



WestREAP

Investment Plan

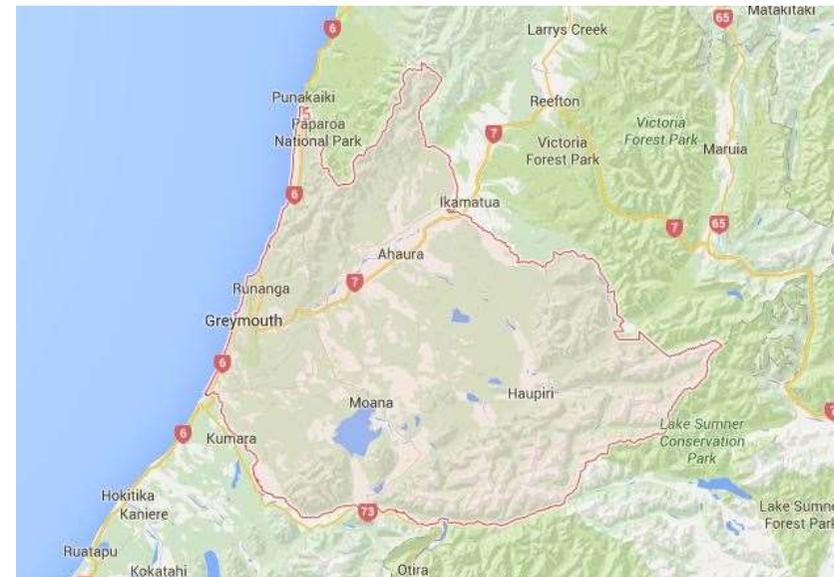
2017 - 2019

For funding streams contracted through REAPANZ:

1. Early Childhood Education Support, Ministry of Education
2. Compulsory Schooling Support, Ministry of Education
3. ACE in Communities, Tertiary Education Commission
4. SKIP, Ministry of Social Development

A. Strategic Intent – Stakeholder Story

WestREAP (Westland Rural Education Activities Programme Incorporated Society) has been operating for over 30 years. Established in 1981, WestREAP became incorporated in 1991. WestREAP provides educational pathways for people of all ages across the Grey and Westland Districts (from Jackson Bay in the south, to Punakaiki in the north and east to Otira). WestREAP connects learners to opportunities, filling gaps in education across Early Childhood, Schools and Adult Community Education, adding value to existing educational initiatives. WestREAP's main office base is in Hokitika with a satellite office in Greymouth. WestREAP's work is underpinned by a community led development model across the region.



WestREAP Strategic Plan 2016-2036

Our Guiding Philosophy – Kaupapa

WestREAP exists to provide Pathways to Learning helping individuals and communities to empower their lives through knowledge and self-development.

OUR VISIONARY/CORE VALUES

Self-determination	❖	Empowerment through building capacity and confidence
Accessibility	❖	Provide quality services to those who are hard to reach: geographically, socially and economically
Leadership	❖	Influence through our relationships
Responsive	❖	Flexible in our approach to meeting communities' needs
Ahi Kaa	❖	Keep the fires burning

MISSION – OUR 20 YEAR FOCUS A connected system of learning in a network of vibrant communities across the West Coast

OUR VIVID DESCRIPTION OF SUCCESS

- ❖ There are learning hubs from Haast to Punakaiki and the Grey Valley, all with access to global information.
- ❖ Hubs are integral to the communities and each has a properly resourced community learning champion.
- ❖ WestREAP is financially self-sufficient.
- ❖ WestREAP is recognised and valued as the leader in rural education.
- ❖ WestREAP is engaged in a diverse set of cultural partnerships.
- ❖ WestREAP is highly regarded for its expertise and is sought out by other communities who want to follow our lead.

STRATEGIES

WestREAP will:

Facilitation	❖	Make and strengthen connections in communities.
	❖	Respond to individuals and communities who have a need, opportunity or vision.
	❖	Help clarify and identify partners and resources.
	❖	Be a hub of knowledge.
	❖	Make services available to learners of all ages.
	❖	Expand and strengthen networks.
Connection	❖	Work with providers to offer services to all ages.
	❖	Build and expand its influence with the key political, economic and social stakeholders.
Capability	❖	Maintain a disciplined, capable and self-sufficient organisation.
Planning and Execution	❖	Create pathways to learning.
Milestones	❖	Make time to check on progress and celebrate success.
Staying fit for purpose	❖	Make changes along the way.
Resilience	❖	Have robust and adaptable people, systems and finances.

MEASURES

- How much did we do?
- How well did we do it?
- Who is better off from what we do?

WestREAP's distinctive role is to:

- Identify gaps in the provision of education, of all types and for all ages, and develop strategies to fill the gaps, either through its own programmes or in collaboration with other providers. WestREAP supports early childhood, schools, tertiary, and adult community education and transitions between these levels. Its particular focus is on gaps resulting from rural isolation, whether this is isolation of the WestREAP area from metropolitan and urban services, isolation of its small communities spread over long distances from the regional service centres of Greymouth and Hokitika, or isolation related to age, disability, ethnicity, language or other factors.
- Promote community development, integrating education and provision of information with activities in other sectors including health, social services, community organisations, Poutini Ngāi Tahu hapu and rūnanga and local government. WestREAP can act as the independent initiator and facilitator of collaborative efforts.

Overall Network of Provision

WestREAP's area extends from Punakaiki and Totara Flat in Grey District in the north to Haast and Jackson Bay in the south of Westland District; a distance of 400 kilometres. Regional services, including tertiary education, are centred on Greymouth and Hokitika.

The overall network of education provision comprises:

- (a) Early Childhood – 7 early childhood education centres, 4 kindergartens, 5 play-centres, 10 play groups and 2 home based providers (a total of 28). The rural areas outside Greymouth and Hokitika are served mainly by rural groups run by parents.
- (b) Schools – 17 year 1-8 primary schools including 1 satellite school, 4 year 1-6 primary schools, 1 year 7-13 secondary school, 2 year 9 to 13 secondary schools, 1 year 1-13 area school, 2 private schools. The secondary schools and 8 of the primary schools are in Greymouth and Hokitika. Thirteen of the primary schools and the area school are in small rural settlements.
- (c) Tertiary and ACE– one polytechnic, one adult and community education private training establishment and WestREAP's ACE programmes. All except WestREAP are based in Greymouth.

WestREAP exercises its distinctive role by:

- 1) Identifying gaps in education provision and addressing these either by linking up services or by planning for new service delivery.
- 2) Tailoring its provision to address the needs of the small and remote rural areas (especially in South Westland) as well as the main towns of its area.
- 3) Being the only education provider in Grey and Westland operating across early childhood, schools and adult and community levels.
- 4) Supporting education and training transitions from early childhood to schools to tertiary and /or employment, between work and further education, and to retirement and old age.
- 5) Stair-casing the learner which includes encouraging families and whānau to embrace a culture of learning in the home and community.
- 6) To support young people and adults who have not had previous educational success to experience a cycle of achievement and develop a future learning plan that will enable them to contribute to the region's economy and social well-being.
- 7) Being flexible in its operations so that it can quickly address changes in need and demand.
- 8) Using its Ministry of Education and Tertiary Education Commission funding to leverage funds from other sources.
- 9) Promoting community development through education and information provision.
- 10) Promoting community development through supporting communities to identify opportunities needs, projects, leadership, partners and resources, and to develop and mobilise implementation.

Demographics of WestREAP Area:

Within WestREAP's area there are two main service towns: Greymouth and Hokitika. Numerous small settlements are located the length and breadth of this area. Road travel time to a major city (Christchurch, Dunedin, or Nelson) ranges from 3 to 6 hours. There is no same day return public transport from outlying communities to Greymouth or Hokitika.

Grey District's basic economy is dominated by agriculture, coal mining, meat processing, fishing and fish processing, forestry and wood processing, and visitor services. The rural settlements are all within 60 kilometres of Greymouth. Greymouth is the main health and social service provider for the West Coast. Volatility in demand and prices for coal and gold has led to rapid changes in employment, with a growth period from 2006 to 2010 followed by rapid decline in these industries in the wake of the Pike River mine disaster and closure of Solid Energy and other coal mines and the Grey River gold dredge.

Westland District's basic economy is dominated by agriculture, milk and meat processing, visitor services, forestry and wood processing. Hokitika is the main service centre and there is a string of small settlements along the 330 km coastal strip from Hokitika to Jackson Bay and 80 km north east to Kumara and Otira.

In both Grey and Westland the agriculture, milk and meat processing industries have expanded and have further growth potential (although current international dairy export prices are low), and the visitor industry has now recovered from a decline following the 2010-11 Christchurch earthquakes and the global financial crisis to, by 2015, reach new levels of visitor numbers and expenditure, with the New Zealand growth of 6% per annum forecast by Tourism Industry Aotearoa and Ministry of Business, Innovation and Employment expected to be also achieved on the West Coast through implementing the West Coast Tourism Strategy now in development.

WestREAP Area Population

Usually Resident Population	2013 Census 5 March	2013 30 June Revised Estimate	2015 30 June Estimate	2016 30 June Estimate
Grey District	13,371	13,700	13,650	Available 21 Oct 2016
Westland District	8,307	8,570	8,720	Available 21 Oct 2016
WestREAP AREA	21,678	22,270	22,370	Available 21 Oct 2016

Department of Statistics – 2013 Census and Revised Resident Population, 2015 Estimated Resident Population

The Estimated Resident Population is more accurate than the Census count because it includes New Zealand residents temporarily overseas at the time of the census, and allowances for residents missed or counted more than once by the census and for population change between census night and the date of the estimate.

The effect of the significant decline in the Grey district economy since its 2010 peak (which was higher than in 2006) was only just beginning to show in the 2013 Census data and revised estimate and the 2015 estimate (higher than 2006 but lower than 2010).

Census Night Population	2006 Census 7 March	2013 5 March Census
Grey District	14,052	13,947
Westland District	11,202	11,136
WestREAP AREA	25,254	25,083

Department of Statistics – 2006 and 2013 Census Night Population

The Census Night population includes visitors and temporary residents (many of whom are seasonal workers in the visitor / hospitality and agricultural industries, but are users of local services), but excludes usual residents elsewhere on census night. The tourism and visitor industries brought in an extra 2500 people per day on average (both visitors and support staff) into the WestREAP area, peaking at about 7000 people per day in the November-March period. The largest peak populations are in the small South Westland communities of Franz Josef and Fox Glacier.

The WestREAP area is less ethnically diverse than New Zealand as a whole:

WESTREAP AREA-ETHNICITY- 2013 CENSUS- USUALLY RESIDENT POPULATION

	European Groups	Māori Ethnic Groups	Pacific Peoples' Ethnic Groups	Asian Ethnic Groups	Middle Eastern, Latin American, African Ethnic Groups	Other Ethnic Groups including New Zealanders	Total responses (1)	Not elsewhere included	Total Population
Grey District	11,490	1,155	141	222	39	315	13,362	969	13,371
Westland District	6,912	1,050	90	225	39	258	8,574	489	8,307
WESTREAP Area	18,402	2,205	231	447	78	573	21,936	1,458	21,678
WESTREAP Area	84.9%	10.2%	1.1%	2.1%	0.4%	2.6%	101.3%		
New Zealand TOTAL	74.0%	14.9%	11.8%	9.2%	1.2%	1.7%	111.0%		

Notes: (1) Total responses differ from Total population because many people responded that they belonged to more than one ethnic group and 1,458 did not respond, or their response was unclear.
Source: Department of Statistics, 2013 Census

The West Coast is the region with the lowest percentage of Māori population, but the Māori population has increased significantly since the 1980s (WestREAP area is up 6.2 % from 2006 to 2013). Mana whenua over the West Coast is held by the two Poutini Ngāi Tahu hapu: Ngāti Waewae in the north and Ngāti Mahaki Makaawhio in the south. Poutini Ngāi Tahu comprises about 60% of the Māori population. The remaining 40% are members of iwi from throughout New Zealand. The small population means limited resources are available for tikanga Māori education.

From 2006 to 2013 the WestREAP area has become more ethnically diverse (Pacific up 67%, Asian up 71%, MELAA up 136%), but is not at the New Zealand level of diversity, particularly in regard to Pacific and Asian peoples. New international migrants can be found particularly in the dairy farming, forest management, visitor hospitality, and health industries, and, until 2012, the coal industry. Over 50 nationalities are present in recent immigrants from overseas. More recent data is not available.

Age Structure: 2013 Census

Grey District	Westland District
The median age is 41.9 years (NZ = 38.0 years) 21.6 % of people are aged under 15 years (NZ= 20.4%) 16.0 % of people are aged 65 years or more (NZ=14.3%)	The median age is 42.6 years (NZ; 38.0 Years) 18.5 % of people are aged under 15 years (NZ= 20.4%) 15.5 % of people are aged 65 years or more. (NZ=14.3%)

Whilst the West Coast population is likely to remain static or decline in the short term, the proportion of people aged 65 years and over is expected to increase at least 50% by 2020. (Ministry of Business, Innovation and Employment, Regional Economic Activity Report 2014 - the last report to contain this information).

Economy - The WestREAP Area economy is driven by farming (mainly dairying, but also beef and deer) and milk and meat processing, coal mining in Grey, tourism and visitor serving, gold mining, forestry and wood processing, fish and fish processing. The associated businesses and health, education and social services are also major employers mainly located in Hokitika and Greymouth; local communities have schools, rural health and police services. The tourism and visitor industries are seasonal.

The educational needs and priorities of the WestREAP area, which this plan addresses, can be summarised as:

- Isolation from the South Island's main centres, communities within the catchment from the area's main towns, small populations, large distances, lack of economies of scale, and limited resources for communities, including for education.
- The volatility of the area's basic industries and their vulnerability to international markets and access to resources, leading to fluctuations in employment and population and education, training and social service needs.
- The decline since 2010 in the Grey District's economy and community health caused by declines in the markets for the coal industry, and the need for community development plans (including education) to rebuild the economy.
- The increasing employment opportunities emerging in the tourism industry, fishing and fish processing, construction, and the potential return of growth in the dairy industry, and the needs for training for prospective employees.
- Lower than New Zealand rate of prior participation in early childhood education before attending school apparent in some communities.
- The lower than New Zealand rates, percentages of school leavers with a level 2 or above NCEA, and of 18 year olds achieving NCEA level 2 or equivalent in Grey and Westland districts in 2015. (Ministry of Education, *Education Profiles, 2014-15*)
- The current lack of tertiary and alternative to schools education provision south of Greymouth.
- The low, but growing Māori population, and the shortage of teachers and resources for tikanga Māori education.
- The ageing of the population.
- The increasing number of migrants with needs for training in English language.

Our Stakeholders and Their Needs

WestREAP seeks the following **outcomes** for its communities:

1. Engaged and Equipped Communities

1.1 Communities will be better equipped to deal with issues of isolation, small populations, large distances, limited resources and lack of economies of scale which cause gaps in their education provision.

Why? : The WestREAP area is isolated from the South Island's main centres and communities within this area, especially the Grey Valley, Coast Road, and South Westland are isolated from the area's main towns of Greymouth and Hokitika. Small populations, large distances, and the absence of economies of scale mean that resources available to communities (including education opportunities) are limited. Government priorities, programmes and population based funding systems often fail to recognise these challenges facing isolated small communities.

1.2 Family / whānau will be more engaged in their child's education.

Why? : WestREAP recognises that student achievement and success in education in the Grey and Westland Districts is fundamentally linked to the level of whānau engagement in their child's education.

1.3 Education will be better supported by communities and students will experience greater support for and celebration of their educational success from communities and families and a greater input to community decisions affecting them.

Why? : There is a need to raise the positive profile of education on the West Coast. Students are confronted with negative community attitudes towards their schools and West Coast education in general. This feeling that their learning or the educational environment is not valued by their community has a detrimental effect on students' attitudes toward learning and their motivation to succeed in education. There is a need for youth in the Westland district to feel a sense of belonging in their community. Young people in the Westland district report that they do not have a place or a voice in their community. They feel that their futures are predetermined by the geography and isolation of the West Coast and this isolation means there are few opportunities, particularly local, available to them.

2. Early Childhood Education

2. 1 Barriers to increased participation in quality early childhood education will be reduced. Participation in all communities and ethnicities is increased to 98% or above. Frequency of participation is increased for all communities.

Why? : A Government priority to reach 98% by 2016. The Grey District has reached the target and a higher than national rate of prior participation in early childhood education before attending school, while Westland District has since 2015 dropped below the target, but is still higher than the New Zealand rate which is below target. The small and remote South Westland and Grey Valley communities are served by rural playgroups which operate without professional staff, with the exception of Franz Josef which has a new Kindergarten opened in 2015. Rural playgroups have identified a decrease in numbers. The frequency of participation varies considerably between children.

Early Childhood Education Participation Before Attending School

Year	Numbers of Children Starting School		Participation Percent		
	Grey District	Westland District	Grey District	Westland District	New Zealand
2013	165	116	94.4%	98.3%	95.7%
2014	172	110	95.3%	98.2%	95.9%
2015	184	114	98.2%	96.4%	96.1%
2016	144	97	98.6%	96.8%	96.6%

2.2 More children will arrive at school able to meet expectations of the classroom.

Why? : A Government priority. WestREAP area schools have reported concerns about school readiness of children upon entry to school.

3. Schools

3.1 Achievement in literacy and numeracy at or above the National Standard levels will be lifted by 5 percentage points above 2013 levels in primary schools

Why? : A Government priority to reach 85% by 2017. These targets are not yet being achieved in both the WestREAP Area and New Zealand. 2013 to 2015 levels were:

Primary School Achievement At or Above National Standards

Year	Student Numbers		Reading Percent			Maths Percent			Writing Percent		
	Grey District	Westland District	Grey District	Westland District	New Zealand	Grey District	Westland District	New Zealand	Grey District	Westland District	New Zealand
2013	1267	735	79.5%	77.3%	77.9%	72.3%	76.8%	74.6%	68.7%	65.4%	70.6%
2014	1242	756	77.3%	76.0%	78.0%	73.8%	75.6%	75.2%	67.1%	66.3%	71.1%
2015	1243	707	77.8%	76.2%	78.0%	73.2%	74.3%	75.5%	68.0%	67.2%	71.4%

3.2 85% of 18 year olds will have achieved NCEA level 2 or equivalent by 2017

Why? : A Government priority. Westland District was above the target in 2014 but dropped below the target and the New Zealand level in 2015. Grey District is still significantly below the target and the New Zealand level.

18 Year Olds Who Have Achieved NCEA Level 2 or Above

Year	Numbers		Achievement Percentage		
	Grey District	Westland District	Grey District	Westland District	New Zealand
2012	163	71	74.2%	77.5%	77.2%
2013	191	77	70.2%	75.3%	78.6%
2014	133	59	77.3%	88.1%	81.2%
2015	119	52	76.3%	82.5%	83.3%

Secondary School Leavers Who Have Achieved NCEA Level 2

	Grey District	Westland District	New Zealand
2012	66.4%	64.5%	74.3%
2013	65.4%	70.6%	74.2%
2014	73.6%	81.3%	77.9%
2015	71.8%	77.4%	79.1%

4. Adult and Community Education

4.1 People and communities throughout the WestREAP area will have access to learning activities that enable their participation in their communities, the region's economies, and further education to achieve qualifications at level 4 and beyond, and to reduce social, educational and professional isolation.

Why? : A Government priority. Of the people aged 15 years and over stating qualifications in the 2013 Census 33.1% of Grey district people and 37.2% of Westland people had certificates, diplomas or degrees (Level 4 NZQF and above) (New Zealand 45.7%)

In 2013 40.8% of West Coast people aged 25-34 had advanced trade, diplomas or degrees (Level 4 NZQF and above) (New Zealand 52.4%). (Ministry of Business, Innovation and Employment, Regional Economic Activity Report 2014 - last year for which this data available).

Highest Qualification of Usually Resident Population Aged 15 Years and Over – % of People Stating Qualifications -2013 Census

	No Qualification	Level 1 Certificate	Level 2 Certificate	Level 3 Certificate	Level 4 Certificate	Overseas Secondary School Qualification	Level 5 and Level 6 Diploma	Bachelor Degree & Level 7	Post-graduate & Honours Degree	Masters Degree	Doctorate Degree
Grey District	31.1%	17.4%	12.1%	6.5%	12.7%	2.4%	8.5%	6.5%	1.8%	1.0%	0.2%
Westland District	27.0%	16.7%	12.0%	7.1%	12.2%	3.5%	9.2%	8.2%	2.2%	1.5%	0.4%
WestREAP AREA	29.5%	17.1%	12.1%	6.7%	12.5%	2.8%	8.8%	7.2%	1.9%	1.2%	0.3%
New Zealand	20.9%	13.0%	10.7%	9.6%	9.7%	6.7%	9.3%	13.6%	2.9%	2.8%	0.7%

These levels of qualification reflect the availability of employment in the WestREAP Area requiring the qualifications.

4.2 Communities and people will be enabled to improve their sustainability and resilience and remain responsive to the changing employment conditions in industries within the context of their work and family lives. Local employers will have access to a work force with increased skills, particularly the growth industries of tourism and fish processing. Workers made redundant in industries, such as coal, gold and cement, will be equipped with skills that enable them to transition to emerging employment opportunities in other sectors.

Why? : A Government priority. The Ministry of Business, Innovation and Employment Regional Economic Activity Report 2015 also states “Economic development opportunities for the West Coast region rest on further developing and leveraging its natural resources and existing strengths to develop higher value added businesses. Building the skills of its young people should also be a priority for the region to ensure that human resources are available for businesses to grow and diversify”.

Significant unemployment has been, and continues to be caused, by the closure of the coal and gold mining and cement industries in Buller and Grey (850 jobs lost 2010-2012(Pike River and Solid Energy coal mines, Grey River gold dredge); 185 jobs lost 2014, 151 in 2015, and 50 in 2016 (Solid Energy coal mines); 300 jobs lost in industries closing in 2016 (Oceana Gold Mine, Holcim Cement). The Buller job losses also affect the WestREAP area. As a result in Buller and Grey there has been an emigration of higher paid workers, a drop in service employment and house prices, and an immigration of older age groups and beneficiaries, placing a strain on some social services. From July to September 2016 international coal prices rose with some producers indicating prospects of increased production and employment.

There has also been development of other employment opportunities. These include:

- Dairy industry expansion both in increased farm numbers and production levels of dairy farms in Westland, Grey and Buller and in milk processing at Westland Milk Products (WMP). WMP’s supply volumes have until recently increased from 5% to 10% per annum, with a new processing plant (\$100 million+ capital development and 50 jobs per expansion) added to the Hokitika factories at about four-yearly intervals, the latest being in 2015. WMP has progressively moved to producing higher value products. A fall in international dairy prices since 2014 has led to reduced production, with many farmers receiving less than break-even returns, with a consequent effect on spending and employment and the wider community.

When prices and production will again increase is dependent on the economies of international markets and the matching of products with market changes. In March 2016 WMP indicated that it expected that low pay-outs for dairy farmers could continue for another two seasons. From July to September 2016 international dairy

product prices showed rises. On 28 September 2016 WMP announced an 18% to 28% increase from 2015-16 in its forecast 2016-17 season pay out as a result of this uplift in international dairy prices.

- Fishing industry expansion at Greymouth, with additional catching capacity and a new fish processing plant opening in 2014 (\$12 million capital development, 50 increasing to 80 new jobs).
- A recovery of the visitor/hospitality industry after the downturn that followed the 2010-11 Christchurch earthquakes and global financial crisis. This improvement is region-wide but is most noticeable in South Westland and Hokitika. By 2015 West Coast visitor numbers and expenditure had reached record levels, and tourism became the region's second largest earner and employer after agricultural products. The Ministry of Business, Innovation and Employment forecasts and Tourism Industry Aotearoa aspires to increases in national tourism expenditure from 2015 to 2025 of 6-7% per year in international tourism and 4% per year in domestic tourism. The Government Tourism Strategy August 2016 promotes greater dispersal of visitors across seasons and regions, ensuring all regions benefit high value visitors throughout the year, great visitor experiences, authentic cultural experiences, robust infra-structure, skilled and committed workforces, helping regions and communities realise their tourism potential. The West Coast is positioning itself to participate in achieving at least the national levels of forecasts and aspirations through proposals creating new attractions, promoting cultural and heritage tourism and cycle ways and a wider variety of destinations based on a combination of natural, cultural, heritage, and activity attractions, providing staff training to better service new growth markets (e.g. Chinese and Indian) and have better knowledge of local history, geography and attractions. New and improved accommodation is under construction or planned, particularly in Hokitika.

Other opportunities for employment include:

- Construction of a new regional base hospital at Greymouth (\$ 78 million from 2016 to 2018) and a yet to be approved integrated family health centre at Westport (\$ 7 million).
- Construction of a new road / cycling / pedestrian bridge across the Taramakau River (\$10-15 million from 2016 to 2018).
- Earthquake strengthening of many buildings on the West Coast, and the relocation of the Franz Josef business area from the Alpine Fault Rupture Avoidance Zone and flood hazard areas.
- Development of new coal and gold mines as and when international market conditions improve.
- A new regional economic growth climate is being developed through the efforts of :
 - NZ Government's West Coast Growth Study and Action Plan
 - West Coast Economic Development Agency
 - Development West Coast
 - Grey District Community Economic Development Project
 - Westland District Economic Stimulus Fund
 - Kumara-Ross Community Development Project
 - South Westland Communities Development Project (managed by WestREAP)

There is a need to support prospective employees to undertake the learning, training and experience necessary to prepare for this employment growth, particularly new requirements appearing in the tourism industry.

4.3 Second chance learners (including those aged over 65) will have acquired foundation skills that allow them to participate in society and economic life. More adults will self-refer for adult foundation learning programmes. 25 % more local employers, businesses and industries, schools, local authorities and community organisations will refer and support students for one to one adult literacy, language, numeracy and digital literacy delivery services

Why? : A Government priority. In 2013 40.8% of West Coast people aged 25-34 had advanced trade, diplomas or degrees (Level 4 NZQF and above) (New Zealand 52.4 %). Those over 65 are also targeted because the WestREAP area population is older than the national average and the proportion of West Coast people aged 65 years and over is expected to increase at least 50% by 2020. (Ministry of Business, Innovation and Employment, Regional Economic Activity Report 2014 the last report to contain this information).

Grey District: 2013 Census

The median age is 41.9 years (NZ = 38.0 years)

16.0% of people are aged 65 years or more (NZ=14.3%)

Westland District: 2013 Census

The median age is 42.6 years (NZ: 38.0 Years)

15.5 % of people are aged 65 years or more. (NZ=14.3%)

4.4 Migrant workers and families in WestREAP communities will be better able to speak English.

Why?: The 2013 Census shows the WestREAP area had a usually resident population of Pacific Island, Asian and MELAA peoples of 756 (402 in Grey District, 354 in Westland district), 3.6% of the responses compared with 22.3 % for New Zealand. From 2006 to 2013 the WestREAP area has become more ethnically diverse (Pacific up 67%, Asian up 71%, MELAA up 136%), particularly in regard to Pacific and Asian peoples. New international migrants can be found in the dairy farming, forest management, visitor hospitality, and health industries. About 50 nationalities are present in recent immigrants from overseas. Many of these ethnic communities are very small and some members (particularly unemployed partners of workers) are isolated from social and employment opportunities by their limited ability to speak English.

4.5 Adult learners or prospective learners with low levels of literacy, language and/or numeracy will have:

- Access to teaching and learning opportunities for the most remote and isolated learners
- Supporting adult tutors/facilitators/educators to maintain teaching and learning best practice
- High quality teaching and learning opportunities for second chance learners requiring foundation skills in Adult Literacy, Numeracy and Digital Literacy.
- Increased quality relationships between collaborators and partners in the community to reduce the barriers to education and employment

4.6 Employers, businesses or industries will have:

- Low or no cost access to support for their employees in language, numeracy and digital literacy
- Greater access to flexible nationally and internationally recognised qualifications for their employees

5. Youth

5.1 At risk youth (under 25) will have increased support transitioning into careers. One on one Language, Literacy and Numeracy support will be increased for young people who wish to improve their competencies in areas focused on improving their employment, education or training potential. This includes Drivers' Education, CV and Employment application, Digital literacy. One on one and small group initiatives will be available for young people who need to improve their competencies in life-skill areas, in order to improve their home environment to enable success in work or education based achievement. This includes: food and nutrition, exercise, healthy life choices, budgeting, study and work habits, self-care skills.

Why? : A Government priority. In March 2015, 11.2% of **West Coast** youth aged 15-24 were not in employment, education or training (New Zealand 11.3%). (Ministry for Primary Industries, Tai Poutini West Coast Growth Study Report, 2016).

In December 2013: 19.3% of the **West Coast Region** youth aged 15-24 were classified as being "Most at Risk of Poor Outcomes as Adults" (New Zealand 15%), 16.2% of West Coast Region youth aged 15-19 were classified "At Risk of Poor Outcomes as Adults" (New Zealand 12.6%), and 13.5 % of West Coast Region youth aged 20 -24 were classified "At Risk" (New Zealand 9.6%).

In **Grey District** 20% of youth aged 15-24 were classified as being at "high risk across multiple outcomes" and 14% at "extreme risk of one or more [poor outcomes]". In **Westland district** 6% of youth aged 15-24 were classified as being at "high risk across multiple outcomes" and 11% at "extreme risk of one or more [poor outcomes]". In **New Zealand** 11% of youth aged 15-24 were classified as being at "high risk across multiple outcomes" and 15% at "extreme risk of one or more [poor outcomes]" (Source: The Treasury "Using Integrated Administrative Data to Identify Youth Who Are at Risk of Poor Outcomes as Adults," December 2015, and accompanying data sheets).

15% of **West Coast Region children aged 0 to 14** were classified as being "At Higher Risk of Poor Outcomes as Adults" (New Zealand 13.9%). (Source: The Treasury, "Characteristics of Children at Greater Risk of Poor Outcomes as Adults", February 2016, and accompanying data sheets.)

5.2 Youth (under the age of 25) learners or prospective learners will have:

- Bumping space – spaces where young people can meet outside of formal education environments
- Access to skilled supportive adults to deepen connections to their communities
- Access to alternative education in Westland
- Access to learning opportunities that support pathways to employment
- Young people valued and able to contribute positively to their communities
- Opportunities for supported engagement to plan and prepare for the transition from school to tertiary/employment/training

6. Maori

6.1 Māori will have greater opportunities for success as Māori and their educational achievement will be boosted at early childhood, schools and adult levels. Māori students and their communities will have greater opportunities to participate in determining and celebrating their educational achievements.

Why? A Government priority. The 2013 Census shows the WestREAP area had a usually resident Māori population of 2205 (1,155 in Grey district, 1,050 in Westland district), 10.2% of the responses compared with 14.9% for New Zealand.

The West Coast is the region with the lowest percentage of its population Māori, but the Māori population has increased significantly since the 1980s (WestREAP area up 4.4% from 2006 to 2013). The 2013 Census shows that in the WestREAP area the proportion of the Māori population able to hold a conversation about a lot of everyday things in Te Reo was 16% compared with 21% for New Zealand.

The early childhood education participation rate of Māori children starting school has been above the New Zealand level in both Grey and Westland districts and in 2015 and 2016 exceeded the 98% target in Grey District.

Maori Early Childhood Education Participation Before Attending School

Year	Numbers of Children Starting School		Participation Percent		
	Grey District	Westland District	Grey District	Westland District	New Zealand
2013	31	24	89.7%	95.8%	92.3%
2014	n.a	n.a	76.0%	n.a	93.0%
2015	n.a	n.a	100.0%	94.7%	93.9%
2016	n.a	n.a	98.6%	95.8%	94.6%

The Primary School achievement levels at or above National Standards for Māori students were below the 2017 target but, by 2014, better than the New Zealand level for reading, maths and writing in both Grey and Westland districts.

Maori Students Primary School Achievement At or Above National Standards

Year	Student Numbers		Reading Percent			Maths Percent			Writing Percent		
	Grey District	Westland District	Grey District	Westland District	New Zealand	Grey District	Westland District	New Zealand	Grey District	Westland District	New Zealand
2013	204	154	74.0%	76.3%	68.7%	69.6%	71.4%	64.6%	63.7%	59.4%	60.9%
2014	194	162	70.0%	79.0%	68.6%	70.1%	71.3%	65.0%	64.9%	62.6%	61.2%
2015	197	134	75.6%	78.4%	68.8%	67.5%	69.4%	65.4%	61.9%	61.9%	61.6%

The number of 18 year old Māori who had achieved NCEA level 2 or equivalent since 2013 been above the New Zealand level in Westland District, but in Grey District has been below the New Zealand level.

Maori 18 Year Olds Who Have Achieved NCEA Level 2 or Above

Year	Numbers		Achievement Percent		
	Grey District	Westland District	Grey District	Westland District	New Zealand
2012	17	14	64.7%	57.1%	60.9%
2013	24	25	62.5%	64.0%	63.3%
2014	15	9	57.7%	75.0%	67.7%
2015	17	10	68.0%	76.9%	71.1%

Mana whenua over the West Coast is held by the two Poutini Ngāi Tahu hapū: Ngāti Waewae in the north and Ngāti Mahaki ki Makaawhio in the south. Poutini Ngāi Tahu comprises about 60% of the Māori population. The remaining 40% are members of iwi from throughout New Zealand. The small population means only limited resources are available for tikanga Māori education; there is a shortage of qualified teachers.

There is only one kōhanga reo, at Arahura in Westland district. Three primary schools and two secondary schools have bilingual units. There are no kura kaupapa Māori. Achievement levels for many Māori school students are below that of their European/Pakeha peers. Needs have been identified for Māori students to be supported and mentored in their education as Māori for celebration of Māori educational achievement in schools and the wider community and to work with schools and the Māori community to find appropriate ways to celebrate the Māoritanga of students in schools. Schools need support in celebrating the Māoritanga of their students; Māori students often do not feel valued as Māori, or that they have a voice as part of their school and community. School and community attitudes and assumptions about Māori have a serious impact on students’ engagement and motivation in the educational environment.

6.2 Maori Learners or Prospective Learners Will Have :

- Access to learning opportunities by Māori for Māori
- Development of leadership capacity for Māori
- Successful transition in bi-lingual education from Primary to Secondary school
- Upskilled educators and other professionals with increased confidence and competence in understanding values held in Te Ao Māori (Understanding that educational achievement in Māori is intrinsically linked with the quality of the relationship that the learner has with the educator)
- Developed and maintained relationships between whānau and the education sector to facilitate continued quality engagement

7. Pacific Island People

7.1 The small communities of Pacific Island peoples will have greater opportunities for success within their own cultures and their education achievement levels will be boosted at early childhood, schools and adult levels.

Why?: A Government priority. The 2013 Census shows the WestREAP area had a usually resident Pacific Island population of 231 (141 in Grey district, 90 in Westland district), 1.1% compared with 11.8% for New Zealand. These small groups are isolated from other Pacific peoples and need improved access to education resources appropriate to their cultures.

Primary School achievement levels at or above National Standards for Pacific students in Grey District have been above the New Zealand level for writing, at about the New Zealand level for reading, and below the New Zealand level for maths. The number of students in Westland District is so low that their results were first presented in 2016 and the percentage achievement levels can vary widely according to the results of one or two students.

Pasifika Students Primary School Achievement At or Above National Standards

Year	Student Numbers		Reading Percent			Maths Percent			Writing Percent		
	Grey District	Westland District	Grey District	Westland District	New Zealand	Grey District	Westland District	New Zealand	Grey District	Westland District	New Zealand
2013	34	n.a	64.7%	n.a	64.1%	52.9%	n.a	60.8%	67.6%	n.a	57.6%
2014	32	6	68.8%	n.a	65.1%	59.4%	n.a	62.0%	62.5%	n.a	59.6%
2015	31	6	67.7%	66.7%	68.8%	58.1%	33.3%	65.4%	67.7%	16.7%	61.6%

n.a = not available due to low numbers

Early childhood and secondary education achievement data for 2014 and 2015 were not available because of low numbers.

7.2 Pacific Island learners or prospective learners will have :

- Access to learning opportunities by Pacific Island people for Pacific Island people.
- Development of leadership capacity for Pacific Island people.
- Successful transition in bi-lingual education from Primary to Secondary school
- Upskilled educators and other professionals with increased confidence and competence in understanding values held in the world view of Pacific Island peoples (Understanding that educational achievement for Pacific Island people is intrinsically linked with the quality of the relationship that the learner has with the educator)
- Developed and maintained relationships between whānau and the education sector to facilitate continued quality engagement

Our approach to needs analysis and stakeholder accountability:

The WestREAP Board of Governance comprises representatives of the Grey, Hokitika and South Westland communities, Poutini Ngāi Tahu rūnanga, early childhood, schools and adult and community education sectors, and legal and financial expertise. Board members provide inputs on the needs of the communities and sectors they represent.

WestREAP works closely with all stakeholders and regularly communicates with early childhood centres, playgroups, early childhood services, parents and communities via visits, phone calls, emails and network groups. WestREAP identifies gaps in each community and provides programmes and activities that address these to our capability and that align with the government priorities. WestREAP is capable of meeting most of the early childhood community identified needs. In order to reach the government priority of increasing participation in *'quality'* early childhood education, discussions took place throughout F2015/16 with the Ministry of Education's Early Learning Taskforce and resulted in new resourcing for the implementation of Play Days and Community Action Groups. This provided an excellent basis to further gauge the needs of our remotest and smallest towns. Ongoing stakeholder consultation will include testing ideas around several initiatives being considered on how we can best meet these identified needs and priorities for ECE.

WestREAP maintains excellent relationships with all schools in its region and prioritises the most effective use of our resources to provide programmes and initiatives that align to the Government priorities for raising student achievement levels across NCEA and increase student engagement in compulsory education. There is a significant emphasis on targeting REAPs work alongside young people and empowering them to see the value of fully engaging in education and defining pathways for their transition from school to employment, tertiary education, or training. WestREAP will maintain its relationship with MoE's regional Lead Advisor for Schools & Tertiary to further support its successful mentoring service for secondary students.

WestREAP ACE team regularly attend community meetings and hui with key stakeholders in the community, Tertiary providers, employers, agency and industry networks. We work with those groups to define the education needs they prioritise that they are currently unable to meet through formal or other existing structures. WestREAP will respond by accessing appropriate and relevant delivery mechanisms and then the skilled personnel to meet those needs. We will either design and deliver the education or determine the best alternative provider and work with both to enable programme delivery and learner access to it.

Arising from its Strategic Plan, WestREAP has prepared a discussion proposal for *"A Network of Community Learning, Information and Development Hubs in the WestREAP Area"*, and will work with potential partners identified in the paper to develop a means of implementation. The education component is about setting up a mechanism for local needs analysis and delivery in low population, remote areas, and the disadvantaged urban areas. The information component focusses on information about availability of and needs for services, providing information flows between providers and communities / individuals. The development component is about resourcing and providing leadership for community-led development.

NZ Government's West Coast Regional Growth Study (published September 2016) – WestREAP has worked with the Consultant, provided the discussion proposal for *"A Network of Community Learning, Information and Development Hubs in the WestREAP Area"*, and expects to be involved in the Action Plan.

West Coast Economic Development Agency - WestREAP has provided the Agency with the discussion proposal for *"A Network of Community Learning, Information and Development Hubs in the WestREAP Area"*, and expects to be involved in the Agency's action plans.

South Westland Communities Development Project

Funded by Department of Internal Affairs and WestREAP and managed by WestREAP, involves supporting South Westland communities from Ross to Jackson Bay to be innovative, to generate their own solutions to local issues, and to become more self-reliant and resilient. It will support community-driven projects that enable people to come together, build trust and work to achieve community outcomes. It provides a full time Community Development Facilitator to work with communities and service providers to identify opportunities, issues and problems, identify projects, leaders, partners and resources, facilitate collaboration and develop plans for each community. This project will assist identifying needs and opportunities for education.

How we report to key stakeholders on progress towards meeting their needs:

The WestREAP Board publishes an audited Annual Report, presented to its Annual General Meeting which is open to the public, and makes it available on the WestREAP website.

The **Early Childhood** sector responds to the stakeholders needs by arranging the programme activity for the group or, if it does not fit within REAPs capability, arranging for another services to respond to the need. WestREAP also provide a termly panui which outline the responses, reports and happenings in the early childhood community and upcoming events. Our termly network meetings with stakeholders also provide the opportunity to report and advise our stakeholders on the progress in meeting their identified needs.

The **Schools** Sector reports regularly to stakeholders though newsletters each term to both primary and secondary schools, through regular phone calls with principals and annual face to face meetings where possible. Schools are emailed regularly with opportunities and updates on activities and programme WestREAP is planning. Evaluation in formation of programmes is included in panui and in the organisation's annual report. Where appropriate, the local media is informed and invited to cover events and activities WestREAP is planning. In addition, WestREAP regularly consults on future planning with schools and other key stakeholders.

The **ACE** team regularly attend meetings and hui with key stakeholders and community where presentations are delivered that identify learner stories, where appropriate we have the learner come and tell their story. Accountability reporting is structured around the outcomes expected by the stakeholder and agreed to by REAP and the learner. Most reporting requires a comprehensive assessment on commencement, as well as fortnightly or monthly progress reports and finally a completion or competence report at the conclusion of the delivery. The final report may recommend further referral or offer continuation of service if appropriate. Regular communication with all stakeholders is key to enabling ongoing development of all adult programmes and courses.

The structures around measurement of quality and evaluation of outcomes have undergone rigorous review and development by REAPANZ in 2015/16 and further work is planned on aligning the investment of REAPs' work to clear and measurable outcomes.

Increased use of social media is providing a valuable portal to promote the work of WestREAP and includes good news stories from learners who have participated in various REAP activities and programmes.

Our Performance commitments to stakeholders this coming year:

Maintain the strong relationship WestREAP has developed in 2015 & 2016 with the Ministry of Education's regional Director and regional office staff to discuss key trends, issues, and needs in WestREAP's region. Specific areas of focus include supporting family/whanau engagement in children's early learning and the transition to school as well as providing mentoring and support for secondary students at risk of not achieving NCEA L2, particularly for Maori and Pasifika. Continue to focus on increasing whanau engagement in student's education across all areas.

Continue to resource the new WestREAP Activities Organiser position that is responsible for planning and organising delivery and evaluation of all ACE courses with an emphasis on developing new activities in response to community requests and to increase the volume of learner hours.

Continue working with local Council, students, young people, and other collaborative partners to develop the Westland Youth Strategy.

Work with the 2020 Trust, Internet NZ and Wifi Connect to implement the provision of UFB in South Westland, opening up a significant number of opportunities for the remotest of our small towns with access to education, online learning and potential new business prospects.

Continue to focus on WestREAP's strategic goal of providing *"A Network of Community Learning, Information and Development Hubs in the WestREAP Area"*.

Start implementing the Action Plan in the WestREAP Communications Audit/Strategy developed in 2016. Devise a staff development plan to assist in this.

Work with ACE Aotearoa, local hapu, and other collaborative partners to organise and deliver professional development plans to fill the gap identified in a lack of provision to support demand from ECEs and Schools for suitably qualified tutors in Te Reo and Tikanga Maori.

Maintain the strengthening relationship between WestREAP Governance & management and Chairs of Te Runanga o Makaawhio and Te Runanga o Ngati Waewae.

Pending resource consent, implement the capital expenditure plan to modify REAP House to make it more welcoming and obvious where to go upon entry - particularly for those who are seeking to re-enter education -; improve health and safety by installing electronic doors, and reconfigure the internal layout to make better use of the office/public spaces and create more meeting room in response to rising demand.

Implement a database to improve the administration of all facets in WestREAP's planning, delivery, and evaluation of all courses and programmes.

Organise the next Peer Review of WestREAP by another REAP as per the REAPANZ Quality Assurance Framework.

Outcomes of quality assurance reviews relevant to WestREAP's stakeholders:

In 2016 a new position of Activities Organiser was implemented to improve the provision of WestREAP's ACE, learner hours, and the development of new courses in response to community requests.

WestREAP completed the Peer Review of another REAP as per the REAPANZ Quality Assurance Framework.

Develop and implement a new staff development and appraisal system.

The Board and management of WestREAP attended a risk assessment workshop, identifying key organisational risks, and are currently completing a comprehensive Risk Register including processes and systems of assurance.

WestREAP has implemented a Child Protection policy and procedure in line with the Vulnerable Children's Act and all staff, contractors, and volunteers have been trained in the new legislation.

WestREAP is working with ACC to complete an audit of its Health and Safety policy, procedures and management system to ensure compliance with the new Health and Safety at Work Act 2015 and to achieve a levy saving.

Our collaborators and partners:

Summary of involvement WestREAP has with other providers and sector partners in Early Childhood Education, Schools, and Adult Community Education:

- Te Runanga o Ngati Waewae and Ngati Waewae hapu and Te Runanga o Makaawhio and Ngati Mahaki hapu – WestREAP regularly meets with the Chairs of both Runanga and collaborates with the Runanga and wider hapu on initiatives including Tuia te Tai Poutini and Te Hui Ahurei o nga Kapa Haka o te Tai Poutini (the West Coast Schools Kapa Haka Competition). WestREAP ACE is working with Te Runanga to support the uptake of digital communication technology and digital fluency within the Arahura/Awatuna and South Westland communities.
- Grey Youth Trust – WestREAP works closely with the Greymouth Youth Trust to build Coast wide connections amongst youth and Youth Workers, share access to youth lead initiatives and provide opportunities for young people to participate in youth focused activities outside of school and organized sports.
- Te Kura – WestREAP works alongside Te Kura to support students in distance learning. We can refer Youth Service clients to Te Kura for education and broker their enrolments with the correspondence school as well as working alongside these clients to support them in their studies. We are able to access Youth Guarantee places for some clients through Te Kura.
- Career Force (ITO) – WestREAP has been working closely with Career Force ITO to provide opportunities for young people to work and complete qualifications. WestREAP has clients undertaking NCEA level 3 and 4 New Zealand Certificates in Youth Work, New Zealand Certificate in Health and Wellbeing Health Assistance (NCEA Level3). These qualifications lead to practical employment opportunities as well and the possibility of going on to study social work or nursing. We have also had clients in the New Zealand Certificate in Cleaning level 2 and 3. In addition, WestREAP mentors students enrolled in the New Zealand Youth Work Certificate through the Gateway programme in schools where students volunteer on youth projects and programmes as part of their requirements to complete the qualifications. (See Gateway above)
- MITO - MITO sets standards for the automotive, transport, logistics, industrial textile fabrication and extractive industries through national qualifications. WestREAP works with students to support them to complete their qualifications
- West Coast District Health Board Youth Health Action Group –WestREAP is an active member of the Youth Health Action group working to improve the wellbeing of young people on the West Coast through ensuring health services on the West Coast are delivered in a youth friendly way, young people are well supported to access health services when they need them, and that health services are being provided cater to young people specific needs. Through this group WestREAP has worked with young people and school to train peer counselors who can be the first point of contact for young people seeking advice and information.
- WestREAP is working with Westland District Council to prepare the *“Westland District Youth Strategy”*.
- The Shed – WestREAP has regular contact with Tim and Nicki Mora who run The Shed, a partially faith based Youth Group operating Friday and Saturday nights in Greymouth.
- Tai Poutini Polytechnic – WestREAP has strong relationships with the local Polytechnic and our Greymouth base is situated on Polytech grounds. WestREAP regularly refer young people in the Youth Service to the Polytech under the Youth Guarantee scheme to continue to engage them in education.
- PACT – WestREAP refers clients and their families to PACT for mental health services and parenting support. PACT refers clients to WestREAP for Adult Language, Numeracy and Digital literacy programmes. PACT clients and staff utilise and support WestREAP teaching and learning spaces.
- ICAMS – WestREAP refers clients to ICAMS to access Mental Health Services and ICAMS refers their clients to WestREAP to access our services.

- Homebuilders – WestREAP works closely with Homebuilders to support our clients needing social services. WestREAP and Homebuilders work cooperatively referring to each other as required.
- Community and Public Health – WestREAP works alongside Community and Public health to support well-being campaigns for our communities. We have worked together particularly in the youth health context focusing on promotion of wellbeing, mental health issues and sexuality (healthy relationships). WestREAP have collaborated with the Health Promoting Schools Coordinator to support wellbeing initiatives in schools (mindfulness in schools, understanding wellbeing and achievement for minorities and Maori, bullying, Kapa Haka). We also work closely with them to provide information workshops for parents/whanau and professional development for teachers/professionals around nutrition and physical exercise.
- CYFS – WestREAP consult with CYFS around child protection issues. CYFS regularly uses WestREAP’s networks to provide training to community organisations and wider community in the Grey and Westland districts. One of our staff is a member of the Care and Protection panel.
- Work and Income – WestREAP works closely with Work and Income in a referral partnership.
- Department of Internal Affairs – WestREAP works closely with the West Coast Community Development Advisor on youth initiatives and funding opportunities as well as the South Westland Community Development Scheme.
- Ministry of Education – Regional office – WestREAP has strong relationships with local and regional Ministry of education staff, working together on a number of initiatives including, most recently, a youth mentoring contract targeting year 12 Maori students and also have worked closely with the Early Learning Taskforce and Transition to School (Family Literacy) programmes.
- TUIA – WestREAP partners with TUIA, a national kaupapa supporting young Maori contributing to their communities, to deliver Tuia te Tai Poutini, a West Coast kaupapa supporting young Maori to learn more about who they are so they can be who they are meant to be.
- Poutini Waiora - West Cost Maori Health Provider - WestREAP works in a referral partnership with Poutini Waiora and also has strong connections to their Youth Worker and Attendance Service worker – Julia Oliver-Blythe. Julia is a member of the Youth Workers Network and WestREAP and Julia are often working with the same clients and in collaboration we are able to strengthen the services we are providing young people by working more closely together. WestREAP and Poutini Waiora share the Hokitika Mara Kai (Community Garden) facility in Hokitika as a shared teaching and learning space.
- Buller REAP – WestREAP’s counterpart based in Westport. WestREAP regularly collaborates with Buller REAP especially as a number of our initiatives are now regional rather than Territorial Authority specific.
- Te Rito Family Violence Prevention Network – WestREAP is a member of the Network, helping to build awareness in the community, assisting with support and helping in supporting those in the community living with family violence.
- SnapShot Youth Service – WestREAP collaborates with SnapShot Youth Service and we have a referral partnership for our clients. Both Snapshot Youth Workers are members of the Hokitika Youth Workers Network and while their service is primary based in Greymouth, seek support from the Hokitika network. One of our Youth Workers was previously a full time Youth Worker for Snapshot.
- West Coast Public Health Organisation – WestREAP refers young people for counselling services, sexual health support and advice and access to other health related services.
- Frontline (Alternative Ed and Youth Guarantee) – WestREAP refers clients to Frontline to access their Alternative Education and Youth Guarantee programmes.
- New Coasters – WestREAP works collaboratively with New Coasters to support new comers to our communities.
- Presbyterian Support (YP/YPP) – WestREAP has a close relationship with Kii Dench who works with young people receiving YP/YPP services in Grey and Westland, through Presbyterian Support. WestREAP refers clients to Kii when they need to transfer from NEETS to YP.
- Strengthening Families – working with families with children under the age of 18. They bring families together with all the difference agencies to talk about the overall needs of the family. WestREAP regularly refers families to this provider.
- Strengthening families – WestREAP works alongside strengthening families to refer learners who need social services and also to promote the service to other organisations and community groups.

- Department of Corrections – WestREAP receives referrals from the Department of Corrections.
- Department of Conservation - West Coast based staff from the Department of Conservation, WestREAP and the Blue Penguin Trust met following the huge response from schools to the Sea-Week initiative, run in collaboration with all these groups, and the desire from all these groups to see environment education on the West Coast, community based, well-coordinated and sustainable. WestREAP and Te Runaka o Makaawhio are working in partnership with the Department to develop the infrastructure to supply Internet connectivity into South Westland Communities.
- Resource Teachers – Learning and Behaviour.
- Plunket – WestREAP works alongside Plunket to provide support and information to parents and families. Plunket often refers families to WestREAP parenting programmes.
- Early Childhood Centres and services – WestREAP works to support all groups by providing information and support to enhance quality early learning opportunities for children.
- Schools in the Grey and Westland Districts: 1 area school, 2 year 9-13 secondary schools, 1 year 7-13 secondary school, 4 year 1-6 primary schools, 17 year 1-8 primary schools, 2 private schools.
- Buller High School, Reefton Area School, Karamea Area School and Murchison Area School: some of WestREAP and Buller REAPs school initiatives in the secondary space are now operating regionally such as Tuia te Tai Poutini and Year 12 Maori Mentoring. WestREAP is continuing to develop relationships with these schools.
- Family Start – WestREAP works collaboratively with Family Start to provide support for vulnerable families and we often receive referrals from them for our parenting programmes and other early childhood activities.
- South Westland Communities Development Project is funded by Department of Internal Affairs and WestREAP and managed by WestREAP. As a community-led project it supports communities from Ross to Jackson Bay to be innovative, to generate their own solutions to local issues, and to become more self-reliant and resilient through community-driven projects that enable people to come together, build trust and work to achieve community outcomes. A Community Development Facilitator works with communities and service providers, to identify assets, opportunities, issues and problems, identify projects, leaders, partners and resources, facilitate collaboration, and compile community development plans.

PART B: Summary of Activity

B.1 Early Childhood Education (ECE)

The following range of activities and programmes reflect on meeting Government's priority of increasing participation in quality early childhood education in the WestREAP region. WestREAP's Transition to School programmes reflect on increasing successful transitions to school with strong local networks consisting of Early childhood and Primary teachers collaborating to work on providing a 4 year old transition to school kete for all four year olds in the region. This is a locally driven initiative which will be developed and introduced to families with 4 year olds to increase engagement and ensure children are successful in their transition to school.

Early Childhood Priority Area 1: Increased Participation in Quality Early Childhood Education

Target Group: Children, educators, whanau, and/or partners at pre-school level requiring support to improve quality ECE participation.

<p>Service Description</p> <p>WestREAP will provide responsive and collaborative solutions related to improving access to quality ECE.</p>	<ul style="list-style-type: none"> ➤ Regular quality early learning opportunities will be provided for children 0-5 years and their families in rural communities with the intended outcome that families will engage in children's early learning experiences. ➤ Information workshops/programmes/workshops for parents/whanau will be provided to enhance their knowledge and awareness of quality early learning opportunities. ➤ Rural Play Days will be provided for families with children under 5 years old in a range of communities to increase parents/whanau awareness of the importance of early learning opportunities and engagement. ➤ Parenting programmes will be available to engage parents in their children's learning and provide support for parents/whanau. ➤ A Children's Day event will be provided to promote the importance of early learning opportunities and experiences. ➤ Professional development opportunities for teachers will be provided to enhance quality programmes and practice in ECE services. ➤ Opportunities will be offered to all ECE services to network and maintain relationships within the sector and provide support for families to access and participate in early childhood education. ➤ The Early Childhood sector will maintain strong relationships with all ECE centres and services by visiting and supporting them on a regular basis to maintain relationships and increase participation in quality early childhood education. ➤ Information packs for all pre-natal parents prior to having their baby will be developed and provided to ensure parents/whanau are well informed of the parenting support available in their community. 	<p><i>Report against planning:</i></p>
<p>Contracted Amount (Volume) <i>How much will we do?</i></p>	<p>Performance Measures (Quality) <i>How well did we do it?</i></p>	<p>Outcomes Indicators (Impact/Change) <i>What difference did we make?</i></p>
<p># Hours: 363</p> <p>% ECE Services Engaged: 80%</p>	<p>KEQs on all REAP evaluation forms for all core activity:</p> <ul style="list-style-type: none"> # report activities as relevant or needs/expectations met # report skills increase (learning objectives in each activity) # report confidence to apply learning (home/work/social) 	<p>Follow-up samples/change stories that show:</p> <ul style="list-style-type: none"> Children participating/succeeding Educators providing quality Whanau engaging in learning Partners collaborating

Early Childhood Priority Area 2: Increased Successful Transitions Into School

Target Group: Children, educators, whanau, and/or partners at pre-school level requiring support to improve successful transitions between ECE environments (including immersion), or into school.

<p>Service Description</p> <p>WestREAP will provide responsive and collaborative solutions related to improving successful transitions.</p>	<ul style="list-style-type: none"> ➤ Regular transition to school network groups will be maintained for Early Childhood and Primary School teachers to work together and collaborate with the intended outcome that teachers and professionals will form strong relationships and ensure children and their families are successful in their transition to school. ➤ Information and support for parents/whanau will be provided in each community to engage families in early learning opportunities that support children in having successful transitions into school. ➤ 4 year old transition to school kete will be developed and provided for all 4 year olds to enhance family engagement with children's learning at home and increase the success of children transitioning into school. 	<p><i>Report against planning:</i></p>
<p>Contracted Amount (Volume) <i>How much will we do?</i></p>	<p>Performance Measures (Quality) <i>How well did we do it?</i></p>	<p>Outcomes Indicators (Impact/Change) <i>What difference did we make?</i></p>
<p># Hours: 44</p> <p>% ECE Services Engaged: 80%</p>	<p>KEQs on all REAP evaluation forms for all core activity:</p> <ul style="list-style-type: none"> # report activities as relevant or needs/expectations met # report skills increase (learning objectives in each activity) # report confidence to apply learning (home/work/social) 	<p>Follow-up samples/change stories that show:</p> <ul style="list-style-type: none"> Children participating/succeeding Educators providing quality Whanau engaging in learning Partners collaborating

Other contracts held which may have an impact on MoE-funded ECE activity:

Contract Name	Contract Provider	Expected Impact and Comments
<p>Incredible Years Parenting programme</p>	<p>Ministry of Education</p>	<p>The Incredible Years Parenting Programme is aimed at parents of children aged 3-8 years. The programme involves engaging parents/caregivers for a 14 week programme to increase their skills and strategies in dealing with difficult behaviour. The programme has been hugely successful in our region with a number of change stories from participants. The programme builds trustful relationships with REAP and parents often engage in other REAP programmes. WestREAP has four trained facilitators for this programme with one being fully accredited.</p>

B.2 Compulsory Schools

Schools Priority Area 1: Increased Early Years (Primary-aged) Literacy, Language, and Numeracy

Target Group: Students, educators, whanau, and/or partners at school/kura kaupapa level requiring support to improve literacy, language, and numeracy achievement.

<p>Service Description</p> <p>WestREAP will provide responsive and collaborative solutions related to improving literacy, language, and numeracy for primary children.</p>	<ul style="list-style-type: none"> ➤ Transitions to school network of new entrant and early childhood teachers smoothing the transitions from early childhood to primary education. ➤ Supporting the COLs and schools outside the COLs to address the needs they identify. ➤ Supporting the development of Kapa Haka and celebration of Maori achievement on the West Coast. ➤ Extension education opportunities collaborating with community and education partners to provide extension and EOTC opportunities for our more rural and isolated schools. ➤ Leadership programmes for year 6-8 students. ➤ Whanau support through development of kaupapa that aims to increase whanau capability and capacity. ➤ Workshops for teachers 	<p><i>Report against planning:</i></p>
<p>Contracted Amount (Volume) <i>How much will we do?</i></p>	<p>Performance Measures (Quality) <i>How well did we do it?</i></p>	<p>Outcomes Indicators (Impact/Change) <i>What difference did we make?</i></p>
<p># Hours: 130</p> <p>90% Schools Engaged:</p>	<p>KEQs on all REAP evaluation forms for all core activity:</p> <ul style="list-style-type: none"> # report activities as relevant or needs/expectations met # report skills increase (learning objectives in each activity) # report confidence to apply learning (home/work/social) 	<p>Follow-up samples/change stories that show:</p> <p>Students achieving/succeeding Educators providing quality Whanau engaging in learning Partners collaborating</p>

Schools Priority Area 2: Increased NCEA Level 2 Achievement (or Equivalent)

Target Group: Children, educators, whanau, and/or partners at school/kura kaupapa level requiring support to improve NCEA Level 2 (or equivalent) achievement.

<p>Service Description</p> <p>WestREAP will provide responsive and collaborative solutions related to improving NCEA Level 2 achievement for secondary students.</p>	<ol style="list-style-type: none"> 1. Leadership development programmes for Rangatahi Maori 2. Engagement programmes for year 9 and 10 students 3. Youth mentoring and advocacy 4. Transitions to Tertiary Education – working with the West Coast Tertiary Pathways Network to run the Tertiary Pathways Roadshow 5. Development of connections and support for youth workers. 6. Workshops for Teachers 7. Supporting local government design and implementation of Youth development strategies 	<p><i>Report against planning:</i></p>
<p>Contracted Amount (Volume) <i>How much will we do?</i></p>	<p>Performance Measures (Quality) <i>How well did we do it?</i></p>	<p>Outcomes Indicators (Impact/Change) <i>What difference did we make?</i></p>
<p># 245 Hours:</p> <p>90% Schools Engaged:</p>	<p>KEQs on all REAP evaluation forms for all core activity:</p> <p># report activities as relevant or needs/expectations met</p> <p># report skills increase (learning objectives in each activity)</p> <p># report confidence to apply learning (home/work/social)</p>	<p>Follow-up samples/change stories that show:</p> <p>Students achieving/succeeding</p> <p>Educators providing quality</p> <p>Whanau engaging in learning</p> <p>Partners collaborating</p>

Other contracts held which may have an impact on MoE-funded ECE activity:

Contract Name	Contract Provider	Expected Impact and Comments
Youth Services (NEET)	Ministry of Social Development (Work and Income)	<p>Young people not engaged in Education, Employment or Training are supported to find their niche within the context of achieving a minimum Level 2 Qualification (and beyond) toward sustainable employment.</p> <p>Young people are aged between 16 and 18 and are out of school or at risk of leaving school before achieving Level 2 NCEA. The service works alongside young people to encourage them to stay engaged in education or training until Level 2 achievement is reached or they turn 18 and have not presented to Work and Income within 6 months.</p>

B.3 ACE in Communities

The purpose of the Adult and Community Education (ACE) fund is to provide community-based education, foundation skills, and pathways into other learning opportunities that meet community learning needs. As well as this Plan, REAPs must provide a **detailed activity spread sheet** (code to come) that has the 'Investment Planning' sections of the 'Direct Delivery' and 'Other Activities' completed and send these to the REAPANZ when this plan is submitted.

ACTIVITY PLAN ACE: This section details information on delivery planned over the period of the Plan.

Tertiary Priority Area 1: Increased Skills for Industry Target Group: Second-chance learners requiring foundation skills that enable participation in society, further learning, and economic life.		
Service Description WestREAP will provide responsive and collaborative solutions related to improving skills that enable learners to participate in industry.	Planned teaching and learning programmes for Adult Language Literacy and Numeracy, Digital Literacy, life skills – employment readiness based in established community spaces using mobile learner pod of computers and tutors with expertise in the required discipline working in teams.	<i>Report against planning:</i>
Contracted Amount (Volume) <i>How much will we do?</i> 3518 learner hours	Performance Measures (Quality) <i>How well did we do it?</i> KEQs on all REAP evaluation forms for all counted activity: More than 80% report activities as relevant or needs/expectations met More than 76% complete a full programme More than 65% move onto a next step programme, further training or study or into employment as a result of their engagement with the respective programme	Outcomes Indicators (Impact/Change) <i>What difference did we make?</i>
	KEQs on all REAP evaluation forms for all core activity: # report activities as relevant or needs/expectations met # report skills increase (learning objectives in each activity) # report confidence to apply learning (home/work/social)	Follow-up samples/change stories that show: Adults attaining base qualifications (e.g. license) Adults enrolling in tertiary L3+ Adults employed/advancing pathway Partners collaborating in activities

Tertiary Priority Area 2: Supporting At-risk Youth (under 25) into Careers

Target Group: Second-chance learners requiring foundation skills that enable participation in society, further learning, and economic life.

Service Description WestREAP will provide responsive and collaborative solutions related to improving skills that enable at-risk youth to progress career paths.	As above, young people under the age of 25 who are at out of school or other education and are not able to integrate with WREAPs established programmes for youth will be accommodated within the ACE strategies for planned teaching and learning environments in the community.	<i>Report against planning:</i>
Contracted Amount (Volume) <i>How much will we do?</i>	Performance Measures (Quality) <i>How well did we do it?</i>	Outcomes Indicators (Impact/Change) <i>What difference did we make?</i>
375 learner hours	KEQs on all REAP evaluation forms for all core activity: # report activities as relevant or needs/expectations met # report skills increase (learning objectives in each activity) # report confidence to apply learning (home/work/social)	Follow-up samples/change stories that show: Adults attaining base qualifications (e.g. license) Adults enrolling in tertiary L3+ Adults employed/advancing pathway Partners collaborating in activities

Tertiary Priority Area 3: Increased Adult Literacy & Numeracy

Target Group: Second-chance learners requiring foundation skills that enable participation in society, further learning, and economic life.

Service Description WestREAP will provide responsive and collaborative solutions related to improving skills that enable learners to participate in further learning, employment, and society.	Where learners are not able to integrate into small group teaching and learning activities – WestREAP will provide one to one teaching and learning opportunities within one of WestREAP’s Learning Hubs, for second chance learners requiring foundation skills in Adult Literacy and Numeracy.	<i>Report against planning:</i>
Contracted Amount (Volume) <i>How much will we do?</i>	Performance Measures (Quality) <i>How well did we do it?</i>	Outcomes Indicators (Impact/Change) <i>What difference did we make?</i>
1020 learner hours	KEQs on all REAP evaluation forms for all core activity: # report activities as relevant or needs/expectations met	Follow-up samples/change stories that show:

	# report skills increase (learning objectives in each activity) # report confidence to apply learning (home/work/social)	Adults attaining base qualifications (e.g. license) Adults enrolling in tertiary L3+ Adults employed/advancing pathway Partners collaborating in activities
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Tertiary Priority Area 4: Boosted Achievement for Māori & Pasifika

Target Group: Second-chance learners requiring foundation skills that enable participation in society, further learning, and economic life.

Service Description WestREAP will provide responsive and collaborative solutions related to improving skills for Maori and Pasifika learners.	<i>Description of types of activities your REAP has planned that will target particular learner groups and their intended outcome related to increased skills relevant to Maori and Pasifika learners and their cultural contexts:</i>	<i>Report against planning:</i>
Contracted Amount (Volume) <i>How much we do?</i>	Performance Measures (Quality) <i>How well did we do it?</i>	Outcomes Indicators (Impact/Change) <i>What difference did we make?</i>
23% of learner hours included in areas one to three above.	KEQs on all REAP evaluation forms for all core activity: # report activities as relevant or needs/expectations met # report skills increase (learning objectives in each activity) # report confidence to apply learning (home/work/social)	Follow-up samples/change stories that show: Adults attaining base qualifications (e.g. license) Adults enrolling in tertiary L3+ Adults employed/advancing pathway Partners collaborating in activities

Other contracts held which may have an impact on TEC-funded ACE in Communities activity:

Contract Name	Contract Provider	Expected Impact and Comments
Computers in Homes	2020 Communications Trust	Digital literacy programme for families with children at school who do not have access to a computer and/or the internet at home. (50 families undertake 50 hours of tuition and receive a computer for the family plus 12 months of subsidised internet connection).
Kiwiskills	2020 Communications Trust	Basic computing online programme for adults and senior secondary students over the age of 16 who are students or jobseekers. 4 Modules of basic computing delivering 19 credits at level 2 NCEA (if engaged in school) and an internationally recognised Certificate in Basic Computing. (75 learners are contracted to participate in 2017).

B.4 Strategies for Kids and Information for Parents (SKIP)

ACTIVITY PLAN SKIP: This section details information on delivery planned over the three-year period of the Plan.

SKIP Priority Provision Area: Provide Scoped Pilot (from 2016) for Community-led Parent Development Project				
Service Description	Contracted Volume	Performance Measures	Change Stories	Partners
<i>REAP's projected pilot project and target groups/communities to take up a community-led parenting approach.</i>	<i>How much did we do?</i>	<i>How well did we do it?</i>	<i>What difference did we make?</i>	<i>Who helped make it happen?</i>
WestREAP will provide a warm welcoming space for parents to come together to meet, talk and support each other on a regular basis and to develop relationships and support each other. The network will identify their needs and lead the direction of an identified parent led initiative for their community.	40 hours	<ul style="list-style-type: none"> Parents/whanau will report on feeling a sense of belonging and having space to meet and talk with other parents/whanau members. Parents/whanau will be empowered to lead the direction of the network and decide the experiences and events for parents and their families to engage in, in their community. 	<ul style="list-style-type: none"> Parents/whanau will be confident and competent to lead and guide a parent led initiative and create learning opportunities for themselves, their children and their community. Parents/whanau will continue to develop parent and community led initiatives in their community. 	WestREAP Public Health Nurse Plunket Ministry of Education Community and Public Health ECE services Social service agencies