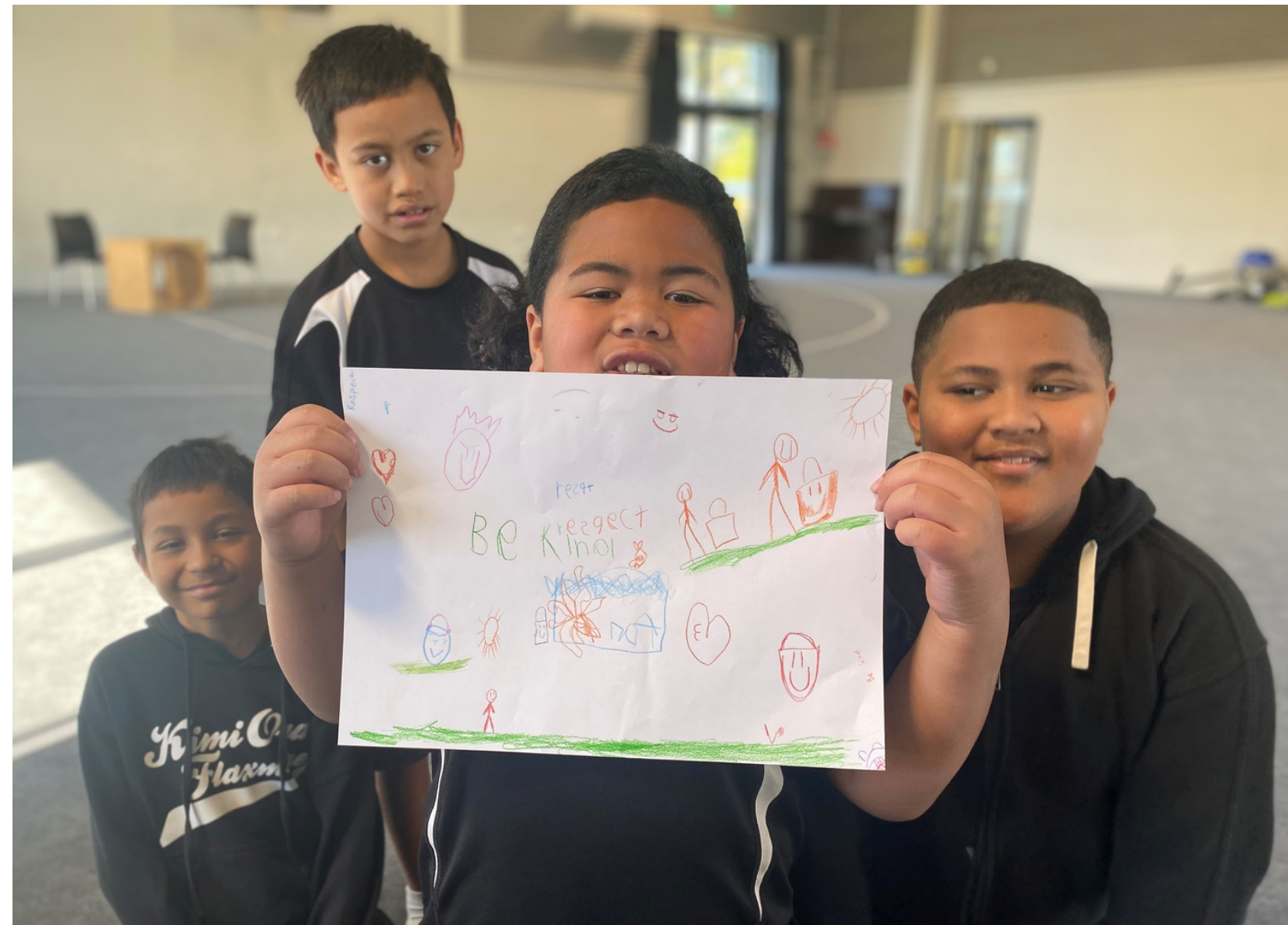


Kiwi Can

Outcomes Report - 2022

Kiwi Can is about developing life skills to support hauora and positive participation in all aspects of life.

It is funded through generous grants, sponsorships and donations.



A team of 2 facilitators (Kiwi Can Leaders) deliver highly interactive and fun weekly lessons to students.

Lessons are based on modules which develop life skills through experiential learning.

This report is based on the results-based accountability framework and answers the questions:

What did we do? (output)

How well did we do it? (quality)

How much did we do? (reach)

Is anybody any better off? (outcome/impact)

What Did We Do?

Kiwi Can Lessons

Lessons are created for 3 different learning levels which are 30-40 minutes long.

The following modules were delivered:

- Fairness and fair play.
- Leadership.
- Conflict resolution.
- Respect for our school.
- Respect for our community.
- Respect for our environment.
- Making good choices.
- Being a role model.
- Goal Setting.
- Problem Solving.
- Perseverance.

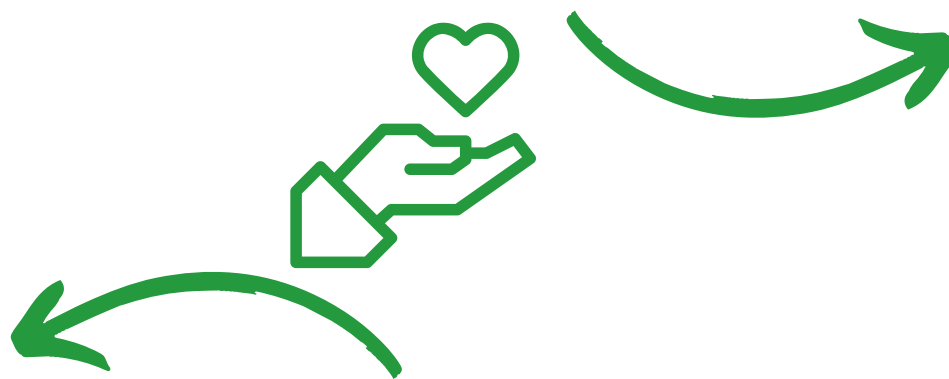
Activities are used to create experiences which students can learn from - the leaders debrief with students to reflect on their experience and how this relates to their everyday lives.



What Did We Do? *Community Projects = Contribution*

Community Projects provide opportunities for students to 'give back' and understand the importance of community. They also get opportunities to show leadership and learn new skills.

Te Kura o Paki Paki wanted to give back to whānau as part of the Matariki celebrations - they were putting together gift baskets. Whaea Kita and Matua Kayden supported students to make loaded brownies to go in the baskets.

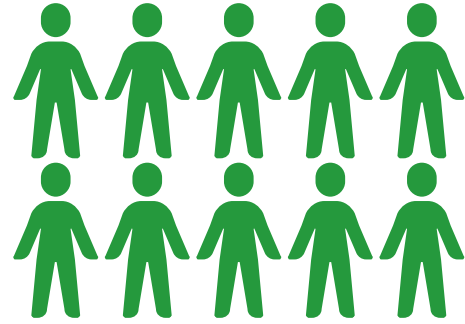


Ebbett Park School students wanted to give something to whānau to thank important people in their lives. Whaea Kita and Matua Kayden worked with the students to create beautiful flax flowers. They explained the tikanga around how to cut and handle the flax and showed them how to make flowers. Every student made a flower with some coming back at lunchtime to make more. Students gifted the flowers in bouquets to whānau at the schools Matariki celebration.

How Much Did We Do?

357

Students



Student Ethnicity

71% Māori

20% Pasifika

10% NZ European

1.1% Asian

0.3% Other

4

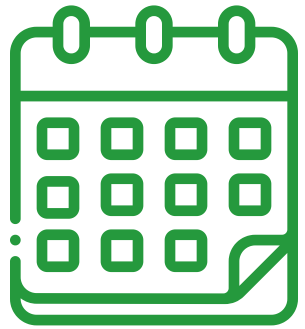
Schools

Ebbett Park School

Richmond School

Te Kura o Paki Paki

Te Kura o Kimi Ora



Every student in every school attends a Kiwi Can Lesson with their class every week of the school year.



How Well Did We Do It? *Ākonga / Student Thoughts*

What do you like about Kiwi Can?

The main themes were about how they liked the leaders and the fun games

“

the fun, fun, fun! Cool games meeting new teachers

The fun activities and challenges. We have to do and complete and lots of laughing & quizzes

Its fun and we play games I've never played

*Whaea Journey, GKQ. Games (seaweed, rats & rabbits).
Everything.*

”

Is there anything you don't like about Kiwi Can?

Most students said no. Other specific comments were about how other students didn't participate nicely or when the leaders changes.

“

People not participating in games or cheating & not playing fair.

When we are playing a game and it starts to rain and we have to play inside and we have to play careful

having to say goodbye to really really cool, awesome, and most amazing teachers

”

Students told us that the Kiwi Can Leaders were:

easy to talk to **76%**, make Kiwi Can fun **90%**, are good role models **91%**,
make me feel I can do well at new things **88%** (combination of often & nearly all the time)

How Well Did We Do It?

Inclusion & Responsiveness

100% of Principals said they were satisfied/very satisfied that **Kiwi Can** has been delivered in a way that is culturally responsive.



Students were asked how they felt when in Kiwi Can.... I feel

85% Safe

85% Welcome

81% That I belong

85% That I can be myself

*The Kiwi Can team work hard to support all of our learners. We have a growing number of deaf students and students with high global learning needs - **School Principal***

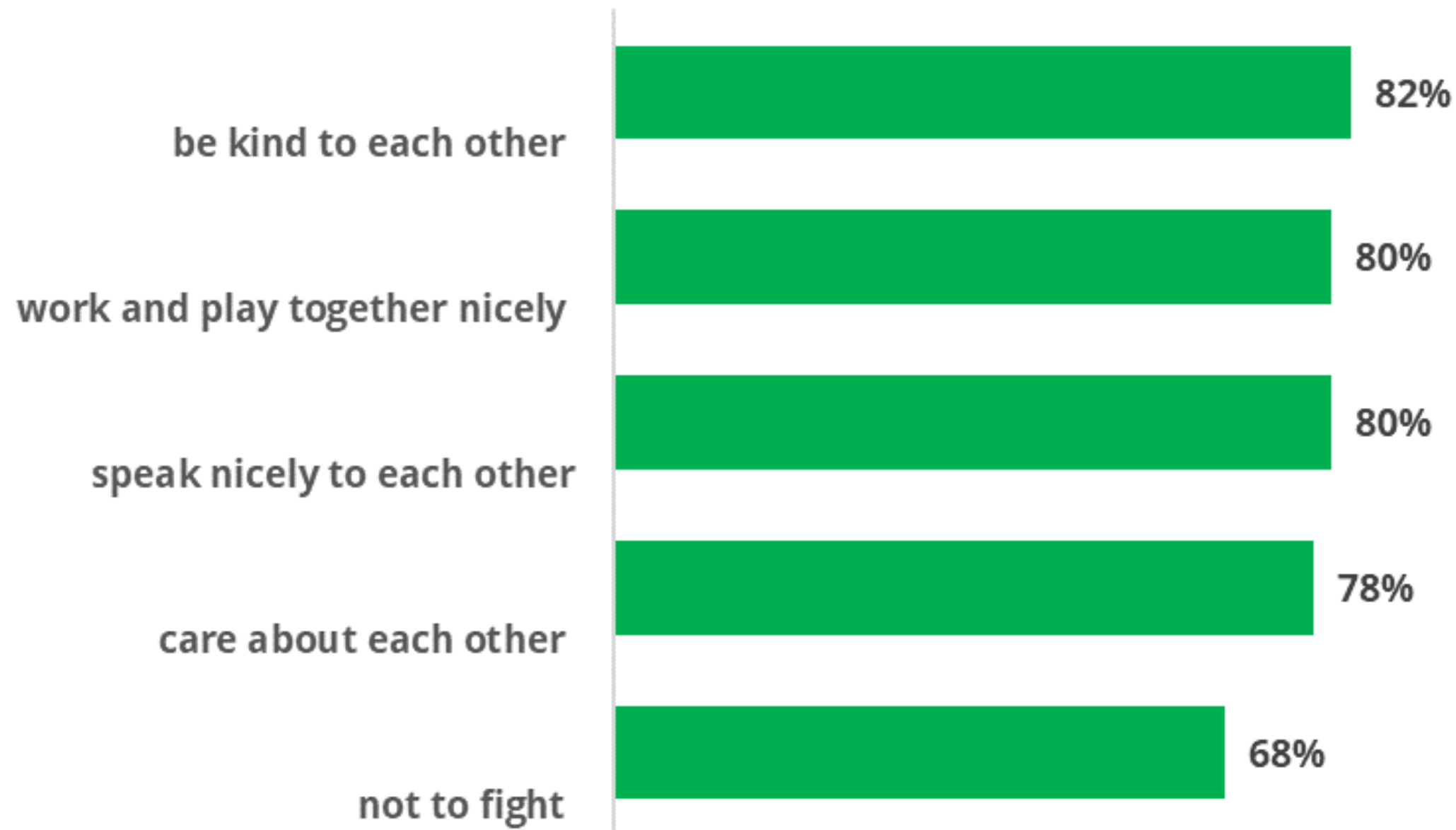
*Role modelling a positive/can do attitude for the tamariki. Supporting the tamariki when they are feeling unsure about giving new things a go. Incorporating Te Reo Māori into the lessons - **Kaiako/Teacher***

Is anyone any better off?

Impact on school culture

Students were asked how much Kiwi Can had taught children in their class to ...

percentages are combined responses for quite a lot and a lot.



The facilitators are engaged in everything we do as a kura, and regularly have conversations about how they can tautoko what we are doing, and how they can incorporate what we do into their program -
Principal



The Kiwi Can team built on what we already do in the classroom e.g. connecting to our school values. They are great at communicating what is going on and develop great relationships with our learners and teachers -
Principal

Is anyone any better off?

Skills & Learnings

Students were asked how much Kiwi Can has taught them to ...

percentages are combined responses for quite a lot and a lot.



I have learnt to keep trying when things are hard and never give up. Nothing is too big to attempt (Richmond Student)

New games make each other help each other (Te Kura o Paki Paki student)

I have learned that to speak positive talk to myself and to share nicely and to be kind to each other (Ebbett Park student)

To do the right thing even if no one is looking (Te Kura o Kimi Ora student)

Yeah I learned to believe in myself whenever I feel sad and frustrated (Ebbett Park student)

Is anyone any better off?

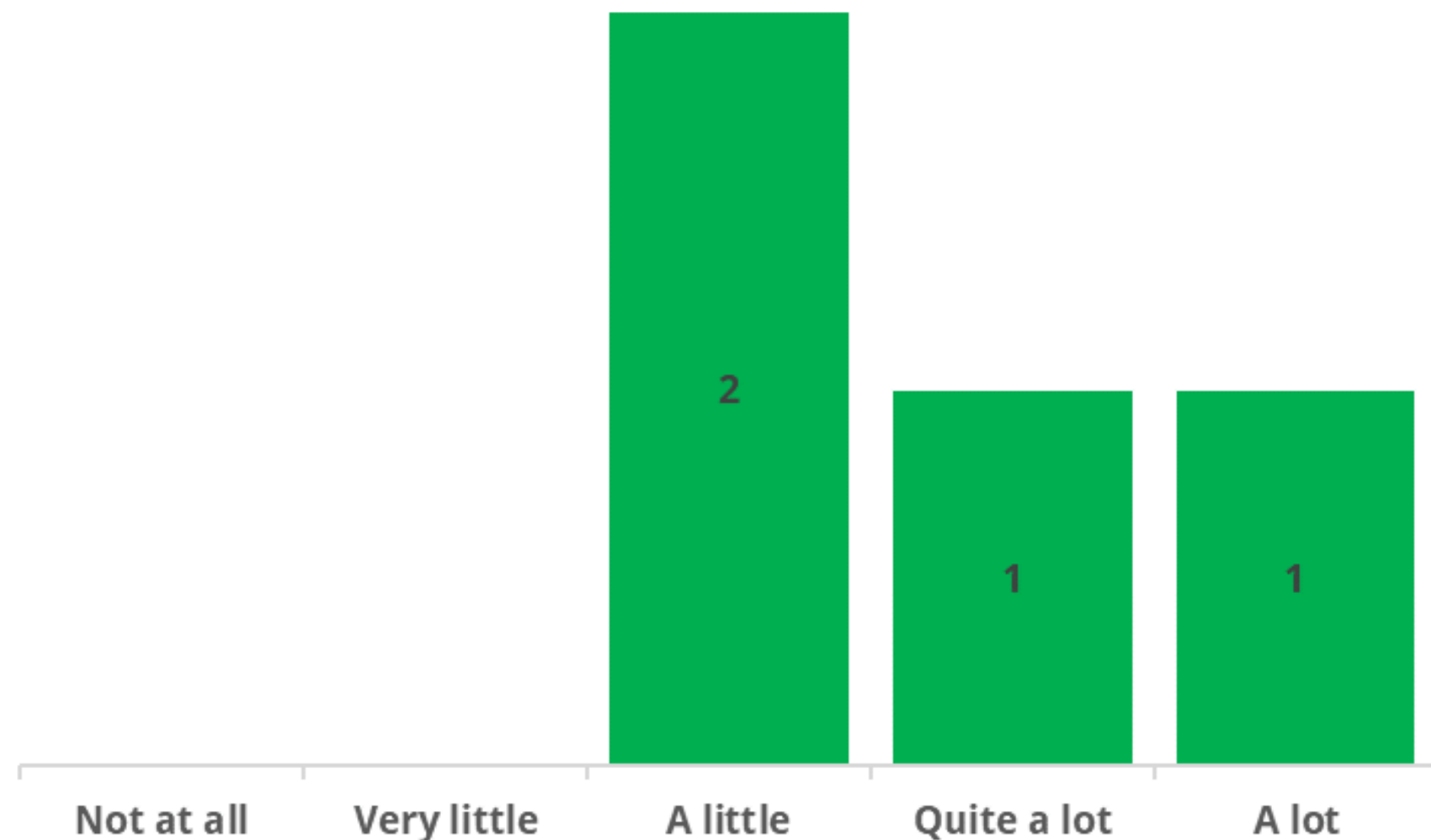
Impact on Engagement

Students love Kiwi Can - 68% a lot, 25% quite a lot, 6% a little.



Students try to come to school on a Kiwi Can day - 79% (combined a lot & quite a lot).

Each school was asked "To what extent has there been a positive impact on student engagement in learning?"



Stars Teina

Outcomes Report - 2022

Stars Teina is about developing life skills to support hauora with a focus on equipping tamariki to make positive transitions to intermediate then on to high school.

It is funded through generous grants, sponsorships and donations.



A team of 2 facilitators facilitate inquiry learning into life skills relevant to students.

The lessons are highly interactive and fun using experiential learning and maximising student leadership and voice.

This report is based on the results-based accountability framework and answers the questions:

What did we do? (output)

How well did we do it? (quality)

How much did we do? (reach)

Is anybody any better off? (outcome/impact)

Inquiry Process

Wondering

*What do I know already?
What do I need to know?*

Planning

*Exploring & questioning
new ideas*

Creating

*Practicing & trialing new
ideas*

Evaluating

*What did I learn?
How can I use this in my
everyday life?*



Inquiry Modules

Our inquiry modules this year were:

- Conflict Resolution
- Cooperation
- Positive Communication
- Understanding Emotions
- Self Management
- Respect for Ourselves
- Respect for Others
- Respect for Our School
- Honesty
- Responsibility

What Did We Do?

Community Projects = Contribution

Community Projects provide opportunities for students to 'give back' and understand the importance of community. They also get opportunities to show leadership and learn new skills.

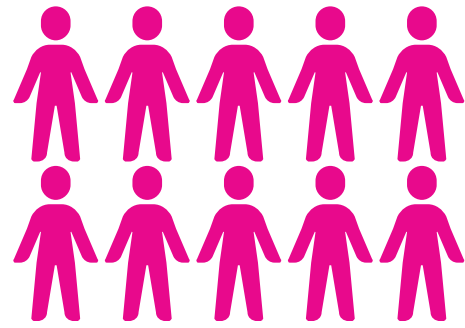
Heretaunga Intermediate School had an idea to create energiser game packs and gift them to the Camberley Community Centre. The students designed the games earlier this year as part of their inquiry learning. They created instructions and resource packs after testing and tweaking the energisers. They presented to Matua Stirling from Hastings District Council after teaching him how to play the games.



How Much Did We Do?

790

Students



Student Ethnicity

49% Māori

8% Pasifika

34% NZ European

7% Asian

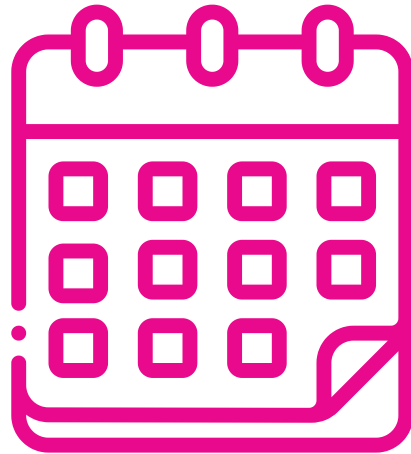
2% Other

2

Schools

Hastings Intermediate

Heretaunga Intermediate



Every student in every school attends a Stars Teina Lesson with their class every week of the school year.



How Well Did We Do It?

Ākonga & Kaiako Reflections

What were the most useful parts of Stars Teina for you?

Most comments highlighted games and group activities or specific skills they had learnt.

“ *the games because they made me feel like it wasn't just a lesson*

Learning new things, being able to be myself.

Learning about a lot of things that can be useful in life.

feeling that we are safe and learning new things ”

What do you think would make Stars Teina better?

Most comments said nothing or more games.

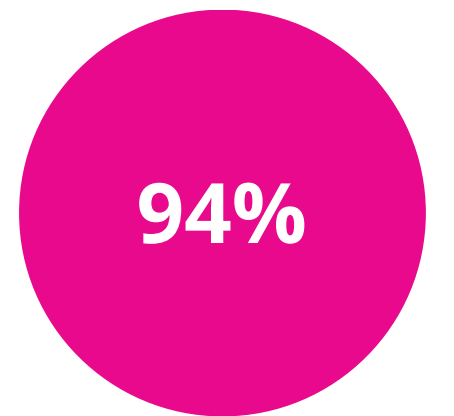
“ *people listening more,*

Have more time at stars teina and play more games

Probably have a boy teacher

More challenging questions. ”

How much do you like Stars Teina?



Percentage is a combination of often & nearly all the time

Kaiako Reflections

“ *They take the time to get to know the kids and watch out for those they can connect with so seamlessly*

The teachers have a great way of building relationships with my students.

Having the students take ownership.

”

How Well Did We Do It?

Inclusion & Responsiveness



Students were asked how they felt when in Stars Teina.... I feel

84% Safe

95% Welcome

83% That I belong

83% That I can be myself

Percentages are a combination of agree & strongly agree

90% of kaiako said they were satisfied/very satisfied that **Stars Teina has been delivered in a way that is culturally responsive.**

"It's great because the Maori values are intertwined here and they are connecting to these values within class as well" - Kaiako

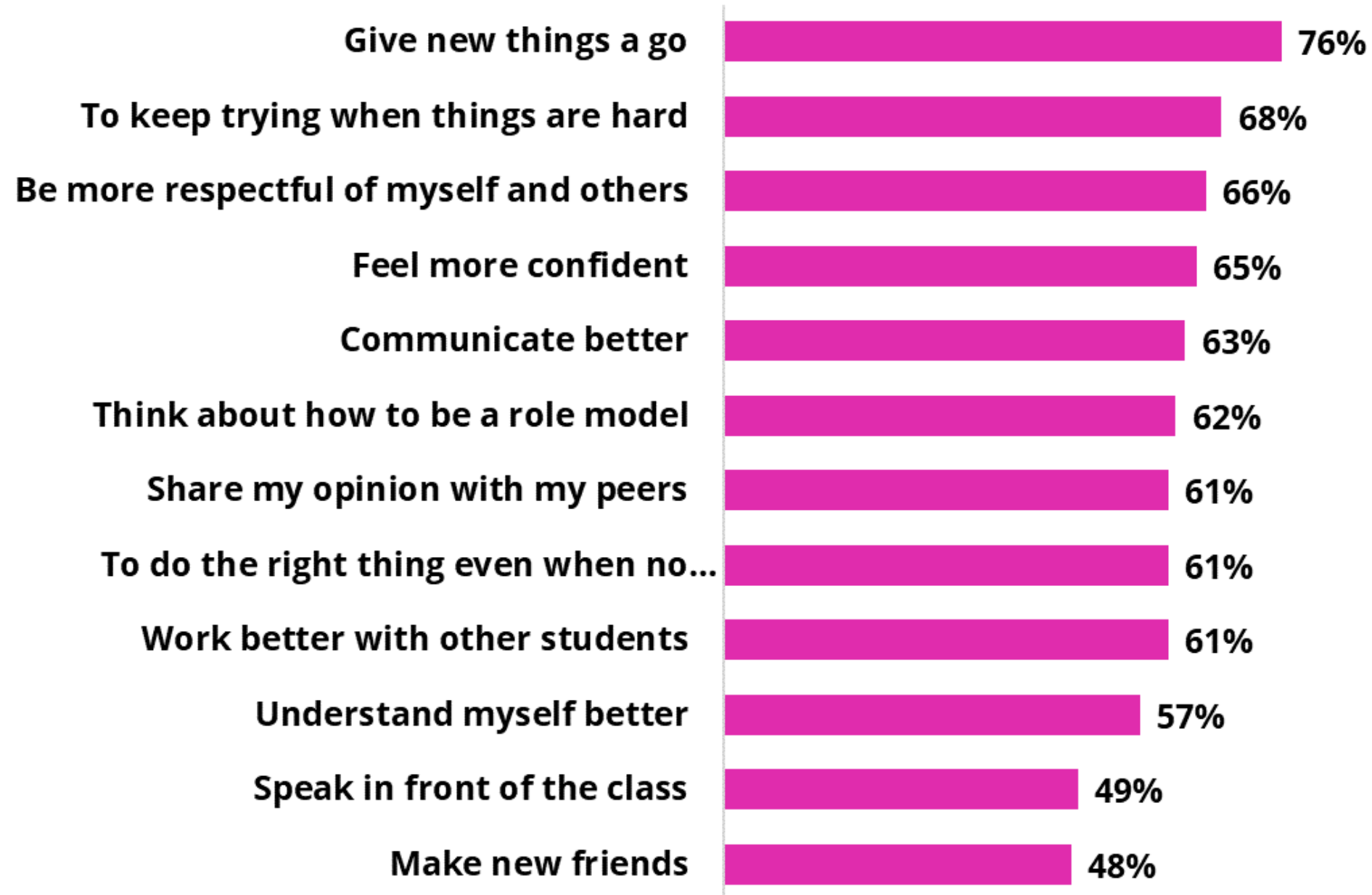
"When they teach us about how to show empathy to others and when we are able to be our self" - Ākonga Hastings Intermediate

Is anyone any better off?

Ākonga Skills & Learnings

Stars Teina has helped me to

Student responses. Percentages are combined responses for agree & strongly agree.



“

Learning to be better controlling my anger and helping others and making new friends and becoming more trustworthy.

learning how to communicate better with other students

learning how to treat other including your self and realizing there is more to one side of something

To be respectful to others and not to step all over someone's mana.

the red carpet event was very fun and i enjoyed it so much i would definitely do it again. we all came out of our comfort zone and gave each other the confidence to get up there and just be yourself

”

Is anyone any better off?

Kaiako Responses

70%

To what extent do you think Stars Teina has helped students to develop their interpersonal skills?

(their ability to interact successfully with peers, staff, parents)

Percentage is combined responses for quite a lot and a lot.

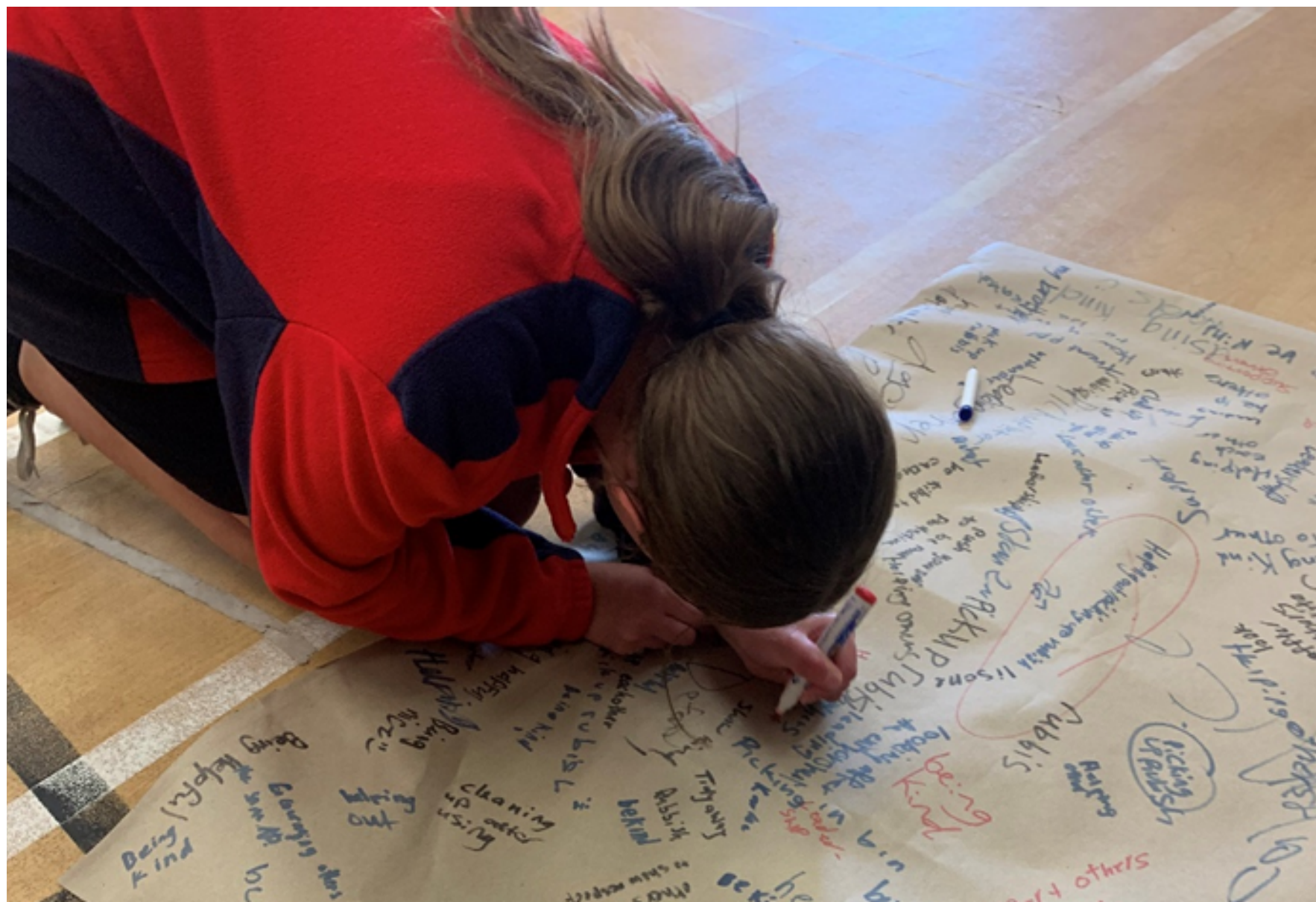


Students are always fully engaged with the kaupapa and have blossomed. Stars Teina has enhanced their personal mana which I have enjoyed watching over the year.

As the year has progressed my students have become more confident to share their ideas and perspectives during circle time. No more shrugged shoulders. Our kids have a positive reputation in Stars Teina and they take that very seriously.

The students always commented positively on how much they enjoyed the activities in Stars Teina and it produced some good discussions on self-management, honesty and resilience.

I think this varies with different kaiako. Communicating between peers has improved in my opinion. Sharing of feelings and being accepting of others feelings.



Career Navigator Academy

Outcomes Report - 2022

Career Navigator is a Careers Readiness Programme developed & delivered by the Graeme Dingle Foundation in partnership with schools. It was launched in 2013 and is delivered across Aotearoa. It is funded through generous grants, sponsorships and donations.

Our Career Navigator Academy students typically need help to find a career pathway that is meaningful to them. They may lack confidence in themselves or believing that they can have a fulfilling career. They are likely to, have little understanding of the opportunities available to them and may not have the skills to set goals and make decisions. They may not feel ready to transition from school. The programme aims to meet these needs.



This report is based on the results-based accountability framework and answers the questions:

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What Did We Do?

Experiential Soft Skills Workshops



Mock interviews

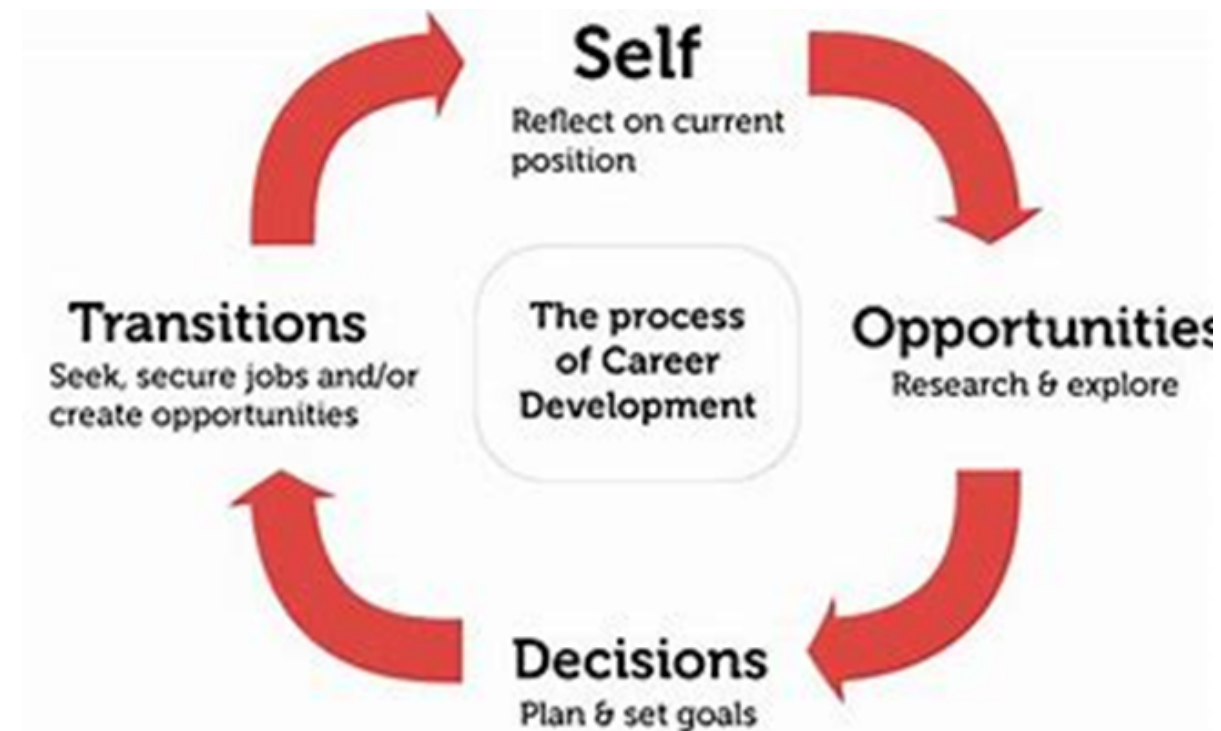


Experiential soft skills workshops delivered

Defining your values
Skills and interests
Wandering maps
Self-Awareness Personality Type
Personal branding
Employability skills – reflection

Employability skills
CV writing
Interview prep
Mock interviews
Life skills – working conditions and self-management expectations (game of life)

Career research based on
Personality Type
Hidden job market & networking
Industry exploration



Smart Goals
Decision making
Problem solving

Career Navigator follows the DOTS model (Law and Watts 1977/1996)

What Did We Do? *Workplace Visits*



Rockmybaby
(Early Childhood Education)



Apollo Projects
(Construction & Project Management)



Indelible
(Creative & Technology)



Constellation
(Viticulture & Wine Making)

Workplace Visits

Exploring local opportunities, learning about different sectors and interacting with inspirational kaimahi in the community.

- Apollo Projects – Sports Park
- Band
- Constellation (vineyards & winery)
- FPG
- Hastings Hive (various businesses)
- Henderson Road Refuse Transfer Station
- Hohepa
- Indelible

- Mainfreight
- Next Windows & Doors
- Rockmybaby
- Regal
- Sweet As Cupcakes
- Tumu
- Unison

What Did We Do? *Mentoring*

Group Mentoring

Mentoring sessions with community mentors that supported;
SMART goal setting, understanding communication in the workplace, positive relationships and workplace culture, practice with the STAR technique for interview preparation, CV writing with a focus on employability skills to support students to build a skills based CV, and decision-making.
Mentoring also builds confidence in communicating with adults.

Students Thoughts on Mentoring



"It's awkward at first but it's good while it goes by and that it's very helpful"

"Well I became more open to adults and was always willing to learn about new careers that I do not know of"

"Paddy a mean as mentoring he's great to talk to"

"its been good i have been feeling more confident talking to people"

How Much Did We Do?

31 Career Navigator Academy Students

25

Students Graduated

attended 70% or more of the programme.



Student Gender

(of students completing the survey)

69% Female, **31%** Male



6

Partial Attendance

- 1 - left school to work
- 3 - were unable to attend due to other school subject commitments
- 2 - personal reasons



3 Schools

Flaxmere College
Hastings Girls High School
Tamatea High School

Student Year Group

(of students completing the survey)

54% Year 12, **46%** Year 13

Student Ethnicity

(of students completing the survey)

62% Māori
23% Pasifika
35% NZ European
27% Other

How Much Did We Do? *Employer Connections*

Connection with local employers and their employees is an important part of the Programme.

Students connect through: Mentoring, Mock Interviews, Guest Speakers, Futureopoly, & Workplace visits. We have seen these connections grow confidence, employability skills and create opportunities for Ākonga.

57 X INSPIRING LOCAL EMPLOYERS

3R Group	Fingermark Ltd	Johnny Appleseed	Progressive Meats Limited
Andrea's Hair & Beauty	FGP	Mainfreight	Rabbitte Joinery
Apollo Projects	Go Tourism	Mates for Life	Regal Furniture
Band	GrowHR	MBIE	Robertson Lodges
BCITO	Growing Future Farmers	MoE	Rockit Global
Bidfood	H&S Consult	MPhosis	Rockmybaby
Bostock New Zealand	Hastings Business Association	Mr Apple	Rothbury
C3 Ltd	Hastings District Council	MSD	St Johns NZ Hato Hone Aotearoa
Constellation	HB Fruit Growers Association	Napier Port	Sweet As Cupcakes
Craigmore	Higgins Contracting	Next Windows & Doors	T&G Global
Dept. of Corrections	Hōhepa	NZ Apples & Pears	Te Whatu Ora
Downer NZ	Holy Moly	Pan Pac Forest Products Ltd	The Electoral Commission
Dulux	Hortus	PGG Wrightson Wool	Tumu
Enliven (PSEC)	Indelible	Programmed Property	Unison
Eric Wiig Ltd			

How Well Did We Do It? *Ākonga / Student Thoughts*

Was there anything you didn't like, or ideas on how could we improve this programme?

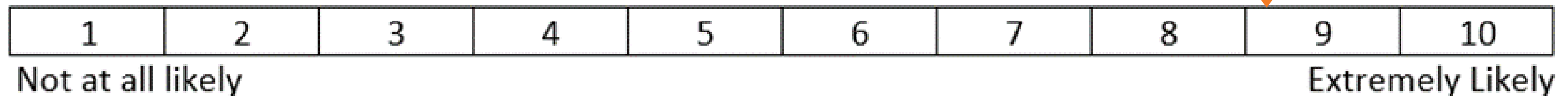
The majority said there was nothing to improve: *"no. its was alguds"*

Some made a point of saying they really enjoyed the programme: *"I do not have any problems with this programme, i have had a great time and enjoy every part of it."*, *"Nothing, everything seems to be perfect."*

Other responses talked about having more / more variety of site visits: *"I liked everything we have done in the program. The program could improve more in visiting a lot more site visits."*, *"maybe spread out the options of site visits"*

One student said: *"should be open to more students"*

How likely are you to recommend this programme others? (average score)



How Well Did We Do It?

Teacher/Kaiako Feedback

What worked well?

“ *"The bond that the some of the students have created and the accountability each of them have towards the course and their group. The conversations about themselves and their futures"*

"I liked that students who are often in the overlooked group (for a range of reasons) got a light shining on them and got the chance to be seen and heard and validated. They got a chance to go out and see different industries and they also got to learn new skills"

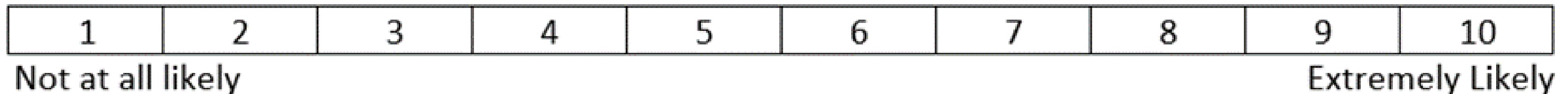
"This programme has been awesome to: Develop the girls confidence in both themselves and that there is a future/pathway for them. Show ngā tauira the diverse opportunities out there. Expose them to work readiness skills and dispositions. Developed a pseudo support group for the girls. I have seen many instances of this happening. Eg a student hooking another up with a job interview at her work." ”

Responsive

100%
of teachers
said the
programme
was **very**
reponsive to
individual
student
needs.

How likely are you to recommend this programme others schools?

(average score)



Is anyone any better off?

Attendance/Engagement with Education

KAIAKO/TEACHER FEEDBACK

100%

said the Career Navigator Programme engaged the students more than their **usual classes** (75% A lot More, 25% A Little More)

100%

said the Career Navigator Programme had a **positive impact on students wider engagement with school** (50% most of the students, 50% some of the students)

ĀKONGA/STUDENT FEEDBACK

88%

said they were **more likely to attend school when they had a Career Navigator day** (62% A lot More, 27% A Little More)

96%

said the **Career Navigator Programme influenced their decision to stay in school longer** (38% A lot More, 58% A Little More)

**Career Navigator positively impacts school attendance.
Ākonga are more engaged than with their usual lessons.
Career Navigator has a positive impact on their wider engagement in school
and their decision to stay in school for longer.**

Is anyone any better off? *Ākonga / Student Thoughts*

Reflections programme benefits & feelings about the future

“ *im more confident in what i want to do in the future*

It has helped me look at different jobs and find different networking when going to work sites.

Helped me be more confident in different areas and my employability skills

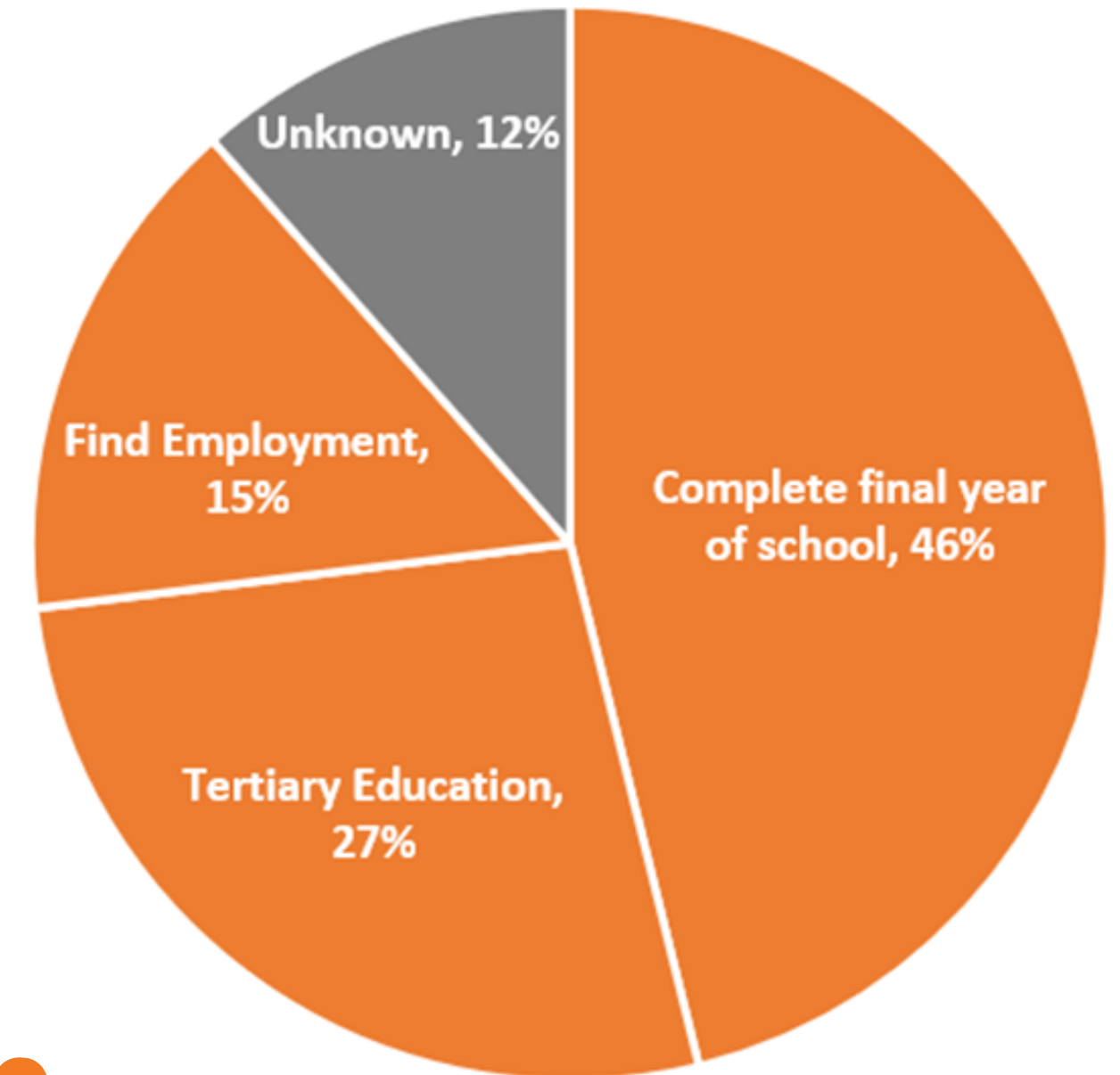
The programme helped me think about my future goals and which course I want to take at EIT.

I feel good in what I would like to become. I do have a plan B if A goes south.

I feel quite positive about my future and what I want to do to have a good future.

Graduate Intentions

88% of students intend to continue education or find employment.



”

Is anyone any better off? *Ākonga / Student Thoughts*

% of Students Identifying Positive Changes by Area of Career Readiness

All students self-identified improvements in their skills and confidence in at least 2 areas. One student identified positive changes in 11 of the 12 areas.

Employability Skills	77%
Goal Setting	64%
Life Skills	59%
Opportunities Awareness	59%
Connections & Networking	55%
Confidence about the Future	45%
Interests & Preferences in Relation to Careers	41%
Importance of careers	41%
Feelings of Readiness for Transition from School	36%
Values in Relation to Careers	36%
Impact of Personal Life Choices on Careers	36%
Confidence Talking to Unknown Adults	27%

Focus on Employability Skills

77% of students had positive changes in this area:

4 students said they had developed their employability skills and had confidence that their skills would support them with career opportunities.

13 students said they were actively trying to strengthen their employability skills.

8 students said they identify what employability skills they had.

Is anyone any better off? *Teacher/Kaiako Feedback*

How well has the programme contributed to these outcomes?	It hasn't	A little	A Lot
Awareness of opportunities			100%
Confidence / self-belief			100%
Increased motivation and effort to take steps		50%	50%
Increased self-efficacy around career decisions and actions		25%	75%
Attitude and perception changes		25%	75%
Positive vision of future			100%
Acquisition of skills relevant to work readiness		25%	75%
Readiness to transition positively		25%	75%

Career Navigator met 100% of the outcome measures based on teacher observations & knowledge of the students.

Is anyone any better off? *Teacher/Kaiako Feedback*

Case Studies - based on teacher observations and knowledge of the students

Student 1 "a very fresh immigrant to Aotearoa-NZ she did not know what is out there, and was suffering a lot of culture shock and relocation disorientation. This program has been awesome for her and I have seen considerable confidence improvement and has made connections and gained a sense of belonging. "

Student 2 "wasn't sure she wanted to do the programme. I convinced her to come on the first day and then basically kept including her. She has always seemed a shy quiet young woman but on the course in almost every workplace she was the confident one willing to give everything a go, ask questions and be involved. Whether she actually changed or whether it was just my perception of her, I noticed a difference.

Student 3 "One of our students was undecided about their career path once they had participated in the CN Academy their self esteem has increased considerably and they have direction in their life and have chosen a career path."

Student 4 " has shown a lot of improvement in her ability to explore and decide and then take action. Coming into this she had no real plan but this has changed. "

Student 5 "has come out her shell a lot. She is more confident, outspoken and sure of her career pathway."

Career Navigator

"The entire program was very beneficial to our rangatahi. They are positive, engaged and are looking forward to their future"



Ngā mihi nui Progressive Meats Limited for your ongoing investment



Ngā mihi nui to our generous supporters for helping us to activate youth potential in Te Matau ā Māui | Hawke's Bay

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COGS

Constellation Brands

Eastern Central Community Trust

First Light Community Foundation

Frimley Foundation

Grassroots Trust

Gwen Malden Charitable Trust

Harold Holt Charitable Trust

Hastings District Council

Hawke's Bay Children's Holding Trust

Hawke's Bay Foundation

Joan Fernie Charitable Trust Board

Kingdom Foundation

K-Mart

K-Mart

Lion Foundation

Lowe Corporation

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NZ Lottery Grants Board

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