
ANNUAL REPORT 2022



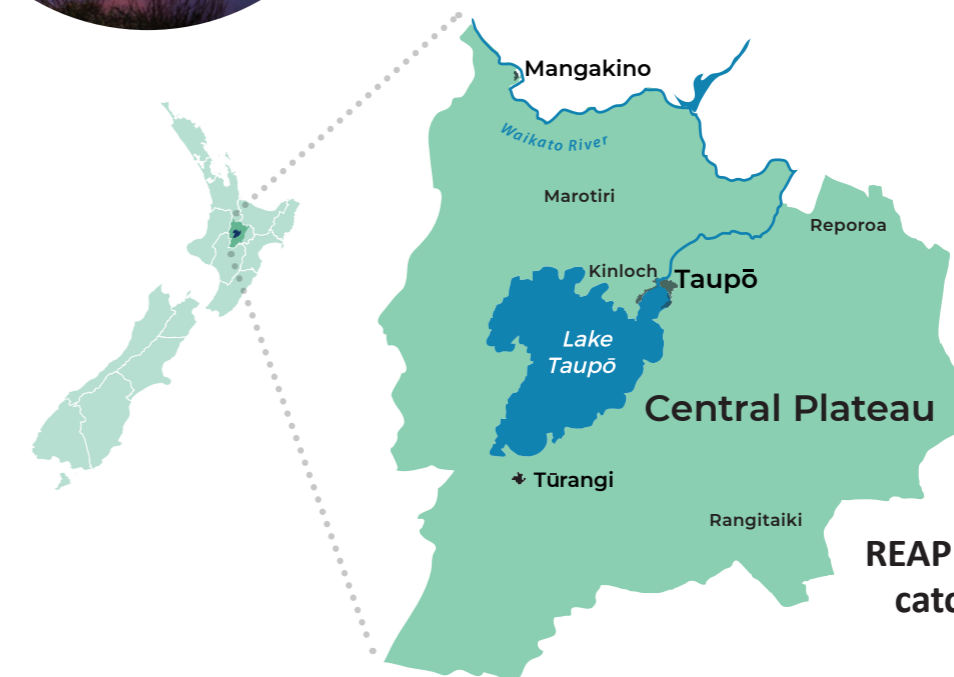
REAP CENTRAL
PLATEAU

RURAL EDUCATION ACTIVITIES PROGRAMME

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REAP Central Plateau catchment region

Chairman's Report

Kia Ora

Welcome to the 2023 Annual General Meeting.

I'm pleased to be reporting on another successful year for Central Plateau REAP.

REAP has continued service delivery across our contracts with less disruption than we had over the COVID years. Our core service areas of Schools, Early Childhood, Adult Education and Rangatahi and Whanau have all delivered their targets for the year.

It's at the grass roots that we make the biggest difference. Our team are well-connected within the community and are able to pivot into areas of greatest need. From marae-based te reo programmes to our community-led playgroups; from assisting whanau into homes – and supporting them to remain in homes – to funding a wide range of school-based activities; our team see a need and we work to meet it.

Roana Bennett, our General Manager, continues to lead the team with vision and empathy, and has empowered the staff to work together as a cohesive team.

Some highlights for the 2022 year include:

The provision of professional development for the staff and board that supports growth in our collective skill set.

The success and achievement of our adult learners in ACE and ILN.

The new ECE strategy resulting in growing numbers of children in the regions, especially in Turangi.

The review of our communications and the development of a new strategy for REAP.

The audit for Level 2 Accreditation with Te Kahui Kahu for the Rangatahi and Whanau contract, which we passed with flying colours.

Looking ahead, the board is taking a proactive approach to our future structure. We are seeking input from members as we investigate a possible change in structure from an Incorporated Society to a Charitable Trust. Whilst an Incorporated Society was an appropriate structure for REAP in its early days, we have now evolved into an organisation that exists to serve a broader sector of the community. The board believes that our structure would better reflect our purpose as a Charitable Trust rather



Marilyn Kidd, Chairman

than as an Incorporated Society.

We have been helping local communities to connect, learn and grow for more than 40 years with huge success. We make it easy for people to get involved and receive education, no matter what their stage of life or background. We offer a warm, judgement-free space for all people and we take a holistic approach to support people through social connection and education.

REAP is more than just an education provider. We are proud of the support and learning we are able to provide for our community.

And I am proud of our team – Board and Staff – and I congratulate everyone on another fantastic year!

Marilyn Kidd

CHAIRMAN



General Manager's Report

Tēnā koutou katoa

It is with pleasure that I report on another successful year for Central Plateau REAP. We are team of people dedicated to making a difference in our community. We are a team that I am very proud to be a part of.

Strategic Plan / Mahere Rautaki

Our vision and mission for REAP is inspiring and enduring. Our revised strategy reinforces our commitment to community education and wellbeing, and points us towards enhancing our role as tangata tiriti.

Our Mission / Te Arotanga

To facilitate lifelong learning and community wellbeing
Whāia te Māramatanga me te Oranga

Our Vision / Te Pae Tawhiti

Confident, skilled and connected communities across the Central Plateau
Tū Maia, Tūhono

We have developed five 'pou' or strategic priorities around which we have built our REAP whare.

Pou Toko Manawa	Unified Team
Pou Mātauranga	Education
Pou Taiao	Environment
Pou Oranga Tonutanga	Health & Well-being
Pou Tangata	Families & Rangatahi

As we bed in our revised strategy, and continuously look for ways to grow and enhance our offering to our communities of Central Plateau, we are reminded of the global context within which we operate.

The United Nations Sustainable Development Goals (SDG's) remain a guiding light for us. We are part of an international community, and we acknowledge and support the work that the United Nations does around the world.

We have identified 10 of the 17 SDG's and have committed to weaving them into our strategy and our work:-

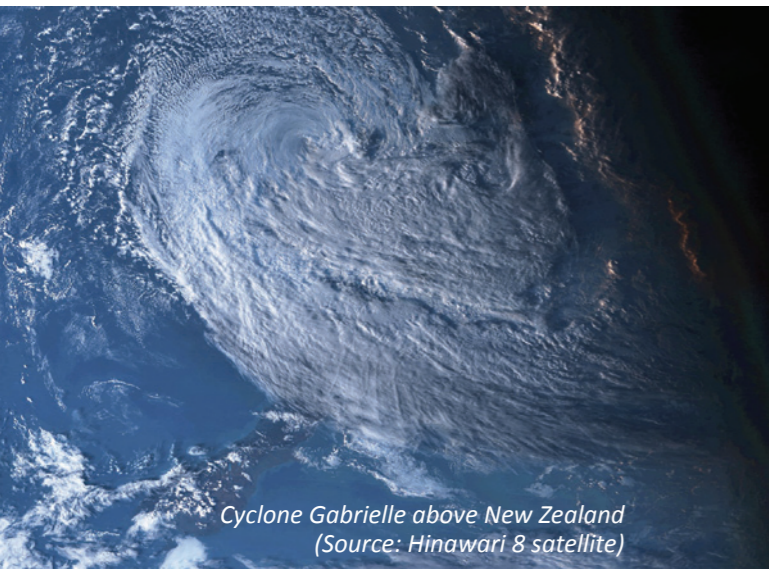
- SDG1: No Poverty
- SDG 2: Zero Hunger
- SDG 3: Good Health & Well-being
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 10: Reduced Inequalities
- SDG 11: Sustainable Communities
- SDG 13: Climate Action
- SDG 16: Peace, Justice & Strong Institutions
- SDG 17: Partnerships for the Goals



Roana Bennett, General Manager

You will see this commitment displayed through all our services.





Cyclone Gabrielle above New Zealand
(Source: Hinawari 8 satellite)

Climate Change / Huringa āhuarangi

Our team at REAP has made a concerted effort to address climate change. By all measures, the continued increase of greenhouse gases in our atmosphere is creating catastrophic conditions and threatening the future sustainability of our world as we know it. It is a huge kaupapa that at times can be overwhelming. However, we can all do our bit.

In June 2021, we measured our emissions and we have been consistently working to reduce them through a range of actions including:

- switching our fleet of vehicles to electric/petrol hybrids;
- reducing our reliance on gas heating during winter;
- reducing flying where feasible; and
- attending meetings on-line to further reduce travel.

We will reassess our emissions at the two-year mark, see what progress we have made and determine what our next steps will be.

Through our new strategic priority – Pou Taiao – we are also looking at how we can weave environmental sustainability and climate change mitigation and adaption through our services and programmes. Evidence suggests that climate-related adverse impacts are expected to become more severe and be borne disproportionately by groups who already suffer inequity. Community education is a critical plank in addressing climate change and we are well positioned to fulfill this need.

People / He Tangata

We continue to be deeply committed to addressing issues of inequity within our community, as evidenced through all our services and programmes.

I want to take time to pay tribute to the impact that our learning assessments programme has on the lives and prospects of the individuals that our two assessors reach. I would like to invite our Schools' Co-ordinator and Learning Assessor, Joce Moyle, to provide you with an insight into her work with students.

Thousands of people are living with a learning disability that has the potential to be diagnosed and supported. However, we are one of the few centres in the country that offers accessible learning disability assessments. The diagnosis can be life-

changing, and our assessors provide guidance and advice to students, whānau and teachers post-assessment.

Our learning assessments service is just one example of many where Central Plateau REAP is providing a unique, valuable service to our community.

Leadership / Rangatiratanga

We are living in fast-moving, uncertain times. As a long-standing community organisation, with a reputation for innovative community education programmes and a sound track record of delivery, we often find ourselves in positions where we are helping and guiding people through a life changing event.

Leading with empathy is critical. Two of our seven REAP values, in particular, point to good leadership:

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.

I would like to thank our dedicated team who serve our community selflessly across our wide range of services.

I would also like to thank the board for their on-going support of the team as we navigate the challenges of our times.

Mauri ora

Roana Bennett

General Manager / Tumu Whakarae



Early Childhood

Priority Provision: Presence, Participation, Engagement, Wellbeing, Progress and Achievement

KEY FACTS	
Number of EC services supported	65
Number of events/activities/initiatives	24
Number of parents/whānau engaged/participated	369
Number of children engaged/participated	583
Number of teachers/educators engaged /participated	221
Number of hours delivered	382

Regional educational priorities are:

- To reduce rural isolation for learning and provide equal opportunities for everyone in early childhood education. Every child is welcome within any early childhood setting.
- Remove learning difficulties or additional learning needs as a barrier for presence in early childhood education. Provide support and enhance additional learning for children/whānau to progress and achieve.
- Increase participation and engagement in good quality early childhood education and transition to school. Support all early childhood settings in the provision of high-quality educational programmes and engagement.
- Support all EC educators/ teachers to enhance children's wellbeing and sense of belonging in their early childhood setting. Provide programmes that support/enhance social and emotional skills for all children.

Playgroups

REAP Playgroups offer well-resourced, nurturing and safe environments for young children and their whānau in Tūrangi, Kinloch, Marotiri and Rangitaiki.



We fill our van with age-appropriate resources that meet the interests of the children and supports their learning within their own community.

Our Kaupapa is **Whakawhanaungatanga** – establishing and nurturing relationships within the playgroup whānau and between the playgroup whānau and the environment. Within this Kaupapa we have four core principles:

- **Ngā Hononga/Relationships:** Relationships are formed whereby each person who attends playgroup is respected and their voice is heard.
- **Participation:** Participation helps build connectivity and friendships with others, and important bonds are developed.
- **Engagement:** Tamariki learn alongside their whānau and start their journey to becoming competent, confident learners.
- **Whānau Tangata/Community:** By working alongside communities, we help support strong rural networks through manaakitanga (mutual care and respect) and maramatanga (learning and enlightenment).



Professional Development for EC Teachers

We provide professional development opportunities for teachers and educators to support quality delivery of early childhood across the early childhood sector in the Central Plateau.

Individual programmes and workshops that took place throughout the year include:

- **First Aid for EC teachers** – St. John and Plateau Health services
- **Sport Waikato F.A.B Crossing the midline teacher/parent workshops** – Robyn Polley
- **Te Reo singalong, 6 shows** – Alan and Sophie Holt
- **Swim lessons** – Puawaitanga kōhanga reo
- **Incredible Years** – parent workshop/ EC teacher training
- **Waikato Regional Council** – Ruben the Road Safety Bear
- **Taupō Kids Bikes** – Tūrangi playgroup visits
- **Cancer Society** – undercover Cody promoting SunSmart
- **Storytime in Te Reo Māori** – Tūrangi and Taupō Library
- **Taupō Pregnancy Help Inc.** – Support with service at Tūrangi Playgroup hub.



Collaboration and Networking

One highlight this year was bringing a Taupō Pregnancy Help hub to our Tūrangi, Rangitaiki, Kinloch and Marotiri playgroups. Whānau in these areas can now access the service and drop off donations.

Our REAP playgroups provide opportunities for community engagement. Services we have worked with during 2022 include Awahi house midwives, Tuwharetoa Health, Plunket, Oranga Tamariki, Lakes DHB, Public Health nurse, Family Start, Sport Waikato, Taupō Family Playcentre, Taupō Parents Centre, Village Aunties and the Taupō International mums' group. We also enjoyed positive collaboration with Marotiri and Rangitaiki schools.



Playgroup, Parent feedback:

"I'm writing to pass on our experience of the REAP playgroup at Tūrangi and to thank you and your colleague for your support of our mokopuna/great grandchild, who has been regularly attending this year. Building attachment and calm engagement with others has been our focus. Our Mokopuna is gradually developing social skills and self-confidence and the weekly time at Playgroup contributes to this. It gives our mokopuna opportunities to interact with other children and adults and participate in a range of activities they would not normally experience. We are enjoying watching them try new things and broaden their focus beyond narrow, repetitive preoccupations. We value the wide range of equipment available as well as opportunities to meet with other parents and caregivers. We particularly appreciate the support of you supervisors. We really value how you share your skill and knowledge."

Thanks Bay and Kim!

Schools

Priority Provision: Student Presence, Participation, Engagement, Wellbeing, Progress and Achievement

KEY FACTS	
Number of Schools Supported	31
Number of Events /Activities/Initiatives	56
Number of Students engaged/participated	3341
Number of hours delivered	6005
Number of Teachers/Educators engaged/participated	93
Number of parents/whānau engaged	86

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

- 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) – thirteen programmes (1,256 students) *"As students become more skilled we are noticing a greater sense of wellbeing"* Principal
- Targeted professional development for teachers on Dyslexia, Learning Through Play and Trauma Informed Practices (will raise teachers' skill levels and promote better literacy and wellbeing outcomes for students) -four programmes (93 participants) *"By involving the school team in professional development we are able to better meet the needs of those who are underachieving and not as engaged as their peers"* Principal
- Specialist tutors for students in isolated rural schools (students and teachers are given opportunity to improve skill levels in specialised areas) – seven programmes providing specialist tutors to students, 4 programmes involving students from a wide range of schools provided by the Taupo School of Music (242 students) *"Students have a place to feel care and build their skills in a positive, encouraging space, which helps them grow in other areas of life"* Principal, Taupo School of Music
- Support for programmes promoting student wellbeing - three programmes supporting school breakfast/lunches and teaching skills in food preparation; two programmes providing culturally responsive and transformative activities for students reaching "meltdown" (242 students) *"Feedback from students participating in Kai Time on how this programme has positively impacted on their well-being is so rewarding."* Teacher

- Opportunities for students to attend/participate in activities outside of isolated rural schools (students are exposed to and able to participate in educational activities that are not available in their own region – one programme supporting senior students from isolated rural schools to attend a leadership camp (30 students) *"The activities and experiences support our virtues based school culture, strengthen self esteem, self awareness and confidence. Key competencies are supported, particularly participation and contributing."* Principal

Dyslexia Programme

Statistics supplied by SPELD NZ suggest that Māori make up fewer than 4% of students assessed annually. REAP Central Plateau assessments average 14% Māori per year. REAP acknowledges the significant contribution made by the Wairakei Charitable Trust and the Tauhara No.2 Trust in raising assessment rates for Māori by funding the cost of assessment for their rangatahi.

- Eighty-six Dyslexia Assessments for students identified as likely to have specific learning disorder (86 students) *"The skilled and experienced SPELD assessor was genuinely interested in and intuitively responded to my child. She has a strong strengths based approach in her work, which was very affirming for us all. The report was explicit and clear, with practical recommendations for both home and school"*. Parent/ Psychologist
- Whānau meetings (often including teacher, SENCO) for students with Specific Learning Difficulties (parents are better equipped to support their children at home and at school, thus improving their educational outcomes) (86 students) *"Thanks so much for the meeting today, your explanation of the assessment really helped us to form our next steps. We have both spoken with our son this afternoon and observed a sense of relief and encouragement from our support from him."* Parent and Principal
- Specialist intervention for students at risk of underachievement (targeted intervention will improve literacy and numeracy outcomes for at risk students). Programmes included Early Words, Steps to Literacy, Stepsweb, Decodable Texts, SPEC Lifeskills, Lexia – twenty two programmes in schools, resources provided for Kahui Ako covering multiple schools (1358 students) *"The provision of decodable texts has proved fundamental in reading progress for our tamariki"* Principal

Adult Community Education

Priority Provision: Improve employability, Raise foundation skills, Promote social and cultural inclusion and participation, Improve health and well-being



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.

Te Reo Māori and NZ Sign Language continue to be in demand and are going from strength to strength. These programmes form the basis of REAP's offerings.

REAP supported Te Wiki o te Reo Māori (Māori Language Week) with taster classes at the Taupō Library and Moepuke Manunui-Church held sessions where stories were read in Te Reo Māori to pre-schoolers in both Taupō and Tūrangi. Kim Roots our Early Childhood Coordinator encouraged the Early Childhood centres in Tūrangi to attend and a lot of fun was had by all.

REAP complemented our suite of programmes with a new Rāranga Harakeke (flax weaving) course in Tūrangi utilising the REAP playgroup space. We engaged a local weaving specialist, Kyla Ngawairau, who taught all aspects of flax weaving including whakapapa, tikanga and whakatauki pertaining to weaving, the different types and parts of harakeke and how to harvest and prepare fibre using sustainable methods.

Matariki

Thirty people attended the Matariki wānanga which began with the group gathering before dawn on top of Loch Eagles Rise in Kinloch. Learners shared their pēpeha (introduction), sang songs (waiata), and offered karakia (prayers) and tributes to those who had passed. The clear skies allowed for great viewing of the Matariki cluster of stars. After sunrise, the group moved to Oruanui Marae for pōwhiri, kōrero about the history of the marae from local kaumatua, a soak in the Wairakei Hot pools, weaving workshops, helping with the preparation of the hangi and kai hakari (celebration feast).

Learner Voice:

- "great marae experience and now feel more at ease and confident in speaking and doing a mihi"
- "Excellent way of speeding up our learning"
- "a well organised day and a valuable experience"
- "I now feel far more confident sharing my pepeha on the marae and appreciate gaining a better understanding of marae kawa"
- "Great opportunity to experience Te Ao Māori"

KEY FACTS	
Number of programmes/courses	49
Total Learner Hours (Actual)	5493
Total Learners	480
Learners with low or no qualifications	248

NZ Sign Language (NZSL)

NZSL is one of three official languages in New Zealand, along with English and Te Reo Māori and is crucial to many deaf people's ability to learn, communicate and participate in society. The language is also vital to the expression of deaf culture and identity. Deaf culture is well documented and includes shared values, norms, behaviours, history, humour, art, stories, poetry and traditions. Deaf culture is passed on from generation to generation through NZSL.

We are fortunate to have two NZSL tutors, Diane Smith and Judith Peez, and the programme attracts a range of enthusiastic learners including friends and family of the deaf community, early childhood education teachers (NZSL is a tool that teachers can use to promote early language acquisition and associated development) and elderly who are embracing a new way of communicating.

REAP supported NZ Sign Language Week in May with a display and taster classes at the Taupō Library and reading of Wonky Donkey, with Diane translating into NZSL.



Diane Smith NZSL tutor took taster sessions at the Taupō Library for NZSL Week.

During the awards ceremony on September for Adults Learners Week, Judith and Diane presented a short lesson to the audience.

Communication is an essential need. We all need it to connect, build relationships, share our experiences and needs, and to pass on information. At REAP we are passionate about spreading NZSL with the wider community.

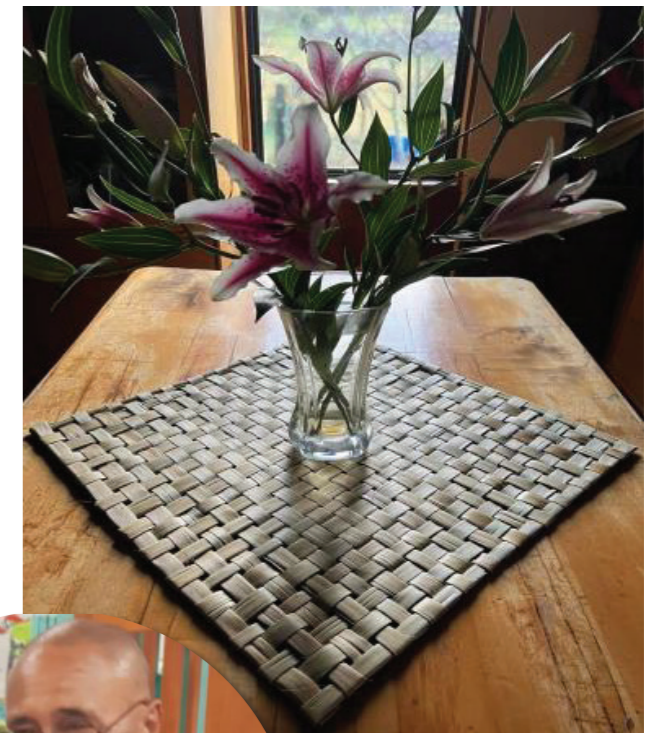
Anti-Violence

REAP continued to support the Addiction Resource Centre with their anti-violence programme, AVENUE. This programme has been funded by the remaining funds from the Baches to Beautiful Homes fundraiser. Sixty-eight men and women accessed this programme in an endeavour to change their lives.



End of Year Celebration

The 2022 year ended with a celebration picnic at De Bretts' Hot Pools and a chance to relax after a busy year. REAP's Te Reo students from around the rohe (district) used the event to practise sharing their pēpeha (personal introduction) and sharpening their fluency in Te Reo.



Papa (table mat)



Lynley delighted with her kono (basket)



Tanga is pleased with his putiputi (flower)





Jude Sherning,
ILN Tutor

KEY FACTS

Number of learners who participated in the programme	22
Total number of learning hours delivered	5155



Harriet Shaw-Puha,
Whānau Services
Manager



Brian Griffin,
Mentors Co-ordinator



Luke Stevens,
Rangatahi Mentor



Onjeliqé Rigg,
Rangatahi Mentor



Gemma Smyth,
Rangatahi Mentor

Te Ara Poutama alludes to the upward journey we take as we learn. At REAP, we support the full diversity of ākonga, facilitating their journeys as they work towards their personal and academic goals. Whanaungatanga, manaakitanga, rangatiratanga, mana tangata, ako and akoako underpin all we do — we work with our learners holistically, from the time they enter our whare, to when they leave as more knowledgeable and confident people. Once enrolled and settled in, our learners tend to stay! As one said, at the end of 2022: “If there wasn’t loving aroha here, I wouldn’t come back – that’s why we keep coming back.”

The term “learner-centred” is used to describe a teaching approach that prioritises the needs, interests, and abilities of the learner. We ensure learners have access to a variety of resources to facilitate their learning, including tutors, fellow tauira, hard-copy materials, and computers, and they can work independently or collaboratively. Some of the contexts in which learners studied literacy and numeracy in 2022 include computing, driver licence theory, crochet, cooking, te reo Māori, job search, carpentry and visual arts. One of our learners gained enough confidence to study (and pass) a Certificate in Computing. Another learner was tutored and supported to pass two Unit Standards in Computing. She has now set up a gardening business, after producing her own business cards, flyers and invoices.

In 2022, we continued to teach our satellite group, Thrive. These wonderful people, all with learning challenges, progressed well. Some even started flatting together and some gained jobs, one at Mitre 10 and another at a café.

Each year, we have adventures outside the classroom and these excursions serve multiple purposes including team building and extension on the learning in the classroom. Ten pin bowling and sailing on Lake Taupō were opportunities to strengthen relationships, have fun and manage anxieties.

All tauira are climbing their own poutama, finding new confidence and joy along the way. Through identifying their needs and passions, and providing relevant learning opportunities, we help them turn ‘I can’t’ into ‘I CAN’.



Learner Voice:

M arrived with a query in April 22 and left with the answer in March 23. Her query was: What next?

M needed to reshape her career, to leave her labouring role in roading, where she had worked for many years, and to find something less physically demanding. Her aspiration included a self-directed work life, with less time-pressure and stress. Importantly, her future career needed to cater for her progressive hearing loss. M wanted to take control of her own career pathway so analysed the new skills she might need including computing, written literacy and communication skills. These needs led her to Te Ara Poutama.

M was ardent in her studies. She even became the first ILN learner to gain Computing Unit Standards at REAP Central Plateau! Learning new and relevant skills calmed M’s anxieties about change and fostered her self-belief. She realised she could create a new-look work life for herself.

M’s vision became reality; she has now set up her own business, “Just me, Mo.” Your soul garden and lawn services. M has even designed her business cards, a flyer and an invoice template. She is thriving in every way; she’s found her answer! And we are so happy to send M up the poutama she has created for herself.

Our REAP Rangatahi and Whānau team undertake amazing work with young people throughout the Central Plateau. The results speak for themselves, with rangatahi more engaged in learning and less likely to come to the attention of the authorities.

The priority for 2022 was to complete the background work required to streamline systems and processes to ensure that our frontline mentors and tutors can focus on the mahi with rangatahi and their whānau. This also involved a change in the structure of the team that saw our Rangatahi and Whānau Coordinator, Harriet Shaw-Puha, apply for and be appointed to a newly created role, Whānau Service Manager. The result is a new, stronger foundation for our whānau services team with positive flow-on effects for the rangatahi.

Our whānau services team delivers a range of services including:

- Mentoring support for young people aged 16 and under
 - Wānanga – opportunities for learning in non-classroom environments
- Support for young people aged 17 and over as they transition into adulthood
- Support for young people (of any age) to engage in learning, either by returning to school, or by enrolling in a correspondence school and receiving one-on-one tutoring support from REAP
- Male mentoring
- Assistance and support to address issues related to family violence
- Whānau advocacy to connect with appropriate social services and other supports

The greatest constraint for our team is that we can only accept onto our programme rangatahi who have been referred by Oranga Tamariki.

Our unique programme is tailored to the needs and aspirations of individual rangatahi and their whānau. The teams go above and beyond their respective roles as they have the passion and drive for the mahi they do. Positive and meaningful relationships have been developed between our kaimahi 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.

Whānau Voice:

Our mentors have been working with a whānau that has been at the attention of authorities for many years. Living in unstable living and limited engagement with services, our mentors have built a positive working relationship with the whānau. In 2022 the whānau successfully secured housing – the first time in 20 years that they have their own home.

Here is what the whānau say about the REAP mentoring service:

“If it wasn’t for you guys we wouldn’t be where we are today.”

“I have been meeting more friends.”

“I have gained more confidence and am brave.”

Level 2 Social Services Accreditation

A highlight for our team was flying through our audit for Level 2 Social Services Accreditation with Te Kāhui Kāhu. The Social Services Accreditation provides assurance that organisations can safely deliver social services to their community. Accredited organisations have to meet certain criteria. There are four levels with Level 1 being the highest. Due to the types of programmes we offer, we require Level 2 accreditation. This process we have just completed is part of a regular assessment process that includes an organisation-wide assessment of finances, staff training, governance and programmes.

The following reports detail our activities for the year for:

- Rangatahi Tutoring
- Male Mentoring
- Transition to Adulthood
- Wānanga
- Strengthening Families



E koekoe te kōkō, e ketekete te kākā, e kūkū te kererū

The parson bird chatters, the parrot gabbles, the wood pigeon coos

This whakataukī alludes to the idea that, like the native birds, we as humans also have individualistic traits.

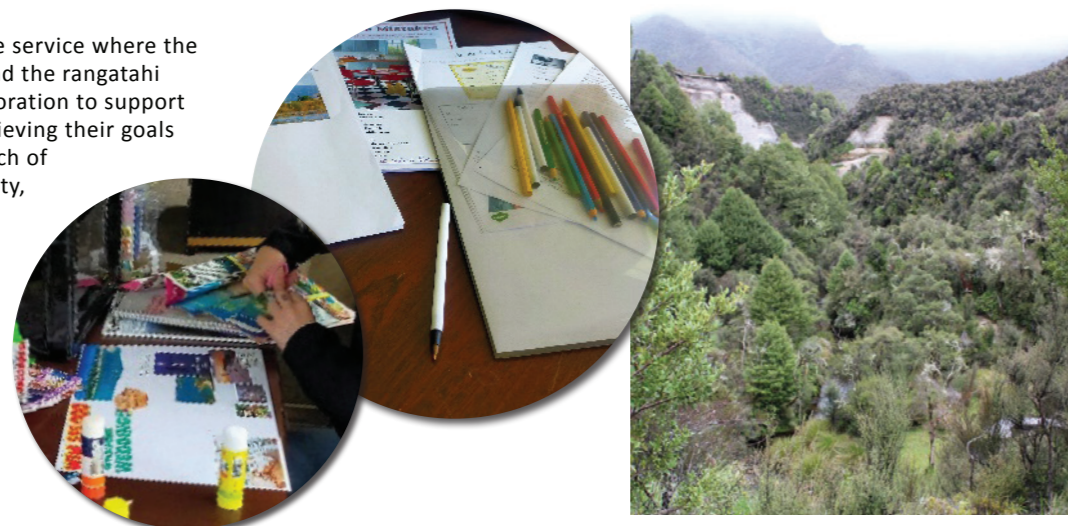
In order to meet the needs of these unique individuals REAP is contracted to Oranga Tamariki to provide wrap around support for rangatahi and their whānau. This includes access to ongoing education. REAP has also had some contracts through the Ministry of Education.

REAP is not in and of itself a school, so all students are enrolled with Te Aho o Te Kura Pounamu, or Te Kura, which is New Zealand’s largest correspondence school. Te Kura offers a full range of NZ subjects from ECE to NCEA. Learning through Te Kura entails a mix of online and offline activities.

The REAP tutor liaises with Te Kura to facilitate their learning plan, and to adapt the content to suit the individual learners’ needs. The tutor has a broad knowledge of NZ curriculum and aims to use games and activities that satisfy the curriculum in a creative and engaging way and in a range of contexts.

Effective learning depends on finding and developing any special interests which the rangatahi may have as well as exposing them to new activities to broaden their life experiences.

REAP offers a unique service where the rangatahi mentor and the rangatahi tutor work in collaboration to support the rangatahi in achieving their goals and aspirations. Much of the mentoring activity, particularly the adventure-based activities, are based on the special interests of the rangatahi.



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 help address the needs of their whānau and to assist men to set goals and to be the best dad they can be. Over the past year we have supported men and their whānau on an on-going basis, and provided advice and support to many others. The men 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. Strong relationships have been built between the men and the mentor, and they know where to come to when they need help.

Outcomes:

- Building whānau relationships (Father/Son).
- Men believing and respecting themselves; restoring mana: they are more aware of the value of whānau, making time for their partner, and 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.



E kore au e ngaro, he kākano i ruia mai i Rangīātea.

I will not be lost for I am a seed descended from Rangīātea.

This programme was developed to help rangatahi re-engage in education, learning and employment. Mentoring — one-on-one or in groups — is an important component of the support we provide rangatahi and their whānau. We work with rangatahi referred from Oranga Tamariki aged from 10 to 15 years, and their whānau.

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 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.

Outcomes:

- Rangatahi take ownership of their programme of learning.
- Rangatahi know who they are, and gain confidence in themselves and what they can achieve.
- Rangatahi 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.



Hurihia to aroaro ki te ra tukuna to atarangi kia taka ki muri i a koe

Turn your face toward the sun and let your shadow fall behind you.

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.

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.

Mentoring activities are based on the topics from an Independent Living Skills Assessment Tool and fall into the three primary categories:

- Flattng (or accommodation) and finances
- Health, hygiene, and wellbeing
- Education, training, and employment

We have had 18 young people access this programme in the last year. 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

Ko te manu e kai ana i te Miro nona te ngahere. Ko te manu e kai ana i te matauranga nona te ao.

The bird that eats the Miro berry belongs to the forest. The bird that eats knowledge owns the world.

All rangatahi who engage with us in one or ore of the above programmes have an opportunity to attend wānanga. There are a range of wānanga that we deliver or support. These wānanga create an opportunity for a new experience that our rangatahi may not ever have experienced.



Wānanga either delivered by us, or supported by us, include:

LSV – Limited-Service Volunteer

LSV is a residential course where young people take part in a range of activities to help them move on to jobs, training, or study. Run by the New Zealand Defence Force, LSV started in 1993 and courses run several times a year all over New Zealand.

The LSV programme targets 18 to 24 year olds who are at risk of long-term unemployment. Programme participants (“trainees”) stay in a military area for six weeks and undertake basic military training alongside learning skills for life and employment.

Canopy Tours

Reinforcing the sustainability of our ngahere, pest control and giving back, rangatahi experience the wairua of the ngahere. Through this excursion, which included abseiling at height, rangatahi showed teamwork, overcame challenges, gave and received encouragement, discovered a new confidence in themselves, exercised leadership skills, and regained the ability to trust.

Boat Fishing

A day excursion deep sea fishing designed to build relationships within whanau. Rangatahi and whanau work together under the guidance on the mentors and the crew, learning to catch kai moana from a boat. Not only is this a new experience for most, it is an opportunity to create shared memories and build towards a stronger whanau relationship in the future.

Matariki Camp

Rangatahi learn about Matariki and why it is a special occasion in the New Zealand calendar. Rangatahi have an opportunity to view the cluster of Matariki stars and take time to reflect on the past year, celebrate the present, and plan for the year ahead.

Rangatahi Tu programme

A 40-hour programme held over several weeks, a small group of students are given the opportunity to explore and discover more about themselves, including their whakapapa and their iwi connections. There is a focus on learning basic tikanga (protocols and customs) and an introduction to basic te reo. This programme has been developed to create a place where rangatahi can come and explore “who they are” and “what they have”.

Noho Wānanga Camp

This 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.



Strengthening Families



The Strengthening Families programme supports 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, Youth Aid Officer, social worker, health specialist, teacher, counsellor or other support person.

We work out together with the whānau what support the whānau need and what each service is going to do. Whānau lead the way and they share their life story once to everyone to hear at the same time. Then everyone agrees on an action plan to support whānau to move forward at their own pace 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 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 and to follow through.

Networking

We believe networking in the community brings positive change and outcomes for whānau. To cultivate collaboration, we run Strengthening Families Interagency Networking hui at our REAP premises on a quarterly basis. Up to thirty-five agencies attend (between 50 and 80 individuals) which provides a fun, interactive professional networking platform, informing as to what services and resources are available for whānau in our community.

Issues

The top five issues impacting family/whānau in 2022 were:

- Parenting/child management
- Parent/caregiver’s mental health
- Benefit entitlement
- Financial situation/hardship
- Housing

In 2022, 99 referrals were received of which an average 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

“I feel supported and safe to talk about the hard stuff”.

“We have come a long way and made our life better to handle. We appreciated the help and support.”

“Strengthening Families went above and beyond. I have come a long way to have a peace of mind and support in my life”.



REAP Central Plateau Board



Marilyn Kidd
Chair



Sarah Dempsey
Deputy Chair & ECE



Judy Nepia
Board Secretary



Steve Bignall
Finance Chair



Clint Green
Rural



Rose Symes
Schools



Janet Jackson
Māori



Jim Greening



Harriet Shaw-Puha
Staff

Finance and Administration Team



Roana Bennett
General Manager /
Tumu Whakarae



Vanessa Church
Finance & Administration Manager



Jo Sawyers
Administration Support Officer

Summary Statement of Financial Performance

For the year ended 31 December 2022

	2022 Actual \$	2021 Actual \$
Revenue		
Funding from central or local government	1,276,822	1,217,143
Revenue from non-governmental sources for providing goods or services	83,579	193,563
Grants & Donations	26,895	79,130
Interest, dividends and other investment revenue	19,665	5,999
Other revenue	4,783	1,352
Share of Profit from Joint Venture	13,889	15,346
Total Revenue	1,425,633	1,512,534
Expenses		
Employee related costs	925,889	848,057
Costs related to providing goods or services	219,156	229,012
Other expenses	167,866	146,026
Total Expenses	1,312,912	1,241,343
Surplus/(Deficit) for the Year	112,721	224,538

Summary Statement of Cash Flows

For the year ended 31 December 2022

	2022 Actual \$	2021 Actual \$
Net Cash Flows from Operating Activities	100,670	293,861
Net Cash Flows from Investing and Financing Activities	(236,515)	(226,139)
Net Increase / (Decrease) in Cash	(135,843)	67,722
Opening Cash	312,698	244,976
Closing Cash	176,855	312,698

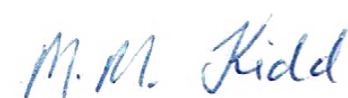
These statements should be read in conjunction with the notes to the Summary Financial Statements and the Audit Report



Summary Statement of Financial Position

As at 31 December 2022

	2022 Actual \$	2021 Actual \$
Assets		
Current Assets		
Bank accounts and cash	322,382	312,698
Debtors and prepayments	36,182	146,827
Investments	911,421	673,204
Total Current Assets	1,269,986	1,132,729
Non-Current Assets		
Property, plant and equipment	621,315	644,167
Total Non-Current Assets	621,315	644,167
Total Assets	1,891,301	1,776,896
Liabilities		
Current Liabilities		
Creditors and accrued expenses	75,010	75,165
Employee costs payable	45,804	40,964
Income Received in Advance	161,816	164,819
Total Current Liabilities	282,630	280,948
Total Liabilities	282,630	280,948
Total Assets less Total Liabilities (Net Assets)	1,608,671	1,495,950
Accumulated Funds		
Accumulated surpluses or (deficits)	1,592,305	1,469,248
Reserves	16,366	26,702
Total Accumulated Funds	1,608,671	1,495,950



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 2022

- 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.
- 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.
- 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.
- A copy of the full performance report may be obtained on request from Central Plateau REAP's office at 73 Titiraupenga Street, Taupo. Phone number (07) 378 8109
- A list of related party disclosures is available in the full performance report
- There are no contingent liabilities as at 31 December 2022.
- At balance date there were major operating commitments of \$59,649. (2021: \$42,194)
- The Incorporated Societies Act 2022 (the Act), which was passed on 5 April 2022, requires the REAP to re-register as an incorporated society sometime between October 2023 and April 2026. The Act contains several changes for incorporated societies, including how the financial statements will have to be prepared. We are currently considering the effects of the Act and whether to re-register the REAP as an incorporated society or to change our legal form. A recommendation has been made by the Board and this will be considered by the members at the AGM.
- 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 2023. CKS Audit have audited this summary performance report and found it to be consistent with the full performance report.
- The Board authorized the publication of this summary performance report on 11 May 2023.
- 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 2022**

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 2022 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 2022 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 2022, 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 2022 in our auditor's report dated 11 May 2023.

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
11 May 2023



REAP CENTRAL
PLATEAU

RURAL EDUCATION ACTIVITIES PROGRAMME

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