

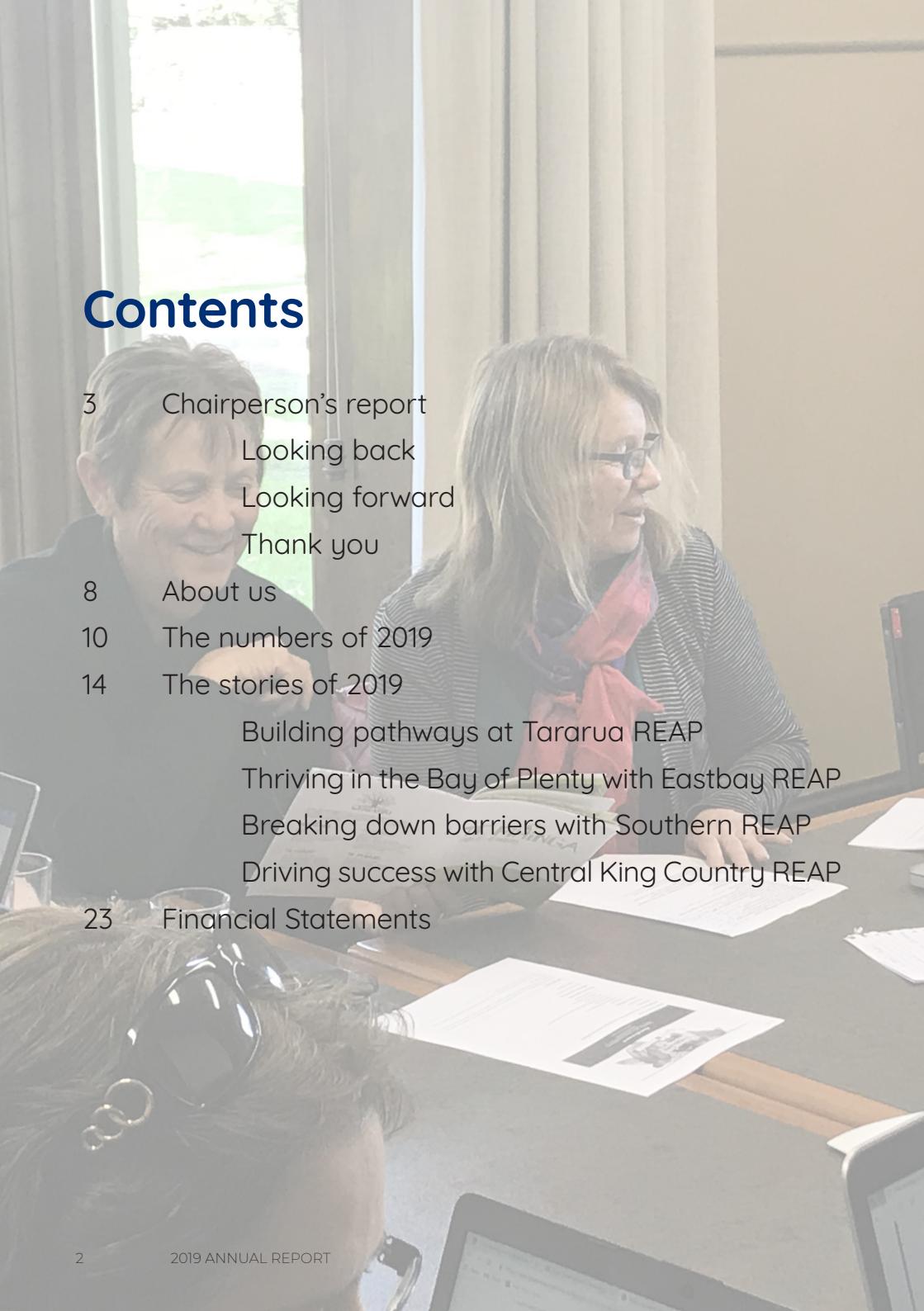
# REAP

## AOTEAROA

Annual report  
2019

*Developing rural communities through quality lifelong learning.*

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Annual report produced by Hayden Maskell for REAP Aotearoa.

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# Chairperson's report

by Mary-Jane Rivers, chair, REAP Aotearoa

*Whiria te tangata ka puta he oranga. Whiria te matauranga ka puta he tino rangatiratanga.*

*Weaving people promotes wellbeing. Weaving education promotes excellence.*

This is a year like no other. In 2019 we were in shock because of the senseless and tragic 15 March attack in Christchurch on our Muslim brothers and sisters.

In March 2020, COVID-19, an invisible force, with no one to blame, is infecting our world. It has meant we have been in lockdown since 25 March. It is exposing our fragilities through our interdependence and, at the same time, our resilience through that same interdependence - raising big questions about how to simultaneously protect and connect and how to ensure those with the least are embraced and supported. At a very practical level it sadly meant the deferment of our annual conference and AGM which Tairawhiti REAP was hosting.

We have our own whanau and families, our REAP people and our REAP communities to care for. Already there are great examples of REAPs' community responsiveness and leadership. A significant number are providing ongoing support and mentoring – especially to rangatahi.

REAPs are also:

- actively supporting our communities to remain safe either through the establishment of, or participation in, community safety checkpoints;
- producing Schools and Early Childhood learning resources including fun online activities and activity packs for early childhood learners distributed to parents;
- providing online computing and licensing courses;
- making great use of social media to connect with our communities;
- distributing kai and necessities to whanau; and
- providing ongoing back-up for other essential services that are supporting community wellbeing initiatives, such as: kai packs for vulnerable whanau, or phoning isolated elderly.

## Looking Back

Over the last four years we have consistently identified two distinctive areas of REAPs' added value:

the ability to respond effectively, through our local knowledge and trusted relationships, so that action can be taken as soon as needs are identified by learners, teachers, or whanau; and

bringing an integrated, joining together of different actors to contribute to education, social and economic benefits and meaningful outcomes in rural communities.

Our 2018 Annual Report talked about our strategy and focus for 2019/2020 being to organise our work within the framework of four pou:

- Kotahitanga - Leadership/Unifying the 'movement'
- Manaakitanga - Support of REAPs
- Whanaungatanga - Educating others about REAPs
- Rangatiratanga - Influencing government policy



This framework builds on our implementation of the 2016-2018 Strategic Plan with the goals of growing identity, partnership, relevance and quality implementation in the context of Te Tiriti o Waitangi/Treaty of Waitangi.

In working to achieve these goals we have specifically focused on significant pieces of work to strengthen our external relationships and opportunities, as well as our internal capabilities and celebrations of success.

## Externally

Extending our reach, relationships and influence. Highlights have been:

### *Relationship with the MoE*

Building a stronger relationship with the Ministry of Education (MoE). Our three-year funding arrangement now focuses on the achievement of Learner Support Outcomes as opposed to outputs in pre-set, narrow domains. We are learning how to convey the changes we are seeing at a learner level, and are delighted that MoE appreciates the breadth, depth and variety of work undertaken by REAPs with our communities. It is clear that stories of our action and impact count for the Ministry.

### *Exceeding ACE targets*

Exceeding our agreed ACE learner hours with The Tertiary Education Commission (TEC). In relation to ACE, we have raised concern about the considerable barriers to participation for the most vulnerable in our communities that have now been placed in front of many of our ACE learners. This is a result of the change to the fund conditions for ACE communities where the TEC now requires verification of learner eligibility. This matters to us. We are working with the ACE Strategic Alliance, and in contact with the Minister and TEC to achieve a change to this so learners are not disadvantaged. This also means actively contributing as a member of the ACE Strategic Alliance, especially around the development of a new Adult and Community Education (ACE) strategy and more recently in relation to Covid-19.

### *Partnership with Oranga Tamariki*

Creating positive developments in Early Childhood Education through a successful partnership with Oranga Tamariki- SKIP to implement the "The Parenting Resource". We were pleased to be able to work with those in our communities who support parents of young families and teach them how to effectively use this resource as one that equips families with tools for positive parenting experiences.

### *MPI's Rural Affairs potential*

Developing a practical and strategic relationship with the Ministry of Primary Industries through their Rural Affairs role. The Minister is very motivated to support rural communities and has tasked his officials to investigate what might be possible. REAPs are potential partners in this space and we have been working with MPI officials to determine what this might look like, including the potential for piloting a couple of different approaches in some REAP regions. Watch this space!

### *Researching expansion potential*

Commencing a research project looking at the current coverage of REAPs with a view to establish whether or not there is an argument for an expansion of coverage, or even the establishment of new REAPs in some areas. We have received information from a number of communities expressing a need to have a REAP in their region. We have now secured a researcher who has started the literature review.

### *Funding confirmations*

We have received funding confirmation from the TEC and the MoE. Our expected funding arrangements for 2020/2021 will remain despite any unexpected consequences from COVID-19.

### *Ministerial appreciation and understanding*

We are experiencing a greater understanding and appreciation of the role of REAPs from a number of government Ministers.

## Internally

Tracey Shepherd, as Director of Development and Operations, continues to provide significant leadership in supporting individual REAPs, accessing additional resources, influencing policy and programmes and

strengthening cross-REAP connections.

### ***Strengthening community-led development***

Primarily through the national Director's efforts, we are continuing to work with Dr Jill Chrissp in the successful initiative to strengthen skills and practice of community-led development and lifelong learning. This sits inside a human rights framework and uses the UN Sustainable Development Goals 2030 (SDGs). Nine of the 13 REAPs have actively engaged with this project and there is a wish from REAPs to:

- develop a more focused and deeper development in embedding community-led development principles;
- weave Te Tiriti o Waitangi more into the work of REAPs; and
- share practice and learn from others in meaningful ways.

This work has been funded through the ACE Professional Development Fund.

### ***Management changes and appointments***

We are also working closely with several REAPs on specific future-focused development issues, including assisting with new manager appointments, and supporting three REAPs through significant change.

Former REAP manager John Chemis operating as interim manager for two REAPs and helping with the recruitment of new managers. Mary Ann Baxter continues to provide governance support through her role at West REAP.

We continue to provide budget and financial viability planning support, in particular by Ryan Morrison; and customised support for Marlborough after the departure of their Manager.

### ***Better communications***

We are strengthening our communications capacity with Hayden Maskell, who is providing strong support around ensuring the work of REAPs is actively promoted, especially in political and government circles.

### ***Unified database***

An exciting development is in the testing the use of a shared database for all REAPs which will build significant efficiency for nationally accessible, consistent data; improve our ability to understand patterns and trends; and to more quickly prepare reports for our national partners and funders.

### ***Increasing governance capacity***

We are starting work on assessing and strengthening our governance capacity for all REAPs and preparing for a REAP-wide governance strengthening initiative in 2020/2021.

This also means continuing 'the telephone tree' of discussions with REAP Board Chairs on strategic and operational issues of focus for them.

### ***Celebrating longevity***

Finally, we celebrated the 40th Anniversary in 2019 of the first REAPs, under Peter McNeur's leadership.

## **Looking Forward**

Looking to the days ahead, 2020/21 will be an important year for REAPs. This is partly for internal reasons. REAPs are going through a time of renewal, with six new managers appointed in the past two years. These managers bring new perspectives, skills and energy to the REAP movement, and all come from outside the REAP world. Change in leadership is natural, and has us drawing on our collective strengths and wisdom to support the changes and transitions that come with new appointments.

We also know that the impact of Covid-19 will be long-lasting, presenting an opportunity for our locally relevant work to be even more effective. The place of trusted, purposeful organisations for building truly resilient communities is going to be critically important.

REAPs have earned that trust locally and we have a responsibility locally and nationally to accelerate our contribution and impact. Data is being gathered from REAPs to enable us to apply lessons learned post Covid-19.

We will continue to organise our work within the framework of four pou, taking into account our own development and lessons learned from COVID-19:

- Kotahitanga - Leadership/Unifying the 'movement'
- Manaakitanga - Support of REAPs
- Whanaungatanga - Educating others about REAPs
- Rangatiratanga - Influencing government policy

## Thank You

There have been many acts of generosity within the REAP movement this year. I value hugely the thoughtful work of the REAP Aotearoa Board team, the energy and skill of the national Director, Hauhake, and all REAPs across the country. Together we have worked well as a team.

I particularly appreciate the generous and skilled contributions of John Chemis picking up the mantle of acting manager for two REAPs and Mary Ann Baxter, Deputy Chair of Central Otago REAP and governance expert, volunteering her time as a co-opted Board member for West REAP.

We are reminded of the value of relationships in times of crisis, both for support to our REAPs, but also (and more importantly) to the learners and whanau in our communities who are at the heart of all we do. That sense of 'in this togetherness' that pervades the work of REAPs captures perfectly how we see our role carrying on in the days ahead.

Naku te rourou nau te rourou ka ora ai te iwi

With your basket and my basket the people will live

Mary-Jane Rivers

Chair

## Our board

Mary-Jane Rivers (Chairperson)

Ryan Morrison (Deputy Chair)

Ani Pahuru-Huriwai

Glenys Dickson

Karen Johansen

Rotohiko Ainsley

Bernice Lepper

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## About us

REAP Aotearoa is the national body which represents 13 REAPs delivering education opportunities to our rural communities in order to make a difference to the lives and long term plans of rural people. Working collaboratively with local partners including Iwi and Hapu is key to this progress.

REAP Aotearoa progresses community development through quality lifelong education in rural Aotearoa.

This means we understand:

- the links between lifelong education and strong, resilient, progressive communities, and;
- that rural communities require tailored provision to enable equitable access to learning.

So we:

- work hard alongside our communities to identify local knowledge, strengths, needs, and aspirations.
- broker responsive, lifelong learning opportunities for individual, whanau, and community benefit.

Our Commitment to Te Tiriti o Waitangi is core to how REAP Aotearoa approaches its work. Our Hauhake caucus provides national guidance on input from Māori about Māori in a partnership context of educational success.

REAP Aotearoa provides:

- Leadership to and with the 13 REAPs
- Sound infrastructure which supports proactive quality education opportunities to the whole community.
- Represents the work of REAPs at a national level through networks and Government as a consistent, credible leader of rural education.

## Our values

**Uniqueness | Trust | Relevance | Resilience | Brokerage**

**Partnership | Treaty-based practice | Cultural responsiveness**

**Social capital development**

# The numbers of 2019

Numbers don't always capture the full story, but they're a powerful way of looking at the ways all 13 REAPs have been working with their communities.

In 2019, the 13 REAPs collectively:

- engaged with at least **66,830** participants
- provided **1,061** distinct activities, programmes and learning opportunities
- delivered professional learning to at least **7,000** educators and parents
- Supported **1,043** people to achieve some form of driving licence and/or undertake a defensive driving programme

These figures are broken down over the next pages.

## In early childhood education, REAPs:

Engaged with 467 early childhood services



Supported at least 15,239 people (children, educators, whānau and caregivers)



Delivered professional development opportunities to over 4600 early childhood educators

Engaged with over 10,000 children through initiatives and activities



## In schools, REAPs:

Engaged with at least 321 schools, kāhui ako and kura kaupapa



Provided 225 activities and initiatives

Supported at least 43,381 participants (students, educators, whānau and caregivers)



Delivered professional development opportunities to over 2400 teachers, teacher aides and educators

Engaged with over 138,000 children via REAP initiatives and activities



## In adult community education, REAPs:

Engaged with 8210 learners via 522 distinct learning programmes, delivering 92,259 hours of learning



Focused on engagement with Māori learners, with 52% of participants identifying as Māori

Supported learners with low or no qualifications, who made up 53% of all participants



Engaged with young adult learners, with 23% of all REAP ACE programme participants aged 24 and under

Supported older learners to achieve learning goals, with 20% of all participants aged 60 and over



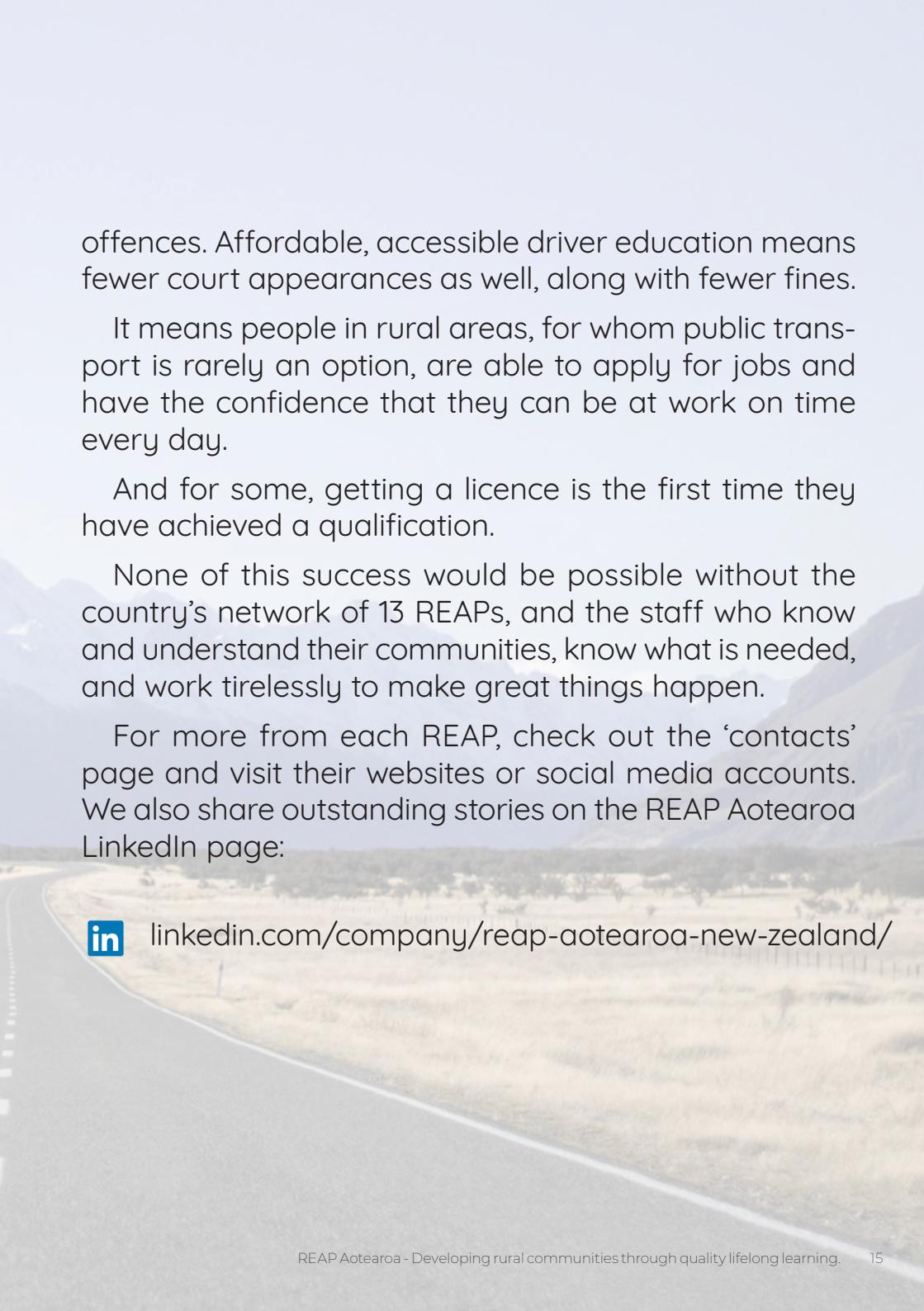
# Stories of impact

All of the 13 REAPs have heard, told and been a part of wonderful stories in 2019. We have chosen three of the best examples to showcase in this annual report, one for each of the sectors in which REAPs operate.

There is also a fourth story about driver licensing. While the story is about one REAP in particular, driver licensing is one way in which all 13 REAPs demonstrate remarkable dedication to and understanding of their communities.

For rural communities, getting a licence to drive is not just a rite of passage: it's a circuit breaker. It opens up enormous possibilities for employment, and presents choices and freedoms that are only possible for those who can drive. REAPs foster these possibilities by providing driver training that is accessible, affordable and well-supported.

While the number of people REAPs have assisted is impressive, it doesn't tell the story of the flow-on impact for rural communities. These driving licence programmes means far fewer people in courts on unlicenced driving

A photograph of a road curving through a rural area. The road is paved and light-colored. To the right, there's a field with low-lying vegetation. In the background, there are hills and mountains under a clear sky.

offences. Affordable, accessible driver education means fewer court appearances as well, along with fewer fines.

It means people in rural areas, for whom public transport is rarely an option, are able to apply for jobs and have the confidence that they can be at work on time every day.

And for some, getting a licence is the first time they have achieved a qualification.

None of this success would be possible without the country's network of 13 REAPs, and the staff who know and understand their communities, know what is needed, and work tirelessly to make great things happen.

For more from each REAP, check out the 'contacts' page and visit their websites or social media accounts. We also share outstanding stories on the REAP Aotearoa LinkedIn page:



[linkedin.com/company/reap-aotearoa-new-zealand/](https://www.linkedin.com/company/reap-aotearoa-new-zealand/)

# Building pathways

*Connecting ECE & New Entrant educators in Tararua*

Early childhood and new entrant teachers have important, overlapping but distinct roles to play in education. For teachers in the Tararua region, working with Tararua REAP has made a significant impact on the ways they collaborate on professional development and ensure all tamariki make the best possible start to their education journey.

The Early Childhood and New Entrant Teacher's Forum has been coordinated by Tararua REAP for a number of years, and the focus has always been on teacher-lead professional development. From the conception of the Dannevirke Kahui Ako, there has been a conscious drive to have ECE, primary and secondary schools around the table and actively contributing to discussions about education pathways.

The teachers themselves determine what areas of professional development take place; Tararua REAP supports forum members to launch a 'seed' or 'taster' of learning, which individual teachers can choose to explore further. By inviting educators from both the early childhood and new entrant sectors, the forum has become a place where teachers from both sectors can meet professionally, form relationships and have important discussions about children, pedagogy, and education transitions.

"For ages I felt that ECE teachers were perceived as just babysitters," says one ECE teacher. "Now our practice is recognized, valued and validated."

With the forum already having a strong impact on teacher engagement and positivity in the community, it served as the perfect head start for a research project. In 2019 the Dannevirke Kahui Ako applied to the Teacher Led Initiative Fund to begin a research project about transitions in education, focused on the question: "What effect will changes in teacher pedagogy have on the transition, well-being and academic engagement of tamariki in Dannevirke?"

The project team leaders were invited to write a research article, "A Collaborative Approach to Transitions in Dannevirke", which has been accepted for publication in the Early Childhood Folio journal.

Along with teacher-led development, Kahui Ako has been fortunate to have Professor Sally Peters as an expert partner. Sally leads the country with her work on transitions, and teachers have been treated to her workshops on the importance

of transitions and the growing understanding of the links between Te Whāriki and the New Zealand Curriculum.

As part of the project, Tararua REAP has coordinated evenings of 'Wander and Wonder', where all members of the forum walk around different centres and schools taking in the environment, asking questions, gathering ideas, sharing pedagogy and reflecting. Feedback from teachers has been overwhelmingly positive: "Very informative, provided valuable ideas to put into place to improve our transition process."

"I was unfamiliar with Te Whāriki but should not be as a principal and curriculum leader. [The forum had] great links to research and made me think of the many discussions our new entrant teacher and have had and can have. We have so much we can build upon."

"Great discussion linked to the transition process. My classroom thinking and process are being challenged."

The relationships that have resulted from the Early Childhood and New Entrant Teacher's Forum are very strong, positive and reciprocal; Tararua's teachers are sharing not only ideas, but actively engaging in a deep drive to ensure the smooth transition and continuity of learning for all tamariki.



# Thriving in the Bay of Plenty

*Eastbay REAP teamed with a local expert to equip tamariki with resilience and positivity*

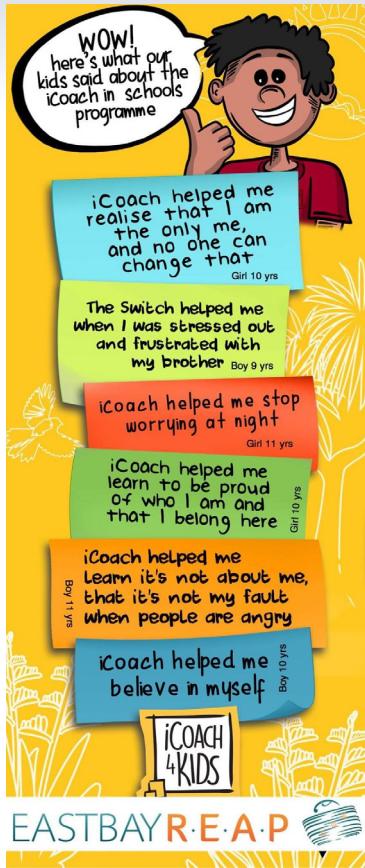
The role of education is to prepare students for life, and in the eastern Bay of Plenty, the key skills are being fostered in a new initiative. Eastbay REAP partnered with the iCoach4Kids programme in 2019, with the aim of helping students thrive and build the key competencies identified in the New Zealand Curriculum.

Using a mixture of videos, activities and coaching, iCoach4Kids focuses on fun and personalised learning. The programme was delivered over 7 weeks, with an iCoach4kids Champion working alongside the classroom teacher. Worksheets and follow-up activities were provided for teachers to do in-between the hour-long lessons.



Programme creator Ang Jackson is a guidance counsellor and experienced mental health practitioner, and says she is passionate about children understanding and believing in their intrinsic worth and value.

Eastbay REAP worked with Jackson to deliver the pilot programme across 9 eastern Bay of Plenty schools, from deciles 1-6. With most of the resources available or delivered via a website, the potential for



growth into other areas and beyond schools is significant.

The programme focuses on four key competencies: Thinking, Managing Self, Relating to Others, and Participating and Contributing. Across the 2019 year, the cohort saw improvements across all four by a minimum of 25%, with Participating and Contributing seeing an astounding 33% improvement.

The statistics are impressive, but the feedback from students, whanau and teachers is remarkable. Teachers have reported dramatic increases in positivity and morale in their classrooms, and students have become more self-aware and able to apply the strategies learned from iCoach4Kids to work through issues.

“Confidence levels have grown for some, and soared for many,” says one Whakatāne teacher. “[Students are] looking out for one another because they want to, not because they have to.”

Parents are also seeing positive changes in how their children deal with emotions and temporary difficulties.

“After participating in iCoach4Kids, my son has come into his own,” says Christine Ford, a parent from Whakatāne. “He has more confidence and feels free to be himself.”

Building resilience at a community level is a driver for REAPs across the country, and for Eastbay REAP, it starts from childhood. The success of iCoach4Kids has been heartening, and the impact on the community is already showing itself.

As one student says, “iCoach helped me believe in myself.”

# Breaking down barriers

*Southern REAP ensures literacy and dyslexia aren't barriers to success.*

A year into his apprenticeship with McMaster Engineering, Robert Wilson was proving himself to be talented, with a mind that understood machinery intuitively. But he was facing a significant challenge: diagnosed with dyslexia at school, he was facing failure of the written parts of his Unit Standards assessments.

Intelligent and determined, Robert put significant work into his workbooks at home, but was finding the reading difficult, and the written answers all but impossible. The very thing that helped Robert to be so skilled with the practical side of engineering was an obstacle to him when it came to the theory of engineering.

Early in his second year on the job Robert's boss, Garth McMaster, approached Southern REAP to see if there was any way the organisation could help. True to their mission, Southern REAP worked with Garth and Noel Clayton of Competenz, and together arranged a tutor for Robert.

For two hours each week, Robert worked with tutor Shirley Pratt to help him finish the theoretical assessments; in July he passed three first year Unit Standards, and in August he finished his final first year paper. By the end of 2019, after 9 months of support from Southern REAP and Competenz, Robert had passed all of his first year apprenticeship papers, and four of the five second year theory papers.

“It’s been bloody good having support,” says Robert. “I always knew I needed help through school, so it was nothing new to get some help for the apprenticeship.”

And, according to Shirley, the teaching went both ways - her knowledge of bearings, metals, fits, limits and tolerances in engineering equipment has increased exponentially. While there were times she felt out of her depth with the highly technical information, she felt it was worthwhile figuring out the mysteries of engineering to help Robert and his apprentice colleagues.

With two more apprentices from McMasters now getting support from Southern REAP and Competenz, and another local engineering firm keen to take the same approach, Garth McMaster is thrilled with the effect the support is having on his young employees.

“The biggest thing about the Apprenticeship Literacy programme is that it has taken the burden off the theory component of the apprenticeship,” says McMaster. “The boys can now focus on their practical at work and this shows in their work.”

For McMaster, the confidence boost is important. “There is no threat of not completing the theory – this threat used to ‘kill’ the possibility of completing their apprenticeship,” he says. “The boys were coming into work with a total lack of confidence, [but] this opportunity has increased their confidence immensely.”

For Robert, the successes are being felt already. “At times, having the theory has been helpful in the workshop,” he says.

“And the pay increase is also good!”



*Robert with Competenz tutor Shirley Pratt*

# Driving success

*Getting a driver's licence isn't just a rite of passage: it opens a world of opportunities.*



*Naomi is on track to sit her full licence test.*

The Safe2go program is Taumarunui's solution to reduce the number of recidivist driver licence offenders and address barriers for disadvantaged learner and restricted drivers in the community.

The programme is supported by the Taumarunui Police, Work and Income Taumarunui, Maniapoto Training Agency, Youth Services and the Taumarunui High School.

In 2019 the programme assisted 153 participants. For many, the programme put an end to driving-related fines and opened the door to further education, training and employment opportunities.

Naomi, 47, said the Safe2Go programme helped boost her confidence levels on and off the road.

"The Safe2Go programme enabled me to learn good driving habits," she says. "They provided a safe vehicle for me to learn in as I do not have my own. My driving mentor was very helpful and patient and kept me at ease during lessons."

Easing the financial burden of paying for lessons makes a huge difference to people seeking employment, as well as opening up a far greater range of opportunities that involve travel or varying shift times.

"I acknowledge the staff for providing this programme for free as this lessened an extra financial burden that I just wouldn't have been able to afford," says Naomi.

"Before I started the programme, my confidence levels were pretty low," says Naomi. "I was very nervous to drive on the roads but through the Safe2Go programme and encouragement from the driving coaches, I feel confident to drive on the roads by myself."

Naomi achieved her restricted driver's licence through the programme and will sit for her full licence in May 2020. She is currently saving for her own vehicle.



# Financial statements

## REAP Aotearoa Statement of Profit and Loss

For the year ended 31 December 2019

		2019	2018
<b>Revenue</b>			
	MoE Meeting Contribution	-	1,739
	Interest Income	1,573	64
	ACE Professional Development Grant	35,640	30,000
	Grants Received	25,000	-
	MOE Funding	4,650,000	4,524,261
	SKIP Funding	45,350	105,000
	TEC Funding	2,514,825	2,467,830
	<b>Total Revenue</b>	<b>7,272,388</b>	<b>7,128,895</b>
<b>Expenses</b>			
Contracts	MOE/REAPs Core Funding	4,579,329	4,454,847
	MSD/REAPs SKIP Funding	14,907	88,000
	TEC/REAPs Core Funding	2,413,287	2,418,151
	ACE Aotearoa PLD Project	25,109	25,681
	Total Contracts	7,032,632	6,986,679
REAP Aotearoa Operating Expenses			
	Accommodation	1,973	3,817
	Accounting Fees	6,595	9,140
	Administration Services	2,195	2,037
	Audit Fees	3,335	3,380
	Bank Fees	92	74
	Catering	3,626	4,715
	Communications	5,998	-
	DDO Contract/Expenses	69,482	57,873

	General Expenses	2,433	2,966
	Honorarium	9,750	10,920
	Insurance	610	533
	Interest Expenses	2	31
	Teleconferences	1,227	1,394
	Travel - Board & Partner Meetings	27,680	12,294
	Venue Hire	1,513	4,207
	Website Maintenance	471	471
	Total REAP Aotearoa Operating Expenses	136,982	113,851
<b>Total Expenses</b>		<b>7,169,616</b>	<b>7,100,530</b>
<b>Total Comprehensive Revenue and Expenses</b>		<b>102,772</b>	<b>28,364</b>

#### REAP Aotearoa Statement of Changes in Equity

For the year ended 31 December 2019

		2019	2018
<b>Equity</b>			
	Opening Balance	98,525	70,160
	Increases		
	Comprehensive Revenue and Expenses	102,772	28,364
	Total Increases	102,772	28,364
<b>Total Equity</b>		<b>201,297</b>	<b>98,525</b>

REAP Aotearoa Statement of Financial Position

For the year ended 31 December 2019

		2019	2018
<b>Assets</b>			
	Current Assets		
	Cash and Bank		
	ASB Cheque Account	110,072	55,452
	ASB Savings Account	4,529	64,518
	Accounts Receivable and Prepayments	69,311	40,013
	GST Receivable		1,808
	Total Current Assets	183,912	161,790
	Non Current Assets		
	Term Deposits	61,562	-
	Total Non Current Assets	51,562	-
<b>Total Assets</b>		<b>201,297</b>	<b>161,790</b>
<b>Liabilities</b>			
	Current Liabilities		
	Bank		
	ASB Visa Business	2,341	-
	Trade and Other Payables	19,273	53,442
	GST Payable	5,266	-
	Income in Advance	5,000	-
	Total Current Liabilities	44,177	63,265
<b>Total Liabilities</b>		<b>44,177</b>	<b>63,265</b>
<b>Net Assets</b>		<b>201,297</b>	<b>98,525</b>

# REAP AOTEAROA

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