



**REAP** CENTRAL  
PLATEAU

Rural Education Activities Programme

Central Plateau  
**REAP ANNUAL REPORT 2020**

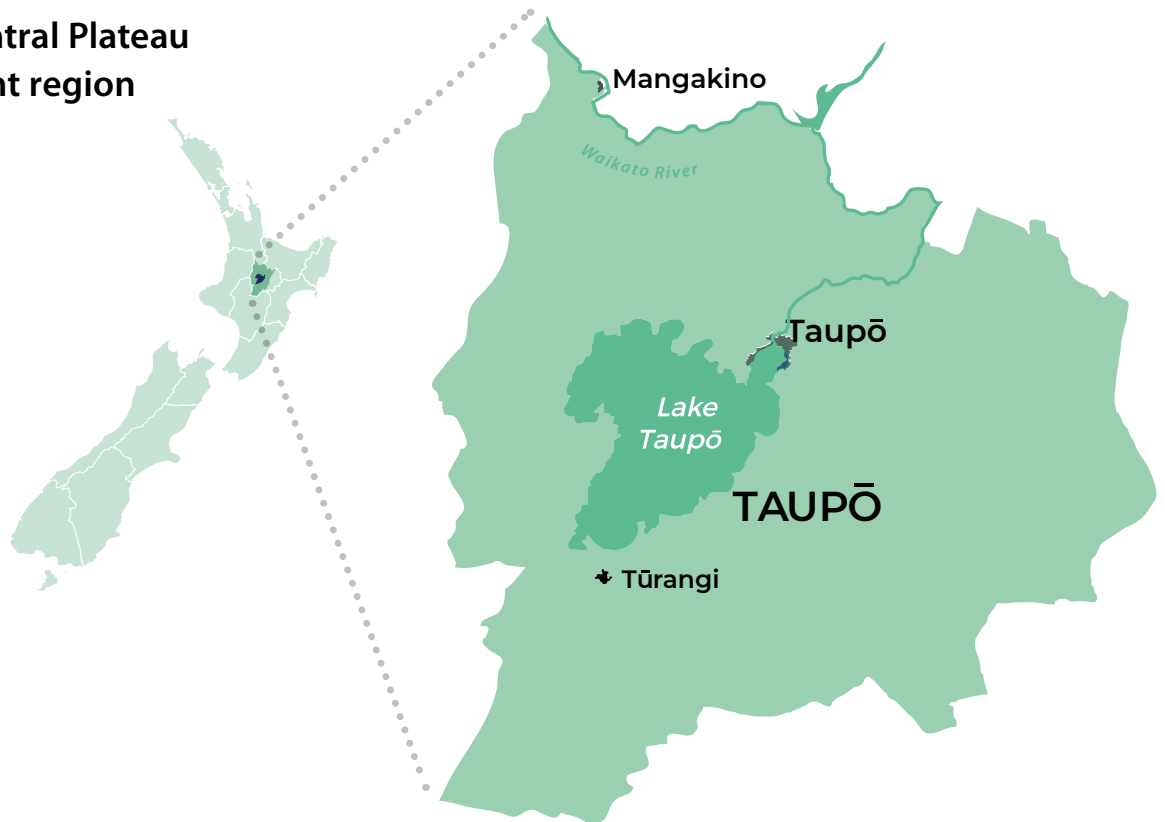




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### REAP Central Plateau catchment region





# Chairperson's Report



Val Hoogerbrugge, Chairperson

## Tēnā koutou katoa

### ***"He Waka Kotahi Tatou" — We are all in this together***

The theme of my report this year is community, because community is everything. We are so much richer when we live within a vibrant, healthy and positive community. And we all have a part to play to make it so. A strong sense of community is especially important in times of turmoil and trial.

In 2020 the world faced the most serious event of this generation — COVID-19. Total cases worldwide now exceed 155 million with the death toll currently standing at 3.2 million and climbing.

With compassionate and determined leadership from government, scientists and public health experts, the team of 5 million faced the challenge of the global pandemic. Today, New Zealand is the envy of the world with the freedom we currently enjoy. Through our sense of national pride and community we have avoided much of the tragedy and human suffering that we see elsewhere.

Our REAP response to the threat of the coronavirus was decisive and effective. We followed Ministry of Health guidelines and, when required, our team closed the office and continued to operate from home. There are many heart-warming stories from this time and special credit must go to those on the REAP team who continued to work tirelessly for the most vulnerable people within our community during lockdown.

As Chairperson, I want to acknowledge the uncertainty and stress created by the ongoing pandemic. You have all navigated

the lock-downs and the additional demands placed on you admirably — thank you.

One of the impacts of the lock-downs on REAP was our inability to fully deliver all our programmes and services in 2020. Funders honoured their commitment to the funding contracts, and in return we will be expected to make up some of that delivery in 2021. The unusually large surplus for the 2020 year is, to be fair, due in part to very tight fiscal management, but also to under-delivery. I therefore flag to our membership that the 2021 result will see some of that surplus eroded.

Despite the difficulties, there are many highlights within what was a very different year. Here are three that I want to highlight:

- Although impacted by COVID-19, our delivery to people within the community remained relatively high
- We trialled a rangatahi education programme targeting the most vulnerable learners; the results of the trial now inform the rangatahi mentoring programme
- We initiated a series of workshops on the United Nations Sustainable Development Goals and Human Rights Framework; these workshops continue through 2021

I wish to again thank our General Manager, Roana Bennett, and her team for their commitment to REAP and to the Central Plateau community. Significant numbers of learners and whānau are positively impacted by our programmes and services every day. We are without a doubt an important and worthy organisation within the Taupō district landscape.

I thank the board for their dedication and the many hours they each give to Central Plateau REAP. I am very grateful for your active and involved support and very proud to be working with you all.

Finally, I want to acknowledge the work of REAP Aotearoa. We are one of 13 REAPs around New Zealand. We are all independent with our own boards, constitutions, membership and strategies. However we are united as a movement with REAP Aotearoa as the guiding entity. The national board have committed to the growth of REAPs through expanded programmes, targeted support and expert leadership in Te Tiriti o Waitangi and Human Rights.

A community is a powerful social structure that nurtures and supports its members – but in return community also needs to be nurtured and supported. The role of Central Plateau REAP is to nurture and support the community of Taupō district. We truly are all in this together. He Waka Kotahi Tatou.

Nō reira, tēnā koutou, tēnā koutou, tēnā tatou katoa.

**Val Hoogerbrugge** — Chairperson

# General Manager's Report

## He mihi maioha tēnei e rere atu ana ki a koutou i tēnei wā rerekē.

2020 has been a year like no other in modern times with the advent of a global pandemic that has impacted millions of people, cost many lives and caused economic chaos around the world. Whilst relatively sheltered here in Aotearoa New Zealand, due to the closure of our borders and our united adherence to COVID-19 procedures, none of us are completely untouched by the advent of the coronavirus. In a year of turmoil, Central Plateau REAP has remained strong because of our commitment to our mission: "To facilitate lifelong learning and community wellbeing."

In this unique moment in time, the REAP team have risen to the occasion. They have had to navigate lock-downs, implement new social distancing protocols, respond to numerous new layers of reporting requirements from funders, attend to the additional needs of clients, whilst also having to balance personal and whānau responsibilities. Despite all this, delivery in the 2020 year has been maintained at 86% of the previous year, a phenomenal effort from the team.

The quantitative results for the 2020 year are:

- **4,250 Learners Engaged**
- **358 Programmes / Events / Activities / Initiatives Delivered**
- **100 Schools / ECE Centres Engaged**
- **277 Educators Engaged**
- **1,039 Whānau Engaged**
- **12,813 Learning Hours Delivered**

A well-known whakatauki speaks of the importance of teamwork:

### **Ehara taku toa i te toa takitahi, engari he toa takitini**

*'My strength is not that of a single warrior but that of many'*

These achievements are a collective effort and this has been, as I said, a phenomenal effort from the team under the circumstances and I thank each and every one of you for your service and commitment.

I would like to acknowledge the Board who are a vital part of how we organise and structure ourselves to deliver on our mission. Our REAP board is a dedicated, cohesive group, engaged and effective in their governance role. They have set a strong vision — "Confident, skilled and connected communities across the Central Plateau" — and they support and enable us at an operational level to always do our best.

With leadership from the board, we are strengthening our focus on servicing the small rural communities of the Central Plateau. We are reaching out to communities throughout the district to see where we can partner with others to support lifelong learning and community well-being. We have already begun a concerted effort to pull together our services in Tūrangi into a clearly identifiable suite of REAP programmes. These programmes include playgroup, te reo programmes, other adult education programmes, rangatahi mentoring, transition to adulthood, strengthening families and the attendance service.

Fully delivering on our mission will not be possible without a strong relationship with Tūwharetoa. We wish to acknowledge Miriama Prentice who has advised and supported REAP for the



Roana Bennett, General Manager

past few years. With her guidance we are determined to be worthy partners to iwi. Our focus is on the intersection of the Tūwharetoa Education Strategy – Te Kapua Whakapipi – and our own vision. To support this ambition, we have embarked on a series of cultural responsiveness workshops for staff to build on our own understanding and knowledge of Te Tiriti o Waitangi and of the educational aspirations of Tūwharetoa.

These cultural responsiveness workshops are held in the context of the United Nations Human Rights framework.

Since 2019, REAP board members and staff have been growing in their understanding of the strong alignment between the United Nations Sustainable Development Goals (SDGs) and our REAP purpose and vision. The 17 SDGs outlined by the United Nations encourage a reconsideration of the impact of various activities on people and the planet. By incorporating the SDGs into our strategy, we will be able to identify and quantify our contribution to global efforts to "end poverty, protect the planet and ensure that all people enjoy peace and prosperity".

We are extremely fortunate to have expertise to support us on this journey – Colin Rangi, our Cultural Advisor, and Dr Jill Chrisp and Karen Johanssen, our advisors on the human rights framework and Te Tiriti o Waitangi.

Serving communities and people, in good times and in times of trial, is an honourable legacy that we are privileged to continue.

I am proud of every member of our team and together we are looking forward to continuing to serve the communities and people of the Taupō District.

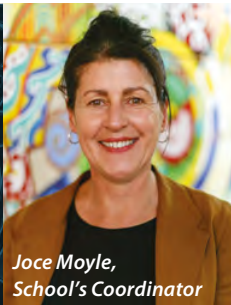
Nō reira, kia kaha, kia maia, kia manawanui.

**Roana Bennett** — General Manager

# Schools

## Priorities for Schools Provision

— Student Presence, Participation, Engagement, Well-being, Progress and Achievement



Joce Moyle,  
School's Coordinator

### KEY FACTS

Number of Schools Supported	31
Number of Events / Activities / Initiatives	236
Number of Students Engaged / Participated	3,272
Number of Hours Delivered	4,454
Number of Teachers / Educators Engaged / Participated	177
Number of Parents / Whānau Engaged	100



GNS Sandbox-Augmented Reality  
at Marotiri School

### Regional Priorities:

- To remove rural isolation and learning difficulties as barriers to student presence in schools / kura / kāhui ako
- To support schools / kura / kāhui ako in the provision of high quality education to ensure student participation and presence
- To support schools / kura / kāhui ako in providing programmes that enhance student well being
- To support schools / kura / kāhui ako in meeting the needs of students at risk of underachievement

### Programmes delivered

- 4 programmes enabling students to attend / participate in activities outside of isolated rural schools including OPC Leadership Camps for students from small rural schools, Tourism students visit to tourist operation in Rotorua ( students are exposed to and able to participate in educational activities that are not available in their own region )



Tauhara College  
tourism students  
at a tourism  
workshop in Rotorua

- 10 programmes supporting specialist tutors for students in isolated rural schools — music tuition, performing arts, sports/outdoor education, robotics, GNS Sandbox Augmented Reality ( students and teachers are given opportunity to improve skill levels in specialised areas )
- 4 programmes of targeted professional development for teachers / RTLB / SENCO / Learning Support Coordinators around specific learning difficulties — Dyslexia / Dysgraphia / Dyscalculia ( raising teachers' skill level and promoting better literacy and numeracy outcomes for students ), 1 parent evening in conjunction with Pinelands Schools, 1 programme of Professional Development on Play-based Learning
- 3 cross-school programmes promoting student well-being / anti-bullying — establishment of anti-bullying hubs in schools and student leadership programme

- 16 programmes to improve educational outcomes for Māori students, Pasifika students, students with special education needs and students from low socio-economic backgrounds ( increased student and whanau engagement in programmes promoting Ka Hikitia such as Kapa Haka )

### Dyslexia Programme

- 100 Dyslexia Assessments for students identified as likely to have specific learning difficulties, providing strategies for classroom teachers and data for Special Assessment Conditions ( assessor travels to isolated schools )
- 80 Whānau meetings for students with identified learning needs such as Specific Learning Difficulties ( parents are better equipped to support their children at home and at school, thus improving their educational outcomes )
- 17 Programmes offering specialist assistance for students at risk of academic underachievement ( intensive literacy and numeracy support including Reader / Writer Support, Talk to Learn, Lexia, Steps to Literacy )

*"Having the Dyslexia Assessment has helped immensely in the classroom environment for my son when it came to his teacher's understanding what worked for him and what didn't.*

*The Assessment report made it very clear what strategies would help with his learning, right down to how instructions were given to him and how to deliver these. Simply giving him his work sheet on a piece of paper or on his device, rather than up on the board, helped hugely as by the time he looked up at the board and then looked down at this paper he had already forgotten what he was meant to do. For some teachers this could look like he was just mucking around in class where in fact he just couldn't do the work.*

*Next year my son is off to college and due to this testing he has been recommended to have Special Assessment Conditions such as a Reader, Writer and Extra Time which will be a massive help for him.*

*I couldn't imagine how hard it would have been for him if we didn't have the opportunity to have this test, it really has made a difference for our boy."*

— Parent



# Adult Community Education

## Overarching Tertiary Education Strategy :

- 1 Increased skills for Industry
- 2 Getting at-risk young people into a career
- 3 Boosting achievement of Māori and Pasifika
- 4 Improving Adult Literacy & Numeracy



Linda Moss,  
Adult Community  
Education Manager

The purpose of the Adult and Community Education (ACE) Fund is to support the priorities of the TEC Strategy by providing informal, community-based education, foundation skills, and pathways into other learning opportunities that meet community learning needs.

### The three priorities of ACE funding are to:

- a target learners whose initial learning was not successful
- b raise foundation skills
- c strengthen social cohesion, enhancing a learner's ability to participate in society and economic life

In 2020, we provided 49 ACE programmes around the rohe in Tongariro, Tūrangi, Mangakino, Whakamaru, Reporoa and Taupō. We deliver in a variety of venues including marae, community halls and schools.

COVID 19 interrupted our activities considerably. However, we quickly embraced Zoom online teaching and had Te Reo Māori classes up and running smartly during COVID Alert Level 3. NZ Sign Language followed soon after. An unexpected positive outcome of online NZSL classes via Zoom was that where REAP may not have had enough students to go ahead with higher



levels, students could now join existing Merge classes (Merge is a national school for sign language). This ensured that learning was not interrupted.

Te Reo Māori continues to be a strong focus area for Central Plateau REAP. In addition to classes for Beginners and Advanced Beginners (both daytime and evening) we provided Raranga Harakeke (weaving) classes in Tūrangi and a "full immersion" boat trip on Lake Taupō. Students learned about the history of the rock carvings, the whakapapa of the mountains and moana, sang waiata and shared their pepeha over kai. This experience was enjoyed by 25 learners from around the district who were most appreciative of the opportunity.

**Target Outcomes :** 8000 learner hours

**Outcomes achieved :** 5092 learner hours  
— COVID 19 interrupted delivery in 2020

### KEY FACTS

Learner Hours	5092
Programmes	49
Total learners	494
Males / Females	139 / 355
Ethnicity :	Maori 276    European 162 Polynesian 3    Other 53
Qualification at Entry :	213 of the 494 had low educational qualifications

*I am writing to express my gratitude and thanks to REAP Taupo for enabling me to learn a new language – NZ Sign Language.*

*The benefits from participating in these courses are:*

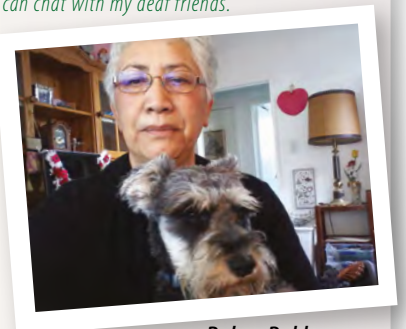
- Being able to communicate with deaf friends albeit at my current level of learning
- Ability to continue learning whilst still working full-time
- On-line courses means less stressors; travel, time & distance
- Beginner Courses are funded by REAP Taupo.

*Where to from here? To continue learning NZSL as another language skill. I am hopeful for an opportunity to use what I've learned in the community, schools and the prison where NZSL is needed.*

*For now I am happy that I can chat with my deaf friends.*

*Ngā mihi (handwaves),*

**— Robyn Bakkenes, Turangi**



**Robyn Bakkenes, NZ Sign Language student**

# Intensive Literacy & Numeracy Te Ara Poutama



Jude Sherning,  
ILN Tutor

## KEY FACTS

Number of learners who participated in programmes	38
Total learning hours delivered	2952

Our Intensive Literacy and Numeracy ( ILN ) programme is known as Te Ara Poutama. This refers to the personal and academic learning journey our taura embark upon when they join our REAP whānau. Te Ara Poutama is underpinned by key values: whanaungatanga, manaakitanga, rangatiratanga, mana tangata, La va and ako. Through these we provide meaningful support systems so learners feel safe and happy as they begin to replace former limiting beliefs with new aspirational beliefs. Here, “I can’t” becomes “I CAN”.

Through individualised learning opportunities, taura are empowered to improve their lives, and the lives of their whānau. Using a blended approach, learners work 1-1, in small groups and independently, with relevant hard copy and digital resources to connect to their own specific needs.

In 2020 our learners ranged in age from 17 to 72. Their needs and goals were diverse. We taught in the contexts of, among others, employment skills e.g. CV writing, Driver Licencing, biographical writing, music e.g. guitar playing, Te Reo Māori, trades, and even crochet, post-Covid, for a woman who wanted to keep her family warm over the winter but couldn’t understand the pattern language. We also teach in the context of digital skills so learners can communicate with other people, agencies and educational organisations.

In 2020 we supported some learners into online tertiary studies. One woman completed her Beekeeping Certificate. Another overcame parental and self- doubt to complete her Animal Care Certificate. A mother of 5 now has her Certificate in Foundation Skills Level 1 and her NCEA Level 1. And another is studying beginner Te Reo Māori through Te Kura.

2020 and Covid-19 placed strains on learners so a post-Covid zip-lining adventure gave everyone joyous respite. One of the learners said: “This trip was a breath of fresh air. I focused on my abilities, not my disabilities. Every year we should raise people’s confidence by going outdoors, away from our classroom security, but still in the safety of our group. We can use our new skills and learn more in the real world.”

We collaborate with Thrive Whakapuawai for ILN delivery. Thrive is a community offering young adults with difficulties a chance to develop life skills. Within the context of work related enterprise, the taura build their functional literacy and numeracy abilities. See their kaupapa at [www.thrivewhakapuawai.org.nz](http://www.thrivewhakapuawai.org.nz). The great news is that our Matty now has a part time job at Mitre 10.

ILN continues to support diverse learners as they climb their own personal and educational poutama.



## CASE STUDY

Jodi is a mother of two adult and three primary school children. Her main goals for studying at REAP were to improve her English literacy, numeracy and digital literacy and to model the value of learning to her tamariki. Gaining her Certificate in Foundation Skills Level 1, then her NCEA Level 1 has given her the confidence to action another more important goal — to partly home-school her autistic / ADHD son. Jodi told us: “There’s beauty in learning. I used to walk around looking down — now my head is held high with dignity. REAP helped me recognise the strengths and skills I never knew I had, and taught me others. I am now much more than I thought I ever could be. I now know I have just begun my learning and my teaching of others.”



# Early Childhood

## Provision Priorities for 2020

— Presence, Participation and Engagement, Well-being, Progress and Achievement

### KEY FACTS

Number of Early Childhood Services Supported	69
Number of Children Engaged / Participated	113
Number of Events / Activities / Initiatives	13
Number of Teachers / Educators Engaged / Participated	100
Number of Parents / Whānau Engaged / Participated	136
Number of Hours Delivered	315



Kim Roots,  
Early Childhood  
Coordinator

### REAP Playgroups

Kuratau and Tūrangi playgroups provide a safe environment for tamariki, parents, whānau and the wider community. Central Plateau REAP ECE offers a variety of activities and programme delivery.

### REAP Individual Programmes & Workshops

Despite the disruptions throughout the year we delivered the following programmes and workshops:

- **Anxiety in the early years with Karen Young**
- **Incredible Years teacher training**
- **Te Reo singalong shows with Sharon Holt**
- **Homebased Educators conference hosted by Sarah Dempsey, and facilitated by Kimberley Crisp, Erin Devlin, Jenny Chapman**
- **Mainly Music for homebased educators**
- **Parenting Through Nature with Aimee Christie**
- **Cultural activity programme including waiata, karakia, rhythm and pronunciation with Matua Grant**
- **Kids Bike Taupō**
- **Safekids Aotearoa — Home Safety workshop**
- **The Early Years Last Forever workshop with the Brainwave Trust**

Feedback from learning support coordinators, Taupō Kāhui Ako: "Kia Ora Kim. We really valued the time talking to you and paving a way forward for how we can collaboratively work together to improve learning outcomes for Tamariki and their Whānau. Thanks so much for the Skip resources; we will share them where needed, Ngā mihi mahana ki a Koe"; "Thank you so much for meeting with us today. Personally, it was fantastic to understand your role and how you support ECE. Thank you for all of the amazing resources they will be very helpful. We look forward to working with you, Ngā mihi."

Collaboration with organisations and services that work with under 5s: Taupō Kāhui Ako learning support coordinators, Pinnacle Health, La Leche, Family Works, Growing Through Grief, Pregnancy Help, Whānau Centre, Taupō Council of Community Services (TCOSS), Taupō Family Playcentre, Taupō Parents Centre, community playgroups, Pregnancy Help, Taupō / Tūrangi Toy library, HIPPY, Plunket, Awhi House Taupō / Tūrangi, Tūwharetoa Health, Family Start, Taupō Safekids Coalition-Safekids Aotearoa, Oranga Tamariki, Te Whare Oranga Wairua, Taupō District Council, Waikato Regional Council

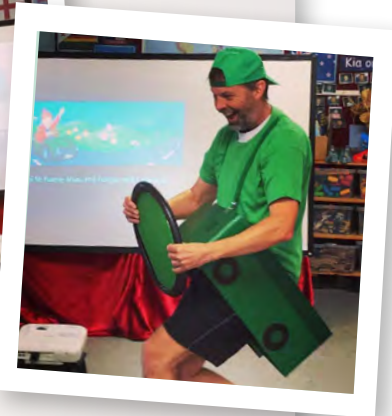
### PARENT FEEDBACK:

*"My daughter is very shy — so being able to come to an exciting place where she has a variety of activities to engage with works extremely well for us"*

*"Great relaxed environment, plenty for my girls to do and lots of free play and socialising"*



Sharon and Alan Holt perform an interactive show at Taupō Educational Preschool



### FEEDBACK FROM TAUPŌ EDUCATIONAL PRESCHOOL:

*"Sharon and Alan performed a fast paced, interactive and fun show at Taupō Preschool which engaged our children for the duration of approximately 35 minutes. They retold six of the stories from Sharon's books using colourful props and lots of actions. Our children were familiar with the books and thoroughly enjoyed the show and have been keen to revisit the books often since. Sharon also sent through information after the show with ideas for us to use to further support and develop te reo for the children and teachers. We thoroughly recommend the show and will look forward to having Sharon and Alan visit and perform again. Thank you Kim and REAP for arranging their visit to Taupō."*



## KEY FACTS

<b>Unjustified Absences Opened</b>	<b>133</b>	<b>( closed 139 )</b>
<b>Non-Enrolled Cases Opened</b>	<b>152</b>	<b>( closed 151 )</b>
<b>Female</b>	<b>44.5 %</b>	
<b>Male</b>	<b>55.5 %</b>	
<b>Māori</b>	<b>76 %</b>	
<b>Non-Māori</b>	<b>24 %</b>	

## Top four referral reasons :

1. **Social Issues**
2. **School Issues**
3. **Health Issues**
4. **Community Issues**

2020 was an interesting year for school attendance.

Overall, considering all of the interruptions with COVID-19, the schools sector in the Central Plateau held up well with good NCEA participation and results. However the flip side of this was 285 referrals for the year — 133 unjustified absences and 152 non-enrolled students.

We had large numbers of students and whānau disengaging from the school system and cases were presenting as much more complex, with multiple reasons driving absences. Fear of COVID-19 emerged as a new reason for students not attending school. The disproportionate number of Māori students referred for unjustified absence remained high.

Overall the schools are engaging well with the attendance service and the big gain has been principals who are putting major emphasis on attendance. Regular meetings between key school staff and our attendance advisors, and early referrals make a difference and result in positive, proactive engagement from whānau.

Our Attendance Advisors, Gary Nant and Melissa Tupara, continue to work collaboratively with schools, agencies and the NZ Police to help address attendance issues. Ross Humphries from the Taupō Police Youth Aid Team has compiled the statistics in Tables 1 & 2. Absences have been steadily getting worse since 2016. It's in everybody's interests for every child to attend school every day. This is more than just a slogan.

## CASE STUDY

*"A student was removed from the school roll due to non-attendance and the father became 'combative' when dealing with a string of officials. When I eventually managed to talk with the father he revealed a very complex web of problems that stemmed from his breakup with his child's mother.*

*I was able to coach him through a process that ultimately involved four different agencies. This process took five months and one of the things that came out of it was the revelation to the school that this now 13 year old could barely read or write.*

*We were able to work through barriers the father was facing. This involved the Police Youth Aid Team, counselling for him, and a good lawyer.*

*The child re-enrolled in school with the help they needed both educationally and medically ( they suffered from a condition that resulted in constant tiredness and lethargy ). The child is now back at school and is thriving and enjoying life."*

Region: Territorial Authority	Year	Chronic Absence	Moderate Absence	Irregular Absence	Regular Attendance	Grand Total
		0-70%	70-80%	80-90%	>90%	
<b>Taupo District</b>	2016	344	493	1,326	3,313	5,476
	2017	331	546	1,357	2,932	5,166
	2018	357	463	1,264	3,251	5,335
	2019	484	609	1,421	2,833	5,347
<b>New Zealand Overall</b>	2016	32,199	42,894	132,468	424,580	632,141
	2017	37,904	50,782	151,237	408,244	648,167
	2018	43,705	55,489	162,322	460,266	721,782
	2019	53,745	68,758	188,249	423,999	734,751

**Table 1: Headcount of student's attendance in the Taupo Area for years 2016-2019.**

Region: Territorial Authority	Year	Chronic Absence	Moderate Absence	Irregular Absence	Regular Attendance
		0-70%	70-80%	80-90%	>90%
<b>Taupo District</b>	2016	6.30%	9.00%	24.20%	60.50%
	2017	6.40%	10.60%	26.30%	56.80%
	2018	6.70%	8.70%	23.70%	60.90%
	2019	9.10%	11.40%	26.60%	53.00%
<b>New Zealand Overall</b>	2016	5.10%	6.80%	21.00%	67.20%
	2017	5.80%	7.80%	23.30%	63.00%
	2018	6.10%	7.70%	22.50%	63.80%
	2019	7.30%	9.40%	25.60%	57.70%

**Table 2: Percentage of student's attendance in the Taupo Area for years 2016-2019.**



# Rangatahi & Whānau

## • Male Mentor Programme

- Male Mentor Programme
- Rangatahi Mentor Programme
- Transition to Adulthood Programme
- Wānanga

### KEY FACTS

Men	23
Rangatahi	19
Young Adults	23
Wānanga	4



### Male Mentor Programme

#### Inspiring Men To Think Differently

The objective of the Male Mentor Programme is to walk alongside men and provide support, coaching and training in new skills to address the needs of the whānau and to assist men to set goals and to be the best dad they can be.

Over the past year we have supported 23 men and their whānau who have either self-referred or referred from other agencies such as Probation, Counselling Services, Police, Strengthening Families, Mental Health Services and Oranga Tamariki.

#### The key outcomes over our work include:

- Building whānau relationships ( Father & Son )
- Men believing and respecting themselves — restoring mana; they are more aware of the value of whānau and are making time for their partner as well as being involved with their children
- Learning to plan and set goals, individually and together, gives direction and helps them look to the bigger picture



- The well-being aspects of the programme have improved the unity of the family; men and partners participate together
- The Wilderness Programme, day and overnight trips to bush, forest and highlands, puts the men in an environment where sharing and connecting become natural

During the COVID-19 lockdown our team were designated essential workers. This enabled us to check in with whānau and to support whānau with food and pine cones ( donated by one of our REAP staff ).



# Rangatahi & Whānau

- Rangatahi Programme
- Transition to Adulthood Programme



Judith Peez,  
Rangitahi Tutor



## Rangatahi Programme

In collaboration with schools and agencies we identified a need for a rangatahi mentoring programme for young people aged 10 to 15 years.

Whilst the overall aim is to help rangatahi re-engage in some form of education, the wide perspective we take enables us to tailor the supports delivered for each rangatahi. Engagement with their whānau is essential, as is working closely with their schools and teachers where re-entry to school is part of the plan. For the older rangatahi we support them into work-experience, further training and / or on-line learning. We are searching out more employers to give our rangatahi some hands-on experience.

In 2020 we engaged with 19 rangatahi through this programme.

Our focus is to create a relationship with the young person and their whānau, enabling our mentors to speak into their lives. The wānanga excursions are a highlight for these rangatahi

Our aim is to work with partners to secure a separate venue specifically for our rangatahi programme. This will allow us

to scale up our support and to create a purposed learning environment.

The key outcome that always excites us as mentors is seeing rangatahi take ownership of this programme, know who they are, believe in themselves and what they are capable of achieving, and making safe and good decisions. These results can be difficult to measure but one key indicator we use is 'no more police involvement'.

Our rangatahi programme is acknowledged by our partners as contributing to positive outcomes for these young people, including the reduction in youth crime in our district.

## Transition to Adulthood Programme

Through this programme, we provide young people aged 17 to 25 who are leaving state care and youth justice with support to successfully transition to adulthood and to thrive as healthy, independent young adults.

Each young person has a loosely structured programme. This allows support structures to change and adapt to things going on in their lives at the time. Activities offered to the young people on the programme are based on the topics from an Independent Living Skills Assessment Tool and fall into the three primary categories:

- Flating ( or accommodation ) and finances
- Health, hygiene and well-being
- Education, training and employment

In 2020 we had 22 young people access this programme. The outcomes for these young people include employment, accommodation, driver's license, tertiary study, CV writing and budgeting.





# Rangatahi & Whānau

## • Wānanga



### Wānanga

We deliver four wānanga programmes to rangatahi and whānau who engage with us through the following:

#### Ngahere



● **Environmental observation** : This day programme is focussed on where the kai exists in the natural world and the variation of kai through the seasons. Various activities are undertaken with the assistance of experienced, skilled guides. A “hiko” through the bush is a highlight with the rangatahi and whānau experiencing nature first hand.



#### Marae Cooking

● **Practical cooking** : This day programme is focussed giving rangatahi an insight into budgeting and cooking. It’s a practical hands-on experience and they get to eat the kai afterwards. By being based on a marae, the young people also get an opportunity to talk about aspects of tikanga and whakapapa and, for some, it is an opportunity to reconnect.

#### Kaimoana / Fishing

● **He kai kei aku ringaringa**  
— *I can earn my food with my own hands*



This is a day programme where whānau come along with the rangatahi. The aim is to build relationships and create a support group through teaching how to fish ( surfcasting ) and to gather shellfish. It’s a long day — 10 to 12 hours — and closely supervised by mentors and support staff.



#### Noho Wānanga

● This is a one or two night camp where rangatahi and whānau are taken to a remote, natural environment, with no internet or mobile phone services. Delivered in a wānanga format, the focus is helping attendees see the connections, relationships and values in both a natural and cultural environment, and the importance of connection through whakapapa. Activities in the programme are varied and guided by the desired outcome of each individual as well as the group as a whole. Activities can include practical cooking ( contemporary and traditional ), butchery, hunting lessons, eeling, fly-fishing, navigation ( compass and map ) and pest control.



# Strengthening Families

## KEY FACTS

### Top 5 issues for families :

- Parenting and child management
- Child /young person's literacy and numeracy
- Behaviour at school
- Child /young person's mental health
- Parent / Caregiver's mental health

### Central Plateau REAP delivers the Strengthening Families service for Taupō and Tūrangi.

This service provides a way for whānau to receive co-ordinated access to multiple services and agencies. We focus on the unique needs of each whānau and build on their strengths and goals. The success of this programme relies on collaboration with health, social service, education, and other services.

The aim is to offer help before a whānau has serious problems requiring intensive or statutory intervention. By promoting cooperation between community organisations, social services, and government agencies, everyone involved works more effectively and efficiently with the whānau involved in the process.

This process is supported by three contracted Lead Agencies — Central Plateau REAP, Family Works Northern, and

Family Financial Solutions. These Lead Agents advocate for the whānau and compile an action plan from the collaborative meetings to help whānau reach their potential.

We believe that networking among the services in the community is paramount for positive outcomes for whānau. To cultivate collaboration, we run Community Provider meetings at Central Plateau REAP on a quarterly basis to provide updates on services and programmes available.

97.4% of whānau involved with Strengthening Families stated that during the Strengthening Families process they felt listened to, their culture and ethnicity were respected, and the process had helped and improved their family situation. They would recommend this service to others.

### After participating in the Strengthening Families process, families reported the following changes:

- Parenting and child management = 98.7% improvement
- Child /young person's literacy and numeracy = 91.3% improvement
- Behaviour at school = 94.6% improvement
- Child and young person's mental health = 100% improvement
- Parent and Caregiver's mental health = 94.4% improvement



# Audit Report



*Stephen Payne, Deputy Chair*



*Judy Nepia, Board Secretary*



*Vanessa Church, Finance and Administration Manager*



*Sharon Walls, Administration Officer and Receptionist*

# Summary Statement of Financial Performance

For the year ended 31 December 2020

	2020 Actual \$	2019 Actual \$
<b>Revenue</b>		
Funding from central or local government	1,175,911	977,370
Revenue from non-governmental sources for providing goods or services	168,909	200,420
Grants & Donations	89,620	96,666
Interest, dividends and other investment revenue	11,788	15,211
Other revenue	-	3,464
Fees & Charges – Joint Venture	42,569	41,611
<b>Total Revenue</b>	<b>1,488,796</b>	<b>1,334,742</b>
<b>Expenses</b>		
Employee-related costs	848,057	747,936
Costs related to providing goods or services	229,012	262,099
Finance expenses	-	4,193
Other expenses	146,026	189,711
Expenses – Joint Venture	18,248	18,591
<b>Total Expenses</b>	<b>1,241,343</b>	<b>1,222,530</b>
<b>Surplus/(Deficit) for the Year</b>	<b>247,453</b>	<b>112,212</b>

# Summary Statement of Cash Flows

	2020 Actual \$	2019 Actual \$
<b>Net Cash Flows from Operating Activities</b>	<b>153,428</b>	<b>205,999</b>
<b>Net Cash Flows from Investing and Financing Activities</b>	<b>(88,831)</b>	<b>(283,051)</b>
<b>Net Increase / (Decrease) in Cash</b>	<b>64,597</b>	<b>(77,051)</b>
<b>Opening Cash</b>	180,379	257,430
<b>Closing Cash</b>	244,976	180,379



*These statements should be read in conjunction with the Notes to the Summary Financial Statements and the Audit Report*



# Summary Statement of Financial Position

As at 31 December 2020

	2020 Actual \$	2019 Actual \$
<b>Assets</b>		
<b>Current Assets</b>		
Bank accounts and cash	244,976	180,379
Debtors and prepayments	85,168	37,387
Investments	508,619	430,533
Receivables - Joint Venture	8,244	5,606
<b>Total Current Assets</b>	<b>847,007</b>	<b>653,905</b>
<b>Non-Current Assets</b>		
Property, plant and equipment	597,877	618,853
Internet Joint Venture Assets	10,796	15,339
<b>Total Non-Current Assets</b>	<b>608,673</b>	<b>634,192</b>
<b>Total Assets</b>	<b>1,455,680</b>	<b>1,288,097</b>
<b>Liabilities</b>		
<b>Current Liabilities</b>		
Creditors and accrued expenses	49,460	53,656
Employee costs payable	43,856	49,053
Income Received in Advance	81,449	151,440
Trade & Other Creditors – Joint Venture	9,502	9,990
<b>Total Current Liabilities</b>	<b>184,267</b>	<b>264,139</b>
<b>Total Liabilities</b>	<b>184,267</b>	<b>264,139</b>
<b>Total Assets less Total Liabilities (Net Assets)</b>	<b>1,271,412</b>	<b>1,023,958</b>
<b>Accumulated Funds</b>		
Accumulated surpluses or ( deficits )	1,247,844	969,662
Reserves	23,568	54,296
<b>Total Accumulated Funds</b>	<b>1,271,412</b>	<b>1,023,958</b>

Chair

Manager

*These statements should be read in conjunction with the Notes to the Summary Financial Statements and the Audit Report*



# Notes to the Summary Financial Statements

## For the year ended 31 December 2020

1. The reporting entity is Central Plateau Rural Education Activities Programme ( REAP ) Incorporated ( The REAP ). The REAP is domiciled in New Zealand and is an incorporated society under the Incorporated Societies Act 1908. It is also a charitable organisation registered under the Charities Act 2005.
2. The full performance report on which this summary is based, has been prepared in accordance with Generally Accepted Accounting Practice in New Zealand ( NZ GAAP ). They comply with Public Benefit Entity Simple Format Reporting — Accrual ( Public Sector ) accounting standards as authorised for use by the External Reporting Board for Public Sector entities. For the purposes of complying with NZ GAAP, the REAP is a public benefit public sector entity and is eligible to apply PBE SFR — A ( PS ) on the basis that it is not publicly accountable and has annual expenditure of less than \$2 million.
3. The summary performance report has been extracted from the full performance report and is presented in New Zealand dollars. The summary performance report of Central Plateau Rural Education Activities Programme ( REAP ) Incorporated including the Statement of financial performance, Statement of Financial Position, and Cash Flow Statement cannot provide a full understanding due to their summary nature. The understanding can be obtained only by reference to the full performance report of the REAP.
4. A copy of the full performance report may be obtained on request from Central Plateau REAP's office at 73 Titiraupeunga Street, Taupō. Phone number ( 07 ) 378 8109
5. A list of related party disclosures is available in the full performance report
6. There are no contingent liabilities as at 31 December 2020.
7. At balance date there were major operating commitments of \$57,094. ( 2019: \$71,988 )
8. The full performance report of Central Plateau Rural Education Activities Programme ( REAP ) Incorporated has been audited by CKS Audit on behalf of the Office of the Auditor General who have issued an unmodified audit opinion in respect to the financial statements on 13 May 2021. CKS Audit have audited this summary performance report and found it to be consistent with the full performance report.
9. The Board authorized the publication of this summary performance report on 13 May 2021.
10. This summary performance report is in compliance with PBE FRS-43: Summary Financial Statements.





## INDEPENDENT AUDITOR'S REPORT

**TO THE READERS OF CENTRAL PLATEAU REAP (RURAL EDUCATION ACTIVITIES PROGRAMME)  
INCORPORATED SUMMARY FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2020****Opinion**

The summary financial statements of the Central Plateau REAP (Rural Education Activities Programme) Incorporated, that comprise the summary statement of financial position as at 31 December 2020 the summary statement of financial performance and summary statement of cash flows for the year ended on that date, and related notes, are derived from the full financial statements for the year ended 31 December 2020 that we have audited.

In our opinion, the summary financial statements are consistent, in all material respects, with the full financial statements for the year ended 31 December 2020, in accordance with PBE FRS-43: Summary Financial Statements issued by the New Zealand Accounting Standards Board.

**Summary Financial Statements**

The summary financial statements do not contain all the disclosures required by generally accepted practice in New Zealand. Reading the summary financial statements and the auditor's report thereon, therefore, is not a substitute for reading the full financial statements and the auditor's report thereon.

The summary financial statements do not reflect the effects of events that occurred subsequent to the date of our auditor's report on the full financial statements.

**The full financial statements and our audit report thereon**

We expressed an unmodified audit opinion on the full financial statements for the year ended 31 December 2020 in our auditor's report dated 13 May 2021.

**Board's responsibility for the summary financial statements**

The Board is responsible on behalf of the Central Plateau REAP (Rural Education Activities Programme) Incorporated for the preparation of the summary financial statements in accordance with PBE FRS-43: Summary Financial Statements.

**Auditor's responsibility**

Our responsibility is to express an opinion on whether the summary financial statements are consistent, in all material respects, with the full audited financial statements of Central Plateau REAP (Rural Education Activities Programme) Incorporated, based on our procedures, which were carried out in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests in Central Plateau REAP (Rural Education Activities Programme) Incorporated



Vivien Cotton  
CKS Audit  
On behalf of the Auditor-General  
Palmerston North, New Zealand  
13 May 2021

# The United Nations' Global Sustainable Development Goals

Since 2019, Central Plateau REAP board members and staff have been growing in their understanding of the strong alignment between the United Nations Sustainable Development Goals (SDGs) and our REAP purpose and vision. We believe that, as a regional not-for-profit in one of the smaller countries in the world, we have the potential to punch above our weight and contribute to the SDGs in a holistic way that is meaningful to the communities we serve.

The 17 Sustainable Development Goals outlined by the United Nations are designed to “end poverty, protect the planet and ensure that all people enjoy peace and prosperity”. The SDGs encourage a reconsideration of the impact of various activities on people and the planet. REAP has a long term history of proudly serving the Central Plateau region. By incorporating the SDGs into our strategy, we will be able to identify and quantify our contribution to this global cause.



During the 2020 COVID-19 lockdown, REAP staff used some of that time to identify SDGs relevant to their particular area of focus. As a result we have committed to the following SDGs:

- **SDG 1: No Poverty**
- **SDG 2: Zero Hunger**
- **SDG 3: Good Health and Well-being**
- **SDG 4: Quality Education**
- **SDG 5: Gender Equality**
- **SDG 10: Reduced Inequalities**
- **SDG 11: Sustainable Communities**
- **SDG 13: Climate Action**
- **SDG 16: Peace, Justice and Strong Institutions**
- **SDG 17: Partnerships for the Goals**

Our parent body, REAP Aotearoa, is leading the SDG work with the 13 independent REAPs.







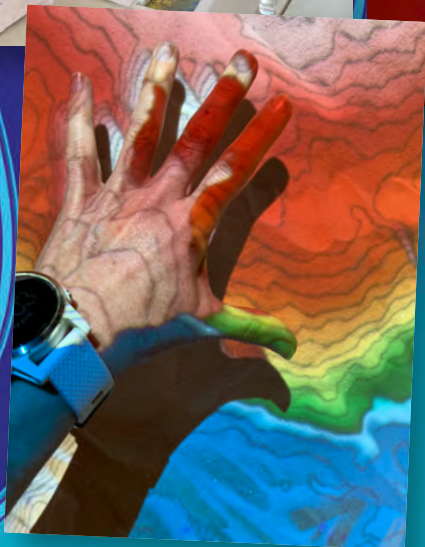
Wānanga — Ngahere



Wānanga — Over-night camp



GNS Sandbox Augmented Reality



Rangatahi Programme

REAP Playgroup





**REAP CENTRAL  
PLATEAU**

Rural Education Activities Programme  
*To facilitate lifelong learning and community wellbeing*

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