

2021 A YEAR IN REFLECTION

Annual Report

Te Ripooata o te tau

**I HAVE
A DREAM**

CHARITABLE TRUST
NEW ZEALAND



“I Have a Dream understands and respects that the wellbeing of one child is very much part of the wellbeing of the whole whānau. They support our whānau by providing an environment that appreciates and respects Te Ao Maori, offering sincere and positive communication, especially when times are challenging. They're just genuinely interested and supportive.”

Parents to 2 Dreamers

Contact us

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ABOUT US

Mo Tatou

NGĀ MAHI

What We Do

We provide full-time paid staff (our "Navigators") who offer a long-term programme of academic and holistic life skills, wrap-around services and work with tamariki, rangatahi (Dreamers) and their whānau for their entire schooling journey. The presence of a consistent caring adult over that extended period has a hugely beneficial impact on Dreamers and their families in the communities that we serve.

NGĀ WĀRIU

Our Values

AKO

Mastery & Academic Competence

We acknowledge mātauranga (Māori knowledge) and also the prior knowledge our Dreamers bring with them. We encourage problem solving and reflection through shared experiences, all towards developing a love for learning.

TŪMANAKO

Aspiration & Experiences

We help to inspire aspirational attitudes and provide a range of life experiences to encourage future opportunities.

AROHA

Generosity & Civic Engagement

We explore emotions to encourage the development of empathy and compassion towards building trust, respect and appreciation for oneself and those around them.

RANGATIRATANGA

Influence & Responsibility

We develop and encourage leadership, preparedness, motivation and trust to set our Dreamers up for future success.

WHANAUNGATANGA

Connection, Belonging & Identity

We develop meaningful relationships across kura (schools), community and whānau to stimulate growth and confidence.

I HAVE A DREAM

CHARITABLE TRUST
NEW ZEALAND

PROGRAMME STRATEGY

Te Rautaki o te Kaupapa

PROGRAMME OBJECTIVE

Nurturing the wellbeing of our Dreamers and greatly increasing the nature and level of opportunities available to them

INTENDED IMPACT

- Improving resilience
- Fostering a sense of belonging and agency in the community
- Improved schooling outcomes - staying in school, doing better academically
- Better career and employment outcomes

OUR METHOD

Wairua/Tikanga Māori

We uphold our core set of values which are born from this fundamental Māori practice and which determine our objectives and programming.

Te Whare Tapa Whā

Integrating the four cornerstones of Māori health including whānau (family health), tinana (physical health), hinengaro (mental health) and wairua (spiritual health) across our programming.

Impactful relationships

Establish and nurture long term (multi-year) relationships with Dreamers and whānau both within and outside of school.

Enriched learning programming

Deliver a combination of bespoke programming designed and delivered by IHAD, in class support, kura presence and third party facilitation to tune into each Dreamer's own individual needs and moemoeā (dreams).

Working in communities that need us

We choose to run our programme in areas that have a disproportionate number of social and economic challenges and obstacles.

Strengths based

Rather than focusing on the deficits, we view our communities and relationships as full of possibilities and opportunities.

Learning organisation

Developing processes, strategies and structures that allow us to learn and react effectively in our often uncertain and dynamic environment.



AKO
Mastery &
Academic Competence



TŪMANAKO
Aspiration &
Experiences



AROHA
Generosity &
Civic Engagement



RANGATIRATANGA
Influence &
Responsibility



WHANAUNGATANGA
Connection,
Belonging & Identity

LETTER FROM THE CHAIRMAN *Nā te Heamana*

Kia ora Koutou, most of the content of this and earlier Annual Reports focus – quite appropriately! – on the mahi (work) of our awesome Navigators and other team members.

Every organisation needs an effective governance team, however. Tasks like Strategic Planning, setting Policies & Procedures, ensuring Financial Sustainability, assessing Risk Management, etc., might not be the things we want to read about, but they are crucial to a successful kaupapa (mission).

As you will read from their perspectives below, we have a deeply experienced and committed group of independent Trustees serving on our Board. The I Have a Dream Charitable Trust is fortunate indeed to have these individuals undertake these important functions.

Our fourth Trustee, Kevin Prime (Ngāti Hine, Ngāti Whātua, Tainui and Welsh descent), resigned in mid '21 after being with us since our launch in Whangārei in 2016. Kevin is a commissioner with the Environment Court, the kaumatua for the Centre for Social Impact, and was recognised in the Queen's birthday honours list as an Officer of the NZ Order of Merit for his services to conservation and Māori. We appreciate his long service but miss his wise counsel.



MEET OUR TRUSTEES *Ko Ngā Kaitiaki*



LYNETTE STEWART CNZM
Chief Executive at Ki A Ora Ngatiwai Health Trust; Ngatiwai

What do you see as the biggest challenge facing I Have a Dream and other charities in 2022?

The ongoing presence of COVID continues to be a circuit breaker in regard to IHAD's programme and schedules. There will be disadvantage to both programme and staff contingencies, which obviously will also reflect upon Dreamer/Navigator interactions and programme opportunities.

In the context of this Covid environment, I pose that COVID, is just one of the many challenges that IHAD faces in 2022. I also propose, that IHAD is well placed to uphold both the aspirations of the Board and that of the students, with whom we work, remembering on a daily basis, that the bottom line to our Business and Social plans, is all about the students and whānau. Challenges are therefore also IHAD's greatest opportunities.



KIRI NATHAN
Co-Founder of the Kiri Nathan fashion brand; MNZM, for services to Māori and the fashion industry; Ngāpuhi, Ngāti Hine, Ngāti Maru, Ngāti Hauā

What are the biggest gains that I Have a Dream has made?

There has been much learning over the years of operation in Te Tai Tokerau - Whangārei. We took a small-scale pilot scheme in Mt Roskill which enhanced the lives of 53 rangatahi (youth), and created a much larger scale operation which now positively impacts the lives of over 1,000 tamariki and rangatahi, their whānau and community. This was achieved through the encouragement and support of 20 dedicated staff and 100+ enthusiastic volunteers. Many organisations have shut their doors due to the effects of the last two years of Covid restrictions, so of course one of our gains is the fact that the doors remain open and we are still offering aroha, guidance and growth to a sector of tamariki that would otherwise not have the support.



PROFESSOR GRAEME AITKEN
Professor of Education and Director of Educational Initiatives at the University of Auckland

What hopes do you have for I Have a Dream's future?

It is my hope that we continue to strengthen the complementary partnership with our schools. We are already achieving much together that opens pathways to the full breadth of life and work possibilities for our tamariki, rangatahi and their whānau. The opportunities for consolidating and extending this collaborative work are endless. With our schools we share a common vision of success for our tamariki and rangatahi - but everyone is busy and times are difficult so working together – mahitahi - is going to be the only way to achieve even more than we have already done. My longer term hope is that there are opportunities to extend the programme to other schools and communities around Aotearoa, and to demonstrate the model's potential for driving systemic change.

CEO REPORT *Te pūrongo o te Pou Whakarae*

We have titled this Annual Report “2021: A Year in Reflection”. There is much to reflect on.

The new Children's Commissioner Judge Frances Eivers wants Aotearoa New Zealand to be a place where all children are treasured.

However, Judge Eivers recently stated that New Zealand remains one of the worst places in the developed world to be a child and that it will take a cataclysmic shift to change that. Yes, one of the worst. Youth suicides are the second worst in the OECD, only behind Lithuania, according to recent Unicef research. And as I write this I note the recently published Report by Nina Hood and Taylor Hughson from The Education Hub titled “Now I don't know my ABC: The perilous state of literacy in Aotearoa New Zealand”. These are just two areas of major concern for children in Aotearoa. There are many others currently as well.

At I Have a Dream we couldn't agree more that a cataclysmic shift is what is needed. At times it can weigh a little heavy on us, but we have always had a stated aspiration to play whatever catalysing role we can to help drive systemic change in Aotearoa.

While we are hugely proud of the scope and depth of our impact, it is impossible to shake the sense of urgency that there is a massive amount of hard work to be done. Very often in the last two years that feeling of urgency and the sheer volume of challenges and needs in our communities has also been, frankly, overwhelming. Our everyday truth on the ground in Whangārei is that the nature and scale of those challenges and needs – of the impacts of colonisation and entrenched inequality - are widening currently, not diminishing.

This can feel like a very difficult truth to reconcile with our core points of difference as an organisation. On the one hand ours is unquestionably a positive strength and aspirational based kaupapa (purpose). But it is also easy to be disheartened and angered at times by the fact that access to quality education, housing, food, healthcare, jobs etc. remain systemically out of reach for so many people in our communities. From the huge impacts of a global pandemic to deep rooted societal inequities and persistent disadvantage to growing economic (including inflationary) pressures and uncertainties – many of the injustices and inequities in Aotearoa can feel impossible to dismantle.

Against this backdrop, our staff are having to dig increasingly deep into their reserves of aroha (love) to carry out their mahi (work) and to keep their own wairua (spirit) and wellbeing in a safe and strong place. At times, it is a battlefield. A high trauma environment. That's the kind of language we sometimes hear and use ourselves when describing our mahi. I thank all of our staff for their incredible commitment to our purpose and dedication to delivering our programmes to uplift our tamariki, rangatahi and whānau.



Thankfully we do have a superpower that we call on every day too – our full alignment to a key concept that Judge Eivers refers to, that of he mokopuna, he taonga: that every single child is treated as a treasure (at home, at school and at a societal level).

Our commitment to arrive each day and focus on what is right for every one of our Dreamers and their whānau is undiminished and unconditional, despite the challenges. Everything we do is rooted in the unwavering belief that each and every one of our Dreamers deserves access to resources and opportunities.

We are deeply grateful for the many hundreds of donors, volunteers and mentors and other in-kind supporters. We also acknowledge and awhi (embrace) our 4 kura (school) partners. Your collective ongoing support is a huge and vital source of strength and aroha for us. With that we are emboldened and committed to staying the journey for our tamariki, rangatahi and whānau. Whatever it takes. And we won't let our sense of the urgency of our mahi overwhelm us.

Whāia te iti kahurangi ki te tūohu koe me he maunga teitei

Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain

Ngā mihi nui kia a koutou

Chris Twiss, CEO

“While we are hugely proud of the scope and depth of our impact, it is impossible to shake the sense of urgency that there is a massive amount of hard work to be done. Very often in the last two years that feeling of urgency and the sheer volume of challenges and needs in our communities has also been, frankly, overwhelming.”

OUR TEAM

Te Waka



MO MATAUTIA-TEPANIA
Team Manager

*Ko Whakarara ko Matakā ngā maunga
Ko Taumāre te awa
Ko Matauri Bay ko Pacific ngā moana
Ko Hiruhāramahou ko Te Tāpui ngā marae
Ko Mātaatua te waka
Ko Ngāpuhi ko Hāmoa ngā iwi
Ko Ngāti Rēhia ko Ngāti Kura ko Te Iva ngā hapū
Ko Mo Matautia-Tepania tōku ingoa*



KHINHTAY-YEE MATETE
Junior Navigator

Kia Ora. My name is Khinhtay-yee Matete and I am living my best life here in Aotearoa since relocating from Australia with my little whānau in 2021.

Working for IHAD, and being able to contribute to enabling futures and inspiring dreams is an honour.

Fun Facts: My name is a Burmese and it means “Friendly Rich Smile”. I am obsessed with thought and behaviour and geek out on anything related (like hoarders and true crime).



MARCIA APERAHAMA
Year 4 Navigator

*Mamaru te waka,
Whakaangi te maunga,
Te Parata te tangata,
Kahukuraariki te wahine,
Taemaro te Moana,
Ngati Kahu ki Whangaroa te iwi*

*Tiheia te maunga,
Te Mimi o Pekehaua te awa,
Te Rotorua nui a Kahumatamamoe te Moana,
Tarimano te Marae,
Te Arawa Te Waka,
Ngāti Rangiwewehi te iwi*



DWAYNE TAINUI
Year 5 Navigator

*Nō Hokianga Ahau,
Kei Tikipunga tōku kāinga,
Ko Tainui tōku whānau,
Ko Nicola taku wahine,
Ko Natahla, Anntoinette,
Keanu rātou ko Evander aku tamariki, Ko Dwayne Tainui tōku ingoa.*

I love my whānau , the great outdoors, great kai and great company.

I hope to inspire people to become better versions of themselves, to help them find who they are and to strengthen that Mana.



IZAAK BIRCH
Year 10 Navigator

*Ko Maunganui te Maunga,
Ko Waipoua te Awa,
Ko Kawerua te moana,
Ko Mahuhukiterangi te waka,
Ko Pananawe te Marae,
Ko Te Roroa te Iwi*

I grew up in South Auckland and did most of my schooling in Papakura. I moved north to work for the Department of Conservation. I volunteered for a youth group and was involved in many community projects in Dargaville before moving to Whangārei to do youth work full time. I live in Kauri with my wife and 7 year old daughter.



DAISY ROGERS
Year 11 Navigator

*Ko Toka Toka te maunga,
Ko Kaipara te moana,
Ko Wairua te awa,
Ko Ngā Tai Whakarongoroa to marae,
Ko Te Uri o Hou te hapū,
Ko Ngāti Whātua te iwi,
Ko Daisy Maheno Peters Rogers Ahau*

I was raised in Russell but I’m from Tinopai in the Kaipara. I have had a blessed childhood spending a lot of my time with whānau yet I saw and experienced things that I didn’t like, this drove me to want a better life which I’ve fulfilled with my Social Work Degree and job at IHAD.



JOE REUPENA-TUORO
Year 12/13 Navigator

Ko Joe Reupena-Tuoro tōku ingoa. Nō Hokianga ahau

I value my whānau for their diversity and the continuous lessons I learn from them, culture for keeping me grounded and mana for keeping me accountable. I have learnt to enjoy the simple things in life. I enjoy being in my garden, it reminds me of my whānau. I enjoy producing music in my spare time and even better to share that space with good company.



PIRIPI BURT
TKO School Based Navigator

I have passion for Te Ao Maori, Music, Dance, Sports which includes E-Sports(Gaming) and supporting young people to develop their skills and understanding of emotional intelligence. Having four children ranging from 2 years to 15 years old, I understand the challenges that come along with being a working parent (tradesman) and co parenting. With over 10 years experience in the education system, I also understand the challenges for teachers and schools. ‘Living the Dream’



ROSE WELSH
Year 6 Navigator

Kia ora. Ko Rose Welsh tōku ingoa. I am going into my fifth year with my dreamers. I value working long term with dreamers and whānau, nurturing their individual strengths and interests along the way. I attach importance to both the education and pastoral focus of my role. Prior to being a Navigator, I was teaching in the Primary sector. I have travelled the world extensively by boat and dived in many fascinating corners of the world. These experiences have strengthened my love of nature and the elements, and the importance of it in the lives of our rangatahi.



JON RENES
Year 7 Navigator

*Ko Maunga Pōhatu te maunga.
Ko Tauranga te awa.
Ko Mataatua te waka.
Ko Ngai Tūhoe te iwi.
Ko Te Whakatāne te hapū.
Ko Tauanui te marae.
Ko Jon Renes ahau.*

Proud husband and father. Striving to be the best I can be for my whānau, hapori, porihanga whānui, and motu.



SHARDAE GRENFELL
Year 8 Navigator

I was born in Christchurch but grew up in West Auckland. After graduating from University of Auckland, I taught English at two Auckland schools before moving to London, where I lived for several years. I moved home to Aotearoa and up to Whangārei in 2020, where I was fortunate enough to land a job with IHAD!

Some fun facts: I’ve climbed Mt Kilimanjaro, seen mountain gorillas in the wild, and taught English in Cambodia!



VINCENT NATHAN
Year 9 Navigator

Ngāti Awa ki uta, Ngāpuhi ki tai

A lover of the ocean and sunsets, food and wise company. A passion for youth and community drives the melody of my life. I believe in humanity and its greatness and the wonders made by our civilization. My future mindset is important as I cascade through a thousand lifetimes which ground me and keep me present. I stay high on life with a neon ghetto blaster on my shoulder.



NICOLA DUFFELL
TKO School Based Navigator

*Ko Maungatere te Maunga,
Ko Tākitimu te Waka,
Ko Rakahuri te Awa,
Ko Ngai Tahu te Iwi,
Ko Ngāi Tūāhuriri te hapū ,
Ko Tūāhiwi te Marae,
Ko St Stephen’s te Whare Karakia,
Ko tōku pāpā ,
Ko Kaylene tōku māmā,
Ko Nicola Duffell tōku ingoa*

I enjoy reading, music, spending time with my daughter and fur baby.

I am very passionate about providing an environment that is comfortable for everyone to learn in.



LESLEY MCCARDLE
Executive Administrator

I was born in Scotland. We were an air force family so we were privileged to have had the experience of living in many exotic places around the world, the most memorable of which was Tripoli in North Africa! We moved to New Zealand when I was 14. I came to IHAD after 20+ years in the education sector. Most people think I just sit behind a computer all day but I’m a real outdoors girl with passions for water sports, tennis, golf and fishing. I’m lucky to live in a beautiful spot overlooking the stunning Whangārei Harbour and the mighty Mt. Manaia.



JODIE HANNAM
Fundraising & Partnerships Manager

I moved to New Zealand from the UK 25 years ago and fell in love with this beautiful country. One Kiwi husband, two kids, dogs & cats later I am now blessed to call Northland my home. Having spent many years fundraising & networking, this role makes perfect sense for me. I am loving working with the people of Whangārei to grow awareness and support of the fantastic work IHAD does.

“Mā te huruhuru ka rere te manu - Adorn the bird with feathers to enable it to fly”



KIRSTY PILLAY-HANSEN
Volunteer & Mentors Coordinator

*Tēnā koutou katoa
Ko India me South Africa tōku iwi
Ko Tamal tōku hapū
Ko Pukearenga te Māunga
Ko Ngunguru te awa
Kei Tutukākā tōku kāinga*

I love yoga, chocolate and the sea, cuddles with my kids (now they are older boys that can be tough!) and I used to be a lifeguard and swimming instructor.

OUR NUMBERS

Ngā Tatauranga

DREAMER CENTERED FOCUS & CARE



1003

DREAMERS
CURRENTLY ACROSS SCHOOL
YEAR LEVELS 0-13
This is the largest number of enrolments
since the Whangarei operation began.



14

NAVIGATORS
CURRENTLY ACROSS SCHOOL
YEAR LEVELS 0-13



40

STRUCTURED
PROGRAMMES
DELIVERED EACH WEEK
ACROSS 4 SCHOOLS



8,737

NAVIGATOR/
DREAMER
CONTACT HOURS



224

NAVIGATOR
HOURS OF IN-CLASS
SUPPORT PER WEEK

99%
STUDENTS SIGNED
UP TO THE
I HAVE A DREAM
PROGRAMME

70%
DREAMERS
ATTENDING
STRUCTURED
PROGRAMMES

COMMUNITY WIDE RELATIONSHIP BUILDING



661

WHĀNAU
BUILDING PARTNERSHIPS
BETWEEN SCHOOLS, FAMILIES
AND THE COMMUNITY



75+

VOLUNTEERS
CURRENTLY ACROSS SCHOOL
YEAR LEVELS 0-13



800

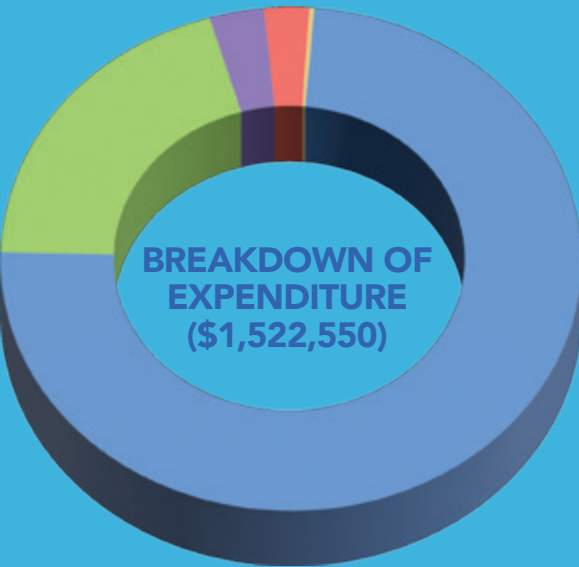
ATTENDEES ANNUAL
WHĀNAU EVENT



7,916kms

TRAVELLED
FOR ACTIVITIES &
EXPERIENCES IN 2021

FINANCING THE FUTURE



- \$1,130,489 (74.3%)
Employee related costs
- \$303,179 (19.9%)
Costs related to providing
goods or service
- \$39,707 (2.6%)
Expenses related to public
fundraising
- \$49,021 (3.2%)
Other expenses
- \$154 (>1%)
Grants and donations made



- 1200 hours (56.6%)
After School Programmes
- 320 hours (15.1%)
Mentoring
- 375 hours (17.7%)
Mentor Training
- 225 hours (10.6%)
Tutoring

Due to Covid-related restrictions,
our numbers have varied greatly
this year.

TAMARIKI IN TRAUMA

Perspective from a Social Worker

“Secondary trauma is hitting our Dreamers hardest at the moment.”

Daisy Rogers
High School Navigator and Social Worker



There is public and medical debate on how to accurately define ‘trauma’ and the different levels of trauma. Merriam-Webster dictionary defines the essential meaning of trauma as a very difficult or unpleasant experience that causes someone to have mental or emotional problems usually for a long time.

When working with tamariki, ‘trauma’ is generally considered to be an adverse childhood experience - an emotional response to something big that has happened to a child. This could be anything from a natural disaster, physical accident or abuse, living in transitional housing etc.

At I Have a Dream, we experience Primary Trauma (i.e. what has directly happened to a child), Secondary Trauma and also Historical Trauma (e.g. the effects of colonisation and intergenerational disadvantage.).

“Secondary trauma is hitting our Dreamers hardest at the moment.” says Daisy Rogers, High School Navigator and Social Worker.

“I work with teenagers who are dealing with the traumas of their whānau experiences such as attitudes towards school, government, police and support services. If whānau had a bad schooling experience, this often translates into a lack of value and importance being placed on school with whānau encouraging students to get jobs instead.”

Trauma shapes the individual and their outlook on life. There are some general behaviours in children that indicate trauma - anger, flinching at touch, lack of emotional regulation or even an opposition to certain genders or gender roles. In older youth who have experienced some kind of sexual trauma, responses can be manifested through their perspectives on sexuality - they can often be the rangatahi that are most comfortable talking about sex, appear to focus on it and can even be noticeably provocative. In younger tamariki, if they’re affected by trauma and their cat dies, they can withdraw, consistently respond with anger and not be able to control themselves physically and emotionally - they simply cannot move past and let go. In children who live or have lived in poverty, trauma-related responses can manifest as being overly possessive or piling their plate when there is free kai.

These (and more) are all indicators that some kind of trauma has been experienced. Our Navigators are uniquely equipped to identify and address these issues as they arise, with all of them having experience in either social work, non-profits and/or the

classroom. Daisy Rogers is a qualified Social Worker and Parani Humphreys is studying in the area. Both are educated in trauma informed/capable practice, and they share this knowledge with their team members.

“Supporting trauma-affected Dreamers is about being consistent, stable and predictable.” says Parani, Junior Navigator at Tikipunga Primary School.

“We need to have really good communication skills because at the peak of ‘emotionally triggered escalation’, we need to know how to approach it, remain calm and recognise the need behind the behaviour. As Navigators, we have the time and relationships to be able to consider and manage this.”

In our primary schools, Navigators are supporting tamariki in trauma-related events every day with around 50% of junior Dreamers affected overall. In the high school, this reduces to around 40% of Dreamers affected, who may only need support 1-2 times per week. In the classroom, trauma affected tamariki often cannot focus on their school work - it is simply not possible for them to apply themselves because whatever is happening outside of school is taking up all their mental space. These children will talk and be disruptive or completely isolate themselves from the rest of the group. If things escalate, Navigators will liaise with the teachers to remove the child from the class and work with them 1:1; using various techniques such as grounding them in a sensory activity which aims to regulate the child and slow their heart rate down or taking them back to IHAD's High School located "HQ building", which is a safe space for Dreamers (on school grounds) where lots of kōrero and child-led activity is encouraged.

The past two years have seen an increase in children with trauma in our schools - Covid-19 related effects and transitional housing are at the root cause. I Have a Dream is in the privileged position to be able to provide a safe environment for all students, along with our Navigators who are consistent and caring support persons for Dreamers - these two aspects are so important when dealing with trauma in children.

OUR PROGRAMMING

I Have A Dream Curriculum Framework

We have developed a Curriculum Framework which outlines our Navigators approach to I Have a Dream mahi in the following core areas:

KURA we support kura initiatives and activities each term: <ul style="list-style-type: none">• Sharing and syncing Navigator plans with kaiako plans• Regular korero with kaiako - sharing observations, learnings, discussing opportunities• Participating in kura assemblies• Support at whānau hui/student-led whānau learning hui• Participating in and supporting EOTC trips and school events• Involvement in end of year prizegiving• Supporting Dreamers in class – assisting with learning, encouraging engagement etc.• Developing relationships with kura - kaiako, tumuaki, admin & support staff	WHĀNAU a co-designed approach to build the best possible relationships each term: <ul style="list-style-type: none">• Setting ongoing objectives/challenges for Dreamers• Regular korero with whānau - sharing observations and discussing ideas for supporting Dreamers• Support of at risk youth on a bespoke basis• Ongoing development of our Te Tai Marino mental health initiative• Develop deep relationships with outside providers and organisations - including vocational pathway related opportunities• Putting plans in place to - wherever possible - “follow” Dreamers who transition to kura other than Tiki High• Developing educational (Social, Emotional, Physical and Intellectual/Academic) tools and resources• Ongoing kura “Transition” initiatives	DREAMERS bespoke initiatives and activities such as those created in After School Programming <ul style="list-style-type: none">• Developing close ongoing connections with Dreamers and whānau• Reinforcing the importance of Whanaungatanga for the Dreamers - Relationships, kinship, sense of connection• Encouraging and supporting school attendance• Observing and recording behaviour, achievements, interests, support needed etc. into IHAD databases• Exploration of Dreamer’s aspirations and dreams• Always supporting Dreamers to help see themselves in a positive • light/to value themselves• Exposing Dreamers to new experiences and opportunities• Developing community relationships to collaborate with and provide new opportunities to dreamers
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I HAVE A DREAM EXAMPLE CURRICULUMS

Here are examples of how we implement our mahi across all kura:

NEW ENTRANTS (Year 0-2)

EXAMPLE CURRICULUM OUTLINE				
WHANAUNGATANGA Connection, Belonging & Identity	AKO Mastery & Academic Competence	TŪMANAKO Aspiration & Experiences	AROHA Generosity & Civic Engagement	RANGATIRA Influence & Responsibility
GOALS & SUCCESS INDICATORS				
• Develop strong, trusting relationships and rapport with dreamers and whānau	• Developing an understanding of emotions and simple strategies to regulate them • Discovering strategies to manage behaviour	• Dreamers exploring the concept of dreams and aspirations and sharing what their dreams are currently	• Learning to take turns, share, listen to others and share ideas • Ability to look for ways to help others	
NAVIGATOR ACTIVITIES & PROGRAMMING				
• Whānau wānanga - support and education (understanding their needs)	• Small group work and collaborative activities focus on zones of regulation and getting to know one another.	• Navigator facilitates small group work and 1:1 mentoring to guide an exploration into aspirations and dreams	• Generosity activities	• IHAD Awards / recognition

JUNIOR SCHOOL (Years 3-6)

EXAMPLE CURRICULUM OUTLINE				
WHANAUNGATANGA Connection, Belonging & Identity	AKO Mastery & Academic Competence	TŪMANAKO Aspiration & Experiences	AROHA Generosity & Civic Engagement	RANGATIRA Influence & Responsibility
GOALS & SUCCESS INDICATORS				
• Learning to work and interact with others • Developing the ability to listen to others and respect their ideas • Dreamers feel like the taonga that they are • Understanding identity	• Developing emotional literacy and understanding ways to regulate emotions • Develop a growth mindset • Maintain and build motivation for learning and school attendance	• Dreamers developing an understanding of different interests, passions and extracurricular activities	• Actively seek ways to be helpful to others • Ability to plan and carry out a generosity/kindness project	• Gaining independence • Become comfortable with taking on leadership roles and responsibilities
NAVIGATOR ACTIVITIES & PROGRAMMING				
• Engaging dreamers in team building challenges and group work	• Encouraging and supporting school attendance • Sensory/messy/open ended play • Small group work and collaborative activities • Emotional regulation activities • REAL Kids	• Expose dreamers to new experiences and opportunities • Extracurricular after school activities	• Acts of kindness projects – Dreamer input and planning	• Support dreamers to learn their pepeha and speak on the taumata • Activities for developing self-management and self-directed learning • (Yr 6) Transition to High School



MIDDLE SCHOOL (Years 7-8)

EXAMPLE CURRICULUM OUTLINE				
WHANAUNGATANGA Connection, Belonging & Identity	AKO Mastery & Academic Competence	TŪMANAKO Aspiration & Experiences	AROHA Generosity & Civic Engagement	RANGATIRA Influence & Responsibility
GOALS & SUCCESS INDICATORS				
• Understanding self • Developing positive self-esteem, self-worth and self-management • Developing positive relationships in person and online • Can express and articulate themselves - share ideas and opinions in a group	• Can work on more complex tasks individually • Maintain and build motivation for learning and school attendance • Can perform basic life skills such as cooking • Understanding health and wellbeing • Ability to articulate ideas and opinions and share them with others	• Become comfortable with being exposed to a range of new experiences and willing to give new things a go	• Developing empathy, respect and acceptance of others - especially those very different from themselves • Develop a desire to positively contribute to the community	• Developing leadership skills • Dreamer-led initiatives and activities
NAVIGATOR ACTIVITIES & PROGRAMMING				
• Combined ASP - develop cohesion as an intermediate year group • Boys and girls ASP groups • Health and wellbeing programming • Whānau engagement	• Ako club ASP - literacy and numeracy • Identifying Dreamers who are engaged vs disengaged. • Learning to cook and bake • Digital World programming	• Extracurricular after school activities • End of Term Event • Begin an exploration of careers	• Dreamer led community project	• Career development • Activities for developing self-management and understanding self • Summer holiday programme planning • Mentoring primary Dreamers • Entrepreneurship and enterprise

SENIOR SCHOOL (Years 9-13)

EXAMPLE CURRICULUM OUTLINE				
WHANAUNGATANGA Connection, Belonging & Identity	AKO Mastery & Academic Competence	TŪMANAKO Aspiration & Experiences	AROHA Generosity & Civic Engagement	RANGATIRA Influence & Responsibility
GOALS & SUCCESS INDICATORS				
• Develop confidence and relationships • Develop the ability to maturely interact with the opposite sex • Become accepting and open to different ideas, opinions, morals and values	• Motivation & engagement • Build confidence in abilities and strategies for success • Self-driven and self-directed learning • Self-expression	• Career pathways • Self-belief and self-confidence • Become goal-oriented • Real-world preparedness • Engaged in liminal experiences	• Become embedded and engaged in the community • Develop emotional intelligence	• Dreamers feel a sense of responsibility to the intermediate students of the kura to awhi them and be positive role models • Become leaders and influence others by their example • Act as mentors and role models
NAVIGATOR ACTIVITIES & PROGRAMMING				
• Mentoring • Boys and girls ASP groups • Health and wellbeing • Whānau engagement	• Encouraging and supporting school attendance • Importance of education narrative & focus on learning • 1:1 Literacy and numeracy support • NCEA preparedness • Tutoring/mentoring from seniors • Career development	• Tailored programming for high risk dreamers • Extracurricular activities • Career Development • Presenting opportunities	• Dreamer led community project • Volunteering • Gratitude exercises	• Self-awareness. Activities and discussions • Leadership opportunities • Youth-led initiatives & community engagement • Entrepreneurship and enterprise • Peer mentoring



USING MUSIC AS THERAPY

A Dreamers' Story

It's not easy for many children to start at a new school. When a child has social and emotional challenges, the seamless integration into school life is even harder. Such is the case with Kiwa* who has a diagnoses of autism spectrum disorder and ADHD.

Kiwa joined Tikipunga Primary School in late 2020 and his whānau signed him up for I Have a Dream immediately. Kiwa's Navigator - Marcia Aperahama - could see that at school, Kiwa was struggling to settle in and communicate with his kaiako (teacher) and peers. At home, Kiwa's whānau noticed that Kiwa would often be very quiet and withdrawn and would struggle to get him out of his room to engage with the rest of the family.

Having previously heard of the Raukauri Music Therapy Centre and seen that they had a Whangārei branch, Marcia spoke with them and believed it would help Kiwa build confidence and find the tools he needed to adjust into school life. Kiwa's whānau were very proactive and keen to investigate options for Kiwa, so they gave Marcia their blessing and I Have a Dream financially supported Kiwa in the first round of 1:1 music therapy.

Prior to getting involved with the Raukauri Music Therapy Trust, opportunities for Kiwa's musical talent to shine had been limited, "There has always been lots of dance in our family, we all love music and Kiwa is part of the Tik Tok generation but he had never played a musical instrument before." says Ivy*, Kiwa's Nana.

Every Wednesday, Kiwa attends a 30 minute 1:1 music therapy session. The initial sessions included introductory games, exploration of the space and activities such as a music-based memory

game. The sessions then progressed into call and response and copycat games with the instruments, singing and engaging with a wide range of instruments. These days, Kiwa can be heard singing loudly with his therapist Holly McPhee and playing loudly on the drums and guitar.

"It took Kiwa a long time to get into music therapy. To begin with, I was allowed in the room with him and he would always hold his hands behind his back with his head down. Now, it's a different story. I sit outside the soundproofed room and can hear Kiwa's voice over the music which is pretty amazing. He even brings the humming and singing back home." says Ivy.

The Raukauri Music Therapy Centre was established in March 2004 by singer and songwriter Hinewehi Mohi, who named it after her daughter Hineraukauri who has severe cerebral palsy. The programme is designed to use music to assist in the healing and growth of people with emotional, intellectual, physical or social challenges.

"I have seen a lot of positive progress in my sessions with Kiwa so far. Initially, Kiwa was very shy and very hesitant to explore the room and the instruments, or join me in activities. As we have got to know each other, Kiwa has become more open – he laughs or giggles when using the microphone at the piano, and is more expressive and assertive with the games we play. It has been lovely watching Kiwa open up and I am looking forward to our

future sessions." says Holly.

I Have a Dream was able to kickstart this journey for Kiwa and thankfully his Resource Teachers: Learning and Behaviour (RTLb) has organised the funding for a second season, in recognition of the benefit it is having in Kiwa's life. Kiwa's Navigator Marcia, is encouraged by the progress Kiwa is making.

"Over the past two years, Kiwa has found his voice and his friends. He also has more confidence in his classwork and stays on task longer. I believe the focused work he has done with his kaiawhina (learning support person) in class has helped immensely and I know he has found joy in his time at Raukauri with his therapist Mia*, as he has spoken happily about it with me after some sessions. Intuitively, I believe these factors and a settled supportive homelife are all contributing to Kiwa's journey."

I Have a Dream is acutely aware that for families of people on the spectrum and with ADHD, navigating the system is difficult. Thankfully, Kiwa has an engaged and proactive whānau willing to ensure he is provided the best possible support and guidance of various advocates and services. So whilst Kiwa is still very much on his journey, he is a lot more independent and is happy to collaborate with his peers in class, which is a great improvement since the start of his schooling journey. Kiwa's story is testament to why I Have a Dream's kaupapa is present for the long-haul in these communities and kura. We know that many tamariki and rangatahi need more than a quick-fix. We're there with them, every step of the way.

**name changed to protect identity*



"Over the past two years, Kiwa has found his voice and his friends. He also has more confidence in his classwork and stays on task longer. I believe the focused work he has done with his kaiawhina (learning support person) in class has helped immensely and I know he has found joy in his time at Raukauri with his therapist Mia*..."

Marcia Aperahama, Year 4 Navigator

FROM OUR WHĀNAU & COMMUNITY

Nā te whānau me te hāpori



I do credit a lot of their resilience and sense of belonging to the work that IHAD do with our three tamariki. The opportunity to always have someone to talk with, discuss problems or simply learn from them has been instrumental in guiding them through the toughest times of their lives (high school).

Whānau to 3 Dreamers



I Have a Dream collaboratively supports our Kura vision of "Tu Pono, Tu Tika, Tu Aroha - To stand true, stand strong and stand with kindness" and the team is an essential part of our kura functioning effectively to help our tamariki achieve educational success. This organisation walks the talk.

Danelle Unuwai, Principal of Te Kura o Otangarei



Totara Grove School and IHAD have a fantastic working relationship. IHAD Navigators fit seamlessly into our kura and attend any functions and activities that take place. The IHAD project is well aligned with the school strategic plan and vision and the focus on inspiration and aspiration is interwoven throughout the school culture and curriculum. Teachers and Navigators work side by side to bring out the best in each child, academically, socially and emotionally.

Donna Walker, Principal of Totara Grove Primary



I could go on and on about how much of a positive impact you've had on [my son's] attitude towards school. I'm truly grateful he has [Navigator Vincent] for a mentor, even better to know it's an ongoing kaupapa that he will be able to call on in his young adult life. What a journey that's going to be and I'm glad you're in it for the long-haul!

Mum to 1 Dreamer



The IHAD Navigators have been so valuable to us as a whānau working alongside and with our tamariki, teaching them life long skills more importantly working with them on independence, guidance, making them feel secure in their environment and with my son his Navigator worked with him on mental health which has seen him really come out of his shell and allowing them to blossom into the amazing people that they are now.

Whānau to 3 Dreamers



Having been closely involved in the data collection, analysis, and reporting since the inception of the IHAD programme, I have been able to see first-hand the extremely positive difference that the programme is making in the lives of the Dreamers. They are very fortunate to have had this life-changing experience. The Dreamers can now look forward to a future that is likely to change the opportunities for their whānau and create a much brighter future for succeeding generations.

Professor Christine Rubie-Davies, University of Auckland (November 2021)





SETTING AN EXAMPLE A Volunteers Story



Richard Tutaki has a really clear message for I Have a Dream's tamariki and rangatahi in Te Tai Tokerau – believe in yourself.

“Everybody has talent in a different way and everyone can achieve what they want if they put their mind to it and have help from friends and family. You need the support of ‘that village’,” says Richard.

He should know, as the 43-year-old had his fair share of challenges over the years.

Richard put his hand up to help I Have a Dream in mid-2021. Once a week he runs box-fit and wellbeing classes for 20-25 of IHAD's Dreamers and he is loving making connections with them.

“Even with your physical make-up, which is different from the next person, everyone has something unique to offer. A different strength brings a different ability and I try to identify that in each of them and tell them - you might not be that person with that skill but we all have skills and strengths that others don't.”

The man himself is open about the challenges in his journey. A father, a carer, a former New Zealand kick boxing champion and a competitive boxer of 20 years, he has seen plenty. Richard has fought the likes of Joseph Parker, Shane Cameron and Junior Fa.

“Looking back and knowing what I know now, I would have worked harder on my training a lot earlier. But I am happy with what I have achieved. I have travelled to different parts of the world, made some money at times and met lots of people. And if I can use my experiences to inspire youngsters then I am happy with that,” he says.

Richard moved to Northland three years ago after a lifetime in Auckland. “I really enjoy training the kids for confidence and to boost their morale. To do well in boxing and life you have to back yourself. We all have our attributes and that makes us even. What I have learnt is that life is hard and we have our ups and downs. But I tell the kids and I do it myself – always start with making your bed in the morning. That's the first task and you chip away with more. And when you come home at least your bed is made.”

Richard says he never really had a father growing up. He had a number of jobs after leaving high school, ran some gyms and tried his best to progress his boxing career. Most recently he has been studying environmental management (and putting it into practice) because for him, the land and nature is where it all starts and is what we should learn from. Spend some time with the man and you can see that passion and belief in his eyes as he speaks from the heart. Despite being retired from boxing, Richard is back training multiple times a day to get back in shape and set an example for the youngsters.

And a final word from Richard... “Never doubt something you want to do.”

MEET JODIE Renewed focus on Te Tai Tokerau

Hi, I'm Jodie Hannam - the Fundraising and Partnerships Manager for I Have a Dream. It's the first time someone in this role has been based in Whangārei and I'm really excited about the opportunities that will come because of this.

I Have a Dream is a huge part of this community and the differences we're making to many Northland kids' lives is huge. Many people don't realise how easy it is to get involved and support us - there are loads of options from mentoring, volunteering, providing work experience opportunities, experiential learning

opportunities as well as providing gifts in kind or monetary donations.

My perspective is that any opportunity is a good opportunity and anyone in the local community can help. My role is really designed to take advantage of all these opportunities and make them happen.



I've lived and worked in Northland for the last 12 years so whilst I'm British, I'm very much entrenched in this community. My children were born and raised here and I've set up a number of community-based events right here in Whangārei. One of the reasons I love working at I Have a Dream is that I look at everything from a big picture perspective and I thrive on putting people together to make things happen - so I can see the array of possibilities for our Dreamers and local businesses and community. The opportunities are endless and potentially very powerful too.

Here is a snapshot of things I'm working on for 2022:

- Rebuild and refurbish a classic MG with Tikipunga High Schools Automotive Academy - this will raise the skillset of the THS students and once the car is fully refurbished, will be sold to raise funds for both IHAD and THS. Thanks to Dave Cotty for donating this amazing car!
- Gaining more work experience opportunities for older Dreamers
- Creating part time work opportunities for Dreamers - they all want jobs but I'll also be mentoring and preparing them for working environments
- Improving financial literacy skills
- Coordinating Driving Courses - in an ideal situation, all Dreamers will leave school with a restricted license.
- Plus lots more!

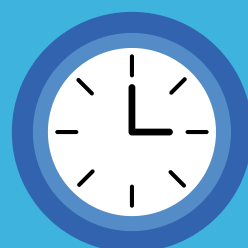
If you have an idea you'd like to float with me, give me a call - Jodie Hannam, 021 923 077. And the ideas don't just have to be in Whangārei - we coordinate End of Year trips around the country, so we're open to all options.

WANT TO GET INVOLVED?

Here are some ways to help

TIME tāima

Have you ever considered becoming a volunteer or mentor? Would you like to run an event to promote our charity? Can you be a driver to get our Dreamers places? If you have the time, we would love your support.



TALENT pūmanawa

From being a guest speaker to supporting our vocational pathways and work experience activity, our support network is full of people with talent. We'd love to find more!

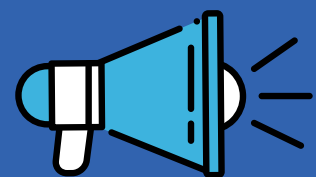
TREASURES taonga

Keen to become a regular donor? Could your business implement payroll giving? Perhaps a gift in your will is possible? We always appreciate in-kind donations too. Whatever the treasure, we'd be immensely grateful.



TALK kōrero

Word of mouth builds our community. As do personal and business introductions. Help spread our message or introduce us to someone who may be able to help – for example, people in Government or people in other communities that might want to discuss rolling out an IHAD project.



Get in touch with Jodie Hannam and help our Dreamers thrive.

jodie@ihaveadream.org.nz

021 923 077

ihaveadream.org.nz



PAYING IT FORWARD

A Donor Story



Nick White may seem an unlikely, and far-away, advocate for Whangārei's 'I Have a Dream', but the Central Otago businessman is an avid supporter of the life-transforming charity and says he has no plans to lessen that backing.

"I believe in corporate and social responsibility and I Have a Dream is the only ambulance at the top of the cliff that is intervening at a young age to break the cycle of intergenerational poverty," says Nick.

"I read about IHAD in Stuff a few years ago and was looking for someone to support so I got on board and this year I am going to ramp up my support and sponsor four Dreamers in 2022. My partner Andrea Basler sponsors a student as well."

In 2019, Nick and Andrea hosted IHAD Navigators Mo, Joby and nine of their Year11 Dreamers on that awesome bike ride that is the Otago Rail Trail. It was life-changing for the students.

"This is about doing what's right for Kiwi children and opening doors to show them possibilities they wouldn't otherwise know exists," says Nick.

"Mo, Joby and Co are the people making the real sacrifice. Some of the students who came on the trail had not been on a bike. We built their confidence and they finished the trip. The group gelled really well.

It is almost overwhelming to know that as a result of us hosting the IHAD Navigators and Dreamers that Davontae Bristowe (one of the

students who had not previously cycled) ended up becoming Head Boy of Tikipunga High in 2021 and is now in his first year at Otago University to pursue his dream of a career in performing arts."

Nick believes that in these ongoing uncertain times it is more important than ever that New Zealanders support each other in any way they can, regardless of where they are from – and he is looking forward to hosting another group of Dreamers on the Otago Rail Trail in December 2022.

Nick believes it is wrong to rob our young of life opportunities which is why he is so passionate about giving back to IHAD.

"I had it tough with my Dad dying young but my Mum was a rock and would set us straight. What I learnt from that is we can all turn things around if we are prepared to work hard and it might take 20 or 30 years to get these youngsters out of intergenerational challenges but we have to start somewhere. It is about perpetually giving and that replicates itself over time. You just have to give a kid hope.

Putting a band aid on is not a long term solution and I think it will take the private sector and like-minded people to make this change that we are seeing underway with IHAD."



THANKS TO OUR DONORS

Mihi ki ngā kaituku

Thank you to all of our wonderful supporters for their contributions to our mahi. Because of this support, we are able to keep inspiring dreams and enabling the futures of Northland tamariki and rangitahi. Here are some of our corporate and philanthropic Trust partners, while overleaf we list our other supporters alphabetically.

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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!



"I was quite taken when I heard this organisation was offered at Tikipunga High School. It took a while for Ash to find her place with school and peers. I absolutely acknowledge IHAD's support and understanding Ash's individuality. Her Navigator has helped her understand other people's points of view, he's honest and patient with Ash and gets to know all his students' work. IHAD offers a safe place for children and their whānau."

Tara Turner, Mum to 1 Dreamer



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