



# Kids Thrive

kids leading creative change  
annual report 2015





## 2015 FUNDERS AND SUPPORTERS

Kids Thrive gratefully acknowledges the trust, shared vision and collaborative spirit of our partners, funders and supporters.

### GOVERNMENT PARTNERS



### TRUSTS AND FOUNDATIONS



### SCHOOL PARTNERS



### PROGRAM PARTNERS



## Chair's Report

As the Chair of Kids Thrive's Committee of Management, I am proud to watch this amazing organisation go from strength to strength in helping children build capacity and confidence through active participation in the arts and creative social change.



In my work as a family law solicitor who regularly represents children caught up in conflict, I am passionate about the necessity to empower children and young people and provide them with a sense of their own value, self respect and sense of belonging in families, schools and the broader community.

As Kids Thrive grows to support more and more children to have the confidence and skills to reach out to their communities, the Kids Thrive arts for social outcomes framework is proving to be powerfully effective in local communities throughout Victoria.

Through their participation in Kids Thrive programs, children are increasingly and successfully engaging in community building through the arts, and volunteering with the support of adults to effect change in their local communities.

The Kids Thrive model of engagement with children is a direct challenge to the current approach, which sees the community gathering around the child in order to protect and to support them. In the Kids Thrive model, the adults empower the children so that they can lead the action and direction, give voice to their feelings and concerns, and be a visible, valuable contributor to a community in which they are invested.

Our dedicated and talented team of arts innovators are bringing many worlds and cultural practices together to honour the complexity of childhood, and to assist children to find comfort, place and purpose, with or without dependable adults.

I am proud to witness children becoming empowered to participate in their communities through their involvement with Kids Thrive, and look forward to a world made even more rich and accepting by children artfully living life to the full.

I congratulate Kids Thrive on another successful year, and look forward to watching them move forward into a bright, exciting future, working with the delightful, wonder-filled children of Victoria.

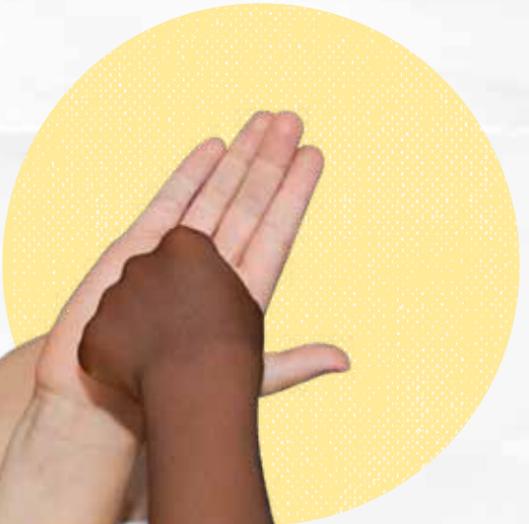
Denise Rieniets (LL.M, LL.B, GDLP)





## Our Vision

All children thrive and are empowered to lead creative community change.



## Our Purpose

To prepare children for a lifetime of self-determination, creative problem solving and community connection by developing innovative arts and social justice programs in collaboration with specialists in children's education, health, welfare and cultural diversity.



## Our Values

### CHILD-LED SOCIAL CHANGE

We recognise that children are able to initiate and lead positive change for the benefit of all.

### PREVENTION AND EARLY INTERVENTION

We engage children aged 0-12 in positive ideas and practices before they enter their adolescent years, and before potential problems become too firmly entrenched.

### PROFESSIONAL PARTNERSHIPS

We partner artists with children's specialists in the areas of health, education, welfare and cultural diversity to develop and deliver programs engaging children and communities, with a particular focus on vulnerable or at-risk children.

### EVIDENCE-BASED PRACTICE

All our work draws on leading international research into child development, child trauma, arts and education, leadership and resilience, anti-bias and community development.

### INCLUSION AND DIVERSITY

Our programs cultivate personal values and attributes in children that directly correlate to a reduction in discrimination and a positive celebration of diversity.

### SLOW ART MODEL

Our programs are delivered using the Kids Thrive 'Slow Art' framework for working in social innovation and community cultural development.

### ARTS AND CULTURAL PRACTICE AS CENTRAL TO HUMAN GROWTH AND DEVELOPMENT

We passionately believe the arts are equal to education, health and social welfare in their capacity to grow healthy children and communities.

### SUSTAINABLE PROGRAMS AND OUTCOMES

We aim for sustainable outcomes for participants, partners and communities, by incorporating professional development in all our programs, and involving children's specialists and professionals in actively developing and delivering our programs.



# About Kids Thrive

Kids Thrive is Melbourne's leading arts and community development organisation committed to child-led social change. We partner artists with specialists in children's education, health, welfare and social justice, to design and deliver cross-sector programs in schools and other safe and supportive, child-focused community settings throughout Victoria.

## WHAT IS CHILD-LED SOCIAL CHANGE?

**Kids Thrive defines child-led change as:**

Children taking a lead in identifying community strengths, and finding ways to increase those strengths through their own actions.

Children identifying community problems and finding solutions and actions they can take – with or without the support of adults.

Children taking life-transforming ideas and skills back to their homes and communities, leading their adults by example into new ways of being in the world.



## Creative Director / CEO Report

Over the past five years, Kids Thrive has grown to become a creative force in the world of arts, education and children's development. Our creative, partnership-based programs have been delivering extraordinary outcomes in communities across Melbourne and Victoria, attracting new collaborators and continuing to tackle complex social issues affecting our children and communities. What began as an idea for child-led social change, has flowered into an exciting movement delivering personal and social benefits for children, families and communities across Victoria.

This year Kids Thrive has received support from a breadth of federal, state and local governments, philanthropic trusts and foundations, schools and community organisations, and some key mentors. It is this dynamic, cross-sector approach that supports our kids to thrive – and we couldn't achieve all we have without this trust and shared vision. Kids Thrive learns as much from our partners as we share with them, and each year this learning facilitates deeper engagement with issues such as child trauma, family violence, racism and diversity, parenting attachment, children's resilience, leadership and active philanthropy.

2015 has been a year of particular growth and reflection. The visionary support of our funders, mentors and partners has given Kids Thrive the capacity to employ new artists and professionals to support our quality programs, including exceptional cross-artform community cultural development artists, a child and education support worker, diversity conversation leaders and tour producers.

Such inspiring company has fostered new ways of thinking and working. 2015 saw us begin researching the Kids Thrive social enterprise arm, with the aim of taking our Kids as Catalyst program (previously known as InSchools Philanthropy) to a greater number of schools and communities. We aim to build our capacity to affect positive social impact for vulnerable communities through commercialising our scalable programs. Interest in Kids as Catalyst from public, private and independent schools has confirmed the program's synergies with the SEL and civics modules within VELS and the F-10 curriculum. We are also exploring a licensing model for our programs, and online platforms to create greater access for regional and remote communities. Our social enterprise will ensure that all children can benefit from the learnings and experiences provided by Kids Thrive.

Our mentors from Social Venture Partners – Mark Jankelson and Kim Visek-Johnson – have been supporting our social enterprise development, including connecting us with The Difference at PWC. In 2015 Kids Thrive had an extraordinary opportunity to take part in a thought forum at The Difference, brainstorming ideas for our social enterprise with a room of inspiring thinkers, business leaders, educators, and philanthropic experts – opening doors to ideas and connections. We are now looking forward to taking our next practical steps in 2016 and beyond.

As we move into this next phase, Kids Thrive is excited to be building new partnerships within Victoria and further afield, including a project with Relationships Australia in South Australia, using music to foster alternatives to harsh parenting. 2016 will also see us embark on a resilience research partnership with the Jack Brockhoff Child Health & Wellbeing Program at Melbourne University's Centre for Health Equity; a new environmental performance and professional development program for Victorian libraries; and developing national and international links for our Kids as Catalyst program.

Dr Andrea (Ande) Lemon



## Creative Director / Lead Artist Report

This year has been full of lovely, funny, heartbreaking moments with babies and kids in arts-powered programs. There's just nowhere better in the world than here, in this curious, outward looking space with little people and *their* grown-ups.

It's a space where a team of nine year olds can write a school anthem with the words "Peace and love, give everyone a hug" (Banyule Kids Thrive). Where a tired mum can lay down with her baby in her arms to soothe and self-soothe with a lullaby (Baby Choir). Where an eight-year-old girl who cannot speak in class can offer food and conversation to adults in the audience after singing and dancing on stage (KIND).

It's a space where a team of 10-year-olds announce to the world "We care about our 'elderlies' and we are going to make sure they know that they belong" (Kids as Catalyst).

And it's a space where little people's big people have their world view changed, returning to their workplaces to do a bias audit on the stories they read children. And an audience member can sidle up to me as a performer and say "You're younger than me. I can tell by your teeth." (Postcards from Nanna)

It amazes me that Kids Thrive started as an idea and has become something so beautiful; a wild, colourful, musical magic carpet lifting children up to lead their communities to be kinder and more interconnected.

What started at a kitchen table in 2010 with two artists has become a fully-fledged organisation with a team of 10. For the first time in 2015 the Kids Thrive method and framework has reached a maturity that enabled a handover of program facilitation from its founders to its artistic team members. There were some great learning moments thanks to the grace of Narelle, Nandini, Vicky, Dave, Jo, Jennie, Shukria, Casey and Deb. Ande Lemons' talents as a playwright and theatre director are perfectly suited to creating and guiding this big Kids Thrive drama. I'm very proud of what we have conjured up as two accidental executives.

Kids Thrive programs are making a very big difference to little people as they develop creative approaches to life's challenges and obstacles. In its ongoing cultural leadership, our Kids Thrive team stands courageously with our children to stare down those who would sideline the arts and creativity. From where we stand, arts is essential to human development. There is simply nothing like it for powerful, lasting transformation.

I passionately invite you to join us in investing in creative, peace-finding futures through these arts-powered, disruptive approaches. If you would like to help Kids Thrive (the verb *and* the noun) we would love to hear from you.

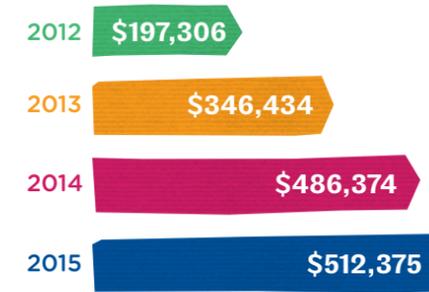
Andrea Rieniets



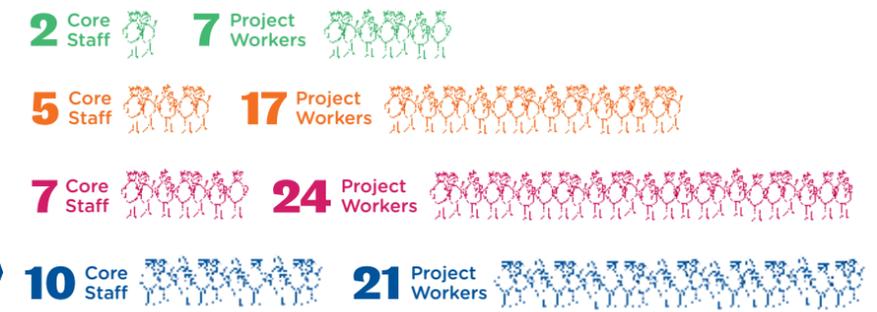
# 2015 at a Glance



## Organisational Growth



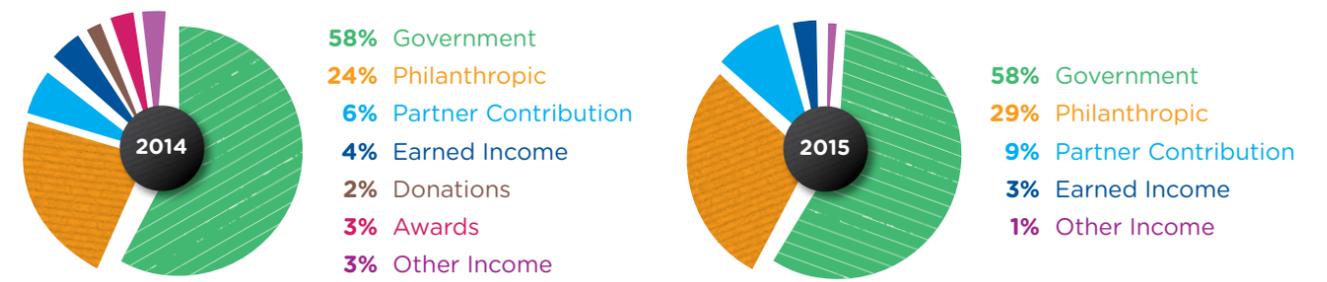
## Employee Growth



## In 2015 Kids Thrive collaborated with:



## Income breakdown



## In 2015 Kids Thrive, in partnership with our collaborators young and not-so-young, delivered:



“I realise that I can make a change now. I can talk to adults and they will listen to me. I thought I had to be older to do that. Kids can make a difference now.”

STUDENT, GRADE 5



## Kids as Catalyst: Children leading community change

(formerly known as InSchools Philanthropy)

### CARISBROOK

Kids as Catalyst is an immersive resilience and creative leadership program for upper primary school students, connecting them to their wider communities with meaning, purpose and intention.

Delivered throughout Victoria, this innovative program ignites students to become catalysts for positive change by equipping them with the skills to identify and solve real problems facing their community, and to co-design and deliver philanthropic projects.

Kids as Catalyst activates and inspires children to take a sustained interest in the world around them, developing their sense of social justice and engaged citizenship, and building a strong foundation for personal and community resilience.

### CASE STUDY

One afternoon Martin Murley, Donor Relations Manager from youth homelessness prevention organisation Kids Under Cover received a phone call from grade five student, Nathan. Martin recounts, “He told me he was working on a philanthropic project at school, and that his team had picked Kids Under Cover as the charity they wanted to help. He said ‘we want to work out how we can help you, but without giving you money’. It was a mind-blowing conversation to be honest, and the highlight of my day.”

“The contact we get from kids tends to be secondary students wanting information for their school projects. They are looking for content, but Nathan was looking for engagement. It was powerful.”

Martin was invited to visit the students at school. “We met in the Deputy Principal’s office – myself and seven kids. It was quite intimidating! The students were very well prepared. They took notes, they asked in depth questions about Kids Under Cover, homelessness, how we prevent it, really wanting to understand. They asked how best they could support the organisation. Together we decided that a campaign telling people about the issue and Kids Under Cover, and encouraging people to support our work, would be the best approach.”

The students wrote a piece for their school newsletter and designed a suite of posters to display around their school, aiming to raise awareness and support for homeless youth and Kids Under Cover’s fundraising program – Donate Your Car – in which members of the public donate their old car, with proceeds from its sale supporting youth homelessness prevention programs.

“Two cars came through the school as a direct result. The students had a real sense of seeing outcomes from their actions.”

Participation in Kids as Catalyst had a profound impact on Martin. “The kids were so engaged. It helped Kids Under Cover to think more carefully about the way we talk about our work and what we do.”

Martin sees Kids as Catalyst as “really engaging kids in being proactive, thoughtful, active citizens. It’s not just building philanthropists; it’s helping these young people to build care.”

### In 2015, Kids as Catalyst delivered:

 6 community projects

### The program involved:

 60 community members

### After participating in Kids as Catalyst:

- 95% of children showed greater resilience including improved confidence, teamwork, social awareness & leadership
- Children self-identified up to 400% increase in positive connections with others





“It’s the most connection I ever have with Jack. He really calms down to music.” **ROCHELLE, MUM**

## Baby Choir: Connecting the mother, cradling the child

WEST HEIDELBERG

In 2015, Baby Choir engaged:

-  55 adults
-  63 children aged 0 to 4 years
-  17 children’s specialists
-  1 community health service



Baby Choir is a weekly drop-in program for babies and their grown-ups who may be at risk of social and emotional isolation. Developed and delivered by Kids Thrive artists in collaboration with Banyule Community Health maternal and child health workers, this unique program uses voice, touch, movement, music and mindfulness to develop intimacy, emotional connection and positive engagement between babies and grown-ups, while offering opportunities for social connection.

A welcoming and relaxed musical space for parents and carers at a time when they can be most vulnerable to isolation, fatigue and challenges attaching with their babies, Baby Choir offers fun social engagement, regular presentations by local child health professionals, plus informal access to one-on-one advice, and a positive gateway to further health and support services. Through their participation, maternal health nurses also learn creative skills for use in their early childhood programs.

### CASE STUDY

Banyule Community Health (BCH) has partnered with Kids Thrive to deliver Baby Choir to its clients since 2012.

Community Midwife & Maternal and Child Health Nurse, Sharleen Cook explains, “Baby Choir highlights the importance of play, music and movement with children in terms of connection and development, and gives families the chance to spend quality time with their children.”

“It has a really positive effect on the parents’ emotional wellbeing as they are laughing and doing things that make them feel more relaxed such as dancing and singing. It offers some downtime, a time to be silly with their children, and to just enjoy their company.”

As well as teaching parents coping skills, Baby Choir contributes to infant development in communication and self-identity. “The children get to play with other kids and adults, and are exposed to music and singing. They learn about taking turns, and are introduced to rhythm. They are exposed to good role modelling in seeing their parents having fun and trying something new, even when it takes them out of their comfort zone.”

Baby Choir emotionally connects parent to child, as well as nurturing feelings of connectedness to others. Sharleen explains, “For some parents it may be the only time they are with other parents or adults. It breaks down barriers between parents from different cultures and backgrounds, and between parents and staff running the group.”

What sets Baby Choir apart from other parenting groups is that it provides enhanced access to other health and social services. “The program helps us as workers to connect to new clients, and [it also] helps them feel more comfortable talking about issues or concerns with us,” explains Sharleen. This deeper, regular connection builds trust and opens avenues for referral to other support services, at a time when vulnerable parents need it most.

Elishka Sageman, a community health nurse working alongside Sharleen and Kids Thrive artists adds: “Many early years’ programs start with families from a deficit perspective; Baby Choir builds on their strengths and gives them tools to take away and celebrate and share.”



“It will change the way you feel.  
It will change the community.”

FORUM, GRADE 3/4

# Banyule Kids Thrive: Songwriting for social change

WEST HEIDELBERG

Banyule Kids Thrive (BKT) is a long-term, early intervention program using the arts to support children aged 5 to 8 in West Heidelberg to strengthen their social and emotional skills, and carve out alternative pathways to conflict and violence.

Delivered in the three local schools since 2012, BKT partners artists with educators and children’s support professionals to deliver song-making, storytelling and performing arts workshops and concerts designed to grow a generation of children with the understanding, skills and ability to communicate and collaborate positively.

BKT draws on Kids Thrive’s ‘Slow Art’ community development model, and Berry Street’s Calmer Classrooms approach to working with traumatised children. It also delivers professional training for educators and children’s specialists in using the arts for social development, and for engaging children who have experienced trauma.



In 2015, Banyule Kids Thrive delivered:

- 6 community performances
- 3 original songs
- 1 recording session
- 6 professional development sessions

The program involved:

- 3 school campuses
- 11 children’s professionals
- 1000 community members

## CASE STUDY

Paul Muling, the (now retired) Principal of St Pius X Primary School in West Heidelberg has seen over 100 of his students take part in Banyule Kids Thrive (BKT) over three years. “It is the only program I know of that includes both Catholic and government schools. It makes so much sense because we are dealing with the very specific needs of the families in this area, and also because we often get the same children moving between the schools.”

Paul invited Kids Thrive to St Pius X to address issues of student wellbeing and communication, including stress and anxiety, social and communication skills, and a lack of parental engagement with the school.

Paul witnessed students blossom across the school year. “Children developed self-confidence, improved their relationship skills, and developed a greater awareness of each other. The use of creative arts to develop these skills, the use of mindfulness and a hands on approach, deals with children’s anxiety issues in a fun and strategic way. It allows the withdrawn child to develop greater self-confidence, [and] works for the most ‘out there’ sort of child as an outlet for their personality type.”

“Our children come with a high agenda from their own background, and they need something like this to enable them to grow in confidence, to use their talents and skills that they don’t have the opportunity otherwise to use.”

Paul sees the benefits and impact of BKT extending to the broader community, resulting in increased connections between parents and their children’s learning, and parents having a greater awareness of their children’s skills and what they can achieve.

“It gives a real sense of pride for West Heidelberg to see what these kids can do with guidance and opportunity.”



“If every school had something like this, and the money was put towards programs like this, in twenty year’s time we would be living in a different society.”

SHARON DOYLE, TEACHER,  
ST DOMINIC’S PRIMARY SCHOOL



## KIND: Songs and stories to promote cultural empathy

CITIES OF HUME & WYNDHAM

KIND is a cultural diversity and empathy program that equips children to address discrimination in their community.

Encouraging children ‘to be KIND’ and to feel ‘of a KIND’, whilst acknowledging we are each ‘one of a KIND’, this deeply effective program uses songwriting and storytelling workshops, anti-bias activities and conversations, community concerts and professional development training for teachers, to engage children, families and educators in positive, insightful and creative conversations about culture, diversity, fairness and empathy.

KIND draws on contemporary research about anti-bias and race-based discrimination, and is informed by issues directly affecting the communities in which it is placed. It brings together educators, multicultural specialists and Kids Thrive cultural development artists to deliver the program to primary school students in classrooms across the school year.

### CASE STUDY

Over the last three years, Kids Thrive has delivered KIND in primary schools in Melbourne’s north and west, addressing cultural tensions between communities. Teacher Jamile Hakim from Holy Child Primary explains: “Many of our students come from war-torn countries. Families have been affected by their pasts... and many find it difficult to move away from some of the negative experiences they have encountered. Children listen to their parents’ experiences and opinions, and hear news reports from back home, and this has an impact on the way students see other religious groups.”

In 2015, Kids Thrive artists and conversation leaders engaged 147 children and their teachers from four schools in KIND’s weekly songwriting and storytelling workshops – exploring their personal and cultural pride, and writing songs reflecting their ideas and insights around diversity, fairness and justice. KIND culminated in two concerts of original songs performed to fellow school mates, families and communities.

Marissa (7) says: “I liked the words ‘across the sea we came, across the sky’ because they taught me that people come to Australia in different ways... and from many places across the world.” Justin (8) adds, “The song reminds me of when we came to Australia and didn’t have a lot... and people helped us”. Dennis (7) says, “I really love the song *Listen People*. It reminds me that when people are hurt or sad I can help them.” Dylan (8) agrees: “The words ‘an injury to one is an injury to all’ means if someone is hurt, then I am hurt.”

Jamile was impressed by the way artists were able to discuss very sensitive cultural issues with the students, leading to deeper understanding. “Students developed confidence, empathy, inclusiveness of others, a love and passion for singing, and being able to express their feelings and emotions. KIND has had a lasting impact on the students, shifting their attitudes and thinking.”

Marissa says, “I remember to treat people respectfully, it doesn’t matter what culture they are from.” Justin explains, “We need to treat people that are Muslim the same way we treat our friends who are Catholic.” Dennis adds, “It doesn’t matter who you’re friends with as long as they are respectful and treat you good. It also taught me that I love to sing.”

### In 2015, KIND delivered:

-  12 community performances
-  18 original songs
-  3 professional development sessions

### The program involved:

-  4 schools
-  27 children’s professionals
-  5 partner agencies
-  724 community members

### After participating in KIND:

Up to 90% of students demonstrated improved self-confidence, the ability to recognise unfairness, greater empathy and respect for others, and greater capacity to take action to address unfairness.





“I discovered how easy it is to include cultural difference in storytime” **LIBRARIAN**

# Postcards from Nanna: Cultural diversity and community engagement program

VICTORIA-WIDE

Postcards from Nanna is a cultural diversity and community engagement program presented in libraries and community venues across Victoria. Incorporating a live show for children and their grown-ups, as well as professional development for librarians and early educators, the program is created by Creative Directors, Rieniets and Lemon – performing as ‘Cha Cha Sam’. It is produced by Kids Thrive, developed in collaboration with Australians for Native Title and Reconciliation and Relationships Australia, and presented in partnership with the Public Libraries Victoria Network.

The program’s live show is a hilarious, theatrical ‘story concert’ about discovering people who are ‘not like us’ and learning to love the ways that we’re all different. Nanna, along with her sidekicks Pauline the Parrot, Ruby Big Dog and Betty the Bubble Caravan, take audiences on a rollicking journey of delight and discovery across Australia, inspiring them to think about their family and cultural history as a source of inspiration and pride, and to trigger ongoing conversations around diversity and difference.

## In 2015, Postcards from Nanna delivered:

-  20 performances
-  3 professional development sessions

## The program involved:

-  22 libraries & community venues
-  15 towns in 9 regions
-  1252 community members
-  47 children’s professionals



## Postcards from Nanna PD sessions resulted in:

72% of participants identified increased personal confidence in using music to engage with children, and in engaging with different cultures.

## CASE STUDY

Postcards from Nanna toured Frankston in 2015, and Louise Mackinnon, Coordinator of Frankston North’s HIPPY program (Home Interaction Program for Parents and Youngsters) brought a group of families to the show, and participated in the cultural diversity professional development session.

Louise explains that Frankston’s demographic is changing as more and more families of culturally diverse origins are moving to the area.

“I thoroughly enjoyed the show... the music was catchy and lots of fun. I loved the diversity of characters that Andrea portrayed. The show also educated the audience in a subtle and fun way and provided a rare, free opportunity for local families to experience a vibrant, sensory experience that many will remember for many years. Education, fun and entertainment – a great combination.”

At the professional development day, Louise participated in structured, arts-based activities and discussions around diversity and race-based discrimination, and learned the skills to facilitate dialogue and shared storytelling activities focusing on cultural diversity, and how to check for racial bias in community resources.

“The training was expertly designed. We were guided to question our own knowledge and beliefs, and provided with facts and new understandings in a fun and non-didactic way,” Louise explains. “We analysed picture books to discover their hidden, and not so hidden, cultural messages.”

Like Louise, many participants have a light bulb moment during the professional development session, with insights such as: “From today I will have a more critical look at the books I read at storytime. I probably have a ‘white fellow’ bias without realising”; and “I discovered the unspoken stories of our cultures need to be recognised and addressed”.

# In 2015 Kids Thrive facilitated the following change:

## Young people:

80%

demonstrated greater empathy and respect for others

70%

demonstrated greater capacity to take action to address unfairness

90%

improved self-confidence and their ability to recognise unfairness

300%

kids self-identified a 300% increase in their trusted connections with kids and adults in the community

95%

showed greater resilience, demonstrated through improved confidence, teamwork, social awareness, leadership and community engagement

400%

kids self-identified a 400% increase in their positive connections with other kids and adults at school

## Children's professionals:

72%

identified increased confidence in using music to engage with children, and in engaging with different cultures

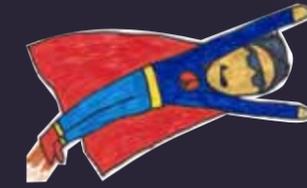
100%

of teachers and principals improved their understanding of discrimination and the issues facing the children

## Families:

60%

schools identified a 60% increase in family engagement with their children's schooling





## STATEMENT OF FINANCIAL POSITION FOR YEAR ENDING 31 DECEMBER 2015

	2015	2014
	\$	\$
<b>CURRENT ASSETS</b>		
Cash and Cash Equivalents	284,780.41	241,472.89
Trade and Other Receivables	98,031.80	32,841.05
Other Current Assets - Prepayments	2,896.00	1,573.00
<b>Total Current Assets</b>	<b>385,708.21</b>	<b>275,886.94</b>
<b>NON-CURRENT ASSETS</b>		
Property, Plant and Equipment	1,093.64	1,430.55
<b>Total Non-Current Assets</b>	<b>1,093.64</b>	<b>1,430.55</b>
<b>Total Assets</b>	<b>386,801.85</b>	<b>277,317.49</b>
<b>CURRENT LIABILITIES</b>		
Trade and Other Payables	29,970.31	26,716.21
GST Liability	(1,222.34)	3,474.81
Grant Funds Carried Forward	78,843.73	96,213.53
Provisions	4,281.51	6,754.12
Income in Advance	233,060.46	103,455.00
<b>Total Current Liabilities</b>	<b>344,933.67</b>	<b>236,613.67</b>
<b>Total Liabilities</b>	<b>344,933.67</b>	<b>236,613.67</b>
<b>Net Assets</b>	<b>41,868.18</b>	<b>40,703.82</b>
<b>EQUITY</b>		
Retained Earnings	41,868.18	40,703.82
<b>Total Equity</b>	<b>41,868.18</b>	<b>40,703.82</b>



## STATEMENT OF FINANCIAL PERFORMANCE FOR YEAR ENDING 31 DECEMBER 2015



	2015	2014
	\$	\$
<b>INCOME</b>		
Interest Received	6,511.32	6,542.53
Program / Show Fees	8,605.00	11,920.00
Training / PD Fees	0	0
Income Prepaid from Prior Year	33,090.19	72,035.00
Merchandise Sales	0	(960.00)
Grant Income	496,462.88	429,400.00
Donations	550.00	8,000.00
Partner Income	46,000.00	40,000.00
Miscellaneous	0	650.55
Grant Funds Carried Forward	(78,843.73)	(96,213.53)
NAB Schools First Award	0	15,000.00
<b>Total Income</b>	<b>512,375.66</b>	<b>486,374.55</b>
<b>EXPENSES</b>		
Wages & Artist Fees	351,214.93	337,635.15
Wages Overheads	32,059.73	35,695.00
Marketing Costs	14,104.42	7,961.64
Delivery of Programs / Projects	62,046.86	66,639.04
Office Rent and Utilities	20,493.81	16,959.29
Fees and Charges	230.48	242.51
Depreciation	731.46	613.09
Audit Fees	2,698.00	2,900.00
Office Costs	12,610.83	14,016.97
Bookkeeping / Accountant	15,020.78	2,760.64
<b>Total Expenses</b>	<b>511,211.30</b>	<b>485,423.33</b>
<b>Profit from Ordinary Activities before Income Tax</b>	<b>1,164.36</b>	<b>950.91</b>
Income Tax Expense relating to Ordinary Activities	0	0
<b>Net Profit Attributable to the Association</b>	<b>1,164.36</b>	<b>950.91</b>

# Kids Thrive Team

## 2015 KIDS THRIVE COMMITTEE OF MANAGEMENT:

**Chair:** Denise Rieniets

**Treasurer:** Doug Bourne

**Secretary:** Dr Andrea Lemon

**Members:** Professor Kate Darian-Smith and Andrea Rieniets

## 2015 PROJECT WORKERS AND COLLABORATORS:

**Child and Education Support Worker:** Deborah Sonenberg

**Diversity Conversation Leaders:** Shukria Alewi and Casey Northam  
David Henry (Migrant Resource Centre North West Region)

**Program Artists:** Jennie Swain and Jo Trevathan

**Music Producer:** Darren Mullan

**Set and Costume Designer:** Katherine Branch

**Production Manager:** Freya Low

**Postcards from Nanna Producer:** April Brenner

**Marketing Support:** April Brenner, Lauren Bull, Tracey Margieson and Alia Vryens

**Development Support:** Debbie Maziarz

**Filming and Editing:** Carnival Cinema Productions

**Graphic Design:** Atticus Design

**Photography:** Angela Bailey, Carla Gottgens and Sevim Ozcam Dogan

**Web Development:** Long Division Digital

## ANNUAL REPORT 2015

**Design:** Atticus Design

**Project management, copywriting and editing:** Narelle Sullivan

## 2015 KIDS THRIVE STAFF:

**Pictured**

**Creative Director/CEO:**  
Dr Andrea Lemon

**Creative Director/Lead Artist:**  
Andrea Rieniets

**Office Manager:**  
Nandini Bose

**Bookkeeper:**  
Vicky Dryburgh

**General Manager:**  
Narelle Sullivan

**Happiness Coordinator:**  
Daisy McPhee (our dog)





CHANGE



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## How can you make a difference?

1

Donate to Kids Thrive to  
support child-led change  
via [kidsthive.org.au/donate](http://kidsthive.org.au/donate)

2

Tell someone about Kids  
Thrive's child-led change.

3

Ask someone in leadership  
how they involve children  
in their decision-making.