



GREYTOWN
TRUST LANDS
Growing the Community since 1871

EDUCATION FUNDING STRATEGY

AUGUST 2017

INTRODUCTION

The Greytown District Trust Lands Trust has distributed approximately \$1.3 million in funding for education purposes over the last 10 years. During that time, not much about the way in which the funding has been allocated has changed.

The current Board of Trustees has agreed to a review of education strategy to identify whether the present strategic focus of the funding remains valid and, if not, to set about determining what its strategic priorities should be over the next 3-5 years in order to ensure the focus of its funding remains relevant and delivers the best possible return in meeting the education needs of the Greytown community. It has at the same time also expressed a desire to better determine the effectiveness of its funding allocations by putting in place a regular review process for evaluating the outcomes achieved.

This proposed new education funding strategy document is the result of that review and is presented as follows:

Part 1 - the background to the review

Part 2 – the review process that was adopted

Part 3 – the findings of the review

Part 4 – the Trust’s future strategic priorities

Part 5 - how the proposed new strategy will be implemented.

PART 1

Background

Current education provision

Greytown has 4 early childhood education facilities. Two are operated by not for profit entities (Greytown Early Years Inc. and Greytown Kindergarten). The other two (Ladybird and Blue School) are run by profit making entities under the control of the same operator. The latter fall outside the scope of this review because the Trust does not provide financial support to profit making entities.

Greytown Early Years is licensed to cater full-time for a maximum of 25 children but operates with a roll of 49 children as many only attend on a part-time basis. Although it is operating at the limit of its capacity, management has indicated it is not considering expanding provision largely because this is not possible on its current site.

Greytown Kindergarten is licensed to cater full-time for a maximum 30 children but operates with a roll of 55 children for the same reasons as above. It currently has some spare capacity but anticipates future demand will be such that this will be taken up over the next 12 months.

Children from both facilities transition to Greytown Primary School, the town's only primary school.

Greytown Primary School takes the vast majority of its students from Greytown and has a current roll (as of 1 March 2017) of 349 across years 1 to 8. Next year's intake is expected to increase by an additional 15 to 25 students. The school has recently been redesignated decile 8 (from 6) by the Ministry of Education (MoE). It is highly rated locally despite the drift away of some students among the year 7 cohort to Masterton schools such as Masterton Intermediate School, Solway College and St Matthews College.

Kuranui College, based in Greytown, is the sole secondary school serving South Wairarapa. It has a current roll (as of 1 March 2017) of 448 across years 9 to 13, including 10 international fee-paying students (efforts are currently being made to increase this number). It is currently decile 6 and achieving impressive NCEA results with 35% of leavers going on to university or some other form of higher education. It is also working hard to provide all other leavers with clear pathways to further training or employment.

Current funding situation

At present the Trust provides:

- roll number based bulk funding to the two Greytown Schools: Greytown Primary and Kuranui College;
- grants to assist individual students going on to study for qualifications at NZQF level 4 and above, subject to them meeting residency eligibility requirements, and
- ad hoc grants to individuals for attendance on Outward Bound courses and the like.

In addition the Trust has provided seed funding for implementation of the Wairarapa Youth Education, Training and Employment (YETE) Initiative, which is intended to benefit students at Kuranui College.

The Trust has to date not considered early childhood and community education to be strategic priorities for regular funding purposes. However, Greytown Early Years and Greytown Kindergarten have previously received ad hoc funding for building improvements and teacher professional development.

The use of the bulk funding provided to Greytown Primary School and Kuranui College is at the discretion of school management and has largely been utilised in recent times to finance the lease or purchase of tablets, laptops and computers for use by students and teachers in the classroom.

PART 2

Review process

The process of identifying the current and future education needs of the Greytown community has involved obtaining evidence from a range of sources in order to inform future strategy. These have included:

- Analysis of demographic and economic data relating to the Greytown area;
- Analysis of latest Education Review Office (ERO) reports for education providers and schools in Greytown;
- Review of NCEA results for Kuranui College;
- Analysis of key literature on future education trends; and
- Interviews with key stakeholders representing the MoE, Greytown early childhood education providers, primary and secondary schools, regional education agencies, local government bodies and agencies, and a number of community figures with an interest in education matters.

The assistance provided by Colleen Douglas, a well-known local independent education consultant, in undertaking the necessary research, conducting stakeholder interviews, analysing findings and guiding Trustees in the development of this future strategy is gratefully acknowledged.

Thanks are also due to the representatives of the following education providers, local bodies and community organisations who agreed to be interviewed:

Greytown Early Years Inc
Greytown Kindergarten
Greytown Primary School
Kuranui College
Ministry of Education
Wairarapa REAP
Masterton District Council
South Wairarapa District Council
Greytown Community Board
Greytown Library
Greytown Rotary Club
Greytown Lions Club
Pāpāwai Marae.

PART 3

Findings

Demographic data

According to the 2013 census Greytown has 2,202 residents. Their median age is 50 which is 5 years older than the rest of the South Wairarapa; 28% were older than 65 and 18% were under 15. Population figures covering the period 2000 to 2016 show the number of 0-14 year olds has not changed, while there has been a minimum 50% increase in numbers across all age bands from 45 onwards.

Despite what these numbers appear to show, anecdotal evidence has been supplied by all of the education providers in Greytown highlighting an increase in enrolments. In fact in order to manage demand Greytown Primary School is currently having to limit acceptance of future enrolments to children living in Greytown rather than, as in recent times, welcome enrolments from Carterton and other surrounding areas.

The population is generally well educated with 21% holding a Bachelor's degree or higher and 79% having formal qualifications. The most common occupation is "professional". When set against the age data this highlights the availability of a pool of well educated, skilled and active, retired or semi-retired people with possible spare time to engage in community initiatives aimed at supporting young people in the town.

The average household size is 2.26 people - 33% of two adult households have children while 52% do not. A further 14% of households comprise one parent families. Unemployment is low at just under 5% and the level of deprivation found in other Wairarapa towns is not prevalent in Greytown (schools management and community leaders estimate between 8-10 Greytown families suffer significant financial hardship).

That said, the average pay level of those residents working in the Wairarapa, as opposed to those able to commute to higher paid jobs in Wellington and the Hutt Valley, is significantly lower. Affordability in an education context therefore remains an issue for some local families. Conversely, the relative affluence of those who do work in Wellington and the Hutt Valley, means they are able to afford to send their children to schools outside Greytown, who they see as offering more options and opportunities. This has contributed to a degree to the "Masterton drift" seen at intermediate and secondary school level.

Greytown presents as a largely mono-cultural town with over 80% of the population identifying as European. The next highest cultural grouping are Māori, who account for just under 10% of the population. This apparent lack of cultural diversity is not reflected in the roll composition of the education providers - 23% of children on the Greytown Early Years roll, 23% at Greytown Primary School and 34% at Kuranui College identify as Māori.

What this means, as confirmed via the analysis of ERO reports below, is that the local schools' curriculum could benefit from the inclusion of more language and local cultural

heritage and identity content, particularly given the resource available in the form of the rich history attached to Pāpāwai Marae.

Economic data

A number of large housing subdivisions are in the planning stage. These developments, when realised, hold the potential to double the Greytown population in the next 10 to 20 years. Currently, sections with building covenants are fetching a premium price of up to \$250,000 each, tending to attract high net worth professionals settling in Greytown for lifestyle or (semi) retirement reasons. There is anecdotal evidence though of increasing numbers of young families choosing to make their homes in Greytown, which over time will drive higher school roll numbers.

Greytown is in part a service town for the outlying rural region but has achieved more profile in recent times as a day-trip or weekend destination offering a range of hospitality options (boutique accommodation, restaurants and cafes), a wide selection of specialist retail opportunities and access to a number of nearby visitor attractions such as museums, arts & craft venues, vineyards and cycle trails.

This is reflected in the 2013 census, which identified the top five industries in Greytown as:

- Hospitality (food, beverage & accommodation)
- Retail
- Health care & social services
- Education & training
- Construction.

From an educational standpoint it makes sense for school leavers who do not intend to go on to further education and wish to remain in Greytown or even the wider Wairarapa to consider and target job opportunities in these business sectors.

ERO reports

The latest reports covering Early Years Inc, Greytown Kindergarten, Greytown Primary School and Kuranui College are uniformly positive in either confirming the quality of education currently being provided or recording significant improvements in performance.

Analysis of the reports has identified (in no particular order of priority) the following high level themes for possible further action by their governing bodies:

- More support for priority learners;
- Improved recognition of identity, culture and language ;
- More focus on addressing underachievement;
- Improved transitions between sectors ie. early childhood to primary to secondary;
- More focus on developing career pathways;
- Supporting the introduction of innovative, culturally responsive pedagogy and curricula.

NCEA results and performance against national standards

The latest NCEA participation-based results for Kuranui College are impressive. For levels 1 (year 11) and 2 (year 12) the success rate has been continually improving over the last three years and now stands at just over 94%, which exceeds the national average. The College attributes its success to successful implementation of a mentoring programme tailored to each student.

While the success rate at level 3 (year 13) has also improved significantly from 69% three years ago to 80%, the College acknowledges there is more work to do to lift performance especially among students not going on to further education or who are not on an established career pathway.

Greytown Primary School management has identified a specific key achievement challenge to lift the standard of writing at the school from 70% of students at or above National Standard to at least 80%.

Education trends

Education is moving from content based learning to context based learning. The Digital Revolution is transforming people's relationship to cognitive or mental work in much the same way the Industrial Revolution transformed people's relationship with physical work.

International commentators say there are seven key attributes children need to acquire to be successfully functioning adults in a future world:

- Critical thinking and problem solving
- Collaboration and leadership
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analysing information
- Curiosity and imagination

Preparing young people for a digital world where demonstrating creativity, engaging well with others and participating in problem solving are core requirements is recognised as the key challenge currently faced by educators.

Themes arising from stakeholder interviews

These are (in no particular order of importance):

- The introduction of play based learning philosophy, grounded in a focus on the role of the environment, and the teaching of real life skills raise new requirements around teacher professional development. It also raises the need for communication with parents who continue to see content based learning and academic achievement as all important.

- The establishment of the Carterton and South Wairarapa Community of Learning has solid support locally and from MoE but progress towards development of an action plan and the resources that are needed to implement it is taking time.
- Releasing teachers from teaching duties in order for them to undertake research and/or develop new teaching tools that will address areas of existing concern or develop new curriculum content is difficult and expensive.
- The arrangements around transition of children from early childhood to primary school are not working as well as they could.
- Pressure on rolls is already building and likely to increase significantly in future placing pressure on the sum of education resources across the town. While some collaboration is already occurring successfully between institutions, there needs to be more. This may require some form of co-ordination.
- Current engagement with, and the involvement of, the wider community is already delivering major benefits to education providers, who would like to see more of the same. This too may require co-ordination.
- The town's Library staff are struggling to cater for the apparent needs of the elderly in the community for assistance in using IT and students who use the Library's facilities for after school study.

PART 4

The proposed new strategic priorities

The Trust's vision for Greytown District is "A well-educated community that is able to successfully participate in the economy and contribute to the well-being of the community".

With this in mind, and arising from its analysis of the review findings, the Board of Trustees has confirmed the following six new strategic priorities will drive its future education funding:

1. Enhancing community connection and collaboration.
2. Supporting Community of Learning initiatives.
3. Promoting new learning approaches (including the role of environment in learning and development).
4. Enhancing transitions and pathways.
5. Promoting innovation and entrepreneurship.
6. Enhancing understanding of identity, culture and language.

The logic for selecting these priorities is set out in more detail as follows.

Enhancing community connection and collaboration

The benefit of more involvement by the community in the local education system – helping children with reading, running school trips, delivering driver education, mentoring student enterprises, developing interest in learning new skills, assisting with understanding of the environment – was mentioned by all of the Greytown education providers.

The opportunity to develop a deeper and wider partnership between providers and the community was also identified by community stakeholders, who for example suggested students could help older community members with technology, while the skills, experiences and interests of the retired and semi-retired living in Greytown could be used to broaden and enrich the learning of young people.

Trustees believe it is a fundamental objective of the Trust to as far as possible encourage members of the community to work for each other. Community members, each in their own way contributing to and benefitting from a local education system that breaks down barriers to interaction between age groups and between those with skills to offer and those requiring skills to succeed in life, would be a major demonstration of what a thriving community can achieve.

Supporting Community of Learning initiatives

Greytown Primary School and Kuranui College both belong to a recently established Carterton and South Wairarapa Community of Learning, which comprises all the other primary schools in South Wairarapa as well as in Carterton. Communities of Learning are a Central Government education initiative and will be the model for future MoE investment.

They represent a new approach to raising educational achievement by encouraging schools to work collaboratively and share expertise and experience among them in the interest of addressing common areas of concern across the group. For example, improving understanding of mathematics among primary school children has been identified as a common weakness in the South Wairarapa and Carterton. Over time it is anticipated the approach will be extended to include early childhood education centres and possibly tertiary education institutions.

Trustees see importance in providing support to the local Community of Learning in the early stages of its development as this will help ensure desired improvements are delivered more quickly, greatly benefitting all school children residing in Greytown in the longer term. Such support could, for example, take the form of assisting with the provision of temporary cover for teachers who are directly involved in carrying out the necessary research to identify common areas of concern or in developing the educational tools with which to address them.

Promoting new learning approaches

To their great credit, Greytown schools and early childhood education centres have been early recognisers of the benefit of introducing information technology into the teaching environment. Trustees are keen to build on their success and ensure Greytown education providers remain at the forefront of change by encouraging and enabling them to continue with the implementation of new learning approaches identified through research of international education trends.

This means assisting education providers with further development and implementation of education techniques based on play based learning, use of real life 21st century context, a focus on caring for the environment, and an understanding of what it means to be human (through development of qualities and skillsets such as empathy, creativity, communication and higher order thinking).

Enhancing transitions and pathways

Facilitating a smooth transition from early childhood centres to primary school and from primary school to secondary school is key to achieving the right education environment in which children can flourish. In Greytown, the arrangement for transitioning Greytown Primary School children to Kuranui College is understood to be working well, less so though for children transitioning from the early childhood centres to Greytown Primary School. Trustees wish to encourage improvement in this area.

While recognising Kuranui College's solid improvement in lifting students' academic achievement at NCEA levels 1 and 2, Trustees would like to assist more of the 65% of Kuranui College leavers who do not intend going on to higher education into worthwhile employment. This assistance would supplement the Trust's current support for the Youth Education, Training and Employment initiative and would involve, for example, developing closer links with Greytown employers with a view to them offering career pathways for local students.

Promoting innovation and entrepreneurship

Wairarapa has many innovators and entrepreneurs. Collectively they have an unrivalled wealth of experience that, if tapped into by local schools, could be put to great use in encouraging students to generally think “outside the box”, to try new ideas and not be afraid to be on the cutting edge. These are some of the attributes which we are being told students will need to acquire to be able to thrive in a future digital working environment.

Trustees wish to see Greytown schools developing better links with the creative and innovation-led business sectors and including appropriate content in their curricula in order to foster innovative thinking and entrepreneurship among their students.

Enhancing understanding of identity, culture and language

Trustees have taken on board the views expressed by the ERO, community commentators and the schools themselves that enhancing the understanding of students of what it means to live and work in a multi-cultural society and encouraging tolerance of others’ culture, identity and language does not feature as highly as it perhaps should in the local curriculum.

The types of initiatives Trustees could be willing to consider supporting include assisting with the engagement or secondment of teachers from other ethnic backgrounds to help promote understanding of other cultures and languages; or development of course content that will communicate Greytown’s own rich history of Māori settlement, exemplified by the period in its existence when Pāpāwai Marae was the home to the Māori Parliament.

In conclusion

The Trust is as committed as ever to assisting in the development of a well-educated community that is able to successfully participate in the economy and contribute to the well-being of the community. This new education strategy is about improvement and refocusing strategic priorities to ensure that education funding is equitable, transparent, and focussed on the areas of need that are relevant to Greytown’s situation now and into the immediate future.

In future, when funding proposals are presented to Trustees for consideration, they will be referenced to the agreed new priorities set out in this strategy document. To ensure the priorities remain relevant and the desired outcomes are being delivered, an evaluation process will be applied so Trustees can gauge the impact the Trust’s funding is having on education being delivered in and to the community.

PART 5

How the proposed new strategy will be implemented

Allocation of funding available for distribution

At the beginning of each financial year, the Board of Trustees will determine the total budget to be allocated to education related funding. A small portion of the allocated sum will be “top sliced” to provide funding for specific Trust initiatives. The remainder of the funding will be allocated to education sectors according to the following formula:

Sector	% of total	\$¹
Early childhood	13	18,000
Primary/intermediate	27	38,000
Secondary	28	39,000
Higher (NZQF Level 4 and above)	22	30,000 ²
Community ³	10	14,000

¹ For indicative purposes only, will change year on year.

² Capped at the lower of 28% of total available funding or \$30,000 per annum.

³ This covers education initiatives which benefit the wider community, preferably delivered by one or more of the other sectors. An example would be training or mentoring in the use of computer applications provided to elderly or retired persons by secondary school students.

Funding types

There will be two types of education funding:

- Bulk funding for public sector (not for profit) school or education provider initiatives aimed at delivering benefits to a large number of students in the local education system – this covers funding allocated to the early childhood, primary/intermediate and secondary sectors – and to groups of adults or others in the community who sit outside the local education system but whose education, training and mentoring needs are being met (the community sector).
- Grants to individuals – this category covers those going on to seek qualifications at NZQF Level 4 and above, and recipients of financial support under specific initiatives described further below.

Funding purposes and reporting requirements

Specific initiatives

Although their number may be extended or reduced and the allocated funds will change over time, proposed earmarked funds are:

	\$
For hardship	2,500
For personal development	2,500
For promotion of local apprenticeships	<u>5,000</u>
Total	<u>10,000</u>

Hardship

The hardship fund will be used to assist children up to and including secondary school age who are currently resident in the Greytown District and who are lacking basic support or who would miss out on education opportunities and school activities due to their family's lack of financial resources. Such activities include but are not necessarily confined to participation in school sports and recreation, and attendance on organised school trips. The grant per individual will be \$125, meaning the maximum number of such grants that can be made in any one financial year is 20.

Personal development

The personal development fund will be used to financially assist children of secondary school age who are currently resident in the Greytown District and who it is considered would benefit from engagement in extracurricular activity to support their personal development. Such activity includes but is not necessarily confined to attendance on Outward Bound or similar character building courses, involvement in leadership initiatives, work experience and the "broadening of horizons" through school or community sponsored overseas trips. The grant to the individual will be \$500, meaning the maximum number of such grants in any one financial year is five.

Promotion of local apprenticeships

The Board of Trustees is keen to develop a scheme under which Greytown based employers agree to employ school leavers living in the Greytown District as trade apprentices, with the Trust sharing dollar for dollar with the employer the annual cost of formal training and equipment needs for each apprentice employed.

The Trust's annual financial contribution would be capped at \$1,000 per annum per apprentice and would be guaranteed for three years (unless the beneficiary fails in the meantime to complete the apprenticeship). This means a maximum of five apprentices would receive financial support over a three year period.

Bulk funding

The Board of Trustees expects all future bulk funding of the early childhood, primary/intermediate, secondary and community sectors to be targeted towards delivering one or more of its agreed priorities, as set out in Part 4. Particular emphasis will be placed on support for joint initiatives within and between sectors.

In terms of eligibility, the Board of Trustees accepts that it is not feasible to ring-fence funding allocated to Greytown schools and education providers or to community education

initiatives whose catchment extends to South Wairarapa in a manner that solely benefits those who live within the Greytown District geographic area defined by the Trust's governing legislation.

It will be a feature of implementing the new strategy that bulk funding sector recipients will be required to provide quantitative and qualitative (annual) feedback on the outcome each initiative or activity funded by the Trust has delivered for its intended target group. A proposed pro forma evaluation is included with each application form.

Grants to individuals

With effect from 1 April 2018 (incorporating tertiary study grant applications submitted in March 2018 in relation to the 2018 academic year) applications will no longer be accepted from individuals who are not living in Greytown at the time of their first application for a grant.

The total funding available for study for qualifications at NZQF level 4 and above will be capped at \$30,000 per annum with effect from 1 April 2018 and individual grant awards will be capped at \$500 per annum for three years. This means up to 60 recipients can receive financial support each year. However, the Board of Trustees reserves the right to reduce the level of individual grant in the event demand on the annual funding is oversubscribed in any year.

There will also be an expectation that individual recipients will in future undertake to report back to Trustees how they have "paid forward" to the wider Greytown District community the benefit of the learning they have received with the financial support of the Trust. The pay forward may, for example, involve the recipient giving a talk or providing coaching and mentoring to local school children.

Application process for bulk funding

The new strategy will take effect from the commencement of the Trust's new financial year, on 1 April 2018. However, the amount of bulk funding available for the 2018/19 financial year is unlikely to be confirmed by the Board of Trustees until May 2018.

The deadline for submission of applications will be set down for 30 September each year, commencing in 2018. Funding will then be allocated by Trustees in October and paid out in November to enable providers to confirm their plans for each new calendar year, commencing 1 January 2019.

The purpose and scope of the initiatives proposed by providers will be at their discretion but they will have to demonstrate that one or more of the Trust's priorities are being met. A funding application covering each initiative will be submitted in the sample format attached as Appendix 1. This also includes a pro-forma of the evaluation which will need to be undertaken in relation to the outcome of each initiative.

Decisions on the level of funding to each of the providers will be based on the respective merits of the initiatives for which applications have been submitted. In some cases it is possible initiatives will be rejected or supported at a lower level of funding than requested.

Early childhood education

The two eligible early childhood education providers – Greytown Early Years Inc and Greytown Kindergarten - will transition to the new strategic funding approach between now and 1 April 2018 by applying, as they have been able to do previously, to the September 2017 and March 2018 community grant rounds. However, none of this community grant funding will be ring-fenced to early childhood education and it will remain accessible to and contestable between all eligible community-based organisations.

Any applications the two providers may make in the transition period for funding from this allocation will therefore be considered on their merits. Trustees will be looking though for any such applications to be consistent with the priorities set out under the new strategy.

While it is expected the two providers will each submit their own initiatives under the new contestable funding arrangements for consideration by the Board of Trustees, they are also strongly encouraged to work together on joint initiatives that will benefit Greytown early childhood education as a whole.

Primary/intermediate and secondary education

The two schools - Greytown Primary School and Kuranui College – will, as they have previously, each receive a roll-based grant in September 2017, before making their first applications in September 2018 under the new funding model. It is expected though they will demonstrate a transition to the new strategic funding approach by advising the Board of Trustees how they propose utilising the 2017 funding in line with the agreed new priorities.

From September 2018 the Trustees will assess the individual merits of the initiative applications the schools choose to submit (per Appendix 1) when applying for their respective funding allocations. However, the two schools are again strongly encouraged to work together on joint initiatives that deliver synergistic benefits across the two sectors. These are likely to receive greater consideration.

Community education

Because the beneficiaries under this heading are intended to be members of the wider community, it is not immediately clear who the applicants for the available funding will be. It is anticipated though that applications are likely to be submitted by potential providers, who could be schools, organisations already established in the community (eg. Rotary) or individuals wishing to set up structures that will deliver the outcomes desired by the Trust. What is clear though is the funding will be contestable and each application will be considered on its merits.

As timing of release of this new funding is not necessarily linked to planning for the academic year, it is proposed applications for this sector funding will be considered twice yearly in September and March, commencing in September 2018.

In the interim Trustees will consider applications that meet the community education criteria if they are submitted to the September 2017 and March 2018 community grant rounds. As with early childhood education, such applications will be considered on their merits versus all other community grant applications received.

Application process for individual grants

Hardship

Grants will be awarded by the Trust on the recommendation of school principals and education providers and will be paid out on request as required. The purpose for which a grant will be used will be entirely at the discretion of school principals and education providers. Relevant purpose can include purchase of personal equipment of benefit to the individual, whether this be uniform, education or sport oriented. It is anticipated the grant will be expended by the school or education provider on the individual's behalf rather than paid directly to the individual or his/her family.

Personal development

Grants will be made by the Trust on the recommendation of school principals and education providers and will be paid out on request as required. It is anticipated the grant will be expended by the school or education provider on the individual's behalf.

Promotion of local apprenticeships

While the Trust would help promote the scheme in order to raise awareness among potential applicants, responsibility for accepting applications, interviewing applicants and making appointments would rest with the relevant employers. The Trust's financial contribution would be paid to the employer on production of information necessary to validate the release of the funding.

Qualifications at NZQF level 4 and above

The application process will differ from that previously adopted for such grants in the following key ways:

- To be eligible applicants must demonstrate they are living within the Greytown District at the time of receipt of confirmation of their course enrolment. Acceptable proof of residency will be the letter of confirmation from a tertiary education provider of acceptance on an accredited course of study (correspondence on official letterhead addressed to the individual may be accepted from another source in substitution).
- There will now be only one application round per annum, closing at the end of February, with those eligible being awarded a single grant of \$500 in March each year.
- A maximum of \$1,500 ie. three annual grants of \$500 each will be paid to applicants subject to provision of proof of ongoing study in years 2 and 3.

Applicants will also be asked to explain how they will contribute something back to Greytown and demonstrate they have followed through on this commitment.

A sample application format is attached as Appendix 2. This form will also be used for applications for financial assistance with personal development.