



## 2014 Financial Statements

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As at 31 December 2014

<b>Nature of Business</b>	Funding Co-ordinator
<b>Address</b>	C/- Far North REAP 33 Puckey Ave KAITAIA 041
<b>Accountants</b>	PKF Francis Aickin Ltd Chartered Accountants 2 Redan Road KAITAIA 0410
<b>Auditor</b>	Hartnell Grond Walker Chartered Accountants 6 Redan Road KAITAIA 0410
<b>IRD Number</b>	058 786 217

## Statement of Financial Performance

For the Year Ended 31 December 2014

	Note	2014 Budget \$	2014 Actual \$	2013 Actual \$
<b>Income</b>				
<b>Contracts</b>				
MOE/REAP's Funding		4,293,261	4,336,761	4,250,761
TEC/REAP's Funding		2,549,790	2,549,792	2,404,797
MSD - SKIP Contract 2011 - 2013		-	-	26,138
MSD - SKIP Contract 2013 - 2015		68,500	68,500	68,500
TEC ACE PD Grant 2012 - 2013		4,635	4,636	11,285
<b>Total Contracts</b>		<b>6,916,186</b>	<b>6,959,689</b>	<b>6,761,481</b>
<b>Operational</b>				
Interest Received		2,000	1,814	2,796
National Levy (REAP's)	6	-	-	71,500
MOE Meeting Contribution		1,739	1,739	1,739
REAPs Contribution to Adobe Connect Licence		-	-	6,500
MSD - SKIP Contract 2011 - 2013		3,264	3,264	13,614
MSD - SKIP Contract 2013 - 2015		11,452	11,452	2,585
Refunds - Air Travel		315	315	-
<b>Total Operational</b>		<b>18,770</b>	<b>18,584</b>	<b>98,734</b>
<b>Total Income</b>		<b>6,934,956</b>	<b>6,978,273</b>	<b>6,860,215</b>
<b>Less Expenses</b>				
<b>Contracts</b>				
MOE/REAP's Funding		4,293,261	4,336,761	4,250,761
Less Contribution to National Levies	6	(67,104)	(67,217)	-
TEC/REAP's Funding		2,549,790	2,549,792	2,404,797
Less Contribution to National Levies	6	(45,693)	(45,695)	-
MSD SKIP Contract 2011 - 2013		-	-	26,139
MSD SKIP Contract 2013 - 2015		68,450	68,450	68,450
TEC ACE PD Grant 2012 - 2013		4,635	4,635	11,265
<b>Total Contracts</b>		<b>6,803,339</b>	<b>6,846,726</b>	<b>6,761,432</b>

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**Statement of Financial Performance (continued)**

For the Year Ended 31 December 2014

	2014 Budget	2014 Actual	2013 Actual
	\$	\$	\$
<b>Operational</b>			
Adobe Connect Licence	-	-	6,500
Administration	6,530	6,122	7,937
SKIP 2013 - 2015 Contribution to Conference 2014	4,000	4,000	5,000
Executive Officer - Contract	35,674	38,089	35,674
Executive Officer - Contract - Additional Hours to June 14	1,840	2,264	-
Executive Officer - Expenses	3,000	5,149	3,470
Executive Officer - SKIP Management 2011 - 2013	-	-	6,678
Executive Officer - SKIP Management 2013 - 2015	5,002	5,002	85
MSD SKIP Mentoring 2011 - 2013	3,264	3,264	6,736
Contribution to Hui A Tau 2014	2,000	-	-
Treasury/Secretariat - SKIP Management 2013 - 2015	2,500	2,500	2,500
National Executive Meetings	36,900	26,530	31,549
Professional Services - External REAP Reviews	2,564	2,564	-
Professional Services - REAPANZ Review Costs	10,500	15,075	-
Secretariat Expenses/Travel	3,500	3,002	3,906
Secretariat Fee - Far North REAP	14,600	14,600	14,600
Subscriptions - Social Development Partners	60	44	60
<b>Total Operational</b>	<b>131,934</b>	<b>128,205</b>	<b>124,894</b>
<b>Total Expenses</b>	<b>6,935,273</b>	<b>6,974,931</b>	<b>6,886,326</b>
<b>Net Surplus (Deficit)</b>	<b>(317)</b>	<b>3,342</b>	<b>(26,111)</b>

**Statement of Movements in General Funds**

For the Year Ended 31 December 2014

	2014	2013
	\$	\$
<b>Revenues and Expenses</b>		
Net Surplus (Deficit)	3,342	(26,111)
<b>Total Recognised Revenues and Expenses</b>	<b>3,342</b>	<b>(26,111)</b>
General Funds at the Beginning of the Year	32,782	58,893
<b>General Funds at the End of the Year</b>	<b>36,124</b>	<b>32,782</b>

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**Statement of Financial Position**

As at 31 December 2014

Note	2014 Budget \$	2014 Actual \$	2013 Actual \$
<b>Members Equity</b>			
Opening Balance	32,782	32,782	58,893
Net Surplus/(Deficit)	(317)	3,342	(26,111)
<b>Total Members Funds</b>	<b>32,465</b>	<b>36,124</b>	<b>32,782</b>
<b>Represented by:</b>			
<b>Current Assets</b>			
Cash at Bank - ASB Cheque Account	-	-	6,495
Cash at Bank - ASB Fast Saver Account	55,000	55,301	38,186
Accounts Receivable	-	-	575
GST Receivable	-	190	9,258
<b>Total Current Assets</b>	<b>55,000</b>	<b>55,491</b>	<b>54,515</b>
<b>Current Liabilities</b>			
Bank Overdraft - ASB Cheque A/c	500	394	-
Accounts Payable	6,800	6,824	1,733
GST Payable	3,086	-	-
Income In Advance	12,149	12,149	20,000
<b>Total Current Liabilities</b>	<b>22,535</b>	<b>19,367</b>	<b>21,733</b>
<b>Net Assets</b>	<b>32,465</b>	<b>36,124</b>	<b>32,782</b>

JAK Mc Combie Chairperson  
Jean McCombie

Date 15/5/2015

ALross Treasurer  
Caroline Cross

Date 15/5/2015

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**For the Year Ended 31 December 2014**

## **1 Statement of Accounting Policies**

### **Reporting Entity**

REAP Aotearoa NZ INC is an incorporated society set up under the Incorporated Societies Act 1908. The financial statements have been prepared in accordance with Generally Accepted Accounting Practice in New Zealand ("NZ GAAP").

### **Statement of Compliance and Basis of Preparation**

The society qualifies for differential reporting as it is not publicly accountable and is not large as defined in the Framework for Differential Reporting. The society has taken advantage of all available differential reporting exemptions other than GST is on an exclusive basis

The accounting principles recognised as appropriate for the measurement and reporting of the Statement of Financial Performance and Statement of Financial Position on a historical cost basis are followed by the society. The information is presented in New Zealand dollars.

### **Specific Accounting Policies**

The following specific accounting policies which materially affect the measurement of the Statement of Financial Performance and Statement of Financial Position have been applied:

(a) Revenue

Revenue is recognised when goods are despatched or services performed.

(b) Expenses

Expenses have been classified on their business function.

(c) Trade Receivables

Trade Receivables are recognised at estimated realisable value.

(d) Income Tax

This entity is a non-profit organisation, in terms of section DV 8 of the Income Tax Act 2007.

(e) Goods and Services Taxation (GST)

Revenues and expenses have been recognised in the financial statements exclusive of GST except that irrecoverable GST input tax has been recognised in association with the expense to which it relates. All items in the Statement of Financial Position are stated exclusive of GST except for receivables and payables which are stated inclusive of GST.

(f) Comparative Figures

The comparative figures in the financial statements relate to 12 months.

(g) Changes in Accounting Policies

There have been no changes in accounting policies. All policies have been applied on a basis consistent with those from previous financial statements.

## **2 Events Occurring After Balance Date**

There were no events occurring after balance date which require disclosure in these financial statements.

For the Year Ended 31 December 2014

3 Income In Advance	2014	2013
	\$	\$
MSD SKIP Contract 2011-2013	-	3,264
MSD SKIP Contract 2013-2015	8,963	8,915
TEC ACE PD Grant 2012-2013	3,186	7,821
<b>Total Income In Advance</b>	<b>12,149</b>	<b>20,000</b>

As some contracts and grants cover periods after balance date, and the funds are refundable if not utilised, these amounts have been treated as being income in advance.

#### 4 Related Parties

The REAPANZ Secretariat services are contracted to Far North REAP, and 2 of their employees fulfil this service. Far North REAP received \$17,100 for Secretariat services and \$3,002 for Expenses/Travel. (2013: \$17,100 & \$3,906 respectively)

#### 5 Contribution to Hui A Tau 2014 Budget

MSD SKIP Mentoring 2011 - 2013 funds were utilised for the Contribution to Hui A Tau expense.

#### 6 National Levy

In prior years REAP Aotearoa NZ Inc invoiced individual REAPs for National Levies. This year the levies were deducted by the organisation, from MOE & TEC funding, before distributions were made.

#### 7 Contingent Liabilities

REAP Aotearoa NZ Inc has no contingent liabilities as at 31 December 2014, (2013 Nil).

#### 8 Capital Commitments

REAP Aotearoa NZ Inc has no capital commitments as at 31 December 2014, (2013 Nil).





*Integrated Investment Report  
REAP Aotearoa NZ  
Performance 2014*



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## *REAPANZ Report 2014*

This report is submitted by REAP Aotearoa NZ (Rural Education Activities Programme Aotearoa New Zealand) EDUMIS 5912.

This plan is an integrated report representing the work of 13 REAPs in New Zealand and contains:

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REAP Reports.....	Fully audited copies of 13 REAP 2014 financial and non-financial reporting	.... Available separately
ACE Report.....	Detailed activity report of ACE in Communities	.... Available separately

Enquiries or further information related to this Report are welcomed by contacting:

Jean McCombie, Chairperson, email: [chairperson@reapanz.org.nz](mailto:chairperson@reapanz.org.nz)

Maree Brannigan, Executive Officer, email: [exec.officer@reapanz.org.nz](mailto:exec.officer@reapanz.org.nz)

2014 marked the drawing to a close of the busy three years of REAPs coming to terms with the Integrated Contract approach and new ways of reporting, changes required to take on board more exact targeting of government funding and the exploration of quality assurance processes to suit the varied work of our organization. As we embark on a new year of interaction with our communities and their learners we are only too aware that all change is not behind us yet and that as governments seek to gain the most from the financial investment in education they are more exacting in the targeting and the reporting of outcomes.

2014 was dominated by the processes of initiating governance structure review and to that end a panel drawn from governance members and staff plus an external member was put in place after the 2013 conference. The work of this group ably assisted by the Executive Officer is now ready to be implemented with the intention that we will have created a stronger governance body for REAPANZ able to address the strategic issues concerning us. An important concern for the National Executive has been to ensure that the regular work and routines of our organization have not been disrupted while the organisation has been grappling to find the best possible structure to maintain a sound organization and encourage active engagement of all of our members and not just a few.

A pleasing development during 2014 has been the growing involvement of our Reference Groups ie Early Childhood Education; Schools; Adult and Community Education. These groups, developed out of a desire to ensure our staff practising in these sectors of education could have an opportunity to come together for regular dialogue and share best practice, are now coming in to their own. The leadership for the business of these groups is now passing to the practitioners and allowing for positive professional development opportunities and sharing of new practice as well as addressing some of the issues arising in education, outcome reporting as an example.

Our organization has always relied on volunteers from within our ranks to enable us to address our tasks and processes. Eight sub groups or task groups have operated during the year as well as the four face to face meetings and Teleconferences in between and in 2014 National Executive managed to reduce the costs of holding meetings.

The Finance and Audit Committee set up during 2013 continued to strengthen its role and has worked constructively to ensure we set achievable annual budgets. The Review and Evaluation Committee oversaw the trialling of a process to carry out external review focused on the educational value of our work as opposed to an administrative and process audit approach. At this point the external review process lies on the table and as an organisation there are still improvements to be made on the depth of understanding of review and how it is best enacted in our type of educational work. The organization is appreciative of those REAPs who have offered their personnel to assist us in a volunteer capacity and it is hoped that this willingness to approach these tasks will continue and be a hallmark of how we within REAPs go about achieving our objectives into the future.

National Executive noted when it carried out its own Self Review that we had indeed moved more towards a governance model away from the high focus on operational matters that was brought about because the last three years have necessitated National Executive taking the lead in areas requiring to be addressed from the core contract integration. These were issues such as reporting, learner numbers and learner hours counting, quality assurance processes and dealing with the changes imposed by the funding agencies. Hopefully with much of this behind us the governing body can continue to focus on higher level issues and develop more in depth relationships with government officials especially on the policy side so that REAPs excellent knowledge of what is happening in rural areas can be brought to the attention and influence the policy makers for the good of our communities.

The challenges ahead of us lie in ensuring our new governance structure is implemented smoothly and that our business as usual does not fall away as we do this. We need to continue to address professional development needs within our organisation encouraging opportunities for staff, managers and governance members to address issues of succession planning and ensuring aspiring leaders are identified and given the tools to enable them to move through the ranks. Encouraging more regional gatherings as well as continuing to use an annual conference are important components of this. Hopefully the use of technology will also contribute to this important area of fostering professional development from within our own ranks. A focus of the coming year ahead needs to be on developing relationships with other partners and within the ministries and ensuring our own accountability systems are working in our best interests to safeguard the work we do with our learners.



Jean McCombie  
Chair



## Report Context

### **ORGANISATIONAL OVERVIEW – REAP ANZ**

REAPANZ is an Incorporated Society, EDUMIS S912 and is the collective body which exists primarily for the mutual benefit, success and support of its 13 member REAPs. As such, REAPANZ:

- recognises the relationships implicit in Te Tiriti o Waitangi and accordingly will act in ways that may best reflect those principles
- celebrates and recognises the unique individual nature and autonomy of each member
- is committed to providing leadership based on collaboration and cooperation of the members

#### **Our Vision**

Supporting the scope, quality and collegiality of all REAPs.

#### **Our Mission**

Strengthening of and advocacy for the collective interests of REAPs and their communities so that REAPs have effective and efficient organizations.

#### **Our Role**

REAPANZ, in representing the work of the 13 REAPs has the role of providing leadership to and with the REAPs, providing a sound infrastructure so that REAPs are able to support and deliver quality services and information and to foster collaboration to share expertise, and contribute to achieve full coverage of ECE, school sector, adult learners, client groups, communities, employers and industry in ways that meet their specific needs.

#### **Our Executive**

Over the 2014 period, the Executive for REAPANZ was:

<b>Role</b>	<b>Name</b>		<b>Term (2 year term)</b>
Chair	Jean McCombie	Wairarapa REAP – governance	Incoming AGM 2014
Deputy Chair	John Chemis	Eastbay REAP – staff	Incoming AGM 2013
Elected Member	Ryan Morrison	Far North REAP – staff	Incoming AGM 2014
Elected Member	Stephen Paewai	Tararua REAP – governance	Incoming AGM 2014
Appointed Member	Jay Rupapera	Far North REAP – Hauhake Governance	Incoming 2014
Appointed Member	Sonny Harrison	Far North REAP – Hauhake staff	Incoming 2014
Elected Member	Allan Thomas	Marlborough REAP - staff	Incoming AGM 2013
Elected Member	Tina Karaitiana	Tairāwhiti REAP – governance	Incoming AGM 2013
Ex officio	Maree Brannigan	Executive Officer	

A significant review of the national structure was undertaken during 2014 and has resulted in a refreshed approach to our national level operations and deepening relationships within the REAPANZ collective. This has resulted in a new Constitution and Membership Agreement for REAPANZ, which will be ratified at the 2015 AGM and implemented over 2015.

#### **Our Commitment to Te Tiriti a Waitangi**

REAPANZ is committed to building relationships that reflect Te Tiriti o Waitangi in practice.

Hauhake represents the collective interests of Māori working within REAP with the intention of ensuring positive educational outcomes for whānau, hapū and iwi within their geographical boundaries. Hauhake works alongside REAP members and staff to represent REAP's commitment to Te Tiriti o Waitangi. REAPANZ has the intention of ensuring positive educational and developmental outcomes for whānau, hapū and iwi supported through governance and staff building strong relationships with tangata whenua.

**We Value**  
*Standing as one, Katahitanga in purposeful unity  
The wellbeing of all, Whānaungatanga  
The sustenance of today and the nurturing of  
tomorrow, Manaakitanga  
Whāia te iti kahurangi, ki te tuahu kae me he  
maunga teitei  
Seek the treasure you value most dearly, if you  
baw your head – let it be ta a lafty mauntain.*

## Organisational Overview

REAPANZ core contracted work is delivered by 13 REAPs who work to actively lead and influence positive education outcomes in our rural regions by delivering relevant and accessible services to the priority populations in our districts. Each REAP has its own discrete governance and organisational structures and systems. Our focus is distinctly rural, we are:

1. Far North REAP office base in Kaitiaki
2. Eastbay REAP office base in Whakatane
3. Tairāwhiti REAP office base in Gisborne
4. Central Plateau REAP office base in Taupo
5. Central King Country REAP office base in Taumarunui
6. Ruapehu REAP office base in Taihape
7. Tararua REAP office base in Dannevirke
8. Wairarapa REAP office base in Masterton
9. Marlborough REAP office base in Blenheim
10. Buller REAP office base in Westport
11. West REAP office base in Hokitika
12. Central Otago REAP office base in Alexandra
13. Southern REAP office base in Winton

Our rural communities are interspersed with a number of villages and larger towns. The REAP areas include the following Territorial Local Authorities.

- Far North District
- Otago District
- Waikato District
- Tararua District
- South Wairarapa District
- Buller District
- Central Otago District
- Gore District
- Whakatane District
- Taupo District
- Ruapehu District
- Masterton District
- Marlborough District
- Westland District
- Queenstown-Lakes District
- Kawerau District
- Gisborne District
- Rangitikei District
- Carterton District
- Kaikoura District
- Grey District
- Southland District

REAPs are specialists in promoting and nurturing community needs driven education leading to positive community change. Over 2014, we have facilitated, supported and delivered learning opportunities for and with:

- individuals and families
- iwi, hapū and whānau
- formal education sector organisations – ECE centres, schools etc
- community groups and organisations
- government agencies, stakeholders, sector bodies
- whole communities

REAPs work in areas of low population density serving a rural population of 340,800 at the 2013 Census. Across these 13 rural regions, investment in REAPs reaches:

- More than 25,000 pre-school children and their families in at least 815 formal and informal community ECE organisations and parent led services;
- More than 67,500 children and 4,000 teachers in over 480 schools and education organisations;
- Extensively into the dynamic communities that are part of the ECE and school services as above; and
- Increasingly targeted, hard-to-reach pockets of adult and whānau learners within these communities

Generally, people in our regions are less qualified than rest of the country. More adults have no qualifications and fewer have base literacy and foundation skills, as well as post-school (tertiary) qualifications, particularly Māori and Pasifika. The regions we serve have vastly different population make up; for example some are well above the national average for Māori, particularly Far North, Eastbay and Tairāwhiti where Māori make up 49% of their combined population. Each REAP conducts extensive analysis of population and demographic data to ensure alignment of provision with contract targets.

### **Our Activity - 2014**

In 2014, we collectively delivered 28,500 hours of face-to-face activity and learning support to ECE children, families and services; school students and teachers; and adults and communities of learners. Overall 76,550 learners took up these uniquely rural opportunities. We have exceeded our contract targets in all areas and have increased our success in working with government-prioritised learners. For example in 2011, 19% of our ACE funded learners were aged 16-29; REAPs have specifically focussed their work to achieve government priorities to engage younger adult learners and for 2014, 33% of our ACE participants were NEETs. Similarly in 2014 Maori made up 44% and Pasifika 5% of our ACE learners, which are significant increases from 24% and 2% in 2011. In our Maori populated REAPs this year the figure is closer to 70%.

REAPs work to actively lead and influence positive education outcomes in our rural regions by delivering relevant and accessible services to the priority populations in our district. The embedded nature of REAP provision means we have a clear understanding of the issues and realities our learners face daily. We see our core stakeholders as:

- individuals and families
- iwi, hapū and whānau
- community groups and organisations
- whole communities

We have worked to identify gaps and appropriate provision to meet these gaps in foundation skills and functional literacy, formal and informal learning, PD and training, family learning and parenting, early childhood education and participation, support for schools and community resilience. Over the 2014 period this has involved active and collaborative work with a wide range of stakeholders, for example:

- Schools and ECE services across REAPs regions
- Sector specific services and private providers; AKO, Teachers groups and bodies, Polytechnics, Plunket, Home based ECE providers, Universities, ACE Aotearoa, English Language Partners, PTEs
- MOE local and regional staff, offices and funding streams in addition to MOE REAP funding
- Iwi organisations
- Government organisations: MSD Youth Services DHBs, WINZ, CYFS, local Ministry offices and other government agencies,
- local authorities and community boards
- Vast array of community NGOs, voluntary groups
- rural networks including Rural Women NZ, Voluntary groups,
- Businesses and employers; agricultural, tourism, rural SMEs

### **Stakeholder Success Far North REAP**

Whakaari Kohungahunga Infant and Baby EXPO. This event was the first of its kind for our community that was well received by the Far North Community. There were around 20 different service providers working together to deliver the event. It was attended by 250 families and Whanau.



Much of the work REAPs achieve is of a developmental nature and responsive to emerging need. By supporting those in our district to participate in various levels of community learning, both formal and informal, REAPANZ hopes to contribute to outcomes that result in educated, engaged rural communities capable of self-sustaining practices, empowered to move forward.

### ***Our Issues – Distinctly Rural***

Issues around rurality are common to all our regions and we have found over 2014 these increasingly include:

- more people, families and communities isolated by geographic location
- growing centralisation of support services restricting access to these services
- isolated and often under-resourced schools, stretched ECE centres and provision
- ever more geographic isolation from traditional higher learning environments and other quality tertiary education and training opportunities
- seasonal cycles - rural economies boom and bust, transient populations
- compromised access to and rising costs for social services, health, ECE
- shrinking pool to kaikorero kai karanga and reducing opportunities for the community to learn and practice te reo and tikanga

Recognising these particular rural issues REAPs actively find ways through education and related services to contribute positive outcomes. As REAPs have been well established in their communities over a sustained period of time, their capacity and capability often means they are the best placed, and often, the only local organisation able to provide services and/or seek and secure contracts from other funders and agencies as collaborative partners, joint ventures or independent contractors. Our REAPANZ integrated approach has also strengthened connections for individual REAPs at multi-regional and national levels. Over 2014, alongside the core contracts managed by REAPANZ, REAPs also had impacts in their rural regions with additional contracts and activities some of which include:

<b><i>Exemple Contract or Service</i></b>	<b><i>Outcome</i></b>	<b><i>Contracting REAP</i></b>
AA Agency services	Rural residents are able to access Driver Licensing and Motor vehicle services	Far North, Central King Country, Ruapehu
Computers in Homes	Families develop computer literacy	multiple
PAFT (Parents as First Teachers), Family Start, Strengthening Families (MSD contracts) Engaging Priority Families	Parents and families are supported	multiple
MSD SKIP	SKIP messages are embedded in ECE and whānau work	All REAPs
MSD and/or MoE Youth related eg Social Services Sector trial, Youth at Risk, ECASE,	Youth are supported	Buller, Central King Country, Central Otago, Taranaki, Central Plateau
MSD Capability Mentors	MSD funded community NGOs are able to develop their own capability	Multiple REAPs in provider pool
MoE SELO (Strengthening Early Learning Opportunities)	Early learning is strengthened	Multiple REAPs in provider pool

*More details on additional contracts can be found in individual REAP audit reports.*

### ***Our Networks***

REAPANZ has continued to take some significant roles in key networks; over 2014 we actively participated with RERG, ACE Strategic Alliance and ACE Aotearoa. We have been invited at regional and national level to join the Minister's Forums. Our input to these networks is both strategic and practical. Our networks also provide an important part of the professional development of REAP staff and tutors, through sharing of best practice and professional support.





### ***Ensuring our Quality***

REAPANZ is actively progressing, implementing and monitoring strategies for comprehensive measurement and sharing of performance against outcomes. REAPANZ coordinates across REAPs:

- *Self-review* – a framework for a best practice model and a guide has been shared throughout REAPs and each is responsible to return a summarised self-review report to REAPANZ on an annual basis. A summarised self review from each REAP for 2014 was submitted to REAPANZ and the national executive standing committee “Review and Evaluation Group” has given careful consideration to these reviews in light of national consistency in continuous improvement.
- *Peer review* – a coordinated approach to peer review is now a fully established routine. All REAPs actively participate in this programme that continues to support high quality outcomes for our learners.
- *External Review* – the development and implementation of this strand of our review process has been pragmatic and we completed two pilot external reviews in 2014. The Review and Evaluation Working Group is continuing work to ensure a meaningful and robust external review system is implemented across our REAPs.

REAPANZ aims for continuous improvement in our educational performance, operations management and governance across all REAPS. Over 2014 there was routine scheduling and attendance at three annual nationally coordinated face to face REAP wide events; national conference hosted by Marlborough REAP and held in Blenheim, hui a tau Hauhake hui and Managers & Board November meeting in Wellington. All REAPs actively participated in all of these opportunities. The REAP Managers group also met separately to deal with operational matters.

### ***Organisotion copability development – looking forward***

2014 is our fourth year under a fully integrated REAPANZ investment plan. We have managed significant change over this period, particularly in regards to our obligations for planning and reporting to TEC for the ACE in Communities component of our core contract. Throughout this transition we have managed to achieve or exceed all contract targets and demonstrably shift the focus of our work to align with increasingly specific Government priorities and target learners. For REAPANZ, 2014 was dominated by a high-level national governance structure review, undertaken by a panel drawn from REAP governance members and staff, plus an external member. The refreshed REAPANZ board structure was ratified at our March 2015 Annual General Meeting and is being implemented currently.

Our sector reference working groups in ECE, Compulsory School and ACE have been developing more effective tools to support best practice and peer mentoring, as well as providing professional input for related policy developments including submissions on Government education policy. Their continued development is an important part of nation wide organisational capability development. Hauhake has continued to develop its internal processes to underpin REAP success in supporting iwi, hapu and whanau to access and experience education success as Maori learners.

REAPANZ will continue to investigate funding channels to add value and extend existing strands of work that maintain a responsive and flexible approach to meeting community needs. There is an ongoing focus on exploration of current and emerging IT and social media processes contributing to both REAPANZ capability and REAPs and target learner engagement

# Performance Report – Summary ECE



## Delivery Performance – Collective National Summary

MOE ECE	Hours Contracted	Hours Delivered	% achieved	Learners Contracted	Learners Delivered	% achieved
<b>TOTAL 2014</b>	<b>4900</b>	<b>6565</b>	<b>134%</b>	<b>12700</b>	<b>23457</b>	<b>185%</b>
Curriculum Support	2041	3464	170%	6098	11298	185%
Professional Development	538	477	89%	1532	2091	136%
Ka Hikitia	464	584	126%	1490	3590	241%
Whanau and Community	1316	1602	122%	2503	4940	197%
Collaboration	549	438	80%	1105	1538	139%

### Priorities underpinning ECE activity:

1. Every child has the opportunity for sustained participation in high quality early childhood education
2. Every child achieves literacy and numeracy levels that enable their success
3. Māori enjoying education success as Māori

### Key Outcomes:

Additional to seeing positive developments in the priorities as above, REAP activities also plan impacts and deliver outcomes in the following areas:

- Raising participation of both children in formal high quality ECE and parents, families and whānau are engaging with this participation in meaningful ways
- Reducing barriers created through rural isolation
- Developing strategies to address lack of pool of skilled and qualified EC educators
- Supporting ECE engagement through recognition of holistic, integrated approach with crosses MOE Schools, ACE and SKIP contracts
- Support issues within governance in centres
- Developing engagement with Kohanga
- Support unlicensed playgroups, moving them towards sustainability and supporting their voluntary parent base

### Priority Groups:

- Children and parents, whānau and families currently not participating in ECE
- Those isolated by needs, geography and/or social demographic
- Māori
- Pasifika
- Children with special needs and their family and support systems
- ECE organisations, groups and initiatives and their leaders and volunteers

### Achieved by:

The 2014 delivery of programmes for this sector are presented under the broad headings of Curriculum Support, Professional Development, Ka Hikitia, Whanau and Community, Collaboration and whilst we have separated activity out under these headings, it should be noted most REAP activity is intended to deliver across a range of these strands.

<b>Curriculum Support</b>			
<i>Delivery Hours</i>	<i>Learners</i>	<i>Overview</i>	<i>Examples of Activity</i>
3464	11298	Initiatives specific to strengthening curriculum best practice in the sector	Facilitate and provide wide range of Te Whariki enriching opportunities and models of best practice Provide resources, advice and curriculum support for teachers and parent leaders Cluster responsive provision Loan materials and resources
<p><i>Examples of outcomes</i></p> <p>Parents, teachers and educators have access to up-to-date information which supports them in their professional practice around curriculum.</p> <p>Improved understanding for parents to engage children in different EC learning areas and topics.</p> <p>Teachers reflecting on their practice and recognising their strengths and areas of practice they want to improve on.</p> <p>There has been focus on Te Reo across many REAPs responsive provision resulting in teachers with improved confidence to use it in session.</p> <p>Investment in training support for ECE parents results in improved outcomes for children and increased participation and opportunities, for example Marlborough REAP's support for Playcentre training actively led to small number of parents in Awatere (small rural township) being able to complete their part 2 training and are now leading Playcentre sessions.</p>			

### **Case Study – ECE Collaborative Success – Central Otago REAP**

*The Manuherikia Kapahaka Group began 24 Sep 2011, with a small number of children in the community along with home-based educators. It was a collaboration between KidStart Barnardas and C O Reap. It grew over 2012 and 2013 to an average of 40 children and 20 or so adults. Centres began to send groups of children with teachers. Families from the community who came from other countries started to attend for instance, Vietnam, Holland and Germany. One Scottish family told us the group had been life changing for their child. One parent this year said it was the only place in the area where she felt she saw the real New Zealand. Many found a sense of belonging. In 2014 KidStart pulled out due to the service having difficulty keeping going, and the teacher who co-lead continued to do this on a voluntary basis. C O Reap now continues to facilitate. We held 2 concerts at lunch time in Alexandra at the Thyme festival but in November 2014 the First Early Childhood Manuherikia Kapahaka Festival was held, attracting at least 124 children and 200 spectators. It was an outcome of 3 years work building up the weekly Manuherikia Kapahaka Group. All the EC centres in Alexandra township entered the festival and we also had a group presentation with the children not involved in centres. Outcomes were people from the community who had come to watch saying how fantastic it was. The children gained an enormous sense of pride and centres made a huge effort to present their children in uniform. One comment heard was 'I am proud to hold my head up as Maori in this community now'*



<b>Professional Development</b>			
<i>Delivery Hours</i>	<i>Learners</i>	<i>Overview</i>	<i>Examples of Activity</i>
477	2091	Support for ECE sector professionals and community/parent led groups	PD sessions and workshops Facilitate collegial support and best practice sharing Organise speakers and presentations Cluster work and support Information and resources

*Examples of outcomes*

Improved ability for teachers and parents to support early year's literacy in various EC settings.  
Improved collaborative strategies for integrating ICT into learning settings both in centres and home environments.  
Increased understanding and application of visible and meaningful learning assessment practices in EC  
Most REAPS worked with Educators to build their confidence in their use of Karakia, Pepeha and Waiata, and ways of integrating this into their classrooms. Feedback from teachers, Southern REAP initiative reflect outcomes achieved.

**Learner comments: As a result of this PD I intend to.....**

*"Be more confident with my reo in my classroom, day to day work and in my family home with my children".*

*"try to incorporate korokio and games into the programme".*

*"Introduce Moori games into our classroom, encourage children to introduce themselves = pepeho."*

*"Introduce games, and I enjoyed gaining more knowledge of language etc that can be incorporated throughout the programme."*

Teachers and Educators gained a greater understanding of how the brain develops and what influences this development, to enable them to apply this to their teaching.

**Learner comments:**

*"Apply this knowledge to my teachings and to areas of general interest."*

*"Top into resources. Incorporate this vital info into colleges. Respect/value strategies in place."*

**Professional Development in ECE - Challenging Boys - Tairāwhiti REAP**

*ECE teachers in the region identified the need to address challenging boys in the ECE environment. A seminar with local expert David Spragg was held, and attended by 80+ ECE educators. Feedback was sought two weeks following the seminar, and the results were overwhelming, with many teachers providing glowing evaluations of how what they had learnt from David was now being applied in their ECE centres, and having a positive impact on boys. This practice of following up two weeks after the event, we found to be more meaningful than taking evaluations immediately following the presentations. Participants had an opportunity to reflect upon their learnings, apply the teachings in their teaching setting, and then provide feedback.*

<b>Ka Hikitia</b>			
<i>Delivery Hours</i>	<i>Learners</i>	<i>Overview</i>	<i>Examples of Activity</i>
S84	3590	Specific activities to support successful implementation and success of the priorities of Ka Hikitia	Specific PD; te reo, tikanga and appropriate cultural context Foster relationships with tamariki, whānau, hapū, marae and sector services Matariki celebration activities Tiriti o Waitangi workshops Engagement with iwi education strategies and aspirations
<i>Examples of outcomes</i>			
Centres use best practice and strength-based models to develop a local strategy to maximise whanau involvement in tamariki learning.			
Demonstrated active and successful participation by parents to contribute to parenting practice through Te Ao Maori. Sessions have been developed to promote numeracy, literacy, and physical skills to help prepare the children for transitioning to school			
Increased opportunities for tamariki to learn with and about Te Reo Maori.			
New collaborations with others involved in raising awareness of the value of ECE amongst non-participating whanau leading to increased participation in target communities where non-participation is known.			
In Marlborough, a Kapa Huka session has been started between two of the early childhood centres which are close to each other in Kaikoura with them alternating the sessions at their centres, which support children to feel culturally confident as they face transition to school.			

*CB*

<b>Whanau and Community</b>			
<i>Delivery Hours</i>	<i>Leorners</i>	<i>Overview</i>	<i>Exomples of Activity</i>
1602	4940	Initiatives focussed on the wider ECE community; whānau, families, parents, community groups and events	Incredible Years programme Community events; National Children's Day, White Ribbon Day, whānau sports day etc. SKIP activities, principles and resources embedded in other REAP ECE provision Information, advice and guidance services Provide specific family inclusive activities; play gym, junior swim, family quiz nights
<p><i>Exomples of outcomes</i></p> <p>Whanau supported to consistently demonstrate positive parenting techniques with their tamariki. Parents and children develop social connections while discovering and playing together. Parents grow in confidence while planning and organising learning activities. Parents have tools to use in assessing and selecting an EC service and detailed information about what is available in their area. Parents gain a better understanding of literacy for children under 5, the importance of play and the choices available for Early Childhood Education.</p>			

<b>Collaboration</b>			
<i>Delivery Hours</i>	<i>Leorners</i>	<i>Overview</i>	<i>Exomples of Activity</i>
438	1538	Activities which add value to REAP ECE practice, particularly through collaborative relationships and joint venture work	Umbrella and support for local agencies; toy libraries, activity trailer, mobile kindergarten, Multi-agency projects; Safekids, Pepe parenting, Wellchild, PAFT, Civil Defence, Teen parenting Te Kura ECE promotion and support
<p><i>Exomples of outcomes</i></p> <p>Increased partnership and learning activities to promote environmental science learning for children. Central Plateau REAP worked with DHB fostered centre in Turangi. DHB addressed Taupo group with plans for Taupo. DHB aware that there is a key need for more intense support for new mothers around sleep and feeding issues. Liaison with Parents Centre has continued since this hui. A specific example from Marlborough REAP is similarly represented across all our REAPs – services working together to improve access, effectiveness and participation in ECE. Marlborough's ECHO initiative is between REAP (education), Health (e.g. oral health, Maori Health and nutrition) and Sport Tasman (active movement) to meet and discuss how we can support each other to provide an effective service to early childhood centres and home-based providers. By working together ECHO provides a more effective supportive service to the early childhood sector. Members from group may be asked to support centres with professional development for teachers and parents.</p>			

<b>REAP Staff</b>	
<i>Detoil</i>	<i>Exomples of octivity delivered</i>
Specific support and professional development planned for REAP staff to ensure up to date skills and best practice.	Nationally: REAPANZ PD and conferences attended by all REAPs, held in Wellington. REAPANZ ECE Reference Working Group teleconferences to guide REAPANZ ECE policy and support sharing of best practice. Individual REAPs have active staff appraisal programmes and PD plans. Peer review has provided specific opportunities for peer to peer sharing of practice and methodology. SKIP workshop and parenting education training

*\*Please note: Full audited individual REAP detoiled octivity ond finonciol reports ore available in addition to this collective report for 2014. Not oll REAPs deliver all exomples of octivities listed in these tobles.*

# Performance Report – Summary Schools



## Delivery Performance – Collective Notional Summary

MOE Schools	Hours Contracted	Hours Delivered	% achieved	Learners Contracted	Learners Delivered	% achieved
<b>TOTAL 2014</b>	9800	12719	130%	27400	47180	172%
Curriculum Support	4602.5	7753	168%	12188	24148	198%
Professional Development	704	489	69%	1696	1868	110%
Ka Hikitia	2422	2271	94%	8020	13353	166%
Whanau and Community	1539	1801	117%	2561	3524	138%
Collaboration	589	406	69%	2972	4287	144%

### Priorities underpinning Compulsory Schools activity:

1. Every child achieves literacy and numeracy levels that enable their success
2. Every young person has the skills and qualifications to contribute to their and New Zealand's future
3. Māori enjoying education success as Māori

### Key Outcomes:

Additional to seeing positive developments in the priorities as above, many REAP activities also achieve outcomes related to the following areas:

- Students at risk of withdrawing from learning continue to be engaged
- Rurally isolated Principals and teachers increase their skills in delivering and administering the curriculum and government education priorities
- Māori students are engaged in learning and their whānau remain involved in their children's learning
- Students have strong sense of self
- Students have clearer ideas of pathways once compulsory schooling is completed

### Priority Groups:

Schools and staff and the wider school community, particularly those who have high alignment with Government priorities and specific local needs

- School related community organisations and stakeholders
- Those isolated by needs, geography and/or social demographic
- Māori
- Pasifika

### Achieved by:

The 2014 delivery of programmes for this sector are presented under the broad headings of Curriculum Support, Professional Development, Ka Hikitia, Whanau and Community, Collaboration and whilst we have separated activity out under these headings, it should be noted most REAP activity is intended to deliver across a range of these strands.

<b>Curriculum Support</b>			
<i>Delivery Hours</i>	<i>Learners</i>	<i>Overview</i>	<i>Examples of Activity</i>
7753	24148	Initiatives specific to strengthening curriculum best practice in the sector	Facilitate and provide wide range of curriculum enriching opportunities and models of best practice Provide resources, advice and curriculum support for teachers and parent leaders Cluster responsive provision Loan materials and resources
<p><i>Examples of outcomes</i></p> <p>Raised profile and increased number of science-based activities across schools; particularly given loss of BP Challenge as a high-profile collaborative science activity.</p> <p>Improved knowledge and usage of relevant ICT as part of curriculum delivery for teachers, tamariki and whanau as support.</p> <p>Wairarapa REAP ran curriculum activities in Biology, Art, Literature, Characterisation, Speech, Physical Activities and as a result of these schools reported greater interest, increase in pride for some students, increased confidence.</p>			

### **Case Study – Developing Increasingly Confident Learners – Southern REAP**

Southern REAP provides support to GATE (Gifted and Talented Education) clusters throughout their REAP region. Part of the evolution of these programmes shows the value of the initiative, particularly in terms of learner confidence. Here are some of the results collected:

- 89% of students who attended the Leadership Course reported they had increased confidence after completing the course.
  - All Students showed a shift in confidence in debating and public speaking.
  - All Students showed a shift in confidence in Technology
  - All Students showed a shift of at least 3 points in confidence in writing.
  - All students had a shift in confidence of at least 3 points in relation to Dromo
  - All Students had a shift in Hands On Science confidence of at least 2 points.
- Technology - All students showed a shift in confidence of at least 2 points.  
Working on Team Work was noted on evolutions for future links to learning.  
All students showed a shift in confidence in Moths Problem Solving.  
Future learning links including being selected for the school SMAC Moths team, trying harder problems and strategies, being motivated.  
Junior Thinkers –All students showed a shift in confidence. They noted many future links from the class.  
Leadership – All students were able to identify pathways for future learning (including secondary and tertiary education)  
Dromo – September – All students showed a shift of confidence of at least three points.  
Many skills learnt including confidence, compassion, improvisation and facial expression.  
ART – all students showed a shift of at least two points in confidence.



<b>Professional Development</b>			
<i>Delivery Hours</i>	<i>Learners</i>	<i>Overview</i>	<i>Examples of Activity</i>
489	1868	Support for Compulsory Schools sector professionals	PD sessions and workshops Facilitate collegial support and best practice sharing Organise speakers and presentations Cluster work and support Information and resources
<p><i>Examples of outcomes</i></p> <p>Increased knowledge and support to identify and develop gifted and talented children in the classroom and at home.</p> <p>Increased skill and applied knowledge of relevant teaching practice development topics.</p> <p>Increased usage of Te Ao Maori as a learning topic and medium in the classroom and at home.</p> <p>Increased promotion of the positive characteristics, uniqueness and benefits of knowing whakapapa Maori.</p> <p>Southern REAP ran Incorporating Te Reo in the classroom. Three Professional Development sessions with Jerome Kavanagh focussed on incorporating Te Reo into the classroom programme.</p> <p>88% of Teachers reported they had increased cultural confidence and understanding of Korokio, Pepeho and Woio to and ways to integrate into the classroom.</p>			

<b>Ka Hikitia</b>			
<i>Delivery Hours</i>	<i>Learners</i>	<i>Overview</i>	<i>Exomples of Activity</i>
2271	13353	Specific activities to support successful implementation and success of the priorities of Ka Hikitia	Specific PD; te reo, tikanga and appropriate cultural context Te Reo me ona tikanga Support schools to 'unpack' Ka Hikitia and implement principles in their schools Tamariki centred delivery; ki o rahi, kapa haka, te reo provision Foster relationships with tamariki, whānau, hapū, marae and schools Matariki and puanga celebration activities Engagement with iwi education strategies and aspirations Gifted Māori student participation in STAR programme
<p><i>Exomples of outcomes</i></p> <p>Increased promotion of the positive characteristics, uniqueness and benefits of knowing whakapapa Maori. Increased usage of Te Ao Maori as a learning topic and medium in the classroom and at home. Increased opportunities for tamariki to learn with and about Te Reo Maori</p>			

<b>Whanau and Community</b>			
<i>Delivery Hours</i>	<i>Learners</i>	<i>Overview</i>	<i>Exomples of Activity</i>
1801	3524	Initiatives focussed on the wider school community; whānau, families, parents, community groups and events	Transition support Community events; National Children's Day, White Ribbon Day, whānau sports day etc. Integration with REAP ECE and SKIP activities Integration with REAP ACE activities Incredible Years programme Information, advice and guidance services Provide specific family inclusive activities; family literacy, family quiz nights
<p><i>Exomples of outcomes</i></p> <p>Increased number of successful transitions from secondary school into meaningful training, pathways and/or employment. Positive messaging around parenting practices and service for families and tamariki. Increased understanding of and support around the NCEA system, terminology and achievement. Improved transitions for tamariki between schooling environments with a focus on shifting between Kaupapa Maori/immersion and mainstream.</p>			

#### **Exomple of Sector Responsive Provision – Dyslexio/SLD Support**

*Central Plateau REAP principals identified a need for support for students with Specific Learning Difficulties. SLDs such as Dyslexia and Dysgraphia affect an estimated 10% of students and negatively impact on their ability to meet their academic potential. CP REAP has met needs of students with SLDs with comprehensive support.*

*REAP has raised awareness of SLDs by running evening presentations for parents concerned about their children's progress at school and provided staff presentations for schools on how to identify students with SLDs. REAP has worked in conjunction with local audiologists and optometrists to provide clear information to parents regarding the physiological component of SLDs. REAP has provided comprehensive professional development for classroom teachers and specialists such as RTLB by running workshops with international specialists including Dr Gavin Reid and Neil McKay. A phonics workshop by Yolanda Sarryl for new entrant teachers has also been run by REAP. These specialists have also presented evening workshops for parents.*

*REAP has also assisted specialist teachers in schools by supporting training in resources such as Multitilt and Lexia.*



<b>Collaboration</b>			
<i>Delivery Hours</i>	<i>Learners</i>	<i>Overview</i>	<i>Exomples of Activity</i>
406	4287	Activities which add value to REAP Schools practice, particularly through collaborative relationships and joint venture work	Cluster and Principal network support Sector specific stakeholder collaboration; RTLBs, Dyslexia support group, Alternative Education Cluster, DARE, GATE, Multi-agency projects; Teen parenting, Liquor Education Group, Incredible and White-water Years, Water Safety, Technology Roadshow, other EOTC providers Other opportunities; BP Challenge, Science Fairs, Careers Expo
<p><i>Exomples of outcomes</i></p> <p>Increased collaborative delivery across sectors to meet local learning needs.</p> <p>Increased number of successful transitions from secondary school into meaningful training, pathways and/or employment.</p> <p>Increased partnerships and learning activities to promote, plan and deliver wide range of learning opportunities for children.</p>			

### **Maths is FUN - Additional Contracts – Extending REAP reach and learner success**

Woiroropa REAP. This is funded by Eastern and Centrol Community Trust ond run by Wairoropo REAP in Ruatorio, Woiroo, Nopier, Hostings, Floxmere, Havelock Narth, Gisbarne, Woipawo, Donnevirke, Feilding, Polmerstan North (X3), Foxton, Levin, Shonnon, Pohiotua, Mosterton, Eketohuno, Cartertan and Greytown.

This conctroct impocts our schools programme by adding to MOE funded schools activity. This is complementary to aur MoE efforts and is designed to improve the ottitudes of students and their families tawords moths. Not run with schaals, but moilyn with libraries.

This year the theme was ShopeShifters. Check out <http://mothisisfun.kiwi.nz/blog>

This programme is designed to show students (yr. 1 – 8) that Moths Is Fun (or can be with the right programme ond planning) ond is run os o holiday programme aver either July or October holidays.



<b>REAP Staff</b>	
<i>Detail</i>	<i>Exomples of activity delivered</i>
Specific support and professional development planned far REAP staff ta ensure up ta date skills and best practice.	Nationally: REAPANZ PD and conferences attended by all REAPs, held in Wellington. REAPANZ ECE Reference Working Group teleconferences to guide REAPANZ ECE pality and support sharing af best practice. Individual REAPs have active staff appraisal programmes and PD plans. Peer review has provided specific appartunities for peer to peer sharing of practice and methadalogy.

*\*Please note: Full audited individual REAP detailed activity and financial reports ore available in addition to this collective report for 2014. Nat all REAPs deliver all exomples of activities listed in these tables.*

## **Schools Case Study 2014 – West REAP**

### **INSPIRE: Youth Mentoring Conference**

The INSPIRE Youth Mentoring Conference was held on the 23<sup>rd</sup> May at Westlond High School. 55 Students from three schools attended the conference aimed at providing an opportunity (through a conference organised by Youth) for Youth in the Grey and Westlond Districts to be inspired to be the change in their own lives and in their communities. The conference gave young people attending the conference the opportunity to choose the presenters who appealed to their interests, to take part in interactive workshops in small groups that kept them engaged and allowed for input and participation. The afternoon session first reflected on what participants had got out of the morning session, what had inspired them and what they had learned with a focus on each participant's view of:

- the West Coast in general,
- their town (Greymouth or Hokitika),
- their school (Greymouth High Schools, John Paul II High School or Westlond High School),
- and themselves

### **Strengths, Weaknesses, Opportunities and Threats (SWOT).**

Young people worked in groups for the first three parts of this SWOT exercise mind-mapping their responses on paper. This exercise provided us with a lot of raw data on how youth in Grey and Westlond feel about their schools town, and living on the West Coast.

### **The Learning:**

The conference organisers learned a lot about organising a large project, about getting things done to a time frame, and realised that they can expect more of themselves. They learned a lot about having realistic expectations and understanding their own levels of skill and commitment to the project. They also learned that people are willing to help out and that the fear of doing something is often worse than actually doing it.

### **Feedback from Conference Participants:**

88% of participants reported learning at least one new skill.

Conference participants were given the opportunity to learn about:

- goal setting and communication
- building positive relationships and how to respond to bullies
- a different aspect of Māori culture (Tōngō Pouro)
- how amazing Aotearoa/New Zealand and New Zealanders are; what inspiration is and how inspiring things happen.
- cultural awareness and sensitivity, learning that 'normal' is different for everyone.



### **Following on from the Conference**

At the end of June, Westlond Youth Project and WestREAP ran a follow up dinner and workshop to evaluate the conference and look at all the participant feedback we had been given. This event was to review the outcomes from the conference, hear the voice of the participants through the results of the groups' work sessions, develop a vision for youth in Westlond and look at the next steps for us as a group. Throughout this evening, we looked at the participant evolutions from the conference, asked again what went well and what we could have done better, and analysed the responses the participants gave us on their views of the West Coast, Hokitika and Westlond High School.

Having looked at all the information we began developing a vision for youth in Westlond. From this discussion came the following:

- Youth need a safe space to be themselves with people around who can help support and empower them.
- Young people want their community to be proud of who they are.
- Young people want a voice in their community and for their community to respect them.

This now established group of young people, supported by WestREAP, will continue to meet regularly, providing that safe space.

### **Planning Ahead**

In 2015 WestREAP and Westlond Youth Project will continue to work together. WestREAP is providing support for this year's Community Fruit Project where young people will plant fruit trees all around the Hokitika Community and map them on a website and smart phone app which will show the locations of the fruit trees for the whole community to harvest from freely. Westlond Youth is also starting up a youth group, which will meet regularly on WestREAP premises to provide youth mentoring and to build the capacity and capability of young people in Westlond. Finally, WestREAP will work alongside Tihau Messenger-Weepu, a young Māori youth worker and recipient of a Vodafone World of Difference Scholarship, to encourage senior Māori students on the West Coast to be who they want to be and, ultimately, become who they are meant to be, through establishment of the Rangatohi Māori Leadership Development Programme for the West Coast.

# Performance Report – Summary ACE



## Delivery Performance – Collective National Summary

Across our national total we have exceeded our quantitative targets for learners and total of delivery hours. We have been tightly focussed on the stated Government Priorities in ACE and reaching target adult learners.

ACE	Hours / Face to Face	Learners
Contracted	6230	4380
Delivered	9224	5915
Variance	148%	135%

REAPANZ ACE LEARNER DEMOGRAPHICS 2014					
Total	Male	Female	Number of learners with an English language need	Number of learners with low or no qualifications	Number of migrant or refugee learners
5915	1971	3944	242	3380	25

16-19 year olds	20-29 year olds	30 - 39 year olds	40 - 49 year olds	50 - 59 year olds	60 and over
872	1083	969	1070	984	936

Number of NZ European/ Pakeha	Number of Maori	Number of Pasifika	Number of Asian	Number of MELAA	Number of Other
2802	2584	274	70	5	196

## Report detail ACE in Communities report to TEC as reported to TEC February 2015

Key performance indicators from our Investment Plan Priorities underpinning ACE activity:

1. Engage learners who have not been well served by education in the past
2. Improve literacy, language and numeracy skills for individuals and whānau
3. Contribute to the overall cohesiveness of the community

### Key Outcomes:

In addition to seeing positive developments in the priorities as above, REAP activities are also intended to achieve these outcomes:

- Learners achieve their established goals and make improvements in literacy and numeracy including functional, cultural & digital literacy.
- Pathways to further learning & employment occur
- Learning journeys are documented and people re-engage in learning
- Communities define and support their own learning needs

### Learner Story: Empowering Adult Learners

This learner arrived at Tararua REAP with needs around low self-esteem/confidence. She wanted to find employment, to up skill, to explore a pathway of study, and balance her family life while learning. The learner agreed to participate in a REAP pathway workshop to identify what areas she wanted to work in or study in. The outcome was her focus was to up skill and possibly find work in the social services or with whānau.

One-to-one mentoring has enabled this learner to complete a pathway workshop, Literacy Tutor training, Strengthening Families' Introduction/facilitation course and Red Cross comprehensive first aid training. Her future goals include achieving a driver's full license. Her major achievement as a direct result of this REAP programme of learning is that she will be starting part-time work in 2015 at a local school teaching literacy.

#### *Priority Groups:*

- Those with little or no formal further or higher education and/or qualifications
- People with low literacy, language and numeracy skills
- Youth, particularly NEETS
- Isolated by needs, geography and/or social demographic
- Māori
- Pasifika

**Our organisation's achievement of, or progress toward, these key performance indicators for the report year.**

There has been a distinct shift in REAP ACE in Communities provision to meet these priorities and achieve outcomes. This can be demonstrated through increasing access and success with target learners, for example we have seen an increase from 25% of our learners identifying Maori in 2011 to 44% in 2014. Similarly we have tracked steadily from 2% Pasifika to 5%, this is significant when rural NZ has very few pockets of Pasifika population.

Our drive to reach those who have been unsuccessful in the past has resulted in an increase in just a year from 46% to 57% of our learners having low or no qualifications. Much of these shifts result from a distinct change across REAPs in the way the work - the emphasis has moved from 'advertising courses' to targeting stakeholders and working alongside other community orgs and networks to ensure our ACE provision is effectively reaching those the funding is prioritised for. This is on going work and compounded in rural communities in which transient populations, rural economic decline and shrinking social services can have major and sudden negative impacts.

We continue to progress our national capability and development of cohesive strategies which will allow us to collate, analyse and report meaningfully our collective impact on the KPIs above - for example all REAPs are undertaking to utilise the ACE Outcomes Toolkit.

#### **Other Activities not reported in demographic data.**

REAPs have honed their techniques in ensuring individual learner demographics is captured at every ACE funded activity. The instances where this has not been feasible have generally been related to the activity being an engagement event endeavouring to reach target learners and these are detailed in the accompanying individual REAP narratives. Generally, these are engagement or pre-engagement activities, aiming to access target learners.

#### **Focus on the needs of our community.**

REAPs fundamental kaupapa is to provide education that meets the needs of our rural communities. We have 30+ years experience within our local REAP communities and geographic areas, with strong, established networks. We have worked particularly hard to maintain the integrity and trust in our provision being responsive to local needs, whilst balancing this with clear Government provision priorities. Often this results in prioritised provision (literacy, numeracy etc) being embedded in locally relevant contexts.

#### **Our involvement with other ACE providers.**

REAPs and REAPANZ have extensive relationships with other ACE providers. REAP ACE programmes often provide emerging adult learners with the confidence and skills to tackle further, higher and formal tertiary education. For this, it is critical REAPs have good knowledge and relationships with other education providers. REAPs and REAPANZ have a robust relationship with ACE Aotearoa and the ACE Strategic Alliance. REAPs take care not to duplicate ACE provision which may already be available through another provider and seek to fill gaps where they exist

### How our organisation maintained its ACE quality assurance arrangements.

Maintaining ACE quality assurance arrangements is a core focus of the REAPANZ National Governance Board and they have oversight of, and provide support to, each of our 13 REAPs with particular QA strands:

1. Self Review - this is been both planned and reactive, formal and informal and an annual summary and action list is required to be shared with REAPANZ. Self-review is on going.
2. Peer Review - conducted between our REAPs, each is to be peer review on a 3-4 year cycle.
3. Audits and other monitoring visits - Each REAP is subject to an annual financial and operational audit from the Office of the Auditor General and in addition many have other QA and compliance related obligations which include auditing the organisation's policies and procedures, reporting framework, staffing practices and stakeholder engagement activities.

### Steps our organisation and staff took to build competency and capability.

REAPANZ actively facilitates sharing of best practice and PD across the REAP network. We have an annual conference to support these processes. We received funding through the ACE PF Grant 2012/13 and this was used for PD specific to effective use of technology in rural learning, capability build of REAP governance bodies, development of effective Maori learner engagement and success. We have an internal ACE Reference Sector group which convenes regularly to share best practice, identify upcoming issues and maintain effective external relationships.

## Performance Report – Summary ILN

### *Intensive Literacy Numeracy funded provision*

<b>TEO NAME</b>	REAP Aotearoa NZ; Central Otago, Central Plateau & Eastbay REAPs
<b>FUNO NAME</b>	Intensive literacy and numeracy (ILN)
<b>CONTRACTED NUMBER OF LEARNERS</b>	159 (29 Central Otago, 25 Central Plateau, 105 Eastbay) total number of participants in the project)
<b>DELIVERED NUMBER OF LEARNERS</b>	161 (31 Central Otago, 25 Central Plateau, 105 Eastbay) total number of participants in the project)
<b>LEARNER HOURS</b>	15,900
<b>LEARNER HOURS DELIVERED</b>	16786.5
<b>REGION OF DELIVERY</b>	Central Otago, Central Plateau, Whakatane District
<b>OURATION OF PROGRAMMES</b>	Start February complete December 2014

## Performance Report – Summary SKIP

### *Summary of activity: MSD Investment SKIP*

This national contract was in effect for 2014 with a focus on embedding of SKIP messages in all areas of work REAPs currently do. The delivery has achieved:

- The increased spread and consistency of positive parenting messages
- The development and delivery of innovative approaches to positive parenting
- The growth in understanding of the SKIP approach and core messages at a community level and a deepening sense of community ownership of SKIP

There are separate detailed reports for the performance of this contract.

**INDEPENDENT AUDITOR'S REPORT**  
**TO THE READERS OF**  
**REAP AOTEAROA NZ INCORPORATED'S**  
**FINANCIAL STATEMENTS AND STATEMENT OF SERVICE PERFORMANCE**  
**FOR THE YEAR ENDED 31 DECEMBER 2014**

The Auditor-General is the auditor of REAP AOTEAROA NZ INCORPORATED (the Society). The Auditor-General has appointed me, Carlita Grond, using the staff and resources of Hartnell Grond Walker, to carry out the audit of the financial statements and statement of service performance of the Society on her behalf.

We have audited:

- the financial statements of the Society on pages 2 to 7, that comprise the statement of financial position as at 31 December 2014, the statement of financial performance and statement of movements in general funds for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the statement of service performance of the Society on pages 8 to 28.

**Opinion**

In our opinion:

- the financial statements of the Society on pages 2 to 7:
  - comply with generally accepted accounting practice in New Zealand; and
  - fairly reflect the Society's:
    - financial position as at 31 December 2014; and
    - financial performance for the year ended on that date; and
- the statement of service performance of the Society on pages 8 to 28:
  - complies with generally accepted accounting practice in New Zealand; and
  - fairly reflects the Society's service performance achievements measured against the performance targets adopted for the year ended on that date.

Our audit was completed on 11 June 2015. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the National Executive Committee and our responsibilities, and we explain our independence.

**Basis of opinion**

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements and statement of service performance are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that, in our judgement, are likely to influence reader's overall understanding of the financial statements and statement of service performance. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements and statement of service performance. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements and statement of service performance, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the Society's preparation of the financial statements and statement of service performance that fairly reflect the matters to which they relate. We consider internal control in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Society's internal control.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the National Executive Committee;
- the adequacy of all disclosures in the financial statements and statement of service performance; and
- the overall presentation of the financial statements and statement of service performance.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements and statement of service performance.

We have obtained all the information and explanations we have required and we believe we have obtained sufficient and appropriate audit evidence to provide a basis for our audit opinion.

#### **Responsibilities of the National Executive Committee**

The National Executive Committee is responsible for preparing financial statements and a statement of service performance that:

- comply with generally accepted accounting practice in New Zealand;
- fairly reflect the Society's financial position and financial performance; and
- fairly reflect its service performance achievements.

The National Executive Committee is also responsible for such internal control as it determines is necessary to enable the preparation of financial statements and a statement of service performance that are free from material misstatement, whether due to fraud or error. The National Executive Committee is also responsible for the publication of the financial statements and statement of service performance, whether in printed or electronic form.

The National Executive Committee's responsibilities arise from the Education Act 1989.

#### **Responsibilities of the Auditor**

We are responsible for expressing an independent opinion on the financial statements and statement of service performance and reporting that opinion to you based on our audit. Our responsibility arises from section 15 of the Public Audit Act 2001.

#### **Independence**

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the External Reporting Board.

Other than the audit, we have no relationship with or interests in the Society.



CARLITA GROND  
Hartnell Grond Walker  
On behalf of the Auditor-General  
Kaitaia, New Zealand