

Investment Plan 2011

Prepared for Ministry of Education

Mission

"Te Ara Ako" – Pathways to Learning

Vision

Supporting Education and Community Development

Visionary Values

- Provide high quality learning educational opportunities
- Provide inspiring learning environments
- Develop and sustain partnerships and collaborative networks
- Responsive to community needs

Strategic Goals

- Promote and deliver our services across our region
- Contribute to Government Priorities for education and social development
- Actively develop and maintain quality standards and a sound financial base
- Foster sustainable communities through support and advocacy

Core Purpose

Westland Rural Education Activities Programme Incorporated Society is a community organisation based in the South Island's West Coast, known as WestREAP. We promote and provide supplementary and complementary education in the Westland (pop: 8619) and Greymouth (pop: 13,421)[1], regional districts in the geographical area which extends from Punakaiki in the north, Otira and Ikamatua to the east, and south to Haast and Jackson Bay. WestREAP delivers educational programmes across the Early Childhood and Schools sectors as well as in Adult Community Education.

WestREAP maintains ongoing membership affiliation to a range of national bodies including REAP Aotearoa NZ (REAPANZ), ACE Aotearoa, COSS, SSPA, Rural Women NZ, Adult Literacy Practitioners Association, Ako Aotearoa and others as they are relevant to ensuring both our

ability to access up to date research and information critical to identifying and meeting our communities priority needs and ensuring our ability to contribute the unique perspective of our communities in the national context.

WestREAP works in collaboration with other providers and community, industry and local authorities to enable community access to a range of quality learning initiatives. Our delivery of programmes, resources and services prioritises fulfilling gaps in community learning in our region. We identify these through an ongoing needs analysis process.

[1] Population Table 10.2 population estimates, (for March years) at 2009, p 53, West Coast Indicators 2009, Development West Coast, February 2010, Berl economics report, M Webster, J Leung-Wai, Dr G Nana, Berl ref: #4846

Principles for REAP Delivery

The services provided by WestREAP are to be based on the following understandings and underlying principles:

1. WestREAP is expected as part of its operations to routinely contact, network and liaise with all sections of their communities in order to achieve the outputs required.
2. REAP services will seek to align with other education, health, welfare, labour market and social policy interventions and initiatives, so that resource provision is seamlessly integrated and not duplicated.
3. REAP will combine national objectives with local priorities as identified by regular needs analysis across all sectors.
4. The services will be provided in a manner that is appropriate to the diversity of the community, which is equitable, effective, efficient, accessible and cost effective.
5. REAP assistance to the community will take the form of services and should not take the form of direct allocation of funds.
6. REAP activity will empower local service provision and encourage independence.

WestREAP's Early Childhood Education and Compulsory sector Three Year Outlook

Key Issues:

Affecting rural ECE's and Schools communities:

- Early Childhood Centre's know only a few words, phrases and waiata in te reo Maori and have limited access to Maori language education on the West Coast.
- Key outcomes for Maori include Maori participating in early childhood education at the same level (90 – 95%) as non-Maori by 2012 and for early childhood education services promoting and reinforcing Maori cultural distinctiveness in the context of their teaching and learning environment. (Ka Hikitia)
- 42% of Maori parents surveyed said their ideal form of ECE service would be a Kohanga Reo, 31% indicated a bilingual centre and 20% opted for existing centres (with greater use of Te reo). In Hokitika, te reo & Tikanga Maori, cohesion, communication and shared vision are areas of attention needing development and support (Maori Tamariki Early Childhood Education Needs Analysis: Hokitika. 2007)
- Early Childhood needs identified for South Westland families include building capacity, distance to travel, parenting services, education that is more structured toward transition to school, support for parents especially young mums and swimming lessons. (*WestREAP Outreach Service Capabilities and Capacity Study, Judi Rendall, 2009*)
- Early Childhood needs identified for Grey Valley families included parenting services, support for growing number of young mothers with no obvious parenting or Plunket support, travel and isolation. (*WestREAP Outreach Service Capabilities and Capacity Study, Judi Rendall, 2009*)
- There are 14 Early Childhood Centre's, 6 Playcentres and 3 preschools in the WestREAP region. (*WestREAP Outreach Service Capabilities and Capacity Study, Judi Rendall, 2009*)
- From the total West Coast Māori population aged 0 to 14 years 9% can hold a conversation about everyday things in Maori. National statistics in 2006 showed that 18.1% of Māori under 15 years of age speak Māori. The West Coast percentage rate is well below the national figures and has the lowest percentage in the country along with Marlborough. (*Social Report 2009 Regional Indicators West Coast:*)
- In 2006, Te Tai Poutini Polytechnic conducted research of the tertiary education needs of Māori in the region and identified Te Reo Maori as a specific priority. Other priorities included: Raranga (weaving), Maipi (Taiaha), Whakairo (carving), performing Arts and Maturanga (Maori View) *Grey District Community Profile 2009 pg 9*
- 2006 Index of Deprivation shows that Grey District has 37% of residents (almost twice the national proportion) living in deciles 7 & 8. No district residents live in decile 10 (the most socio-economically deprived in New Zealand), but three areas were assessed as decile 9: Blackball, Cobden & Greymouth Central. *Grey District Community Profile 2009 pg 19*

- Nationally approximately 58.7% (2009) of children aged from birth to 5 years participate in licensed ECE services at any one time, with about 95.1% (2009) of 5-year-old children regularly participating immediately prior to attending school.
http://www.educationcounts.govt.nz/data/assets/pdf_file/0017/80225/CO7078_Education-Stats_27082010.pdf
- 2008 statistics showed that in Hokitika, 93.8% Pakeha year 1 children participated in ECE. In Greymouth 94.7% Pakeha year 1 children participated in ECE compared with the national average of 98.3%. In Hokitika, 94.4% Māori year 1 children participated in ECE. In Greymouth 87.5% Māori year 1 children participated in ECE compared with the national average of 90.4%. The 2009 Social Report shows nationally that in 2008 Māori year 1 children have reached a lower level of attendance at an ECE than Pakeha children. Greymouth district is below the national average. <http://www.socialreport.msd.govt.nz/tools/downloads.html>
- 2009 national statistics showed that 98.5% pakeha year 1 children attended an ECE 91.4% Maori year 1 children attended and ECE and 85.4 Pasifika year 1 children attended and ECE.
http://www.educationcounts.govt.nz/data/assets/pdf_file/0017/80225/CO7078_Education-Stats_27082010.pdf 2009 statistics show an increase in both Pakeha and Māori children attending an ECE from the 2008 year.
- In Hokitika, 22% of 0-1 year olds enrol in ECE. In Greymouth, 32% of 0-1 year olds enrol in ECE. The national statistic of 0-1 year olds enrolling in ECE is 25%.
- In Hokitika, 67% of 2-4 year olds enrol in ECE. In Greymouth, 83% of 2-4 year olds enrol in ECE. The national statistic of 2-4 year olds enrolling in ECE is 82%.
- In the Westland District births in 2008 were recorded at 114 births the highest since 1996.
- The level of teenage pregnancy and perceived increase in the rate of teenage parents was identified as an ongoing issue. *Grey District Community Profile 2009 pg 11*
- 80% of people in the Grey District region belong to the European ethnic group, 93.2 % of people in the Westland region belong to the European ethnic group compared with 67.6% for New Zealand as a whole. 12.8 % of people in the Westland District region belong to the Māori ethnic group, compared with 14.6 percent for all of New Zealand. 2006 census. 1 % of people in Grey District region belong to the Pacific ethnic group and 1% as Asian.
- The West Coast has shown a net gain in population of 50 in the 2009 year (*Berl Economics Report to Development West Coast*). This growth is attributed to in migration and the trend is predicted to continue creating a demand for new arrival and migrant services.
- 24.9% West Coast people have income less than 60% of the national median. The people living in households with real gross income less than 60% of the median household are made up of 93% Pakeha, 10% Maori, 0.8% Pasifika, 0.9% Asian, and 0.4% other. (Social Report 2008 Regional Indicators West Coast: p13)
- There are nine schools across the region with decile ratings of 4 or below. These schools find it difficult to provide extra curricular and cultural experiences for their students as additional costs cannot be levied on the families. Often these are the children where these experiences are most needed and valuable.
- Parents report a higher degree of parenting efficacy, are parenting more consciously and confidently and have built valuable peer and social networks. Community capacity is growing through the nurturing of community relationships and through a consistency of

message across the organisations and communities. (Alex Woodley and Nadine Metzger of Point Research 2009, summary report of their findings written by Dr. Elizabeth Clements <http://www.skip.org.nz/news-and-events/news/2010/skip-report.html>)

- ECE participation is positively associated with gains in mathematics and literacy, school achievement, intelligence tests and also school readiness, reduced grade retention, and reduced special education placement. (*Outcomes of Early Childhood Education: Literature Review, p2: Education Counts*)
- 80% of licensed early childhood centres offering free ECE.
- New early childhood education regulations and criteria
- More people wanting to engage with WestREAP that live in very isolated rural areas.
- West Coast Health and Social sectors are asking WestREAP to support and educate families living in isolation, especially in South Westland.
- West Coast Primary Health Organisation aims to promote and enable better health for the population on the West Coast and actively work to reduce health inequalities amongst at-risk and disadvantaged groups. (*West Coast PHO Annual Report 2008-09*).
- Access to a vehicle or drivers license is a significant barrier to participation in Early Childhood Education.
- In 2006 couples with children make up 25.7 percent of all families in West Coast region, while couples without children make up 30.1 percent of all families. 0.9 percent of families in West Coast region are one-parent-with-children families, compared with 18.1 percent of families for New Zealand as a whole. *MSD Social Report 2009*
- There are more women in the paid labour force than ever before and jobless rates are low by historical standards. Women continue, however, to experience poorer economic outcomes than men, on average. The median weekly total income of women was 42 percent lower than that of men in 2007, and women are much less likely to receive high incomes. This reflects the combination of women being less likely to be in paid work, more likely to work part-time, and earning less per hour worked. (*Action Plan for New Zealand Women October 2008*).
- From 2006 – 2007, there was an increase in social service workers. 4.1% for Greymouth and 2.3% in Hokitika. Compared with 4.5 % increase nationally.
- Growing talent and leadership both for tamariki, rangatahi & professional education leaders.
- Environmental Education to build a sustainable future. The Enviro-Schools initiative should help meet this need.
- Access to and ability to use Technology
- Centralisation of Government Services
- Family violence including growth in mental health issues- Drugs/Alcohol/Addictions and flow on behaviour management and needs for Positive Parenting education
- Local, National & Global Links & Issues of transition

- Disaffected Youth – non participation in education, 9.8% unemployment in the 15 – 24 age range across Westland District in 2006 census, this has increased with the current economic downturn. 55.2% of school leavers have below level 2 NCEA qualifications.
- Community participation in ECE & Compulsory groups & institutions – effects of transitory population.
- Small and remote rural schools with shrinking rolls have diminishing capacity to provide extension/ cultural experiences on a par with urban centres. 2009 saw a 1% increase in school population, up 48, after a continuous decline since 1994. Secondary rolls continued to decline with the growth being in the primary sector. (*Berl Economics Report for Development West Coast*). This change is apparent in rural schools in Westland where some roll growth is apparent, driven by increased migrant dairy workers. It is not yet clear if this is a continuing trend.
- There is an increasing demand for ESOL teachers and new migrant support programmes even in more remote areas of South Westland but more particularly in the major centres.
- Peer interaction is limited by school size and distance.
- Delivery of Kapa haka/ Te Reo is limited by lack of skilled exponents and by distance and isolation. With 12.4% of Maori able to hold a conversation about everyday things in Maori the pool of people who have the skill to pass on the culture and language is limited.
- Low levels of achievement 55.25% of school leavers on the West Coast have less than a level 2 or above NCEA qualification, the lowest level of secondary achievement in the country. For Maori students this rises to 64% leaving with less than a level 2 qualification.
- Raising pride in things Maori and raising educational aspirations and the experience and expectation of achievement and success within the education system is an essential component of addressing these issues across the West Coast and particularly in our Maori families.
- Set against higher than average levels of employment (2.7% unemployment) which make it easy for school leavers to find work albeit at times of a menial nature. Median hourly earnings for the West Coast is \$19.90, slightly below the national average. 24.9% of households earn less than 60% of the median household income. For local Maori this rises to 28.7%. Promoting high achievement and minimizing underachievement are key needs for education on the West Coast.
- The current economic recession is impacting on young people on the West Coast with increasing levels of unemployment/ underemployment. Nationally, unemployment is at 16% for under 25 year olds and is predicted to rise to 19% by March 2011. (*NZ Listener Oct. 3rd 2009*). The Berl Economics Report for Development West Coast shows an increase of 111 in numbers receiving an unemployment benefit for 2009 after a 6 year decline. This increase is 96% centred in Westport and Greymouth.

Affecting WestREAP:

- High quality delivery , attracting and maintaining staff, professional development - locally & REAP nationally
- Sustainability, financial viability, attracting funding

- Sustainable economic mechanisms to cover sparsely populated areas (boundary equivalent distance of Wgtn/Auckland)
- Retaining needs based approach and maintaining collaborative partnerships
- Strengthening Hauhake in REAP (Maori capacity) locally & nationally
- Closer collaboration with Ministry regional offices - still waiting for MoE to complete review of their regional offices.

To address these issues/needs/changes our early childhood education and schools communities will need:

Facilitated professional approach to assist ECE & school communities & rural whanau to:

- Develop leadership skills focusing on responsible and accountable professional leadership
- Involve Iwi in education
- Strengthen interagency collaboration
- Increase professional learning and teacher capability
- Be inclusive to all members of the community
- Be aware of the services available to assist families
- Be connected through clustering to build regional capacity that builds a more responsive mainstream schooling, building on programmes that are working for Māori, gifted & talented students, disaffected youth and reluctant learners.
- Have support to ensure access to quality education
- Have constant planned access to up-skilling
- Support more proactive communications between boards of trustees, Principals, teachers, their respective representative organisations and whānau, hapū, iwi, and Māori communities
- Support & develop mechanisms for continued strong focus on boosting participation in high-quality early childhood education
- Strengthening the transition to ECE, school & lifelong learning for children and whānau
- Support the development of the gains from current literacy, numeracy, and professional development programmes that provide evidence of improved outcomes for all children with a particular focus for Māori
- Continued support to build capability in and access to Māori language education.
- Focused interactions with families, whānau, iwi, and Māori communities on developing productive partnerships where personal, parental, and professional responsibility for student development, presence, engagement, and achievement is shared

To address these issues/needs/changes WestREAP will need to:

- continue to provide flexible working environment to allow staff to be responsive to the needs of the community
- sustain a holistic approach combining education, social and health sectors
- continue to adopt a variety of approaches to best consult with families and the community
- liaise closely with local Runanga
- promote its services and increase profile in sparsely populated areas
- to sustain our REAP team with quality staff from the community; develop proactive Board
- build regional & national strategic awareness
- sustain its good working environment:- hours of work, continued team building, enhancing community development perspective, building mentor relationships
- sustain quality delivery through maintaining Professional Development Plan for individual staff incorporating a creative approach, with access to research & other tools for Needs Assessment, access to expertise and key contacts (Relationships Community/Agencies etc)

- be an active member of REAP Aotearoa NZ Inc (REAPANZ)

Early Childhood

- WestREAP's early childhood team focuses on increasing participation in quality early childhood education services, improving quality of the provision of early childhood education services and building of strong relationships amongst the early childhood teachers, children, families, whanau and wider communities. (*Catching the Waves: Innovation in Early Childhood Education*) *Nga Huarahi Arataki: p2, MoE*)
- We support Government's goals for Māori to live as Māori and to enjoy educational success as Māori by supporting participation in quality early childhood education, improving the quality of early childhood experience and education services attended by Māori. We will strengthen the quality of provision in Māori language early childhood services, support effective transitions to school, and support strong early literacy. We align with Government priorities to increase the percentage of Māori new entrant school children who have participated in early childhood education from 90% in 2006 to 95% by 2012. *Ka Hikitia – Managing for Success*
http://www.educationcounts.govt.nz/_data/assets/pdf_file/0017/80225/CO7078_Education-Stats_27082010.pdf
- We support Government's focus on foundation years and acknowledge that an effective transition to school for Māori students and their whānau, and gaining early literacy and numeracy skills, are essential for engagement and achievement throughout schooling, further education and life. (Source: *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012*, page 21).
- We support the goals of Te Runanga o Ngāi Tahu to raise the critical awareness of Mātauranga. (knowledge of everything visible and invisible). The educational aspirations of Ngāi Tahu require an environment of life-long learning that provides opportunities for Ngāi Tahu whānui to be well educated, trained and strong in their knowledge of Ngāi Tahutanga. (everything pertaining to Ngāi Tahu). The ability to access quality education and training will provide choices and give whānau the opportunity to create their own destiny. (*Annual Report 2009, p1, Te Runanga o Ngāi Tahu*)
- We support Government's Pasifika early childhood education plan to focus on building a strong foundation for learning by increasing Pasifika children's access to, and participation, in early childhood education (ECE) that prepares them well for school. We support the need to increase the quality of ECE experiences for Pasifika children and to support effective engagement of Pasifika parents in early learning and in ECE services in ways that are effective for children's learning and ways that are responsive to parents' and children's cultures and languages. (Pasifika Education Plan 2009 – 2012)
<http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation/PasifikaEducationPlan.aspx>
- We hold aspirations for children to grow up as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society (*Te Whariki: Early Childhood Curriculum, p9: MoE*)
- Achieve greater work-life balance for families (*Action Plan for New Zealand Women*)

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>Preschool Development Programme –</p> <p>Melody Makers, Music in Early Childhood Centres and Playgym will offer</p> <p>Empowerment Children and parents will learn rhythmic patterns and develop a lifelong love of music. Families will take the musical knowledge learnt and use it in their daily lives.</p> <p>Parents will be involved with their children at Playgym to encourage attachment, communication skills, motor development, intellectual stimulation, group participation, physical enjoyment and will use this active learning in their daily lives.</p> <p>Holistic Development Children & Parents will enjoy outdoor and indoor environments and have the opportunity to use a variety of cultural, traditional and modern musical resources. The resources will increase intellectual development, cognitive processes through touch and sound and vision. Sharing the musical fun experience with other children and families will enhance the child’s social development. The intrinsic value of feeling the rhythmic beat and sounds will enhance spirituality along with</p>	<p>New families to the West Coast often need a first port of call. Connection to other community organisations and other families are made through their attendance at music sessions or Playgym.</p> <p>Parents want to learn how to provide musical experiences for their children and want to develop musical skills for themselves to develop and pass onto their child.</p> <p>Parents want an activity that enhances the children’s physical development in an environment that is not dependent on weather.</p> <p>Parents want an environment where they can have fun with their children and know that this time is enhancing the child’s development and well-being.</p>	<p>Every child has the opportunity to participate in high quality early childhood education.</p> <p>Every young person has the skills and qualifications to contribute to their and new Zealand’s future.</p>	<p>Children will be encouraged to develop positive social relationships with other children.</p> <p>Children, parents and caregivers will be introduced to a variety of musical and physical experiences.</p> <p>Opportunities to develop communication skills, motor development, intellectual stimulation, group participation, musical enjoyment and fun will be provided at each session.</p> <p>Role modelling of musical experiences for families to use at home will be provided.</p> <p>Music and Playgym will be advertised.</p> <p>Tutors will be</p>	<p>Music & Movement</p> <ul style="list-style-type: none"> • 1 Initiative • 13 Delivery areas totalling 27 sessions per month. • Total delivery hours per month 25. • Average of 10 children per session, totals 270 visits from children each month. • Total for year is 25 hours per month for 10 months = 250 hours. <p>Playgym & Gym Fun</p> <ul style="list-style-type: none"> • 1 Initiative • 7 (1) hour sessions per week during school term with an average of 12 children attending each session = 84 children per week. • Total hours for the year (40 wks) 280. <p>Reports Evaluations completed by parents each term from each delivery area.</p> <p>Attendance lists completed at every session.</p>

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<p>Maori waiata including moteatea (<i>chant</i>), <i>haka</i> and <i>oriori</i> (<i>lullabye</i>)</p> <p>Playgym: Children will be given opportunities to increase gross and fine motor skills. Areas of learning include, Vision, Touch, Brain Cell connection. Landing & spring, Balance, Rotation, Swing, manipulative skill, spatial awareness and Imaginative Play.</p> <p>Family & Community Families are connected to their community by coming together regularly.</p> <p>Parents strengthen their relationship with their child by being involved in their children's learning through music and physical experiences.</p> <p>Relationships Children will develop positive social relationships with other children and other adults learning they can trust others.</p>			<p>supported by WestREAP to monitor performance and workload.</p> <p>Music & Playgym sessions are delivered all year.</p> <p>Session run for approximately 45 minutes. Melody Makers ends with shared kai.</p> <p>With WestREAP's advice and guidance, Music sessions & Playgym will meet all Ministry of Education playgroup regulations and requirements.</p> <p>Music Sessions provide song sheets and informative handouts for families to stick in their scrapbook so that learning can be consolidated at home.</p>	<p>Music Format sheets completed by tutor after each session. Playgym tutor to provide photos of hall setup and report at end of each term. All Reports collated at the end of each term and available for audit.</p> <p>Phone calls by EC co-ordinator to Music groups twice yearly to evaluate their understanding of the value of the music sessions.</p> <p>Parent comments to include that they and their children have enjoyed quality learning, in a suitable venue, have fun, meet with other parents and continue their musical/physical journey at home.</p> <p>Tutor comments include that families are extending their musical/physical development, the children are reaching their developmental</p>

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			<p>Hokitika Melody Makers give a certificate of attendance and musical CD to children after eight visits.</p>	<p>milestone, Parents are increasing their skill and understanding of the importance of musical/physical development.</p> <p>Tutor comments include that families are accessing other early childhood options because of encouragement from other participants and tutor during the sessions.</p> <p>Tutor comments that children gain control of their behaviour after they realise the routine of the session and become familiar with the content of the session.</p>
				P. 2 No. 5860 H.530

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>Ante Natal & Post Natal Classes WestREAP uses Results Based Accountability for planning, delivery and reporting requirements. The Ante & Post natal programme is using this template.</p> <p>Empowerment Pregnant women will learn how to control their physical and emotional well-being through yoga techniques. Women will be taking self responsibility for being as well prepared as possible for the birthing process.</p> <p>On gaining strength in this area the pregnant mother will enhance positive outcomes for the foetus and new born baby.</p> <p>The Pregnant mother will be aware of resources and important information for themselves and their baby prior to the birth of the baby, creating optimum parent opportunities. This will have both short and long term benefits for parents, children and society.</p> <p>Any issues identified at the antenatal or postnatal phase will be discussed with the Women so help can be sought.</p> <p>Holistic Development Pregnant women will enjoy a quiet,</p>	<ul style="list-style-type: none"> • Pregnant women looking for support for themselves to learn what information/resources are available for themselves antenatally and for themselves and baby postnatally. • Pregnant women requiring safe physical activities to increase their physical wellbeing. • Pregnant women looking to meet with other pregnant women and share in the pregnancy process which will assist the holistic wellbeing of the mother. • Parents wanting programmes to learn about baby development. • Pregnant women wanting an opportunity for a significant person to be involved and learn together in a quality environment. 	<p>Every child has the opportunity to participate in high quality early childhood education.</p> <p>The Ministry is capable, efficient and responsive to achieve education priorities.</p>	<p>Liaise with West Coast DHB/Health services about what is needed to increase participation.</p> <p>Respond to need. Co-ordinate a plan and promote ante natal and post birth services</p> <p>Sessions will be offered each week during School term.</p> <p>Sessions will run for 1 hour.</p> <p>Midwife will make follow up phone calls to families.</p>	<p>1 Initiative (Hokitika) 40 weeks 1 hour per session. 2 sessions (ante & post natal) per week Total 80 hours Average of 16 pregnant women and 16 Mothers with babies annually.</p> <p>Reports Pre-enrolment form with questionnaire (for evaluative purposes)</p> <p>An evaluation completed by Mothers at the end of each term and after baby is delivered.</p> <p>A tutor report at the end of each term and after baby is delivered.</p> <p>Phone calls by EC co-ordinator to Health professionals twice yearly to evaluate their understanding of the benefits for pregnant women in the Hokitika district.</p> <p>All reports to be</p>

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<p>relaxed well prepared venue where they will increase mind and body relaxation skills. Baby will be born to a parent with greater physical awareness and understanding of relaxation and stress management.</p> <p>Family & Community Pregnant mothers will be connected with other people experiencing the same situations as themselves. Communication between women will be encouraged and they will be invited to attend an antenatal class to continue the bond with each other.</p> <p>Women will learn what community services are available to them to enhance the care and development of their baby.</p> <p>Relationships Families will develop positive social relationships with families and their communities. The attachment between mother and new born baby will be optimised with the education and support the new mum has received during the antenatal phase.</p>				<p>collated at the end of each term.</p> <p>Evaluations to include:- Parent comments that they have increased understanding of baby development and how to provide care and love for their child.</p> <p>Health services comment on more people accessing ante natal classes.</p>
				P. 1 No. 32 H. 80

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>ECE Participation Programme</p> <p>Isolated parents and children on the West Coast will be contacted by the WestREAP Early Childhood Educator to encourage participation in early childhood curriculum activities.</p> <p>The Early Childhood Educator will liaise with community agencies and playgroups to learn of families who are not attending any quality pre school.</p> <p>The Early Childhood Educator will particuly focus on reaching Maori and Tagata Pasefika families and work with them respecting their individual cultures and needs. The Early Childhood Educator will insure connections are made for the family with local iwi and Pacific Islands communities.</p> <p>Engagement and teaching of the te Whariki curriculum may first occur in the families' home with objectives of introducing the family to a quality playgroup or early childhood centre.</p> <p>More Children will participate in quality early childhood education, especially those from disadvantaged families.</p> <p>Learning expectations for achievement will increase for all learners.</p>	<p>Multiple agencies in the community inform WestREAP of children under five years of age not involved in any early childhood learning centre. This includes Maori and Tagata Pasefika families.</p> <p>Parents and educators want up to date information of Government priorities for EC education.</p> <p>Some West Coast families face difficulty attending an Early Childhood Education centre and initially need an advocate to walk alongside them.</p> <p>Transient and isolated families need additional support to help them feel connected and valued as a community member.</p> <p>Many parents are raising their children in a nuclear environment and are without extended family for support, they are more reliant on the community showing it does takes a village to raise a child.</p>	<p>Every child has the opportunity to participate in high quality early childhood education.</p> <p>Maori enjoying education success as Maori. Policy development and implementation tailored to Maori needs and approaches.</p> <p>The Ministry is capable, efficient and responsive to achieve education priorities.</p>	<p>By liaising with multiple agencies in the community WestREAP will identify children under five years of age not involved in any early childhood learning centre.</p> <p>Through promotion and relationship building, the community is aware of the value of participation and how to refer families that need extra assistance to enrol and attend ECE.</p> <p>Barriers for families to attend ECE are identified and worked through so attendance continues.</p> <p>WestREAP is regularly in contact with early childhood centres and playgroups so that risks to attendance are addressed quickly.</p>	<p>Trends about children's participation in Early Childhood Education on the West Coast show an increase in participation rates.</p> <p>90% of Maori and Tagata Pasefika children participating in early childhood education.</p> <p>West Coast Children's literacy and numeracy capabilities improving.</p> <p>1 Initiative 3 hours per week during school term. (40 weeks per year.) Total 120 hours per year. Annually 20 families. (working with up to 5 families per term. Avg 8 hours per family per term)</p> <p>20 new families/children enrol and participate in a quality early childhood education service.</p> <p>Parents comment on</p>

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<p>Family & community involvement will be strengthened.</p> <p>The West Coast community understands and values the importance of children attending early childhood education.</p> <p>West Coast children's lives are enriched by their participation in early childhood education.</p>			<p>Reports show work involved to identify non-participating children, enrolling them in early childhood education and support their attendance.</p>	<p>their positive lifestyle changes since their child began participating in ECE and an overall change to their family's well being and happiness. Feeling connected to the community and early childhood centre.</p>
				<p>P. 1 No. 20 H. 120</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>RESOURCES Panui & What's On Calendar of Events Families living on the West Coast are aware of WestREAP's role in the Early Childhood sector and are aware of all the services available for their child's well being and educational options.</p> <p>The Early Childhood Education sector on the West Coast is kept up to date with quality information on a regular basis.</p>	<p>Families request a quality resource that details activities, services and events happening in the Greymouth and Westland community each term.</p> <p>Community organisations and early childhood education services require a quality resource that informs the community about what is happening for children, parents, educators and early childhood centres.</p>	<p>Relevant and efficient tertiary education provision that meets student and labour market needs.</p>	<p>Information gathered from meetings and workshops will be included in the Panui.</p> <p>Community organisations/Early Childhood centres will be invited to provide articles for the Panui to allow information to be shared with the early childhood sector.</p> <p>WestREAP achievements and developments are included in the Panui.</p> <p>Information in the Greymouth and Hokitika What's On is updated each term.</p> <p>The What's On and the Panui is received by all community organisations and early childhood centres to display and to pass out to families each term.</p>	<p>2 Initiatives</p> <p>4 x Newsletters/Panui sent out to 120 groups.</p> <p>8 x What's On Resource sent to 120 groups by email or post. (Separate What's On for Hokitika & Greymouth)</p> <p>Community organisations and early childhood education centres report they are using these resources themselves and/or are giving them to families.</p> <p>Parents comment that they found the resource helped them to know where to access information or support.</p>
				<p>P. 2 No. 240 H.</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>EC Expo Families and the community are aware of the different types of early childhood education services, health and social support services available.</p> <p>Families empowered to make decisions about what services to access.</p> <p>Networking between stallholders enables a greater understanding of each other, strengthens relationships between each service.</p> <p>The Expo helps families to access appropriate support for their needs through a whole community approach in a fun and informative environment.</p>	<p>Families, the community, local EC agencies and EC agencies based in other areas working on the West Coast require a place to meet and greet each other; to learn and share what early childhood, corporate, health and the social service sectors offer as support for the Early Childhood family and what is available to strengthen Early Childhood organisations.</p>	<p>Relevant and efficient tertiary education provision that meets student and labour market needs.</p> <p>Every child has the opportunity to participate in high quality early childhood education</p>	<p>Annual expo held in Greymouth and Hokitika. Early childhood, corporate groups, health and social services invited to hold a stall to promote their services to families and to strengthen relationships with other stallholders.</p> <p>Through newspaper, radio promotion and flyers throughout the community, families and the community will be encouraged to attend the expo and join in the fun activities.</p> <p>The Expo will include music and movement, stories, and Play. Goody bags given to everyone that include:- SKIP, Maori and WestREAP resources.</p> <p>Expo is evaluated to gather comments on it's usefulness to</p>	<p>1 x Greymouth Expo 2 hours 25 stallholders 60 children 50 parents</p> <p>1 x Hokitika Expo 2 hours 20 stallholders 60 children 50 parents</p> <p>More families participating in early childhood education.</p> <p>Reports: Stallholder evaluations completed at the duration of the EXPO. Attendance records of parents and children at the foyer. Enrolment form of stallholders.</p> <p>All reports will be collated and available for audit.</p> <p>Evaluations show that stallholders rate the Expo as beneficial for their service as a networking tool with other stallholders.</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
			<p>stallholders and for families.</p> <p>The coordination and organisation of the expo will be evaluated for quality improvement.</p>	<p>The Expo enables agencies to have a greater understanding of each other, strengthens relationships and assists families in a holistic manner through referrals to the appropriate organisation/agency to help support them.</p> <p>The community comment positively on the organisation of the expo.</p> <p>Families attend and comment that they enjoyed attending the expo and have received useful information.</p>
				P. 2 No. 265 H. 4

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>Professional & Capacity Development for EC Educators and Parents</p> <p>Children’s experiences in early childhood education will be enriched through their Educator’s enhanced understanding of the curriculum. Parents recognised and valued as being the child’s first teacher. Early Childhood Education Centres have the support they need to provide a quality curriculum, strengthen their service provision and adhere to MoE regulations.</p> <p>Children will be raised in happy families with parents using positive forms of discipline and optimising play opportunities with quality learning.</p> <p>Parents will spend more time with their children and manage their behavior positively and appropriately. Parenting is valued, children are nurtured and the community has the opportunity to access information about what loving, nurturing and respectful relationships look like.</p> <p>WestREAP’s delivery meets identified needs. Advice and support provided is current and accurate and service provision is not duplicated.</p> <p>The West Coast community aspires to</p>	<p>The early childhood education sector requires access to current and accurate information concerning ECE regulations and curriculum.</p> <p>Early Childhood Centres request workshops to increase their capability and professional capacity in Early Childhood Centres.</p> <p>Early Childhood Centres are often head down in their own organisational matters, they don’t always know what is happening with other early childhood centre’s and/or providers, agencies.</p> <p>There is limited capacity on the West Coast to coordinate early childhood education activities/events/hui/forum on the West Coast for the entire ECE sector.</p> <p>Children need more opportunity to explore the environment around them with educators that</p>	<p>The Ministry is capable, efficient and responsive to achieve education priorities.</p> <p>Every child achieves literacy and numeracy levels that enable their success.</p> <p>Relevant and efficient tertiary education provision that meets student and labour market needs.</p>	<ul style="list-style-type: none"> • Professional development and/or resources are provided in response to needs identified by ECE centres and parents. • PD Facilitators and guest speakers will be contacted to coordinate workshop time, date, and content, plus accommodation and travel requirements. <p>3 workshops will be held in our geographical area of the West Coast to cover:-</p> <ul style="list-style-type: none"> - Physical Education - Carpentry - Music - Science - Technology - Brain development - Governance & management - Leadership <p>3 workshops will be held in our geographical area on the West Coast to</p>	<p>Early Childhood Educators have the opportunity to increase their professional development.</p> <p>Parents have the opportunity to learn positive parenting and educational aspects of early childhood needs and are provided with the means on how to meet these needs.</p> <p>Professional Development.</p> <p>3 Initiatives</p> <p>3 hour workshops will be offered in Terms 1, 2 and 4. In either Greymouth or Hokitika.</p> <p>Attendance of 15 professionals at each workshop who work with children under the age of 5.</p> <p>Positive Parenting workshops.</p> <p>3 Initiatives.</p> <p>Early Childhood</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>solve its own problems.</p>	<p>understand and value the curriculum. Children need to participate in an early childhood centre that functions at a healthy level.</p> <p>With the closure of University of Canterbury's Campus on the West Coast, Educators request more opportunities to learn about how to extend children's learning and development and how to operate a well functioning organisation. Specific requests for curriculum PD cover: Physical Education, Group work, Assessment for Learning, Carpentry, Te Reo, Science, Technology, and Brain Development. Specific request for operational PD cover: Leadership, Governance and Management.</p> <p>Parents have requested information about how to parent, and how to greater support and/or reinforce their current parenting practices.</p> <p>Playgroups request ideas</p>		<p>enhance positive parenting.</p> <p>WestREAP Early Childhood Team members attend Hui, consultation forum, advisory meetings and other information gathering opportunities and pass information back to WestREAP.</p> <p>Information gathered is passed along to relevant agencies and stored for future planning.</p> <p>WestREAP will provide educational opportunities for all involved in the early childhood sector to meet as one.</p> <ul style="list-style-type: none"> • WestREAP staff visiting early childhood centres will provide support, guidance, educational activities and role model positive parenting strategies. <p>A Major speaker will</p>	<p>parenting workshops of 2 hours duration will be offered to parents in terms 1, 2 and 4. Attendance of 12 parents at each workshop.</p> <p>Reported by Registrations, attendance list, participant evaluations.</p> <p>All reports will be collated and evaluated for improved quality and workshop topics. All reports will be available for audit.</p> <p>Continued professional development will lead to</p> <ul style="list-style-type: none"> • An increase of Maori and Pasifika children participating in early childhood education. • West Coast Children improving in all areas of the curriculum. <p>Professional</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
	<p>on how to provide for children's play, support children's learning, and how to manage behaviour.</p>		<p>come to the West Coast and speak to parents in South Westland, Hokitika or Greymouth about how to parent using positive forms of discipline.</p> <p>Advertising in the paper and radio will be used to let people know about it and WestREAP staff will be in attendance to assist.</p>	<p>Networking Attendance at Education West Coast quarterly meetings. 1 Initiative 1 adult 8 hours Planning and monitoring reports contain critical information about WestREAP's involvement at early childhood networking opportunities and events. Minutes from WestREAP's Early Childhood Network demonstrates willingness to collaborate in joint venture relationships. Early Childhood Centres comment on how the professional development/resources received enhanced their teaching practise. Early Childhood Centres comment on how they are supported by WestREAP to adhere to MoE regulations. Early Childhood</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
				<p>Centres comment that the networking opportunities provided by WestREAP are well organised.</p> <p>The majority of Early Childhood Centres are represented at WestREAP Early Childhood networking opportunities.</p> <p>One Major Guest Speaker. Audience 100 people for one 3 hour show.</p>
				P. 8 No. 182 H. 26

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>Transition in Early Childhood Education – into, within & beyond. Starting school is an important time for young children, their families, and educators. It has been described as “one of the major challenges children have to face in their early childhood year”. http://ecrp.uiuc.edu/v3n2/dockett.html</p> <p>Children’s learning and development and transition into school will be supported by their educators and parents increased knowledge about preparing children for school.</p> <p>Transition to school will focus on making connections and building relationships for the child and parent with their new school.</p> <p>Relationships between the early childhood provider and the school will provide the opportunity of informing the new entrant teacher of the developmental progress of the child providing the new entrant teacher with an holistic overview of the child.</p> <p>This will provide an advantage to the new entrant teacher in regards to planning and meeting the needs of the child.</p>	<p>Early Childhood Educators, Playgroups and Playcentres request information about how to support children’s transition to school.</p> <p>The above group seek help to engage the schools to attend transition to school meetings and seek help on how to educate the school staff on the value of the transition to school process for the young child.</p> <p>Families ask for assistance in helping them prepare for the transition from early childhood to primary school.</p> <p>Parents are concerned for their child attending a new environment and need support so they themselves are confident in the school transition process for their child.</p>	<p>Every child has the opportunity to participate in high quality early childhood education.</p> <p>Maori enjoying education success as Maori. Policy development and implementation tailored to Maori needs and approaches.</p> <p>The Ministry is capable, efficient and responsive to achieve education priorities.</p>	<p>Transition to School meetings supported by WestREAP.</p> <p>Early Childhood Educators, New Entrant teachers and relevant agencies meet each term to discuss strategies to support transition to school.</p> <p>Collaborative relationships. Transition to School process is improved by efficient and strengthened collaboration between schools, early childhood centres and home.</p> <p>Continuity between early childhood education and School.</p> <p>Children still need to identify to someone who is primarily responsible for their well-being.</p> <p>The group</p>	<p>Transition to School Meetings will be supported.</p> <p>2 Initiatives</p> <p>1. Meetings 1 (2 hour) meeting each term in Hokitika and Greymouth. 1 (2 hour) meeting per year in South Westland 1 (2 hour) meeting per year in the Grey Valley District. 8 participants per meeting.</p> <p>2. Visits to School 4 hours per week during term time taking pre-school children to the new entrant class. This includes visiting 1 School per week with a group of children over 4 ½ years of age. Average group size of 5 children. Total hours for year = 160 hour (4 hours per week * 40 weeks)</p> <p>Transition to School</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
			<p>environment provides emotional security.</p> <p>WestREAPs Early Childhood Educator will support children's transition to school and liaise between early childhood centres and primary schools.</p>	<p>meetings prove useful to children through educators commenting on establishing relationships with each other, learning more about why supporting children through change is important, and know how to get children ready for school.</p> <p>Co-ordinating body decided by group in attendance.</p> <p>Schools comment that children entering their school have the literacy skills needed to succeed in school.</p>
				P. 2 No. 232 H. 168

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>Te Reo/Tikanga Maori</p> <p>Maori whanau are enjoying the same quality of life as non-Maori.</p> <p>Whanau have access to appropriate early childhood education for their tamariki.</p> <p>The West Coast Early Childhood community has the opportunity to learn tikanga.</p>	<p>Maori require a place that values them as Maori and a place which embraces them and surrounds them in Te Ao Maori.</p> <p>The early childhood education sector is fragmented in their approach to achieve early childhood education for Maori by Maori.</p> <p>Leadership is needed to assist Maori to work together.</p> <p>Capacity support such as financial management, accountability, and governance is needed.</p> <p>Early Childhood Centres request support to learn more te reo and tikanga Maori and how to support Maori children in their Centre.</p>	<p>Maori enjoying educational success as Maori. Policy development and implementation tailored to Maori needs and approaches. Increasing numbers of high quality te reo teachers entering the teaching profession.</p> <p>Every child has the opportunity to participate in high quality early childhood education.</p>	<p>Whanau have the opportunity to meet weekly learning about Te Ao Maori and following Tikanga Maori practice. Whanau will make connections with the community and the land through session planning and delivery.</p> <p>WestREAP will promote Puna and kohanga reo to local families through the media and through connections made with community organisations in touch with Maori whanau.</p> <p>Parents will be encouraged and supported to hold positions of responsibility in Puna with WestREAP continuing in a supportive role encouraging PUNA self management.</p>	<p>Aim to increase percentage of Māori children speaking te reo from 9% to 15%. This would mean 15 children under 14 years on the West Coast would be able to hold an everyday conversation in te reo Maori.</p> <p>3. 3 Initiatives Puna Kohungahunga Hokitika meets for 48 weeks for 3 hours each week.</p> <p>1. Kaiako (consultation role) 4 hours per month. Total equals 4 hours * 12 months = 48 hours per year. 6 families Participating regularly. 144 hours in total. (3 hours per session * 48 weeks) Parents comment on their increased understanding of te reo Maori and tikanga Maori.</p> <p>Families comment on</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
			<p>WestREAP will support PUNAs capacity development by providing advice and admin support on a monthly basis through the employment of a Kaiako. The Kaiako will be awhi families and teach te reo Maori through tikanga Maori.</p> <p>WestREAP will offer Professional Development for early childhood centres to attend and discuss their current understanding of te reo me ona tikanga Maori, share their own centres practises about how they implement te reo me ona tikanga Maori and learn from other ECE educators different ways of incorporating te reo Maori into their curriculum.</p>	<p>the application of te reo Maori and tikanga Maori in their lives. Families comment that their well being is attributable to the friendships made and knowledge learnt from attending Puna Kohungahunga Hokitika. Families comment that the tutor has valuable knowledge about te reo and tikanga Maori to share. Tutor comments that friendships are strengthened between participants and observes an increased understanding of te reo and tikanga Maori.</p> <p>2. Koreo WestREAP will koreo with local iwi, MoE and early childhood agencies in Greymouth to work towards developing a PUNA in Greymouth. 2 hours per week for 40 weeks – total 80</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
				<p>hours per year. Linking in with the above groups to establish A Greymouth PUNA by term 4 2011.</p> <p>3. Professional Development.</p> <p>Kaiako will hold monthly 2 hourly workshops in the West Coast WestREAP geographical area for Early Childhood Educators and parents at a time that works for participants. Average attendance of 12 participants per workshop. Workshops to be held each month from February to December. 20 hours delivery per year.</p> <p>6 hours per month for planning, delivery and reporting. Total annual hours equals 6 hours per month for 10 months = 60 hours.</p>
				P. 3 No. 126 H. 292

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>Parent Education</p> <p>Children will be raised in happy families with parent's using positive forms of discipline. Parents will spend more time with their children and manage their behavior positively and appropriately. Parenting is valued, children are nurtured. Loved and respected.</p> <p>Parents know where to access the support they need to make changes.</p> <p>Parents living in rurally isolated communities will have opportunities to attend a parenting programme in their area. This will also enhance community relationships.</p> <p>Agencies and parents on the West Coast (in our geographical area) will be updated regularly on SKIP resources and information.</p>	<p>WestREAP has received enquiries from families and community organisations asking what parent education is available for families with children 0- 5 years?</p> <p>New mothers require support and reassurance in caring for their infant child during this most impressionable and venerable stage of the infant's life.</p>	<p>Every child has the opportunity to participate in high quality early childhood education.</p>	<p>All West Coast Parents in our geographical area will be given the opportunity to attend a nationally recognised Early Childhood parenting programme that they can then imbed the parenting skills learnt into their parenting practice.</p> <p>SPACE (Supporting Parents Alongside Children's Education) programme will be offered to parents with new babies. This programme will run for 40 weeks.</p> <p>Incredible Years parenting programme will be available for parents expressing difficulty parenting. This 12 week programme will be offered 3 times a year to the West Coast communities with a particular</p>	<p>4 Initiatives</p> <p>1.Incredible Years To be offered 3 times during the year at different locations. Programme to cover the age group relevant to the need of the community. Sessions are 2 hours for 12 weeks.</p> <p>Attendance 12 parents at each programme Incredible Years has an explicit evaluative system that will be reported by facilitators to WestREAP.</p> <p>Families will comment that they have made positive changes to their parenting practise and know how to access support to change existing parenting behaviours.</p> <p>Incredible Years tutors will comment</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
			<p>emphasis on reaching rurally isolated families and vulnerable parents.</p> <p>The IY Programme will be promoted to teachers in early childhood education centres and professionals working in the public sector so they can offer parents the Incredible Years course if parents are expressing difficulty with their parenting</p> <p>Children's Day in Greymouth will be coordinated by WestREAP.</p> <p>SKIP Co-ordinator employed to distribute and update positive parenting resources to all organisations on the West Coast community.</p>	<p>that families participating in the programme have made changes to their parenting. Families comment that their participation in the Incredible Years programme has changed the way they think about their children and parent them.</p> <p>2. SPACE This 2 hour programme will be offered to new mothers to educate and support them during this infant/parenting stage, introducing key speakers from supporting agencies each week.</p> <p>This programme will run for 40 weeks in Ross and will be evaluated by parents and tutors. Enrolments of 12 parents per programme.</p> <p>Reports:</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
				<p>Evaluations will be completed at the end of each term and at the end of the programme Attendance register will be kept for each session. Reports will be collated for quality improvement and available for audit.</p> <p>3. Children's Day WestREAP will co-ordinate the planning of Childrens Day in Greymouth in collaboration with education, welfare and health sectors.</p> <p>Advertising will occur in the local newspapers and on Radio. Posters will be displayed.</p> <p>At the venue supported by WestREAP, Children's Day and SKIP resources will be available to parents and children.</p> <p>This event will attract hundreds of families</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
				<p>and will involve liaising with all local agencies.</p> <p>Hokitika community members and agencies will be contacted in regards to planning an event for Hokitika. Participants 200 Hours - 7</p> <p>4. SKIP facilitator Skip resources and information will be updated and maintained by the Early Childhood Educator to all agencies working with children under the age of 5 years.</p> <p>1 hour per week. 100 agencies/early childhood centres contacted. Register kept of SKIP displays and agencies contacted.</p>
				P. 4 No. 348 H. 199

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>Fostering Early Years Literacy Skills</p> <p>Children are gaining the required numeracy and literacy levels for school success.</p> <p>60 families on the West Coast have access to a free in home family literacy programme.</p> <p>60 children will have the appropriate readiness skills to undertake literacy tasks at school.</p> <p>60 parents will increase their skills and confidence to continue to support their children in their development of literacy skills.</p> <p>All children undertake the 6 year net test at school.</p>	<p>Families require strategies to support preschool literacy development.</p> <p>The West Coast would like to support children and their family's transition from ECE to compulsory education sector.</p>	<ul style="list-style-type: none"> • Every child achieves literacy and numeracy levels that enable their success. 	<ul style="list-style-type: none"> • 60 families participate in Whakamana Te Whanau with the objective that the child gains early literacy skills; the parent learns skills associated with improving learning and early literacy skills for their child and develops routines around learning in the home. • The child develops oral language skills and increases vocabulary and understanding over a wide range of topics • The WestREAP Early Literacy programme is rated as highly effective; the child develops a positive attitude to pre-reading. 	<p>KPI: Trends show West Coast children's literacy and numeracy abilities are improving at are at least the same as the national average.</p> <ol style="list-style-type: none"> 4. Whakamana Te Whanau programme delivered in the home to 60 clients. 5. 1 Initiative 6. 60 Children 960 hours 7. WestREAP will measure and evaluate children's literacy progress and parental participation through initial and post assessments including a full analysis at the six year net test level in schools. 8. At least 80% of children make progress with pre-reading and phonological

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
			<ul style="list-style-type: none"> Families participate in 10-16 sessions with tutor's visiting their home role modelling literacy skills and strategies and lending books to the families to borrow for the week. Parental participation sought and fostered. Families with special needs are encouraged to self refer to specialist agencies. <p>WestREAP Manager will liaise with Ministry of Education about funding this educational programme for families.</p>	<p>skills. All families report and display increased engagement and an increase in the number of books in the home.</p>
				P. 1 No. 60 H. 960

Schools

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>Gifted and Talented (GATE) Tamariki/Children can develop their own potential and have equitable opportunity to succeed.</p>	<p>High quality educational delivery for Gifted students and students with special talents. Culturally appropriate delivery & environment. Access to schooling. Children and families actively engaged in their own learning. Children have high level literacy & numeracy.</p>	<ul style="list-style-type: none"> • More students achieving in the top 25% of students. • More school leavers participating and succeeding in high quality tertiary education. • Increased retention to senior secondary school and all students leaving school with upper secondary qualifications. • Every young person has the skills and qualifications to contribute to their and New Zealand's future. 	<p>In partnership with other education providers facilitate:</p> <ul style="list-style-type: none"> • Clustering opportunities to enhance & enrich learning. • Clustering opportunities to enhance & enrich socialisation/communication/cultural skills 	<ul style="list-style-type: none"> • 21 schools participate to enrich personal learning. • 416 children per annum are better engaged and have a positive learning experience. • 151 hours delivery, eight x 10 hour Young Writers programmes, seven x 5 hour Science investigations, two DOC 5 hour field days, two 5hr science days at Grey High, four x 4 hour IT workshops.
				<p>P. 23 No. 416 H.151</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>Leadership Camp Student leadership is fostered and students play a leading role in their schools.</p> <p>Leaders are able to offer peer support and be mentors for other students.</p>	<p>High achieving students and students with leadership potential have their skills fostered and developed.</p>	<ul style="list-style-type: none"> • More students achieving in the top 25% and achieving high standards. • More school leavers participating and succeeding. • Every young person has the skills and qualifications to contribute to their and New Zealand's future. 	<p>In partnership & collaboration with education providers facilitate:</p> <ul style="list-style-type: none"> • Local youth leadership initiatives. 	<p>Two Youth leadership camps run catering to 40 identified young leaders from a range of schools. 600 hours of delivery time.</p> <p>90% of youth participants found the camp valuable and have leadership skills to offer support to other students.</p> <p>Follow up studies find that 70% of participants play a significant leadership role within their schools and age appropriate community organizations.</p>
				<p>P. 2 No. 40 H. 600</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>Major Shows Children in rural schools have equitable access to educational experiences available in urban settings.</p>	<p>Affordable access to touring groups delivering programmes supporting the NZ curriculum.</p>	<ul style="list-style-type: none"> • Stronger professional practice and improved focus on generic skills. • Less underachievement especially in literacy by lifting the performance of the bottom 25% • More students achieving in the top 25%. • Every young person has the skills and qualifications to contribute to their and New Zealand's future. • Every child achieves literacy and numeracy levels that enable their success. 	<p>Broker and promote tours by performing groups and individuals where the programme offered enhances the NZ Curriculum and promotes literacy.</p> <p>Facilitate visits to schools not included in existing itinerary.</p> <p>Liaison between schools and performers.</p> <p>Support programme delivery to small isolated rural schools and to low decile schools.</p>	<ul style="list-style-type: none"> • Deliver at least 3 initiatives with 90% participant satisfaction. • Reach all schools with at least one initiative. 25 schools, 31 hours delivery, 3623 students participate. • Include teacher development elements with at least one initiative. 18 teachers benefit. • Support delivery to smaller schools by combining resources. 9 schools, 6 hours delivery, 257 students benefit.
				<p>P. 4 No. 3641 H. 31</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>Kapahaka Schools are supported and teachers strengthened in the delivery of Kapahaka and Te Reo to a high standard and students experience direct and active involvement in our bicultural heritage.</p>	<p>Develop more effective community/school partnerships.</p> <p>Provide skills and support to schools programme.</p> <p>Opportunity for participation.</p>	<ul style="list-style-type: none"> • Strengthen family and community involvement in education. • Increased achievement by Maori students. • Stronger professional practice. • Maori enjoying education success as Maori. • Every young person has the skills and qualifications to contribute to their and New Zealand's future. 	<ul style="list-style-type: none"> • Provide Kapahaka/Te reo tutors in schools. • Biennial Kapahaka festival to celebrate Maori achievement. • Support for Maori language initiatives through Extension Education support. • Broker tours by Kapahaka groups. • Provide in-service training in Kapahaka to strengthen professional practice and develop more sustainable programmes within schools. 	<ul style="list-style-type: none"> • Deliver at least 5 programmes of one term duration with 90% participant satisfaction. 50 hours, 150 children participate for one hour per week for one term. • 15 teachers participate in 13 hours of professional development to strengthen delivery of kapa haka.
				P. 6 No. 165 H. 63

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>Careers Expo Students and the community have access to high quality careers information.</p>	<p>Access to a full range of information on local and national employment and training opportunities.</p>	<ul style="list-style-type: none"> • More school leavers participating and succeeding in high quality tertiary and training pathways. • More graduates in skill areas identified as aligned to national priorities and labour market needs. • More students achieving and less underachievement. • Increased retention to senior secondary school. • Every young person has the skills and qualifications to contribute to their and New Zealand's future. • Relevant and efficient tertiary education provision that meets student and labour market needs. 	<ul style="list-style-type: none"> • Careers expo is held biennially. • Impact of expo is evaluated. • Preparatory work done for next expo. 	<p>Planning for the 2012 Careers Expo starts in June with application to Development West Coast for funding of \$6750 for the Co-Ordinators contract fee. This needs to be in for the 1st March deadline.</p> <p>Once this funding is obtained a suitable contractor will be appointed and preparatory work begins.</p>
				<p>P. 1 No. H. 20</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p><i>New Initiatives</i> Explore opportunities to enhance educational provision on the West Coast.</p>	<p>Enhance expertise and achievement in choral singing.</p> <p>Support access to learning resources through book and big book sets.</p>	<ul style="list-style-type: none"> • Every young person has the skills and qualifications to contribute to their own and New Zealand's future. 	<p>Bring a nationally renowned choral music tutor to the West Coast and arrange a series of schools based and community workshops.</p> <p>Support access to useful learning resources through setting up and operating a distribution and recall service on behalf of schools in our region.</p>	<p>Four school and three community choral singing workshops are arranged, 20 hours of school tuition and 9 hours of community participation are provided. 600 students participate and 90 adults take part.</p> <p>A resource currently unavailable to schools becomes available, 20 sets of 15 big books are organized, issued and recalled from school allowing enhanced literacy experiences for new entrant classes.</p>
				P. 8 No. 690 H. 29

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p><i>Extension Education</i> A range of within and between schools initiatives are supported based on priority choice by school.</p>	<p>Small remote schools and low decile schools have difficulty providing their students with the full range of educational opportunities, including between and within school curricular, EOTC and cultural activities.</p>	<ul style="list-style-type: none"> • Stronger professional practice and improved focus on generic skills at all levels of the education system. • Increased use of ICT as a teaching and learning tool. • Higher quality research. • Encourage high achievement and less underachievement. • Every child achieves literacy and numeracy levels that enable their success. • Every young person has the skills and qualifications to contribute to their and New Zealand's future. 	<ul style="list-style-type: none"> • A range of special initiatives are supported on the basis of remoteness, number of students affected, number of schools affected and alignment of programmes/initiatives with Govt. priorities for education. 	<p>Up to 15 initiatives are supported. Over 500 students are directly able to participate in extra curricular activities eg EOTC camps, interschool exchanges, music festivals, Information Technology joint initiatives etc. Programmes are supported in secondary as well as primary schools. 1500 man hours of delivery are supported.</p>
				P. 15 No. 500 H. 1500

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>Youth Transition Service (YTS).</p> <p>YTS significantly contributes to Government's key priority for young people. <i>"Getting troubled youth back on track and help young people achieve their potential"</i> through increased employment/training/study and increased job satisfaction for youth and school leavers.</p>	<p>A small but significant group of school leavers, estimated at 16 on 2006 census figures. (Current youth unemployment stands at 16% nationally. The last census recorded 356 16-19year olds in Westland, this places 57 in the target group who are unable to find suitable employment and at risk of becoming unemployable. These young people with time on their hands and lacking a stake in society are at risk of drifting into vandalism and crime.</p>	<ul style="list-style-type: none"> • More school leavers participating and succeeding in high quality tertiary education and training pathways. • All students leaving school and making successful transitions to further education, training or employment. • Every young person has the skills and qualifications to contribute to their and New Zealand's future. • Relevant and efficient tertiary education provision that meets student and labour market needs. 	<ul style="list-style-type: none"> • Investigation of current situation completed and case made to obtain funding to support a Coast wide intervention. • Youth Coach appointed and trained in use of the national data base. • Links established with schools, tertiary providers and employers and employee organizations, ITOs, WINZ. • Contact made with unemployed youth in the 16 to 19 target age range in Westland and potential clients enlisted into the programme. 	<p>A minimum of 35 clients are enrolled in the programme. Contact maintained with all potential tertiary providers, employees and other stakeholders. Protocols established with secondary schools to enlist leavers into the YTS scheme. Young people in the community are contacted, their current status established regarding employment and or training. Those not in either are enlisted into the programme, entered on the data base and supported into work or training. They are tracked nationally through the YTS database. The RBA evaluation model is applied successfully to YTS to determine the impact of the programme.</p>
				<p>P. 1 No. 35 H.1248</p>

Outcome	Community Needs	Alignment of MoE Strategic Directions & Govt Priority	Summary of Activity 2011	Key Performance Indicators for 2011
<p>Oscar Quality out of school care during the school holidays will be available to children of working parents in the Grey Valley, Hokitika and South Westland regions.</p>	<p>The need for out of school care during school holidays in the Hokitika – South communities is being well met by WestREAP OSCAR and one other programme (Sport West Coast OSCAR) also operating in each term break.</p> <p>The Greymouth and outlying districts continue to identify gaps in provision of quality out of school care for families during school holidays.</p> <p>Currently there is no out of school care for children, after school (during term time) operating in Hokitika and one programme operating in Greymouth that caters to a limited group in one sub-urban community.</p>	<ul style="list-style-type: none"> • Every young person has the skills and qualifications to contribute to their and New Zealand’s future. • Every child achieves literacy and numeracy levels that enable their success 	<ul style="list-style-type: none"> • Four holiday programmes, one in each holiday break in the three regions identified. 	<p>12 holiday programmes are run altogether providing 6 hours of structured supervision per day for 19 days providing 342 hours of term break care and educational activities. 55 children (each term) participate. participant hours.</p>
				<p>P. 12 No. 220 H. 342</p>

Summary of Activities for 2011 including Key Performance Indicators:

Focus area	Minimum number of Initiatives	Minimum numbers attending	Minimum Hours of delivery
Early Childhood	26	7365	2379
Schools Sector	72	5707	3984
Total	98	13072	6363