

# Investment Plan 2009 – 2011

## Prepared for Ministry of Education

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### **Mission**

"Te Ara Ako" – Pathways to Learning

### **Vision**

To be a provider of effective lifelong learning and community development

### **Visionary Values**

- Provide high quality learning opportunities to meet defined needs
- Sustain existing, and develop new, joint venture partnerships and collaborative networks
- Respond to community needs
- Provide an innovative, stimulating and supportive environment in which to learn and work

### **Strategic Goals**

- Promote and deliver our services across our region
- Support the National Priorities for Education and Tertiary Education Strategy through service delivery
- Actively develop and maintain quality assurance 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 on the South Island's West Coast, known as WestREAP. We promote and provide lifelong learning opportunities in the Westland (pop: 8403) and Greymouth (pop: 13,221)<sup>1</sup>, 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, first and foremost to REAP Aotearoa NZ Inc (REAPANZ).

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<sup>1</sup> Population Census 2006 Statistics New Zealand

Other bodies include, but not limited to, ACE Aotearoa, COSS, SSPA, Rural Women NZ, Adult Literacy Practitioners Association, Playcentre Association, and numerous 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 to the unique perspective of our communities in the national context.

WestREAP works in collaboration with other providers, community, industry and local authorities to enable community access to a range of quality 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. Our primary focus is to ensure learners are not restricted in their choice of educational opportunities because of barriers that are inherent in being rurally isolated. Therefore, WestREAP's special character is about taking learning to the learner.

All WestREAP planning for delivery is guided; by:

- Our community's expression of its goals, aspirations and community learning needs.
- The ability for our people to effectively engage with and contribute to their community
- How these relate to our particular range of delivery strengths, or how we may broker engagement for our people with partner education providers to achieve the agreed outcomes
- The ways in which the agreed outcomes and principles will align with the National Priorities for Education and WestREAP's contribution to these within the context of the West Coast education provider network.

## **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 and Schools communities:

- 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)
- 374 three and four year olds participating in early childhood education comprising of 82% Pakeha, 14% Maori, 1.3% Pasifika, 1.9% other and less than 1% Asian. (Social Report 2008 Regional Indicators West Coast: p7)
- From the total Maori population, 12.4% of West Coast Maori can hold a conversation about everyday things in Maori. This is the lowest in the country. (Social Report 2008 Regional Indicators West Coast: p17)
- 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)
- Nationally 1 in 5 parents report experiencing a large amount of stress in their job. Just under half admit that their work stress results in them losing their temper or yelling at their children, and 1% admit that work stress results in the greater use of physical discipline. (Work, Family and Parenting Study: Research Findings, p3: MSD)
- 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)
- 100% of licensed early childhood centres offering free ECE.
- New early childhood education regulations and criteria into law in July 2008 and implemented from December 2008.
- More people wanting to engage with WestREAP that live in very isolated rural areas.
- Increasing travel costs is a significant barrier to participation in Early Childhood Education.
- Capability and access to Maori language education.
- Lack of spaces in Early Childhood services particularly Education and Care, Home based and Kindergarten.
- 19% of Westland 0-1 year olds enrolled in early childhood education. 29% in Grey District. (TA regional statistics 2007: MoE)
- 67% of Westland 2-4 year olds enrolled in early childhood education. 88% in Grey District. (TA regional statistics 2007: MoE)
- 4 year old participation in early childhood education: 98% Westland & 98% in Grey District.
- 97% of participants in early childhood in Westland are Pakeha, 98% of participants in early childhood in Grey District are Pakeha.

- Economic indicators show that the percentage of women in the paid workforce has increased; women's unemployment has decreased; and more women are employed in professional and managerial occupations. Increasing numbers of women are moving into self-employment (Action Plan for New Zealand Women 2004)
- Growing talent and leadership both for tamariki, rangatahi & professional education leaders.
- Environmental Education to build a sustainable future.
- 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,
- Community participation in ECE & Compulsory groups & institutions – affects 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.
- 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.

### **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 ( Maori capacity) locally & nationally
- MoE Review Implications
- Closer collaboration with Ministry regional offices
- Retaining/attracting skilled Governing Board
- Quality Management Systems
- Cost of Infrastructure

## **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:**

- To continue to provide flexible working environment to allow staff to be responsive to the needs of the community
- To work with a holistic approach combining education, social and health
- To continue to adopt a variety of approaches to best consult with families and the community
- Liaise closely with local Runanga
- Promote it's services and increase profile in sparsely populated areas
- To sustain our REAP team with quality staff from the community; develop proactive Board
- Building regional & national strategic awareness
- Providing good working environment:- increasing hours of work, continued team building, enhancing community development perspective, building mentor relationships
- To 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)
- To be an active member of REAP Aotearoa NZ Inc (REAPANZ)

## Three Year Outlook

### 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 promoting collaborative relationships. (Pathways to the Future:Nga Huarahi Arataki: p2, MoE)
- We support Government's direction for Maori to live as Maori and to enjoy educational success as Maori by supporting participation in quality early childhood education, supporting effective transitions to school, and help to build strong early literacy foundations. (Ka Hikitia: Managing for Success: p29, MoE)
- We support the goals of Te Runanga o Ngai Tahu to raise the critical awareness of the importance of Te Reo and the benefits of raising bilingual children, to increase the numbers of fluent Kai Tahu speakers of Te Reo and to support Kai Tahu whanau to use the language and a communicative everyday language within the home. (Annual Report 2007, p23, Te Runanga o Ngai Tahu)
- We support Government focus on increasing Pasifika participation in quality early childhood education services. (Pasifika Education Plan June 2006: MoE)
- 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 Govt Priority	Summary of Activity 2009	Key Performance Indicators for 2009
<p><b>Preschool Development Programme – Melody Makers</b></p> <p>956 parents involved in their children's learning through music and movement experiences.</p> <p>1040 children will develop positive social relationships with other children.</p> <p>Children and parents will know</p>	<p>Access to educational experiences outside a formal early childhood education setting.</p>	<p>Reducing systematic underachievement in quality early childhood education, especially those from disadvantaged families, and making sound transitions to schooling</p>	<ul style="list-style-type: none"> <li>• An hour long Melody Makers session in Greymouth and Hokitika followed by shared morning tea.</li> </ul> <p>Greymouth sessions to operate during the school holidays while Hokitika sessions are delivered in term time only.</p> <p><b>Objectives:</b></p>	<ul style="list-style-type: none"> <li>• 40 Melody Maker sessions in Hokitika.</li> <li>• 600 children. 560 adults.</li> <li>• 44 Melody Maker sessions in Greymouth.</li> <li>• 440 children. 396 adults.</li> </ul> <p>80% of parents view the</p>

<p>various ways of making music fun and families will use music and dance learnt within their home environment to enhance their children's early development.</p>			<ul style="list-style-type: none"> <li>• To encourage the children to develop positive social relationships with children</li> <li>• To introduce children, parents and caregivers to a variety of musical experiences.</li> <li>• To encourage communication skills, motor development, intellectual stimulation, group participation, musical enjoyment and fun.</li> <li>• To provide 'role model' musical experiences for families to use at home.</li> </ul>	<p>programme as meeting its objectives.</p>
<p><b>Promoting Participation in Early Childhood Education Project</b></p> <p>The community understands the importance of children attending early childhood education.</p> <p>65 families receive useful information on available ECE services and non-participating children are identified.</p> <p>65 families/children are enrolled in a quality ECE service and retained for a minimum of 3 months.</p>	<p>Increase the West Coast participation rate in quality Early Childhood Education.</p> <p>Improve awareness/education about the various services offering Early Childhood education.</p> <p>An advocate to walk alongside families faced with difficulty attending Early Childhood Education.</p> <p>Education about what wider support is available in the</p>	<ul style="list-style-type: none"> <li>• Reducing systematic underachievement in quality early childhood education, especially those from disadvantaged families, and making sound transitions to schooling</li> </ul>	<ul style="list-style-type: none"> <li>• The community is aware of the purpose of the Participation Project and how to refer families that need extra assistance to enrol and attend Early Childhood education.</li> <li>• Barriers for families to attend ECE are identified and worked through so attendance occurs.</li> <li>• Families are supported through the enrolment process and attendance in ECE is monitored to ensure participation continues for a minimum of three months.</li> </ul>	<ul style="list-style-type: none"> <li>• Profiling and information provided is effective to promote awareness and the value of participating in ECE.</li> <li>• 65 children attend Early Childhood Education for a minimum of 13 weeks.</li> <li>• 80% of enrolled families experience positive benefits due to their child attending ECE.</li> </ul>

	community for families who present some difficulty managing life in general and such issues impinging on ability to attend ECE.			
<p><b>Panui &amp; What's On Calendar of Events</b></p> <p>The Community is aware of WestREAP's role in the Early Childhood sector; is aware of what other Early Childhood focussed organisations are doing for the community and aware of the services available in the area.</p> <p>Panui provides the community with relevant up to date information about upcoming events, services being offered, and a celebration of the excellent work delivered.</p>	<p>A resource that details all the activities, services and events happening in the Greymouth and Westland community each term.</p> <p>A resource that informs the community about what is happening for children, parents, educators and early childhood centres.</p>	<ul style="list-style-type: none"> <li>Reducing systematic underachievement in quality early childhood education, especially those from disadvantaged families, and making sound transitions to schooling</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with community organisations to profile and understand what is being achieved in the community.</li> <li>Liaise with community organisations/Early Childhood centres with the intention to promote their services where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>4 x Newsletters/Panui sent out to 110 contacts with an interest in Early Childhood education.</li> <li>8 x What's On Calendar devised (4 x Hokitika, 4 x Greymouth). 120 – 140 copies sent out to 110 contacts with an interest in Early Childhood education.</li> </ul>
<p><b>Needs Analysis</b></p> <p>WestREAP's delivery meets identified needs. Advice and support provided is current and accurate.</p>	<p>Access to current and accurate information concerning ECE regulations and curriculum.</p> <p>Opportunities to express needs for community solutions.</p> <p>Workshops available to increase capability and professional capacity in Early Childhood Centres.</p>	<ul style="list-style-type: none"> <li>Reducing systematic underachievement in quality early childhood education, especially those from disadvantaged families, and making sound transitions to schooling</li> </ul>	<ul style="list-style-type: none"> <li>Information gathered is passed along to relevant agencies.</li> <li>Early Childhood Team members attend hui, consultation forum, advisory meetings and other information gathering opportunities.</li> <li>More groups aware of each other and their roles in the community.</li> <li>Increased joint solutions and venturing.</li> <li>Professional development organised</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at 4 Education West Coast meetings.</li> <li>Coordinate an Early Childhood Network meeting.</li> <li>Early Childhood Centres comment positively on the professional development received.</li> <li>Early Childhood Centres are supported to adhere to MoE regulations.</li> </ul>

			in response to needs identified.	
<p><b>ECE Support</b> Early Childhood Centres provide a quality curriculum to foster children’s learning and development; provide a warm, welcoming environment to sustain participation and are able to promote healthy relationship building between educators, adults and children.</p> <p>Parental involvement in children’s learning will increase. Children’s learning will be extended and social development fostered.</p> <p><b>EC Expo</b> Families and the community are aware of the different types of early childhood education services, health and social support services. Families empowered to make decisions about what services to access.</p>	<p>Ideas on how to provide for children’s play, support children’s learning, and how to manage behaviour.</p>	<ul style="list-style-type: none"> <li>Reducing systematic underachievement in quality early childhood education, especially those from disadvantaged families, and making sound transitions to schooling</li> </ul>	<ul style="list-style-type: none"> <li>Tutor visiting early childhood centres to provide support, guidance and educational activities and to role model positive parenting strategies.</li> <li>Annual expo held in Greymouth and Hokitika. Early childhood, health and social services invited to hold a stall to promote their services. Families and Community encouraged to attend expo and join in the fun activities: Music and Movement, Stories, and Play. Goody bags given to everyone that includes Team Up, SKIP, Maori and WestREAP resources. Expo is evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>Early Childhood centres access WestREAP support during sessions on 49 occasions and report on increased benefit to their sessions for children and parents.</li> <li>22 x Expo’s held. Greymouth &amp; Hokitika. 100 children 80 parents 30 stallholders</li> <li>Evaluations show that stallholders rate the expos as beneficial for their service and the community and comment positively on the organisation of the expo.</li> <li>Families attend and comment that they enjoyed attending the expo and have received useful information.</li> </ul>
<p><b>Te Reo/Tikanga Maori</b> Whanau have access to appropriate early childhood</p>	<p>A place where people feel their value as Maori and a place which embraces them and surrounds</p>	<ul style="list-style-type: none"> <li>Reducing systematic underachievement in quality early childhood education, especially those from</li> </ul>	<ul style="list-style-type: none"> <li>Whanau meet weekly learning about Te Ao Maori and following Tikanga Maori practice. Whanau will make</li> </ul>	<ul style="list-style-type: none"> <li>49 Puna Kohungahunga Hokitika sessions with 200 children and 150 parents attending.</li> </ul>

<p>education for their tamariki.</p>	<p>them in Te Ao Maori.</p> <p>A coordinated approach to achieve early childhood education for Maori by Maori.</p> <p>Leadership is needed to assist Maori to work together.</p> <p>Support such as financial management, accountability and governance.</p>	<p>disadvantaged families, and making sound transitions to schooling</p>	<p>connections with the community and the land through session planning and delivery. New whanau will be introduced to Puna by connections made with community organisations in touch with Maori whanau.</p> <ul style="list-style-type: none"> <li>In Hokitika, meetings are held twice a year to discuss operations. Parents hold positions of President and Administrator with WestREAP looking after Treasurer role.</li> <li>WestREAP will support group's capacity development by providing advice, admin and resources.</li> </ul>	<ul style="list-style-type: none"> <li>49 Puna Kohungahunga Greymouth sessions with 300 children and 250 parents attending.</li> <li>All comment on the benefits of attending sessions for their whanau.</li> <li>Group is sustained through support and successful capacity development.</li> </ul>
<p><b>Parent Education</b></p> <p>126 parents will have opportunities to imbed positive parenting strategies into their parenting practice.</p> <p>126 families will parent with the rights of children in mind.</p> <p>126 parents are encouraged to ensure children receive effective non-violent forms of discipline.</p>	<p>Parent education for families with children 0- 5 years.</p> <p>Sustainable long term funding for NTF programme and permanent group room for ongoing peer group support.</p> <p>Opportunities for community to meet each other and know what services are available to support families.</p>	<ul style="list-style-type: none"> <li>Reducing systematic underachievement in quality early childhood education, especially those from disadvantaged families, and making sound transitions to schooling</li> </ul>	<ul style="list-style-type: none"> <li>Programme will be promoted all over the West Coast.</li> <li>Community will be aware of the importance of raising healthy families.</li> <li>Parents empowered to approach WestREAP for NTF to be delivered in their community.</li> <li>8 week programme delivered (2hours per week) with follow up support provided with the facilitated support groups.</li> <li>NTF team having weekly</li> </ul>	<ul style="list-style-type: none"> <li>14 NTF programmes</li> <li>126 parents</li> <li>2 Support Groups</li> <li>2 Community Networking events</li> <li>2 Family Days</li> <li>1 Speaker brought to the Coast.</li> <li>95% of families view the programme as positive and made changes to their parenting practices because of participating in the course.</li> </ul>

	Opportunity for families/community to engage with key national speakers about raising healthy families in NZ.		<p>minutes. All NTF staff members have provision to attend relevant community organisation meetings eg, Te Rito family violence network meetings, before schools check meetings, strengthening families meetings, and the like.</p> <ul style="list-style-type: none"> <li>• Two community networking events will be organised. All relevant organisations invited with the intention of finding out what is available in the community, what the needs are and what to do to address gaps in service delivery.</li> <li>• Two family days will be organised for families that have participated in the Nurturing the Future programme to connect with each other and foster healthy family/community relationships.</li> <li>• One excellent national speaker will be brought to the Coast to talk to the community about raising healthy families.</li> </ul>	
<p><b>Transition to School</b> Children will transition into school seamlessly.</p> <p>Families have access to services to support their</p>	<p>A network to discuss how to support children's transition to school.</p> <p>A resource for</p>	<ul style="list-style-type: none"> <li>• Reducing systematic underachievement in quality early childhood education, especially those from disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>• Early Childhood Educators, New Entrant teachers and relevant agencies meet to discuss strategies to support transition to</li> </ul>	<ul style="list-style-type: none"> <li>• 56 participants attending Hokitika network meetings with coordination of the 4 meetings shared between</li> </ul>

<p>child's transition to school.</p>	<p>families to understand what their child needs in order to be ready for school.</p> <p>An increased understanding of pedagogy of both early childhood and schools sector.</p>	<p>families, and making sound transitions to schooling</p>	<p>school. WestREAP involvement to stay in the loop and to support initiatives from the meeting.</p> <ul style="list-style-type: none"> <li>Transition to School process improved by efficient and strengthened collaboration between schools, early childhood centres and home.</li> <li>Early Childhood Educators and School Teachers have an increased awareness of each other's sector pedagogy.</li> </ul>	<p>providers.</p> <ul style="list-style-type: none"> <li>Resource pamphlet designed, printed and sent to all families with 3 and 4 year olds in the Westland District.</li> <li>Meeting minutes show progress and processes to support family's transition into school and strengthened relationships between the early childhood and schools sector.</li> </ul>
<p><b>Fostering Early Years Literacy Skills</b> 50 families on the West Coast have access to a free in home family literacy programme.</p> <p>50 children will have the appropriate readiness skills to undertake literacy tasks at school.</p> <p>50 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.</p>	<p>Strategies to support preschool literacy development.</p> <p>Improve the transition from ECE to compulsory education sector for families/whanau.</p> <p>Contribute to improving the low rate of literacy skills nationally.</p>	<ul style="list-style-type: none"> <li>Reducing systematic underachievement in quality early childhood education, especially those from disadvantaged families, and making sound transitions to schooling</li> <li>Less underachievement at all stages of schooling, especially in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>50 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.</li> <li>The child develops oral language skills and increases vocabulary and understanding over a wide range of topics</li> <li>The WestREAP Early Literacy programme is rated as highly effective;</li> </ul>	<ul style="list-style-type: none"> <li>Whakamana Te Whanau programme delivered in the home to 50 clients.</li> <li>WestREAP will measure and evaluate children's literacy progress and parental participation through initial and post assessments.</li> <li>At least 80% of children make progress with pre-reading and phonological skills.</li> <li>All families report and display increased engagement and an increase in the number of books in the home.</li> </ul>

			<p>the child develops a positive attitude to reading.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Sustainable funding secured.</li></ul>	
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## Three Year Outlook

<b>Schools</b>
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<b>Outcome</b>	<b>Community Needs</b>	<b>Alignment of Govt Priority</b>	<b>Summary of Activity 2009</b>	<b>Key Performance Indicators for 2009</b>
<p><b><i>Gifted and Talented (GATE)</i></b> 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 &amp; environment. Access to schooling. Children and families actively engaged in their own learning. Children have high level literacy &amp; numeracy.</p>	<ul style="list-style-type: none"> <li>• More students achieving in the top 25% of students.</li> <li>• More school leavers participating and succeeding in high quality tertiary education.</li> <li>• Increased retention to senior secondary school and all students leaving school with upper secondary qualifications.</li> </ul>	<p>In partnership &amp; collaboration with other education providers facilitate:</p> <ul style="list-style-type: none"> <li>• Clustering opportunities to enhance &amp; enrich learning.</li> <li>• Clustering opportunities to enhance &amp; enrich socialisation/communication/ cultural skills</li> </ul>	<ul style="list-style-type: none"> <li>• 15 schools involved in initiatives to enrich personal learning.</li> <li>• 240 children per annum involved and better engaged and see the opportunity as positive.</li> </ul>
<p><b><i>Leadership Camp</i></b> 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"> <li>• More students achieving in the top 25% and achieving high standards.</li> <li>• More school leavers participating and succeeding.</li> </ul>	<p>In partnership &amp; collaboration with education providers facilitate:</p> <ul style="list-style-type: none"> <li>• Local youth leadership initiatives.</li> </ul>	<p>One Youth leadership camp run catering to 20 identified young leaders from a range of schools.</p> <p>80% of youth participants found the camp valuable and have leadership skills to offer support to other students.</p>
<p><b><i>Major Shows</i></b> 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"> <li>• Stronger professional practice and improved focus on generic skills.</li> <li>• Less underachievement especially in literacy</li> </ul>	<p>Broker and promote tours by performing groups and individuals where the programme offered is consistent with the NZ Curriculum.</p>	<ul style="list-style-type: none"> <li>• Deliver at least 3 initiatives with 90% participant satisfaction.</li> <li>• Reach all schools with at least one initiative.</li> </ul>

		<p>by lifting the performance of the bottom 25%</p> <ul style="list-style-type: none"> <li>• More students achieving in the top 25%.</li> </ul>	<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.</p>	<ul style="list-style-type: none"> <li>• Include teacher development elements with at least one initiative.</li> <li>• Support delivery to smaller schools by combining resources.</li> </ul>
<p><b>Kapahaka</b> 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"> <li>• Strengthen family and community involvement in education.</li> <li>• Increased achievement by Maori students.</li> <li>• Stronger professional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Kapahaka/Te reo tutors in schools.</li> <li>• Annual Kapahaka festival to celebrate Maori achievement.</li> <li>• Support for Maori language initiatives through Extension Education support.</li> <li>• Broker tours by Kapahaka groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver at least 10 programmes of one term duration with 90% participant satisfaction.</li> <li>• Over 10 schools and 500 students participate in the Kapahaka festival.</li> <li>• Biennial tour by a professional Kapahaka group delivers workshops to 7 schools and performances to 10 schools.</li> </ul>
<p><b>Careers Expo</b> 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"> <li>• More school leavers participating and succeeding in high quality tertiary and training pathways.</li> <li>• More graduates in skill areas identified as aligned to national priorities and labour market needs.</li> <li>• More students achieving and less underachievement.</li> <li>• Increased retention to senior secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Careers expo is held biennially.</li> <li>• Impact of expo is evaluated.</li> <li>• Preparatory work done for next expo.</li> </ul>	<ul style="list-style-type: none"> <li>• Over 40 local and national employers and training institutions are brought together for three days at a suitable venue that encourages equitable access to the information.</li> <li>• 90% of secondary age students attend the expo and 80% of these rate it a positive experience.</li> </ul>

		school.		<ul style="list-style-type: none"> <li>• An evening session gives adults an opportunity to participate.</li> </ul>
<p><b>Resource Library</b> Schools have equitable access to quality resources.</p>	Smaller and more remote schools have limited budgets to buy new resources to support a range of curriculum requirements.	<ul style="list-style-type: none"> <li>• Strong professional practice and improved focus on generic skills at all levels of the education system.</li> <li>• Support higher achievement and reduce underachievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Site/sub lease agreement finalised with University of Canterbury.</li> <li>• Part time employee appointed to co-ordinate resource library.</li> <li>• Begin operating the Schools Resource Library based in Greymouth, formerly Christchurch College of Education's campus on the West Coast.</li> </ul>	<ul style="list-style-type: none"> <li>• The Schools Resource Library is operating effectively.</li> <li>• Eligible schools are paid up members and the resources are being accessed and returned.</li> <li>• Use is monitored to determine value to schools, especially remote rural schools. +500 items issued over one year.</li> </ul>
<p><b>Leading Edge</b> Early intervention counselling gives students aged 7 -16 years alternative strategies for dealing with issues supports their learning and helps them make the most of their strengths and deal with everyday life challenges.</p>	Access to a wider range of resources to deal with lower level behavioural issues before they become major problems.	<ul style="list-style-type: none"> <li>• Less underachievement at all stages of schooling</li> <li>• Increased retention to senior secondary school.</li> <li>• More students achieving in the top 25%.</li> <li>• More school leavers participating and succeeding in tertiary education and training.</li> </ul>	<ul style="list-style-type: none"> <li>• Contracted qualified Counsellor delivers Leading Edge programme across schools from Hokitika to Ahaura.</li> <li>• Funding is obtained to sustain this programme from a range of appropriate agencies.</li> <li>• An independent evaluation of the programme is carried out and a report completed.</li> <li>• Programme successfully completes its biennial audit by CYFS.</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of 20 students participate in the programme and rate the interventions as effective and helpful.</li> <li>• Up to 10 current participants and their families are included in the evaluation.</li> <li>• 90% of schools in the region are involved in the evaluation.</li> </ul>
<p><b>Extension Education</b> A range of within and between schools initiatives are supported based on priority choice by school.</p>	Small remote schools and low decile schools have difficulty providing their students with the full range of educational opportunities, including	<ul style="list-style-type: none"> <li>• Stronger professional practice and improved focus on generic skills at all levels of the education system.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of special initiatives are supported on the basis of remoteness, number of students affected, number of schools</li> </ul>	<ul style="list-style-type: none"> <li>• At least 15 initiatives are supported.</li> <li>• Over 500 students are directly able to participate in extra curricular activities</li> </ul>

	between and within school curricular, EOTC and cultural activities.	<ul style="list-style-type: none"> <li>• Increased use of ICT as a teaching and learning tool.</li> <li>• Higher quality research.</li> <li>• Encourage high achievement and less underachievement.</li> </ul>	affected and alignment of programmes/initiatives with Govt. priorities for education.	<p>eg EOTC camps, interschool exchanges, music festivals .etc.</p> <ul style="list-style-type: none"> <li>• Programmes are supported in secondary as well as primary schools.</li> </ul>
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## Summary of Activities for 2009 including Key Performance Indicators:

Focus area	Minimum number of Initiatives	Minimum numbers attending	Minimum Hours of delivery
Early Childhood	43	2429	4345
Schools Sector	63	4380	1020

## Enhanced Outcomes Evaluation:

Performance Indicator	Target
Summary of Activities achieved.	Exceeds minimum target numbers
Engagement of MoE Regional staff and other Ministries, Govt agencies, with WestREAP to actively participate in developing evaluation tools and reporting against long term outcomes.	To track progress towards long term outcomes in a meaningful process and be able to measure progress over time.
Engagement of MoE Regional staff & schools network together with WestREAP to actively participate in developing evaluation tools to measure and report against long term outcomes.	To track progress towards long term outcomes in a meaningful process and be able to measure progress over time.

## Major Partnerships involved in achieving the Plan:

Who	What
MoE Regional Office	Build closer working relationship. Improved knowledge of WestREAP's role and services provided. Identifying gaps, strategising resources & outcomes
Tertiary Education Commission	Secure resources for Whakamana Te Whanau (Empowering Family Learning) ECE/ACE literacy initiative
MSD SKIP local & national	Providing professional development in positive parenting and funding for initiatives locally for parenting support and training the trainers
Tertiary Education Forum Education West Coast Forum Development West Coast Mayors and Chairs of Local Authorities, Iwi, Business and Community Sectors	Maintain professional networks with all education providers including EC, Schools, and Tertiary, to contribute towards achieving Education West Coast's strategic goals. Identifying and strategising regional response to social, economic, cultural and environment issues
Te Runanga o Ngati Waewae Te Runanga o Ngati Makaawhio	Closer collaboration to meet goals for Maori achievement on the West Coast.
All Early Childhood Centres, Plunket, PAFT, Rata Te Awhina, Social Services, Parents Centre, Toy Library.	Maintain relationships for closer alignment of services to support families.
Brainwave Trust, University of Canterbury, Playcentre Education,	Provide coordination for national educators to educate on the WC