



REAP CENTRAL PLATEAU

RURAL EDUCATION ACTIVITIES PROGRAMME



**REAP Central Plateau
ANNUAL REPORT 2021**



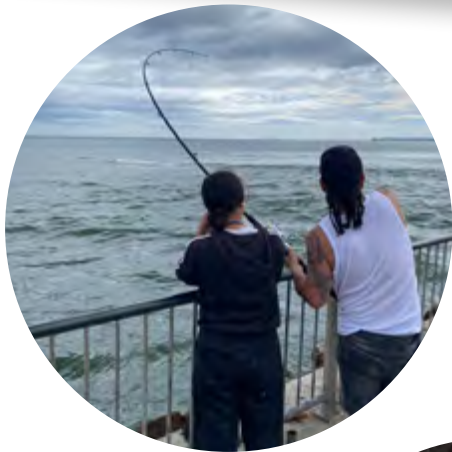


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REAP Central Plateau catchment region



Chairman's Report

Kia ora! Welcome to the 2022 Annual General Meeting!

REAP Central Plateau continues to derive an immense amount of satisfaction from the support we are able to provide for our community.

REAP has a long and proud legacy of community development through education and well-being. The 2021 year saw continued service delivery across our core service areas of schools, early childhood, adult education and rangatahi and whanau services. The graphs below show our spread of revenue and expenses.

Resilience is my key word for REAP this year. And REAP Central Plateau has it in bucket loads!

COVID-19 has had a major impact on staff and their families. But despite all that has been thrown at us this past year our team have kept their respective contracts running and continued supporting their clients.

Many of our staff had to adapt to working from home, with others needing to work out in the community as essential workers during the lock downs. Our General Manager, Roana Bennett, has executed a great business continuity plan during this time. Our COVID-19 response plan has been communicated openly and staff and board were well advised of Ministry of Health and Ministry of Education guidelines.

Despite having to close playgroups for many weeks due to COVID-19, our ECE team are now supporting four playgroups across Central Plateau. They will continue their work to support communities throughout the region to open their own playgroup.

The adult learners who we have connected with this year, although not our usual high number, have been positively impacted from their interactions with us. The professionalism and commitment to excellence of our education team – staff and contract tutors – makes me very proud.

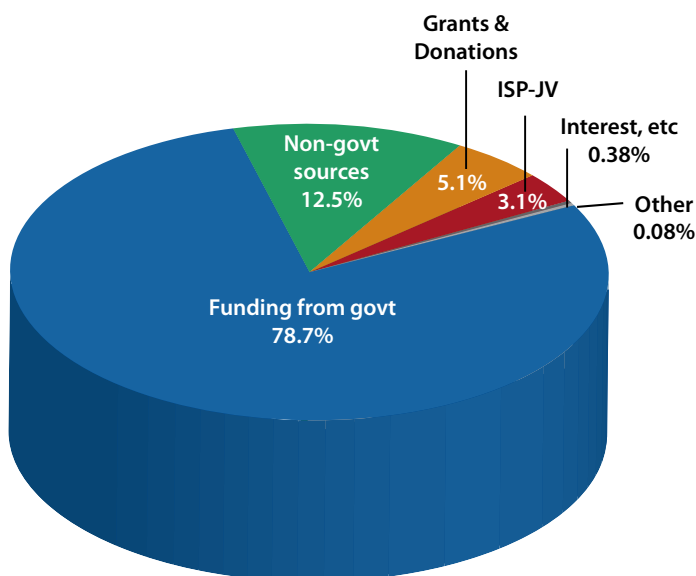


Marilyn Kidd, Chairman

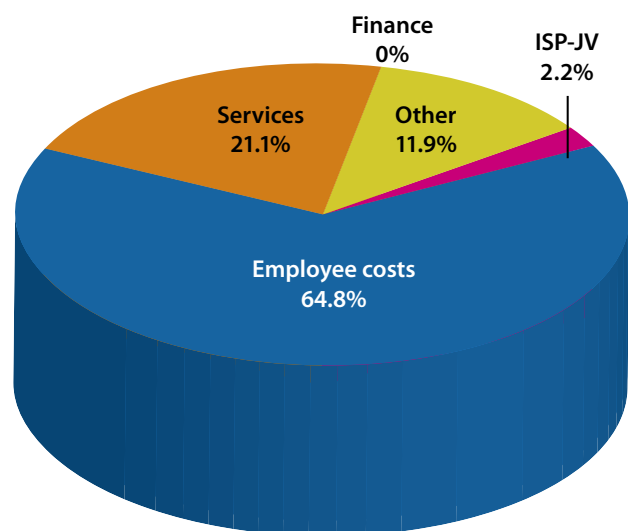
During the 2021 year, we have grown our Rangatahi and Whanau teams. I am pleased with the way that they are coming together to provide much needed grass roots support for families and young people across the Central Plateau.

And of course, pulling it all together is our administration team. They are the front face of REAP, whilst also taking care of the engine room mechanics.

Summary of Revenue



Summary of Expenses



General Manager's Report

REAP, like many Not-for-Profit entities, never have enough funds to support every single activity that we would like to deliver. The outcomes we achieve are testament to the service and dedication of our experienced team, who maintained service delivery throughout the disruption of the COVID-19 pandemic. I would like to congratulate all our team on their 2021 achievements.

We have a new five-year Strategic Plan, launching this year, that will see a renewed focus on rural delivery. I am looking forward to the implementation of this, and to support our team to achieve even greater heights.

As your new Chairman I also wish to acknowledge the input from my fellow board members through this particularly challenging time. I am incredibly grateful for your active participation and timely replies to any issues via email. It has been tricky at times to have various Board members on Zoom during meetings, but we got there!

The on-going economic and social disruption on our community will be felt for many years and will be a true test of governance, directors, boards and chairs going forward.

I wish to take the opportunity to make a special and heartfelt thank you to the past Chairman, Val Hoogerbrugge, who has worked tirelessly for the community as an elected member

of REAP Central Plateau for over 30 years, and in numerous other community roles. Her knowledge and expertise within the community has made a real difference to many, many lives. Ngā mihi maioha ki a koe, Val.

I also thank Stephen Payne and Snow Rameka, both of whom stood down from the board during the year, for their many years of service to REAP.

I never cease to be amazed by the dedication and community spirit that prevails throughout this wonderful organisation. We are a team. And as the saying goes:

*"The strength of the team
is each individual member.
The strength of each member
is the team."*

I thank each and every one of you for playing your part in making this the best Not-for-Profit team in the Central Plateau.

Marilyn Kidd — *Chairperson*



Val Hoogerbrugge



Stephen Payne



Snow Rameka



Roana Bennett, General Manager

Tēnā koutou katoa

I am pleased to present the Annual Report for REAP Central Plateau for the year ended 31 December 2021.

Performance

At last year's Annual General Meeting, I spoke about how we have commenced a programme to renew our reach across the Central Plateau. I'm pleased to report that we are already seeing the early impacts of this strategy with new playgroups in the process of being established in Kinloch and Marotiri, and a third playgroup being supported in Rangitaiki. Our rangatahi mentoring team is active in Tūrangi and our adult community education programmes continue to be delivered throughout the region. There is much more to be achieved, but we are on our way!

The team delivered another phenomenal effort through the year. The quantitative results for the 2021 year are:

- **4,451 Learners Engaged**
- **397 Programmes / Events / Activities / Initiatives Delivered**
- **144 Schools / ECE Centres / Agencies Engaged**
- **611 Educators and Other Professionals Engaged**
- **673 Whānau Engaged**
- **12,645 Learning Hours Delivered**

Our overall turnover has increased slightly this year as our activity has increased. Through strong financial management ▶

and close adherence to budgets by our team leaders, we close the year once again in a strong financial position.

Leadership

REAP is all about community and family. In another extraordinary year, it has been appropriate to ensure that we place our staff and their families front and centre of our COVID response. I am pleased and proud of the way that the REAP team have cared for each other and for their clients whilst continuing to deliver our suite of REAP programmes. During the year, we also welcomed new team members – Bay Boocock, Gemma Smyth-Fore, Desiree van den Broek, Harriet Puha and Jo Sawyers.

As staff, we acknowledge the leadership provided by the Board of REAP Central Plateau, and the challenges that they have also faced. As we welcome the new board members to REAP, we also acknowledge the years of service of our immediate past chairman. We are extremely grateful to Val Hoogerbrugge for her wise council and strategic leadership over many years and, as a team, we wish her well in her retirement.

Strategy

We have continued the process of reviewing the Five-Year Strategic Plan. This work is nearing completion and we will launch the revised strategy before the year's end.

I would like to give you all an opportunity to see part of the plan before it is officially released.

One of the pieces of work we have undertaken is to revise the Values Statement. The intent is to find those principles and values that underpin our REAP philosophy and re-articulate them in a way that can be widely understood and engaged with.

Most of all, we want to celebrate REAP's legacy of 40 years of community development, and then fix our eyes firmly on the future.

As a result of these efforts, we have identified seven core values that will guide our work in the community over the next five years. These seven values are :

- 1 Māramatanga Pursuing knowledge and enlightenment**
 - We value and will promote the acquisition of knowledge and skills amongst whānau and community
- 2 Manaakitanga Respecting and caring for one another**
 - We will ensure that all people feel welcome and cared for by us
- 3 Whanaungatanga Nurturing strong family and community relationships**
 - We will facilitate and foster positive, empowering relationships within families and communities
- 4 Rangatiratanga Leading by example**
 - We will strive to maintain a high degree of personal integrity and ethical behaviour in all actions and decisions we make
- 5 Kotahitanga Creating unity of purpose**
 - We recognise that in unity there is strength, and we will foster collaborative relationships to achieve common goals
- 6 Kaitiakitanga Caring for the environment through education**
 - We will work actively to protect the environment for future generations
- 7 Oranga Tonutanga Promoting people's health and well-being**
 - We will support people on their journey towards improved health and well-being.

Rather than being a shift, these statements represent a new way of expressing the values, beliefs and practices displayed by REAP Central Plateau over the years.



Our Key Values / Ngā Tikanga

Māramatanga

Pursuing knowledge and enlightenment

We will promote the acquisition of knowledge and skills amongst whānau and community.

Manaakitanga

Respecting and caring for one another

We will ensure that all people feel welcome and cared for by us.

Whanaungatanga

Nurturing strong family and community relationships

We will facilitate and foster positive, empowering relationships within families and communities.

Rangatiratanga

Leading by example

We will strive to maintain a high degree of personal integrity and ethical behaviour in all actions and decisions we make.

Kotahitanga

Creating unity of purpose

We recognise that in unity there is strength, and we will foster collaborative relationships to achieve common goals.

Kaitiakitanga

Caring for the environment through education

We will work actively to protect the environment for future generations.

Oranga Tonutanga

Promoting people's health and well-being

We will support people on their journey towards improved health and well-being.



Inspiration

It is appropriate for me to end my report by referencing our successes to date, whilst seeking out new ways of supporting our community through education and well-being:

Ko te pae tawhiti whāia kia tata; Ko te pae tata whakamaua kia tina.

Let us seek to bring distant horizons closer, and continue to sustain those horizons that have already been arrived at.

This whakatauki affirms and encourages people to have vision, and to strive to bring that vision closer to realisation, whilst continuing to nurture the gains already achieved.

He mihi maioha ki a koutou katoa.

Roana Bennett — General Manager

These values will help give people focus and a greater sense of the purpose of REAP, reinforcing our broader goals of life-long learning and community well-being. These value statements will feed into our everyday decisions and work. And crucially, these values will act as one of the building blocks of organisational culture, giving a consistent reference point, even in times of change.

As we complete the strategy review process and recommit ourselves to the vision of confident, skilled and connected communities across the Central Plateau, we need to remind ourselves that REAP has the capacity to make a significant strategic impact within our community. I invite you all to be active participants in our mahi.

Early Childhood

Provision Priorities for 2021

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

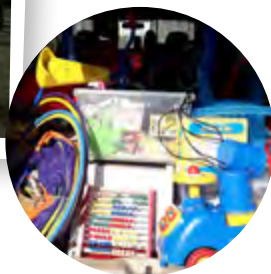


Kim Roots,
Early Childhood
Coordinator

Bay Boocock,
Playgroup
Facilitator

KEY FACTS

Number of Early Childhood Services Supported	68
Number of Children Engaged / Participated	207
Number of Events / Activities / Initiatives	18
Number of Teachers / Educators Engaged / Participated	372
Number of Parents / Whānau Engaged / Participated	206
Number of Hours Delivered	147



REAP Playgroups offer well-resourced nurturing and safe environments in rural communities throughout the central plateau.

2021 saw the appointment of Bay Boocock, an experienced, registered early childhood teacher. She joins Kim Roots to deliver quality learning environments for whānau and pēpi aged under five.

Despite challenging conditions with the COVID-19 restrictions, they have actively worked to support four playgroups: Tūrangi, Rangitaiki, Marotiri and Kinloch. The aim is to work with whānau to establish playgroups in rural communities throughout the central plateau.

To support these new playgroups, we purchased a mobile van which is filled with learning resources. The interests and age/stage of the tamariki are taken into account when choosing which resources are taken into the communities.

Our Kaupapa is Whakawhanaungatanga:

- **Relationships are formed whereby each person who attends playgroup is respected and their voices are heard**
- **Participation helps build connectivity and friendships with others, and important bonds are developed.**
- **Through Engagement, tamariki learn alongside their whānau, and start their journey to becoming competent, confident learners.**
- **Alongside Communities, we help support strong rural networks through manaakitanga (mutual care and respect) and maramatanga (learning and enlightenment).**

Our playgroup programme is based on Te Whaariki – the New Zealand Early Childhood Curriculum. We also provide professional development opportunities for teachers and educators to support quality delivery of early childhood across the Central Plateau early childhood sector.

Individual Programmes and Workshops that took place, throughout the year:

- **Mindful parenting with Shirley Pastrioff**
- **F.A.B Midline spatial awareness with Robyn Polley**
- **Te Reo singalong shows with Sharon Holt**
- **Swim lessons through Puawaitanga kōhanga reo**
- **Moving forward with Leanne Jackson**
- **Act2 music and drama with Toni Neve**
- **NZ Sign language in te reo with Jenny Chapman**
- **First Aid for ECE with Red Cross**

Collaboration with organisations and services: Taupō Council of Community Services. Pregnancy Help. Pinnacle Health Children's Community Team. Awhi House Midwives. Tuwharetoa Health. Plunket. Oranga Tamariki. Lakes DHB. Public Health nurse. Family Start. La Leche. Family Works. Taupō Whānau Centre. Taupō /Turangi toy library. HIIPPY. Sport Waikato. Taupō Family Playcentre. Taupō Parents Centre. Village Aunties. Community of Learning/Kāhui Ako support coordinators. Marotiri School. Rangitaiki School.

Feedback from a Central Kids' professional leader:

"Central Kids is very grateful for the support REAP provides our teams. In particular, this year we have been grateful for funding to support the first aid training of many of our teacher aides that work in our Taupō kindergartens. Kim has also supported our teams with funding for music and drama classes, which has been greatly appreciated by our kindergarten teams. We are also thrilled to see the playgroups operating in our rohe with the support of Kim and Bay. Both Kim and Bay are understanding the unique challenges kindergartens and families are facing during the ongoing pressures that are arising from the pandemic. They offer care and support in an authentic manner."

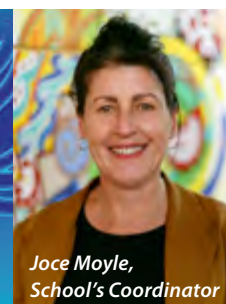
Schools

Provision Priorities for 2021

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

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



Regional education priorities are:

- 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 in 2021:

- Four 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)
- Ten 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)
- Four programmes of targeted professional development for teachers / RTL / 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
- Three cross-school programmes promoting student well-being / anti-bullying — establishment of anti-bullying hubs in schools and student leadership programme
- Sixteen 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:

- One hundred 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)
- Eighty 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)
- Seventeen 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)



Adult Community Education



The purpose of the Adult and Community Education (ACE) Fund is to provide community-based education, foundation skills, and pathways into other learning opportunities that meet community learning needs.

The programme priorities for ACE funding are:

- 1 Improve employability
- 2 Raise foundation skills
- 3 Promote social and cultural inclusion and participation
- 4 Improve health and well-being

COVID 19 interrupted our activities once again however we continued with face to face classes much longer than in 2020, successfully pivoting to ZOOM as required. Our suite of Te Reo Māori programmes have enjoyed continued growth. One client, a large NZ company, invited us to provide a programme for their organisation which needed to be on different days of the week for 6 weeks to accommodate their rosters! Thankfully we had a flexible willing tutor in Takawai McCarthy who was also able to accommodate their request for health based language in te reo Māori.

One of the highlights for the year was the inaugural Matariki celebrations held at Pukawa marae. Moepuke Church led a dawn chorus sung by all the reo students from around the rohe. This was followed by a walk to the thermal waters (puia) where they learnt how the ancestors (tupuna) utilised the natural resource for cooking and prepared the flax to weave the cooking baskets. The day progressed with a pōwhiri onto Pukawa marae where taura (students) shared their pepeha engaging in waiata, karakia and learning about the



Summary of ACE Activity for 2021:

Target Outcomes :	8000 learner hours
Outcomes achieved :	6512 learner hours – COVID 19 interrupted
Total learners :	667
Males 180, Females 487, Māori 304, European 268, Polynesian 12, Asian 7, Other 76	
284 of the 667 had low education qualifications	

ACE provided 55 programmes around the rohe in Tūrangi, Whakamaru, Reporoa and Taupō, delivered in a variety of venues including marae, community halls and schools

whakapapa and tikanga of the marae. This was followed by a hangi. Feedback from the day: *"It was magical"*.

Congratulations to two of our tutors who undertook professional development. Moepuke Church completed the second year of her Te Reo Māori post graduate degree and Mere Maniapoto the He Puāwai NZ Certificate in Adult and Tertiary Teaching.

NZ Sign Language led by Diane Smith and Judith Peez is a unique resource in the community engaging many learners who then go on to teach others in their various fields. One great example of this was an adult learner who translated a waiata for Matariki into NZSL and then shared it with her early childhood centre. In her words: *"We had a song called "Te Whānau o Matariki" which I translated into NZSL and taught the tamariki. I am so glad I did the NZSL course as it opened me up to a new world and new way of communicating without words. NZSL has sharpened my skills of listening and I use it every day with the tamariki."*

REAP also collaborated with ARC (Addiction Resource Centre) to provide anti violence programmes throughout the year. AVENUE (Anti Violence Education 'Ncourages Unified Environments) was the brainchild of Johnny Mihinui who, supported by Jackie Later, successfully engaged with learners weekly on a Friday night. The Baches to Beautiful Homes Tour funds were used to support this kaupapa.

Intensive Literacy & Numeracy Te Ara Poutama



Jude Sherning,
ILN Tutor

KEY FACTS

Number of learners who participated in programmes 29

Total learning hours delivered 5619

Te Ara Poutama refers to the upward journey we take as we learn — the more we learn, the closer we get to our goals, both personal and academic. The concepts of whanaungatanga, manaakitanga, rangatiratanga, mana tangata, ako and akoako form the supportive and nurturing framework inside which our learning takes place. At REAP Central Plateau, taura who struggle with literacy and numeracy feel welcome and accepted. They become a part of our small village. Together we identify and address needs and open minds to possibility – ‘I can’t’ becomes ‘I CAN’.

Our approach is one of blended learning. We work 1 to 1 and in small groups using a variety of resources : tutors, fellow taura, hard copy materials and computers. Each person’s learning journey is specifically tailored to their interests, passions and needs. Always with end goals in mind, learners might study Driver’s Licence theory, digital skills, employment skills, te reo Māori, music or visual art. These areas form the contexts within which we improve our reading, writing, spelling and mathematics.

In 2021 our learners ranged in age from 18 to 70. We provide free, high quality learning opportunities for all, promoting learner knowledge and self-esteem. A grandmother, involved in the care of her mokopuna reflected: “I mainly wanted to be able to help my grandchildren with their reading and writing. I didn’t do well at school. I’m a survivor but technology these days is getting harder. Now, sometimes, I know more than they do! Honestly, it builds you up coming here.”

COVID anxiety and fatigue impacted learner attendance and general confidence in 2021. However, we met our contractual hours in combination with Thrive Whakapuawai, a small Intensive Literacy and Numeracy community for young adults with significant learning challenges. These joyous learners develop academic and life skills together, with the support of wonderful part time tutors and volunteers. You can find them at: <https://www.thrivewhakapuawai.org.nz>.

To foster whanaungatanga, (the forming and growth of relationships), we went for two haerenga — or adventures outside the classroom. These were ten pin bowling and ziplining. Confidently connecting with others outside the classroom enhances akoako (the process of learning together) within the classroom. EOTC lightens a day and brightens our lives — happy people are our most productive learners.



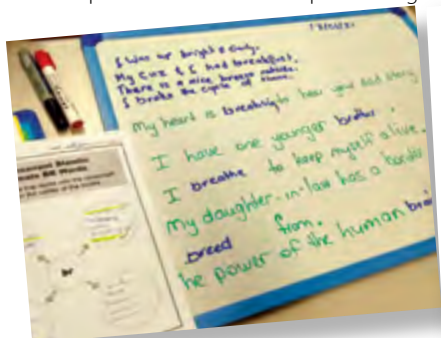
A LEARNER STORY

T came to REAP with a case worker. She barely spoke or made eye contact. I wondered whether she wanted to



be here at all, but T was soon attending daily. T struggled to read and write but now thrives on her successes and recently reflected: “There is no judgement here. When a person says they can’t, it really just means they haven’t been taught properly yet. They just need someone to find a way to teach them. Having someone who actually has the patience and the heart to teach people like ourselves makes a difference.” T said that, even though the teaching can be ‘back to basics’, people treat her respectfully.

Her new mantra is: “Give me clues, not answers!” T embraces all learning opportunities. She is filling her gaps in spelling, reading, writing and maths and computing. She has completed four paintings; her art forms a critical part of her individualised learning programme because it taps into her innate creative talents. And it provides literary and numeracy opportunities as she explains her art, asks questions, uses geometrical processes and measurement, researches information, and writes in depth about her works. T is now joyous and outgoing. She has grown in confidence and has more faith in her future.



Rangatahi & Whānau



Brian Griffin,
Mentors
Coordinator

- Male Mentoring
- Rangatahi Mentoring
- Transition to Adulthood



Gemma Smyth-Fore,
Rangatahi Mentor

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 10 men and their whānau who have either self-referred or have been referred from other agencies such as Corrections, Counselling Services, Police, Strengthening Families, mental health services, Family Start and Oranga Tamariki.

Key outcomes:

- Building whānau relationships (Father Son).
- Men believing and respecting themselves: (Restoring mana); they are more aware of the value of whānau (family) making time for their partner as well as being involved with their children.
- Learning to plan and set goals, individually and together giving direction and awareness of the bigger picture.
- Wellbeing programme: focussing on the unity of the family; men and partners participate together.
- Wilderness Programme: putting men in an environment where sharing and connecting become natural.



Rangatahi Programme

This programme was developed to help rangatahi re-engage in education (learning). Mentoring — one-on-one or in groups — is an important component of the support we provide rangatahi and their whānau.

We have had a total of 12 rangatahi through our mentoring programme who are supported by two mentors and a rangatahi tutor. Our focus is to nurture that relationship between the young person and their whānau. Rangatahi ages range from 10 to 15. For a variety of reasons these young people haven't been attending school and have fallen behind.

A variety of initiatives are used to support rangatahi to re-engage and continue on their education pathway. Whilst learning through Te Aho o Te Kura Pounamu (NZ Correspondence School), we actively support some rangatahi into work experience a few days per week. This can lead to an apprenticeships and other opportunities. We are searching out more employers to give our rangatahi a chance.

We also bring rangatahi and whānau together for wānanga trips where they experience first-hand the healing power of nature.

Key outcomes:

Rangatahi take ownership of their programme of learning. They know who they are, believe in themselves and what they can achieve. They make safe and good decisions, resulting in no more police involvement. Rangatahi actively help and support other rangatahi reinforcing a positive cycle of teaching and learning new skills

Transition to Adulthood Programme

The transition programme provides young people leaving care and youth justice with the opportunities they need to successfully transition to adulthood and to thrive as healthy, independent young adults. These young people are typically 17 to 25 years old.



Rangatahi & Whānau



Luke Stevens,
Rangatahi
Mentor



Judith Peez,
Rangatahi
Tutor

By necessity, each young person has a loosely structured programme. This allows enough freedom to change and adapt to things going on in their lives at the time, whilst ensuring that the backbone support is there if they need it.

The activities 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 wellbeing
- Education, training, and employment

We have had 20 young people access this programme. Our mentors have supported our young people into work, accommodation, attaining their driver's license, study, budgeting, CV writing and many other skills for life.

Wānanga

In conjunction with all three of the above programmes, there are four wānanga delivered. These are:

Ngahere Visit

- Environmental observation.
- Programme focussed on where the kai exists in the natural world.



- Various activities attached including hikoi through in the ngahere and learning about various kai resources.
- We have a seasonal focus.
- Skills including tuna and trout fishing techniques.
- This is a full day programme.

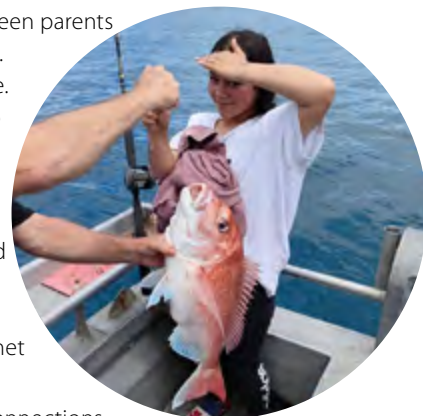
Marae Visit

- Practical cooking.
- Programme is focussed showing rangatahi how to budget, purchase and cook practical cost effective kai for themselves and their family.
- This is a day programme.



Fishing Surfcasting/Boat

- "He kai kei aku ringaringa. I can earn my food with my own hands."
- Building relationships between parents and rangatahi is a key focus.
- This is a full day programme.
- Skills taught include how to gather kaimoana (seafood).



Noho Wānanga Camp

- The programme is delivered in a wānanga format, in a very remote, natural environment, with no internet or mobile phone services.
- The focus is on nurturing connections, relationships and values in a cultural safe, natural environment, with emphasis on connection through Whakapapa.
- The duration for the programme is three days – two nights, departing at 9 am and returning at 4 pm two days later.
- Activities in the programme are varied and guided by the desired outcome of the individual or group.
- Skills include practical cooking (contemporary and traditional), butchery, hunting lessons, eeling, fly-fishing, navigation (compass and map) and pest control.

Rangatahi & Whānau Co-ordination



Harriet Shaw-Puha,
Rangatahi and Whānau
Coordinator



The **Rangatahi and Whānau Coordinator** is a newly developed role within REAP Central Plateau designed to work with the rangatahi mentors and the Strengthening Families co-ordinator to support service delivery and help streamline systems and processes. Doing this background work enables our frontline workers to focus on the mahi with the rangatahi and their whānau. The role also has a special focus on supporting where there have been instances of historic or current family violence.

Importantly, the co-ordinator is in a unique position to see and hear – and at times be a part of – the awesome mahi our team carries out with our most vulnerable and hard to reach whānau / family.

The teams go above and beyond their roles as they have the passion and drive for the mahi they do. Positive and meaningful



relationships have been developed between the workers and the whānau they work with.

We have seen many successes with the rangatahi who are referred to REAP Central Plateau. Our team works with an “open door policy” which means the rangatahi know they will always be welcomed by the team no matter what their situation.

The following is some of the mahi our frontline workers provide going above and beyond their contracted role:

- Working with the whole whānau rather than individuals
- Providing transportation to appointments out of town
- Moving whānau into housing and/or emergency accommodation
- Working at times when other support services and agencies are closed (for example over the Christmas period) to ensure consistent engagement and support is provided.

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.

Strengthening Families



Desiree van den Broek
Strengthening Families
Coordinator

Strengthening Families is a process that helps families /whānau access the services they need to help them thrive. We are passionate in what we do and how we deliver our service.

Strengthening Families pulls together support for families / whānau. The professionals helping may be a budget advisor, truancy officer, social worker, medical specialist, counsellor, teacher, or other support worker.

We work out together, with the family / whānau, what support the family / whānau needs and what each service is going to do. It is set up so families / whānau tell their story once to everyone at the same time. Then everyone agrees on a plan to support whānau to move forward to reach their goals and dreams.

Strengthening Families is free and 100% voluntary.

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

The process is supported by contracted lead agencies REAP, Family Works and Family Financial Solutions. These lead agents help whānau compile an action plan from the collaborative meetings to help whānau reach their full potential.

We believe networking in the community brings positive outcomes for whānau. To cultivate collaboration, we run Strengthening Families Networking Hui at REAP Central Plateau on a quarterly basis. They have been very successful especially during the COVID-19 pandemic. Up to eighteen agencies attend which provides a fun and interactive professional networking platform, informing as to what services and resources are available for whānau in our communities.

Top five issues impacting families/whānau in 2021:

- Parenting and child management
- Child/young person's mental health
- Parenting/caregiver's mental health
- Behaviour at school
- Child's physical health/disability

In 2021, 58 referrals were received of which an average of 98% reported that through the Strengthening Families process they felt their voices were heard, their culture and ethnicity were respected and the process helped to improve their family/whānau life situation to reach their goals and dreams.

What Families / Whānau say:

"It's been great having help to feel on top again and we have a happier whare".

"Strengthening Families helped me so much. I couldn't believe all those people were just there to support me. I no longer feel alone but have a whole team behind me."

"I don't have to keep repeating my sad story. Everyone hears it once. I feel more confident knowing professionals can listen and put things into action rather than going to many meetings which is very overwhelming".



REAP Central Plateau Board



Marilyn Kidd, Chairman



Steve Bignall, Finance Chair



Roana Bennett, Ex-officio



Clint Green, Rural Representative



Janet Jackson, Māori Representative



Harriet Puha, Staff Representative



Judy Nepia, Board Secretary



Sarah Dempsey, ECE Representative



Rose Symes, Schools Representative

Audit Report

Finance and Administration Team



Vanessa Church
Finance and Administration Manager



Sharon Walls
Reception and Administration Officer



Jo Sawyers
Finance Administrator

Summary Statement of Financial Performance

For the year ended 31 December 2021

	2021	2020
	Actual	Actual
	\$	\$
Revenue		
Funding from central or local government	1,217,143	1,175,911
Revenue from non-governmental sources for providing goods or services	193,563	168,909
Grants & Donations	79,130	89,620
Interest, dividends and other investment revenue	5,999	11,788
Other revenue	1,352	-
Fees & Charges - Joint Venture	48,690	42,569
Total Revenue	1,545,878	1,488,796
Expenses		
Employee related costs	855,585	848,057
Costs related to providing goods or services	280,243	229,012
Finance expenses	-	-
Other expenses	156,711	146,026
Expenses- Joint Venture	28,801	18,248
Total Expenses	1,321,339	1,241,343
Surplus/(Deficit) for the Year	224,538	247,453

Summary Statement of Cash Flows

For the year ended 31 December 2021

	2021	2020
	Actual	Actual
	\$	\$
Net Cash Flows from Operating Activities	293,861	153,428
Net Cash Flows from Investing and Financing Activities	(226,139)	(88,831)
Net Increase / (Decrease) in Cash	67,722	64,597
Opening Cash	244,976	180,379
Closing Cash	312,698	244,976



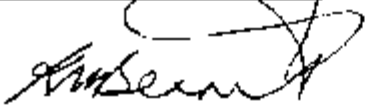
These statements should be read in conjunction with the Notes to the Summary Financial Statements and the Audit Report

Summary Statement of Financial Position

As at 31 December 2021

	2021 Actual \$	2020 Actual \$
Assets		
Current Assets		
Bank accounts and cash	312,698	244,976
Debtors and prepayments	146,827	85,168
Investments	664,917	508,619
Receivables - Joint Venture	12,507	8,244
Total Current Assets	1,136,948	847,007
Non-Current Assets		
Property, plant and equipment	644,167	597,877
Internet Joint Venture Assets	6,253	10,796
Total Non-Current Assets	650,420	608,673
Total Assets	1,787,368	1,455,680
Liabilities		
Current Liabilities		
Creditors and accrued expenses	75,165	49,460
Employee costs payable	40,964	43,856
Income Received in Advance	164,819	81,449
Trade & Other Creditors - Joint Venture	10,472	9,502
Total Current Liabilities	291,420	184,267
Total Liabilities	291,420	184,267
Total Assets less Total Liabilities (Net Assets)	1,495,950	1,271,412
Accumulated Funds		
Accumulated surpluses or (deficits)	1,469,248	1,247,844
Reserves	26,702	23,568
Total Accumulated Funds	1,495,950	1,271,412


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 2021

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 Titirapenga Street, Taupo. 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 2021.
7. At balance date there were major operating commitments of \$42,194. (2020: \$57,094)
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 11 May 2022. 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 11 May 2022.
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 2021**

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 2021 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 2021 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 2021, 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 2021 in our auditor's report dated 12 May 2022.

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
12 May 2022

Notes





Rangatahi wānaga / preparing food packs



Broadlands School camp / rafting



Te Ara Poutama / zip lining



Rangatahi wānaga / archery



Broadlands School camp / lakes



Rangatahi wānaga / camping



Broadlands School camp / bush tramping

