



Eastern & Central  
**COMMUNITY  
TRUST**

Helping fund a better community

## **SPECIAL PROGRAMMES COMMITTEE MEETING**

**1.00pm Wednesday, 27<sup>th</sup> April 2016**  
**Eastern & Central Community Trust Board Room**

**AGENDA FOR A MEETING OF THE SPECIAL PROGRAMMES COMMITTEE,  
TO BE HELD IN THE BOARD ROOM, 102-104 RUSSELL STREET SOUTH, HASTINGS,  
ON WEDNESDAY, 27<sup>th</sup> APRIL 2016, COMMENCING AT 1:00 PM.**

1. WELCOME AND APOLOGIES
2. SCIENCE PROGRAMME [pages 2-51](#)
  - a. Future direction
  - b. Application received for May meeting
3. CAPACITY BUILDING INITIATIVES
  - a. Verbal report on Wheelhouse initiative update
4. REGIONAL SPORTS TRUSTS [pages 52- 56](#)
  - a. Minutes of meeting held 18<sup>th</sup> February 2016
  - b. Future engagement
5. SUMMER READING PROGRAMME 2016 [pages 57-98](#)
6. MATHS IS FUN [pages 99-119](#)
  - a. Application for Consideration and recommendation to Board
  - b. External Review
7. ANY OTHER BUSINESS:
8. CLOSURE

**Please Note; A light lunch will be served from 12:00 noon for those attending**

<b>Report type:</b>	Special Programmes Committee Decision Papers
<b>Recommendation:</b>	The SPC considers the recommendations from staff for the future commitment to the Science Pilot and a recommendation for funding.
<b>Agenda Item:</b>	2
<b>Subject:</b>	Science Roadshow Pilot
<b>Responsible for the report:</b>	General Manager

<b>Purpose of report:</b>	To provide information to the SPC on the Science Roadshow pilot and a recommendation for multi-year funding.
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Jonathan Bell  
General Manager  
April 2016

## **Donation Evaluation**

**Organisation Name:** National Science Technology Roadshow Trust Board

**Geographic Location:** Regional

**Request No:** 24836

**Applicant No:** 6245

**Sector:** Youth

**Application Type:** Special Application

**Tax Status:** Tax-exempt (charity)

**Legal Status:** Charitable Trust

### **Principal Officers/Personnel/Trustees**

**Contact:** Ian Kennedy  
**Address:** PO Box 12662  
 WELLINGTON 6144

**Chairperson:** Richard Hartshorn  
**Secretary:** Carolyn English  
**Treasurer:**  
**Secretary/Treasurer:**

### **Aim of Organisation**

To inspire the people of Aotearoa, New Zealand with the wonders and relevance of science, enabling them to engage with their world, so they will be science savvy citizens and innovators of the future. This project (Science Club) is specific to the Eastern and Central Community Trusts region and builds on the successfully completed pilot undertaken in 2015.

<b># of Staff:</b>	8	<b># of Volunteers:</b>	1800
<b># of Members:</b>	0	<b>Established:</b>	15/11/2007
<b># of Beneficiaries:</b>	70000		

### **Current Application**

#### **Project Description**

We want to take the processes and learnings from the Science Club pilot (2015) and offer Science Clubs to all primary and intermediate schools across the Eastern and Central region.

#### **Project Costs**

<b>Description</b>	<b>Total Amount</b>	<b>Other Funding</b>	<b>Requested</b>	<b>Recommended</b>
Operating expenses - pgms/resources/expenses/training	\$63,318	\$2,875	\$63,318	\$60,443.00

#### **Project Income**

<b>Other Funder</b>	<b>Amount</b>	<b>Decision Date</b>	<b>Confirmed</b>
ECCT residual from pilot project	\$2,875	31/01/2016	

#### **Shortfall Raising Description**

Reduce services/cut back on delivery.

#### **Previous Funding**

<b>Year</b>	<b>Application type</b>	<b>Amount</b>	<b>Project</b>
2014		\$34,000	the Science Club Pilot



**Financial Position**

<b>Financial Year: 31/12/2014</b>			
<b>Revenue</b>		<b>Term Assets</b>	
Income	\$847,639	Fixed assets	\$305,253
<b>Total</b>	<b>\$847,639</b>	<b>Total</b>	<b>\$305,253</b>
<b>Expenses</b>		<b>Current Assets</b>	
Expenses	\$987,078	Current assets	\$498,197
Depreciation	\$113,458	<b>Total</b>	<b>\$498,197</b>
<b>Total</b>	<b>\$1,100,536</b>	<b>Term Liabilities</b>	
			\$
		<b>Total</b>	<b>\$0</b>
		<b>Current Liabilities</b>	
		Current liabilities	\$135,172
		<b>Total</b>	<b>\$135,172</b>
<b>Net Income:</b>	<b>\$-252,897</b>	<b>Net Assets:</b>	<b>\$668,278</b>

**Tagged Funds**

<b>Description</b>	<b>Amount</b>
All for exisitng Roadshow activities	\$363,025

**Notes:** The organisation has made two significant loses in 2014 and 2013. Even with depreciation added back the organisation would have made a \$139k loss in 2014. Sponsorship income dropped from \$351k to \$103k between the two years. The losses have been absorbed through cash reserves however this is not sustainable over the medium term. The balance sheet shows a more positive picture with \$422k in cash assets. The organisation also owns its premises which has a depreciated net book value of \$162k. Current ratio is good at 3.7 however the Statement of Uncommitted Funds shows it to be negative \$36.9k. This raises some serious concerns regarding the short to medium term financial viability of the organisation.

**Accounts prepared by:** Audited by Chartered Accountants

**Visits**

<b>Visit Date</b>	<b>Purpose of Visit</b>
14/11/2015	Site Visit - Science Club Fair

**Comments and Analysis**

**Advisor:** Neil Attapattu

**Policy:** Meets Policy

**Project Background**

Science Clubs are an initiative of ECCT. During 2015 we successfully piloted a programme based on 8 schools in Central Hawkes Bay. We will take the learning from that and offer this opportunity across your region through locational 'hubs'. See the attached document for more details. This work fits nicely within the mandate of National Science Technology Roadshow Trust. We bring our experiences, resources, development capabilities and networks in support of this initiative.

**Project Management****The National Science Technology Roadshow Trust (NSTRT)**

This is a reputable organisation that has been operating for over 25 years. It is governed by a board of 6 and employs 8 staff. 5 of the trustees come from a range of educational and science based back grounds ( A professors of physics, a professor chemistry, A assistant principal, and 2 education consultants). One trustee, Anthony Brice is a international business person and company Director. He has also held the position of NZ Trade Commissioner in Singapore. Ian Kennedy is the organisations director. Ian has over 12 years experience as a secondary school science teacher. He has held roles as Vice-President of the Australasian Science and Technology Exhibition Network and has been Treasurer of Association of Science and Technology Centres (NZ). He has received a Royal Society of New Zealand medal in recognition of his services to science and technology promotion and education and was also CEO of Joule - New Zealand's Science and Technology Promotion Hub. He has also served on UNESCO (NZ) Science Sub-commission.

The organisation delivers the Science Road Show which is a mobile science discovery centre that travels NZ, bringing a range of interactive science and technology exhibits into communities. Historically the Road Show has been funded by corporate sponsorship (including from Telecom and Fonterra in the past). Over recent years the organisation has been struggling to obtain sponsorship. In 2014 sponsorship dropped from \$351k to \$103k. The organisation has been eating into its retained earnings to keep the project afloat. The other main programme the organisation delivers is the Sir Paul Callaghan Science Academy. This is a four day professional development programme that aims to build excellence in the teaching of science. It is run through out the country and has recently been supported by Min of Ed funding allowing the courses to be delivered for free. All indications point to quality science based programmes being delivered. The organisation has the experience, resources and expertise to deliver sound science based educational initiatives.

An area of concern, is the short to medium term financial viability of the organisation. 2014 results show a \$253k loss and the Statement of Uncommitted Funds show a negative position. At the time of writing this report 2015 results was being finalised (note: year end is December for this organisation). Ian Kennedy advises that the key reason for this is the drop in sponsorship funding for the Road Show initiative. He advises that in need the organisation would pull programme to ensure financial viability.

The organisation was contracted to complete a pilot project for ECCT with a budget of \$34k. On the face of it, considering what was delivered (developing 25 science activities, sourcing and delivering material associated with activities, running training sessions for schools to create initial science expos, running training sessions for science club leaders, developing and delivering training in group management, running follow up sessions with leaders, planning and delivering the A&P stall with assistance of the Roadshow truck etc) this figure appears very light. The organisation completed the pilot under budget. This gives ECCT a level of confidence in the trustworthiness of the organisation and confidence that their pricing is kept lean.

### **Community Needs and Benefits**

A 2012 Education Review Office Report advised that only 27% of primary schools nationally had science programmes that were considered effective. It stated that science programmes had not changed nor improved since 2004 in schools. Problems included lack of teacher confidence and capability in teaching science, and the limited opportunities for high quality professional development. Other areas of concern were the quality of initial teacher education in teaching science; developing teaching that consistently improves students' scientific understanding and thinking; and the assessment and self review of science programmes. Education Review Office chief review officer Dr Graham Stoop said children were not being given the best opportunity to discover the world around them. "We need to improve the way we teach science to our young children to help them succeed in an economy increasingly based on knowledge and innovation."

### **ECCT's Pilot Science Project - 2015**

ECCT identified that student engagement in science was lacking in the primary school aged sector. To help address this issue the National Science Technology Roadshow Trust was engaged to initially complete a feasibility study and then in 2015 it was contracted to deliver a pilot programme in Central Hawkes Bay with 9 primary schools.

The programme objectives ECCT established were:

1. Increase young peoples interest and engagement in science.
2. Sustained community commitment and local support for science in schools
3. Stimulate science engagement in schools and the community

Science Clubs in schools was seen as the vehicle in which objectives 1 and 2 would be achieved. Science Clubs were established in 8 of the 9 schools (The Terrace school pulled out due to some internal issues). NSTRT met with the Principals of each school, ran workshops for teachers so that they could run science expos to help attract potential club leaders (generally parents of students) and then ran training days for Leaders. At the end of the first term NSTRT met with leaders and obtained feedback and obtained progress updates. NSTRT developed and supplied science activities Term by Term with

a total of 25 activities delivered for the year to each club. Although NSTRT provided the activities and training, each school had the flexibility to run the programmes as they saw fit. This resulted in 1 school running science as an elective within normal school hours and another running the science activities within the whole school as part of its curriculum. Most schools ran clubs during the lunch hour. Frequency of meetings varied from school to school. Most clubs kept students to the recommended 20 per club. Giving schools this level of flexibility allowed them to create logistical solutions that met their individual needs and challenges. Some schools did not use all the 25 activities supplied and have "banked" some activities for use in the following year.

Public Events was seen as the vehicle in which objective 3 would be achieved. Initially it was envisaged that NSTRT would deliver 2 public science events and a mini expo displaying work completed by the students. After obtaining approval from ECCT's GM, NSTRT delivered this differently to what was originally agreed. They held a stand at the local A&P show. The stand showcased 7 of the 8 science clubs activities, had interactive displays, had a live show from the Science Road Show and ran a "Science Passport" competition where participants had to ask 4 out of 6 listed businesses (at the show) a science based question related to their business. Their "passport" was then stamped by the business and once they had 4 different stamps they were eligible for a prize draw. The clubs showcasing their work allowed students to be the "experts" on the day explaining to the public what their projects are about.

Based on parent and teacher feedback it appears objective 1 was well met. The assessor contacted 4 school principals and 1 club leader. All stated that the club activities ignited the students interest and engagement in science. One club adopted a science finger print activity into a "who done it" investigation that resulted in the whole school taking an active interest in the activity. Most schools reported that the activities created and supplied by NSTRT was well planned and thought through. Some of the challenges the club leaders found was that junior students required more of their time leaving senior students short in terms of support. One school overcame this by running different sessions for junior and senior students. Senior students assisted the leaders in running the junior sessions. This had the added benefits of ingraining the knowledge gained by the senior students through teaching the juniors. It also assisted to develop communication and social skills between the junior and senior students.

Objective 2 is harder to measure. Most schools indicated that securing club leaders outside of school teachers was a challenge and if it wasn't for a key teacher (usually the principal or deputy) then the clubs may not have been sustained. Of the 8 schools partaking only 2 had parent leaders. If this was a measure of objective 2, then the result was poor. Some parents who did partake advised that it was a large commitment and challenging to manage. They stated that doing it for more than 2 Terms would have been too much for them. The principal of a low decile school advised that it was hard to secure parent leaders from his community as many did not enjoy school themselves and or they may feel that they don't have the knowledge and skills to do it even if they wanted to. That said some activities were designed for students to take home and obtain parental support. Flemington School (decile 9) reported that parent feedback was that the clubs had increased their children's interest in science.

Based on feedback from principals the A&P stand was successful in contributing to objective 3. The stand had 530 visitors throughout the day. The "passport" activity resulted in students and community members interacting with local science based businesses. This resulted in one of the participating businesses voluntarily donating more prizes to the "passport" draw. ECCT trustee, Anna Hansen who attended the A&P event reported that the stand was very well occupied by visitors during her visit. Anna advised that "...there was a buzz about science - it looked great fun and the kids thought science was 'cool'." Anna also made mention of the fact that the event had no signage acknowledging that ECCT sponsored the event.

Outside of ECCT's objectives the programme has had some additional unintended benefits. These include:

- Takapau School incorporated the activities into their school curriculum resulting in all children (130) partaking in science.
- Developed the confidence and skills of teachers to deliver science education in a meaningful way
- Teachers in some schools taking club activities and ideas and incorporating it to the wider classroom
- Some teachers enrolling in specialised science training
- Schools incorporating the Science Road Show and other Science based destinations (eg planetarium) as part of their school outings

Some challenges with the programme include:

- Schools finding it challenging to get community / parental support to lead the clubs
- Often the success of the club is dependent on one key person (usually the principal or teacher)
- Finding an appropriate time to run the club (lunch times not long enough)
- Teacher / leader delivery is often the most crucial element in engaging students - the programme does not evaluate the effectiveness of the teacher / club leader
- Although allowing each school the flexibility to run the clubs as they see fit, is a positive, there remains a risk / possibility that other school demands could end up taking priority over the clubs, leaving ECCT's investment redundant within that school.

### **Moving Forward - 2016**

NSTRT have proposed rolling the programme out to the rest of ECCT's regions in 2017. To do this they need to lay the ground work for it in 2016 (refer attached document titled Science Club Programme - Response to meeting with Neil Attapattu 20/3/2016). Their proposal consists of 3 stages:

1. Continue with the existing schools in Central Hawke's Bay and add 2 more schools to the group. It is envisaged this group will be utilised for testing activities and ideas one year ahead of delivering the same programme to other schools in the greater ECCT region. - Cost \$18,420 + GST
2. In term 3, contact 320 schools across ECCT's region with the aim of obtaining 50 schools wanting to take part in science clubs for 2017. This would include training teachers from participating schools on running a In-school Science Expo. - Cost \$5870 + GST
3. "Pilot a science Connections Truck event in Levin (as part of a school holiday programme), Gisborne, Hastings and Carterton (as part of their respective A&P shows). This will mostly fulfill the community part in objective 3. In addition to this it will promote the science clubs for 2017 and creates opportunities to connect with other community groups. It aims to attract a total of 3000 people across the 4 events - Cost \$39,028 +GST

Stages 1 and 2 appear a logical step forward from the pilot to roll out the clubs to the rest of ECCT's region. The assessor has some reservations regarding stage 3. The main reason for this is that **generally speaking**, one off events tend to only spark interest for a limited time as opposed to having a long lasting effect on participants. Considering this in line with the proposed cost, there is some doubt as to the value of this stage. Unlike the A&P stand held during the pilot, these events will not have students show casing their science activities and interacting with other community groups. That said, there will no doubt be children attending the truck as part of the A&P show. Assuming some of these children's schools are partaking in clubs for 2017 this may attract members.

### **2016 And Beyond**

NSTRT have not formally established a set plan or longer term strategy as yet. They have stated (refer report titled Science Club Pilot (2015 to 2020)) that "...this project will become much more sustainable if we look at it over a five year time horizon. Over this period we would expect:

- Schools will grow their own investment (PLD and other resources) in classroom science and make this the sustainable proposition.
- Science Clubs in schools either slowly diminish (as classroom science is now happening with community involvement and support) or thrive based on sheer enthusiasm of individuals and / or the community.

- Science Events continue via local mechanisms (eg. Learning and Change Network) celebrating what is happening or providing a forum for dialogue or special interest focus."

This suggests that at the end of the five years the programme could be stopped or phased out as the science education need would have been full filled. If it is ECCT's intention to phase out the project, then some structure needs to be developed around the above mentioned expectations. This structure should include some clear outcomes and milestones which are measurable on a year by year basis. This will give ECCT the confidence that the project is on track with full filling this community need (thus allowing the project to be phased out). This may also involve an external evaluation of the programme in perhaps year 3 or 4.

NSTRT have indicated (refer page 6 of report titled Science Club pilot report) it would cost \$69k pa to support 50 clubs throughout ECCT's region. Further to this, it suggested 3 delivery options that cost between \$45k pa and \$100k pa for hosting of public events. Based on figures provided, the project could cost ECCT in excess of \$600k over a 5 year term. This is a sizeable investment that needs some structure to help ensure we are delivering on expectations.

### General Comments

Overall the pilot project appears to have achieved its key purpose of getting students engaging in science. A sound level of trust and confidence has been established with NSTRT in terms of its ability to deliver quality programmes and associated resources at a very conservative price. It is clear that the schools partaking in the pilot value the programme and are keen for it to continue. Events which include the Science Truck (A&P stand) certainly engage the community however whether or not this is able to deliver a sustained interest and engagement with science within the greater community is debatable.

In assessing this project, the assessor sort the assistance of qualified education programme evaluator and school principal, Tim Nelson (St Marys School Carterton, formally from Lake View School Masterton). Some of the following recommendations / suggestions relating to ongoing evaluation have come from a direct result of conversations with Mr Nelson.

#### Recommendations:

- That the SPC or ECCT Board discuss and provide staff guidance around the following:
  - Confirm ECCT's longer term intention with this project. Are we looking at this as a 5 year project or a longer term project similar to the Summer Reading and Maths is Fun programmes?
  - In the event ECCT decides this is a 5 year project then:
    - The Board agree to the overall budget it is prepared to commit to this project for the remaining term. This will assist in reducing surprises by either party while also assisting ECCT with it's medium term budgeting requirements. It will also allow NSTRT with its strategic planning for ensuring science education in schools become self sustaining (i.e a higher amount of funding may be required in year 3 with reducing amounts in year 4 and 5). At a bare minimum ECCT needs to advise NSTRT as to what level of funding (if any) will be provided for 2017. Without this the work (and associated cost) proposed for 2016 will be futile.
    - Provide staff with a mandate to engage NSTRT in preparing a strategic plan towards ensuring science in schools move towards being self sustaining over the remaining 3 years. The plan should include the establishment of measurable milestones to be achieved on a year on year basis. Assurance of ECCT's continued funding could be loosely / flexibly based on the achievement of these milestones. This strategic plan would then be approved by ECCT's Board ideally no later than the September Board meeting.
  - Confirm whether it is acceptable to ECCT for schools to elect to **not** have science clubs **but** utilise the resources as part of its day to day curriculum.
  - A MOU or similar be created between NSTRT and the participating schools. This should include a minimum number of club days held is agreed upon. This will help to protect ECCT's investment in the clubs and ensure that schools do not end up storing the resources without it being used.

- In consultation with NSTRT a reporting template be created that includes appropriate surveys completed by students, club leaders, teachers and parents as well as some component that at least monitors the quality of the club leaders delivery (Note: Tim Nelson strongly urges the use of student surveys. He advises that these should be anonymous, have clear and easy to comprehend questions tailored to the age group with questions that are scale based (i.e. 1 to 10 or draw a line on a bar type response) as opposed to requiring worded answers.
- Provide guidance on ECCT's desire to fund one off science based community events (eg the proposed science truck) which do not include science club members demonstrating their knowledge / science projects.
- Guidance on whether ECCT requires some level of protection around NSTRT's overall financial position (for example drawing down funding approved in tranches spaced over intervals of time or receipt of invoices / obtaining budget / cash flow forecast). The key risk for ECCT in the event that full funding has been provided and the organisation later goes into liquidation, is that our funding could be lost without the delivery of the programme.
- Approval is recommended for NSTRT's proposal for 2016 subject to the above.

**Recommended Amount**

\$60,443 for operating costs

	Decile	No of Clubs held in the year	Average no attending vs School Roll	% of students taking part	Parent / Teacher Leader?	How many community volunteers	Childrens engagement Score (1 low 10 High)	comments
Takapau	4		130/130	100%	T	0		Ran as part of curriculum
Sherwood School	8	16	22 /35	62%	T	0	10	
Otane	4	25	15 / 27	55%	T	2	9	
Flemington	9	21	40 / 80	50%	P	3	9	
Ongaonga School	6		19 /113	17%	T	0		
Pukehou	6	15	15 / 96	16%	T	1	9	
Waipawa	5	16	22/163	13%	T	0	9	
St Josephs School	6		8 / 87	9%	P	0		

## Science Club Pilot (2015 to 2020)

While we understand that commitment to funding is a year by year thing, this project will become much more sustainable if we look at it over a five year time horizon. Over this period we would expect:

- Schools will grow their own investment (PLD and other resources) in classroom science and make this the sustainable proposition.
- Science Clubs in schools either slowly diminish (as classroom science is now happening with community involvement and support) or thrive based on sheer enthusiasm of individuals and/or the community.
- Science Events continue via local mechanisms (eg. Learning and Change Network) celebrating what is happening or providing a forum for dialogue or special interest focus...

As a pilot, we need to be able to adapt/respond as this evolves and look for economic mechanisms that would make roll out to other Eastern and Central Community Trust regions a viable and affordable proposition.

### Description:

Following on from a Feasibility done earlier this year (supported by a \$5,000 grant from Eastern and Central Community Trust), we seek to create a pilot programme that will establish and support with activities up to nine Science Clubs in primary\* schools around Central Hawkes Bay in 2015. The Science Club Pilot will also create opportunities for other schools and wider communities [Waipukurau Science Events] to engage in science orientated activities which over time should lead to sustained community commitment and local support for **science in schools**.

\* While the focus is on primary schools, secondary and early childhood centres could still participate via the wider and more centralised Waipukurau Science Events.

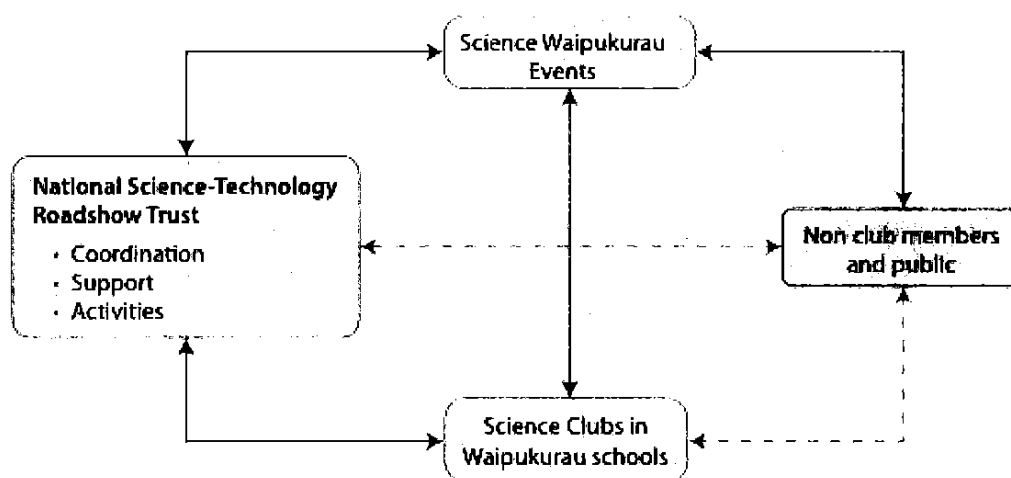
### We envisage

- Individual Science Clubs set up within each of the 9 schools\*\* that have expressed an interest (through the feasibility process). Schools have already indicated a need in this respect – we will have to help them find local Club leaders and we have a concept/mechanism in readiness for this. In essence it will involve the creation of several activities that will give a glimpse into the range (and level) of things Science Clubs might do. A selection of these activities will involve an interesting at home task (parent/caregiver involvement) and along with the others activities will allow each school to mount a special display (or Expo) which we hope will bring the parents/caregivers in and allow schools to further "sell" Science Club to parents who might be keen to help (raise the confidence level of parents to engage with science and Science Clubs (which is the same need of teachers!)).



- Clubs would meet for upwards of 20 weeks of the year and have activities centrally supplied by us (with training etc) and over time more locally driven.
- A Waipukurau Science Event up to three times a year, although for 2015 it may only be possible to run two.
- The initial need for a “local agent” that would be a physical mechanism for sharing between clubs and assist with coordination, training and equipment supply. We will be exploring virtual mechanisms, once things are set up, which may reduce this role.

#### Schematic



\*\* The nine schools are: St. Joesphs, The Terrace, Waipukurau, Waipawa, Otane, Flemington, Sherwood, Onga Onga and Pukehou.

#### Timeline

Once we start we need to keep the momentum up, so starting in Term 1, 2015 will be the best thing to do.

- Mid Feb: Staff representative training (1–2 staff per school)
- Late Feb: training of all other school staff back in their schools by the representatives above
- Early Mar: In-class/at home activities begin
- Late Mar: Expo event and club leaders identified
- Early April: Club leader training
- Late April: In school Science Clubs begin...

### Why should the Eastern and Central support this?

The National Science Technology Roadshow Trust has for the past 26 years, been at the forefront of producing and delivering innovative science education programmes and exhibitions to communities around New Zealand. Much of this work has been in the support and augmentation of STEM (Science, Technology, Engineering, Maths) curricula in schools and public engagement with science using a range of different strategies. Thus we have accumulated a wealth of experiences that we can apply to support various initiatives.

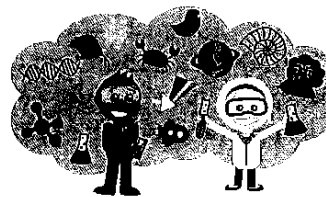
We were asked by Eastern and Central Community Trust (via the feasibility grant) to look at a concept that will stimulate science engagement and from that work the Science Club model emerged. Schools have a responsibility to teach science, but by positioning Science Clubs alongside science class we hope to engender an interest in both teachers and students to do more science. It is also critical to grow the support for science in the wider community (developing citizen science engagement), so Science Clubs proposes to have a series of public events that will augment the school based clubs.

This work fits nicely within the mandate of National Science Technology Roadshow Trust. We bring our experiences, resources, development capabilities and networks to assist the Eastern and Central Community Trust with your initiative.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Ian Kennedy', with a long horizontal stroke extending from the end of the name.

Ian Kennedy  
Director, National Science Technology Roadshow Trust



## Science Club Programme

### Response to meeting with Neil Attapattu 20/3/2016

#### Background

The immediately relevant components of our discussion were about the longevity of the programme (year on year on), the detailing of costs associated with our application (made on 21 December 2015) and the desire for the widest community reach and involvement as possible.

As discussed, given the timing of this now, in relation to both our work going forward (staff allocations) and the school year (almost the end of term 1), we have rethought and re-priced for 2016.

#### Moving forward

In bringing this all together we recommend the following (detailed budgets below):

1. Keep working with the Waipukurau cluster and maintain the momentum started. We have already had an enquiry from two of the schools involved as to what's happening... They become the cluster for 'testing of activities/ideas' at least one year ahead of all other clusters/schools. **This is the most urgent priority. [\$18,420+GST] - Target 10 schools.**
2. During term 3, we contact all schools across your region offering them the opportunity to engage and run Science Clubs from the beginning of 2017. We would run the 'In-school Science Expo' training with teachers toward the end of this year to enable better engagement earlier in term 1 of 2017. This will also give a much clearer picture of funding required for the upcoming year (ie. 2017) **[\$5,870+GST] - Target to contact 320 schools and have 50 schools keen/ready for 2017.**
3. We pilot the *Science Connections Truck* (previously outlined). Include a more 'hands-on with science' community engagement mechanism during October 2016, in two different modes – a school holiday programme in Levin (- children only) and at A&P Shows in Gisborne, Hastings and Carterton (- cross generational audiences). We also see this as part of the promotional mix for 2017 Science Clubs. The basic idea underpinning this is to have the audience 'make' things thereby creating a depth of connection as well as connecting these and other experiences contained within the truck to their real world. With plenty of lead up time, this may also create the opportunity to connect with other community groups. **[39,028+GST] - Target 4 events; 3000 people.**

- support  
erick  
sci clubs  
- engage  
with parents  
& children

- \$63,318.

This process does however imply or create the expectancy that the Science Club programme based at schools will get on-going financial support into 2017 and

beyond – the costs of which, as previously advised, would be in the order of \$70,000+GST per annum (much of this is variable cost based on school and hub uptake). The community engagement mechanism(s), if any for 2017, would form the basis of a separate application/commitment to be determined post pilot.

#### Suggested Timeline

March 2016	Budget for school engagement (at least) approved (\$18,420+\$5,870)
April – Sept 2016	Formally reconnect with existing Waipukurau schools and again offer to other schools in area the opportunity to join [Target 10 schools]. Provide activities, support and training to clubs
By May 2016	Confirmation of budget support for <i>Science Connections Truck</i> pilot (\$38,900+GST)
By June 2016	Confirmation of support for school based Science Clubs into 2017
August 2016	Commence contacting other schools across ECCT region with the Science Club opportunity
October/November 2016	Run Expo training for teachers to help find club leaders early in 2017 Run <i>Science Connections Truck</i> pilot
November 2016	Apply for funds to support 2017 Science Clubs in the responsive schools across the region
March 2017	New club leader training Decision on suitability of continuing or otherwise of <i>Science Connections Truck</i> and therefore budget.
April – September 2017	Provide activities, support and training to all clubs
By June 2017	Confirmation of support for Science Clubs into 2018
August 2017	Commence contacting other schools across ECCT region with the Science Club opportunity
October/November 2017	Run Expo training for teachers to help find club leaders early in 2018
etc	etc

#### Budget Details/request for 2016 only (exclGST)

##### A) Waipukurau continuance – target 10 schools

Programme Development	21 days @\$400/day	\$8,400
Resources to be purchased including packaging and delivery	Variable \$700/club	\$7,000
Admin/liaison; Training - new leaders (if any)	2day@\$400 +travel/meals and comms	\$1,520
Volunteer costs/local club purchases	Variable \$150/club	\$1,500
	<b>Total</b>	<b>\$18,420.00</b>

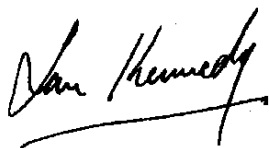
**B) New Schools across the ECCT Region – (approximately 320 schools)**

Administration - Preparation for roll out to region (advance notice for 2017)	3 days @\$400 plus comms	\$1,820
New school training workshops	5 days @\$400 plus travel/meals/accommodation	\$4,050
<b>Total</b>		<b>\$5,870.00</b>

**C) Science Connections Truck pilot – 4 events – 3,000 people**

Concept development	10 days @\$400	\$4,000
Fit out and equipment		\$6,000
Truck hire/set up and delivery (Wellington to Gisborne return)	Vehicle hire \$10,044 Operator/Driver \$4,084	\$14,128
Delivery staffing costs	18 days @ \$400 plus meals/travel/accommodation	\$11,900
Venue utility costs	If any	\$3,000
<b>Total</b>		<b>\$39,028.00</b>

We look forward to your thoughts and continuing to being of service to schools and communities in the ECCT region.



Director  
National Science-Technology Roadshow Trust

## Science Clubs – Regional

Based on the success of the 2015 pilot, we recommend:

- That we keep working with the Waipukurau cluster of schools into a Year 2 scenario. We share a good rapport and can test things out with them e.g. new activities, templating and club reporting.
- We take the learning from this year and starting clubs in other schools across the region. We have a year's worth of tested activities to start them off with (and YouTube video's for the later activities), although we will need to purchase the basic equipment for new clubs and go through the introductory training programmes.

If this were to be offered across your entire region, the logistics of hubbing to enable training programme(s) becomes the primary consideration, as people are happy to travel for up to 30 or 40 minutes, but usually not longer.

In looking at the Eastern and Central Community Trust region we could 'hub' as follows: Ruatoria, Gisborne, Wairoa, Napier, Hastings, Waipukurau (existing), Dannevirke, Feilding, Palmerston North (?), Levin, Pahiatua and Masterton.

The decision to activate any hub could depend on local school uptake, but this distribution puts over 90% of schools within 30 minutes drive of at least one of these hubs.

For quality purposes we would not want more than 25–30 people at any one of our hands-on training workshops.

### *For 2016 — aim 50 clubs in six 'hubs' including Waipukurau*

Programme/activity development	\$8500	Fixed per annum
Resources (supplied to clubs)	\$35000	variable (\$700/club) per annum
Volunteer/club kitty	\$7500	variable (150 /club per annum)
Training and leader support	\$18000	fixed \$3000 per hub per annum
Total	\$69,000+GST	

***The above is the basis of the current application but we also feel that connecting science to the wider community through families (cross generational audiences) to be very important, so have outlined possible strategies below. If one or more of these have appeal we will make subsequent application(s). It may be possible to raise funding beyond an ECCT grant to support the Science Connections Truck concept.***

### *Existing Public events*

These are a good way of increasing awareness of science in the wider community — connecting science done in clubs to the world we live in. This is a critical focus and one that even teachers of science quite often do not do, so in this context we cannot rely on club leaders to do it either and therefore it should be 'centrally supplied'.

Regionally rolling out the Waipukurau scenario, as we did it with individual club displays and 'attractors', is not a cost efficient nor sustainable proposition, but we believe one or more of the following are. In fact it could be a combination of both or they could alternate every year.

Either:

***The Science Holiday Programme.*** We would develop and deliver hands-on content specifically connecting science club activities to real world contexts for students with an opportunity for parents/caregivers to see and interact with their work. Each session would cater for up to 25 students at a time. To ultimately cover all hubs (if active), each hub would get on average two days of holiday programming per year (of course booking numbers, once known, would influence duration of stays). We would develop just one holiday programme for each year, with preferential entry being given to Science Club members.

These could be delivered in one of two ways:

Use an existing facility in each community e.g. community hall or maybe a school and/or as part of an existing holiday programme 'supplier' (e.g. YMCA). But there is high demand for facilities/spaces over school holiday periods.  
Estimate \$45k+GST/annum.

Transforming one of Roadshow's fold-out trailers into a dynamic space (*The Holiday Science Truck*) would give excellent control and consistent setup/fit out as it moved from hub to hub around the region. *The Holiday Science Truck* would also enable larger items/equipment to be transported more easily and safely.  
Estimate \$63k+GST/annum

And/or

**The Science Connections Truck.** We connect cross generational audiences to science through one of Roadshows fold-out trailers with a selection of 6–10 science club experiences (not clubs) available within it. The idea here is Science Club members (and others) would see a small selection of familiar activities and know what to do to engage their parents. But there would also be more advanced (but achievable) hands-on projects and 'starters' to be encountered in the truck along with overt links to the real world. The parents then go home buzzing about an idea they have encountered. They can tinker or pursue at home, hopefully with children involved. And, they all will have been exposed to science value propositions based on the real world linkages.

Some examples to illustrate what we mean

Example 1. School Science Club activity — 'Balancing sticks' (about centre of mass).

Science Connections Truck — create/show how you can make a range of balancing illusions in your garage to entertain friends. The real life application might relate to the stability of quad bikes.

Example 2. School Science Club activity — 'Insect study' (adaptations and niches of locally found insects)

Science Connections Truck — large magnification of bees, practical ways of encouraging them into the garden, how to build a bumblebee box (to encourage colonisation). The real life application might relate to the economic value of bees as pollinators to NZ agriculture.

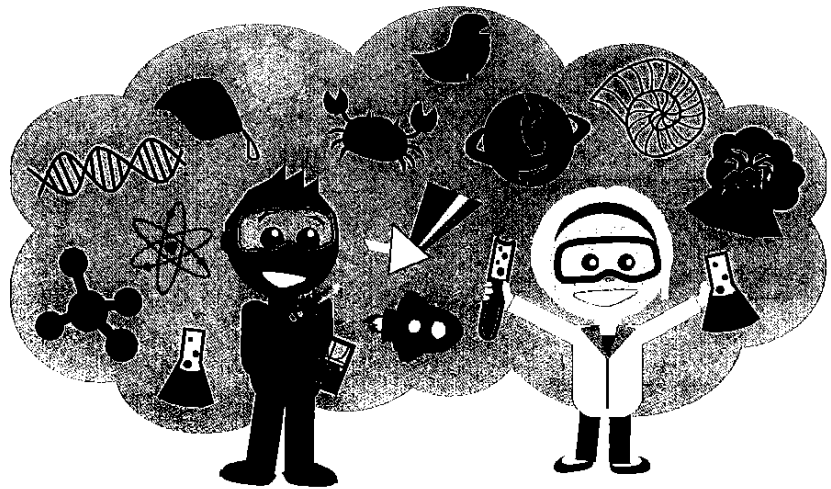
As Professor Sir Peter Gluckman (The Prime Ministers Science Advisor) has said "Science is at the heart of nearly everything this country must do..."

These sorts of experiences would be housed in the fold-out trailer and taken to a public event (like A&P Show) in each hub or into a town in between such events. The content would change every year reflecting the different science club activities. It would also be possible to build on the Science Passport concept.

With respect to the hubs, the following type of trail might be possible as it picks up A&P shows in some hub locations. Additionally we would use other locational mechanisms (e.g. setting up in shopping mall carpark in some non-A&P show towns), promoting the opportunity through schools and media. Effectively this would be a month on the road and follow a schedule similar to this:

Dates (2016)	Hub location	Event
10&11 Oct	Levin	Mall carpark
14-15 Oct	Gisborne	A&P Show (Poverty Bay)
17&18 Oct	Wairoa	Central carpark
19-21 Oct	Hastings	A&P Show (Hawkes Bay)
22&23 Oct	Waipukurau	Central carpark
26&27 Oct	Dannevirke	Central carpark
29&30 Oct	Carterton	A&P Show (Wairarapa)
5&6 Nov	Feilding	A&P Show (Manawatu)

Estimate \$100k+GST/annum



# Science Club Pilot Report

## Overview

Without doubt this has been a very successful pilot — with the beneficiaries being the students in each of the schools and of course science itself.

Students and adult leaders (many of whom are not teachers) showed high levels of enthusiasm and commitment over the year.

The high level of interest in science, through the activities provided, did result in a stronger science focus in many classrooms and more parental interest and participation from the community (e.g. a parent making a large "Spud gun" and another a Trebuchet).

The public event at the Central Hawkes Bay A&P Show went very well. The presentations from the clubs and the enthusiasm of the students was compelling, not to mention that of the leaders and others who also ensured the smooth running of their displays. For many it was a long but excellent day! Good support was experienced from six businesses via the Science Passport initiative, where we tried to tie science back to the everyday world of the students (i.e. science is all around you...)

The pilot was delivered under budget.

A concept for a roll out across the Eastern and Central Community Trust region is included.

## Details

### Clubs

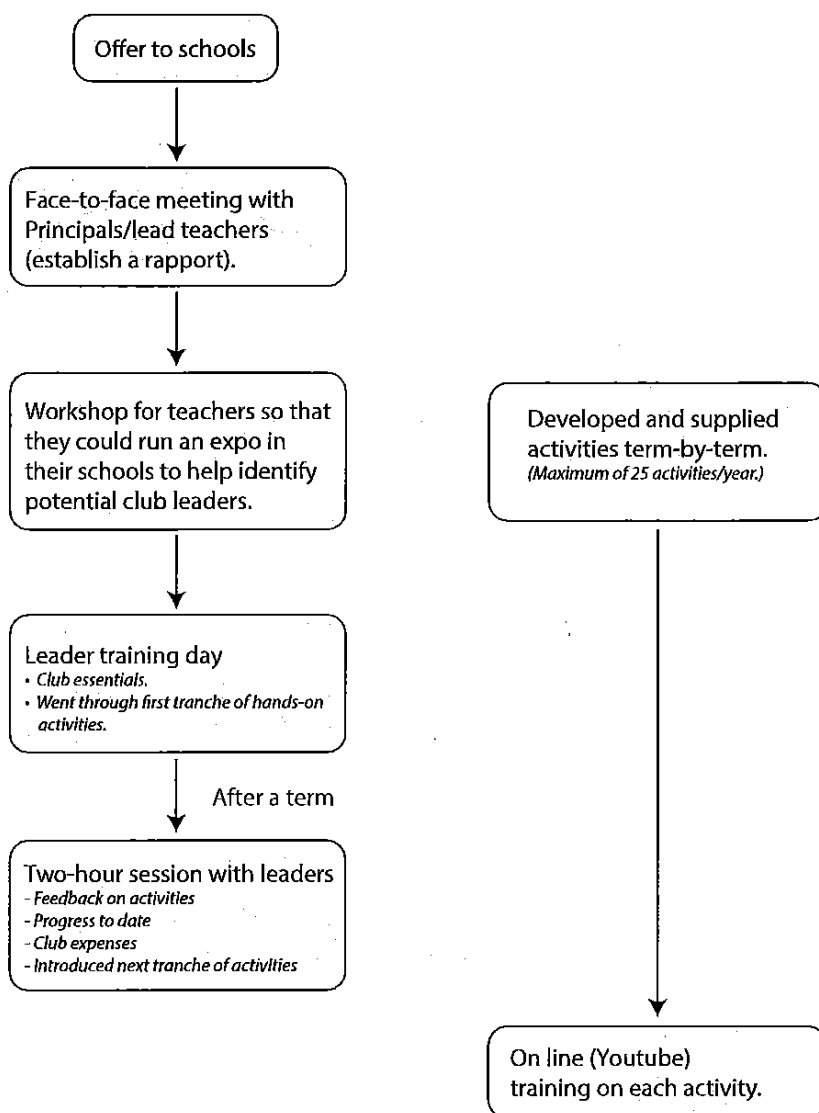
These were successfully established in 8 schools of the 9 schools that started the journey. A short summary from each of the schools is attached as Appendix 1. The pilot schools are: Flemington; Otane; Ongaonga; Pukehou; Sherwood; St. Josephs; Takapau and Waipawa. [The Terrace did not continue beyond April for complex internal reasons.]

### Establishment

The process of establishment is outlined below.

$$\begin{array}{r}
 20 \times 7 = 140 \\
 60 \times 1 = 60 \\
 \hline
 140 \\
 60 \\
 \hline
 180 \text{ children}
 \end{array}$$





- Need to set minimum number of club events need to be estb

So ECCT gets value for money & helps to ensure objectives are met.

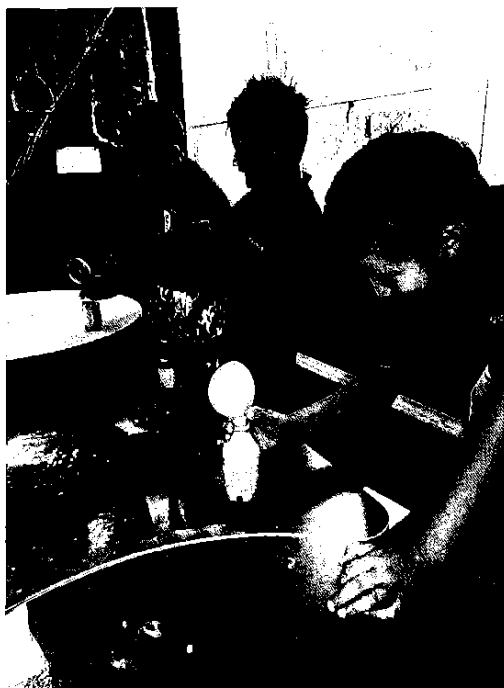
Each club developed its own mechanism for running its club day, most opting for a weekday lunchtime. Some also ran it as an elective within the school day, or involved the whole school each week via classes.

The frequency of meeting varied — some running every week for two school terms, others every fortnight for three terms. Having the flexibility to choose how/when pleased club leaders and enabled a fit with the wider school programme. There is a lot happening in schools at the start of term 1 and for nearly all of term 4, so most clubs stopped meeting in October.

Most clubs kept to the recommended 20 students with one (Flemington) doubling this and coming up with an innovative solution to handling the age ranges.

We feel that what we did/supplied hit the mark pretty well. That said, we have identified a need for a small training module, especially for non-teachers, about managing effective group work.





### **Activities**

Developing/preparing the activities was a critical component to the success of the clubs. Producing really engaging activities and presenting them in an accessible manner (and not presenting them looking like a classroom science lessons) took much more time than we had originally thought it might. Testing everything was essential as was creating a range of science experiences, taking into account seasonality of supply (and weather).

We then took time to demonstrate each activity to leaders, initially face-to-face and then via YouTube.

It was universally agreed by the clubs that having about 20–25 activities supplied per year was about right and indeed some clubs have 'banked' activities to carry forward into next year. Getting eight or so activities at a time also allowed them to plan ahead and select ones that might better suit them and their students or identify opportunities to extend the experiences.

Appendix 2 has the list of activities supplied.

### **Sustainability**

As mentioned above, some clubs have banked unused activities and resources.

Leaders are well established, but continuity of leadership will always be an issue. We have been fortunate that all the initial leaders are still in their roles and are enjoying the experience! Most certainly developing an early rapport with them helped and being available to support them by phone and email gave them more confidence. We were also proactive in asking!

Five of the clubs are run by a teacher in the school. Two other clubs have at least two leaders from their community and the final club has one community leader (who is an experienced educator). This all bodes well for their continuance.

Science Club leaders were funded to cover off any incidental costs they might incur, including cost of vehicle running to get to club meetings. While we agreed on a sum to be paid right at the beginning (\$400/club); all have used the money to directly support the clubs and not themselves. Some money has been carried forward – again contributing toward sustainability. In hindsight this amount was too high, but at the time of making the commitment (first meeting) it seemed about right. As we developed the activities though, we were able to supply nearly all the resources needed so clubs had very little to source themselves.

The other thing that will stand this group of schools in good stead is the attitude and commitment to Science Clubs by their Principals as they independently work to set up a Learning and Change Network focused on science.

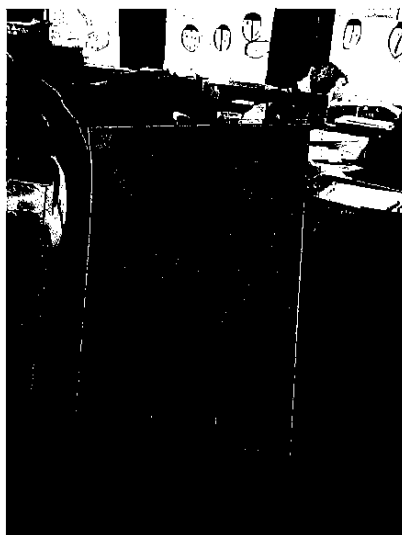
### **Impact**

We have had really strong positive comments back from leaders, principals and students about Science Clubs.

Students really liked: "doing the hands-on activities"; "trying different things each week and taking them home"; "the way everyone can talk together and have fun."

Most of our leader feedback has been quite specific about details, but we received many comments like this:

"...The following week, we decided on helicopters and sycamore seeds in one session. I gave a longer talk before they got busy, so gave them the challenges of making, then working out which way they were spinning, seeing if they could get them to spin the other way, and the fast and slow helicopter challenge. The littlies needed a lot of hands-on help with making, while the big kids set to work on their experiments and adaptations. We had some great results, with kids up



trees and flying them inside and outside on the wind. We then lined them up and had a fast race and a slow race with the winners getting a sweet. While I had them still again, I talked about sycamore seeds, asked them to observe them closely like a scientist and think about why it might be an advantage for a seed to spin as it fell from the tree. I also touched on biomimicry and how scientists had found such a great spinning design in the sycamore seed that they had copied it to make a remote control helicopter or drone. We had set up a laptop so they could view the drone if interested.

We had expected that they wouldn't be as interested in the sycamore seed for as long, and be more intrigued with the drone, but the opposite proved to be the case. They were fascinated with their spinning, tossing them in the wind and comparing them to the helicopters. Only 3 kids looked at the laptop, and the others were so preoccupied with their flying objects, they missed the bell and the teachers had to come and get them for class.

So a resounding success!!!! [Kate Dearden, Flemington]

## Public Events

### ***Expo — to identify leaders***

This was run by teachers from each school following their training session. We also supplied the activities. The purpose was to help each school to find club leaders from within their local community to run each club i.e. not necessarily asking teachers to do this.

The idea was simple — students do a series of activities, some of which included an 'at home' component. Students then displayed their work and invited the community along to engage with what they had done. Keen adults were then identified and an approach made by the school.

In the end, five schools chose to have teachers run their club and the remaining three schools found 6 people from their community to do similarly.

The biggest issue with the Expo was getting it into the schools' busy programmes of work — but thankfully was made easier by the commitment of principals. School also modified our suggested implementation timeline, but the outcome was what we wanted — an adult (and sometimes two or even three) prepared to run each science club.

### ***Public events***

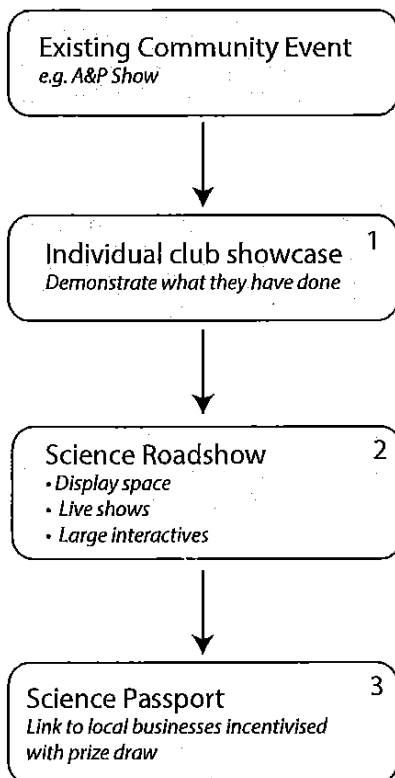
At the advice/recommendation of club leaders, and with the approval of Jonathan Bell, this component was delivered quite differently to what was originally envisaged. In the end an A&P Show stand incorporating the 8 local science clubs was deemed appropriate.

### ***A&P Show***

The leaders suggested we mount a display at the local A&P Show where each club could demonstrate some of their activities. It would also provide an opportunity to link to local businesses and send a message that "science is all around us in everyday situations."



### The components of the day



1 Activities allocated to minimise duplication across clubs

2 Acts as an "attractor" to bring an audience

3 Participants had to ask four out of six businesses (listed) a science-based question related to their business or training. Their passport was then stamped by the business and once four unique stamps received, they completed their contact details and placed it into a box — thereby being eligible for a 'prize draw'.  
The first draw was for a drone and the second draw for a Warehouse voucher.

The feedback from this event was again very positive from all involved.

- **The Clubs** — put on a fine showcase/display.
- **The Science Passport** — connected people to the science of some of the local businesses. We 'issued' 387 passports and had 121 returned (31%). The six businesses involved enjoyed their role and two have already expressed an interest in doing this again. One even came up with two additional prizes for us to give out on the day. The prizes were drawn by Mayor Peter Butler and have all been claimed.
- **The Science Roadshow** — provided the facility (large fold out semi-trailer) and space for each club, some larger hands-on exhibits for visitor use and live shows. These acted as an attractor to draw in numbers to our stand. Having these other exhibits present also allowed us to involve 8 students from Central Hawkes Bay College who managed and supported visitor engagement with the exhibits. The College students did an excellent job and learned a lot about the science we had on display.

We had around 530 visitors over the course of the day which we considered to be pretty good, considering the location of the site we were on.

It is unlikely that we would have got the numbers we did without the components from the Science Roadshow or indeed the use of the large fold-out trailer to display the clubs' work in. This provided a secure and weathertight solution over a draughty and potentially muddy underfoot marquee.

While we did have a reasonable lead into this A&P Show and were able to book a marquee and fold-out trailer, select larger exhibits and prepare a live show (including a match to the A&P shows theme — water), prepare the clubs and conceive how it might all work, much of it came together in the 11th hour and even then some changes were made on arrival (e.g. site). It's possible we could have done more by way of branding and advertising in advance, but we chose to let the A&P Show Assn do this, although we did send out a press release and contact all schools in the area directly ourselves.

The biggest delay was caused by the A&P Show Assn not being able to confirm the names of businesses that were going to be at the show until quite close to the show date, meaning the approach to them to participate in the Science Passport programme was a bit last minute. To their credit every business I approached agreed to participate. The businesses were: Stevenson & Taylor; Hawkes Bay Regional Council; Centralines; Carters; Cervus Equipment and Agrisea.

### Local school display

The clubs have been asked where possible to try and achieve a profile at their schools' end-of-year function. It has been suggested that this could be anything from slides showing activities, through to a live performance/display. This may also contribute to sustainability — another member of the school community might show a keenness to be part of the club, or more students become aware of Science Club opportunities...

## Finance

	<i>Budget/Grant</i>	<i>Actual</i>
Programme	6380	8860
Resources	5940	5765
Volunteer	4320	3200
Events	10450	9645
Supervision	3830	0
Training	3080	3655
	34000	31125



A balance of \$2,875 remains unspent.

## Roll out to other towns across your region (from 2016)

We recommend:

- That we keep working with the Waipukurau cluster of schools into a Year 2 scenario. We share a good rapport and can test things out with them e.g. new activities, templating and club reporting.
- We take the learning from this year and starting clubs in other schools across the region. We have a year's worth of tested activities to start them off with (and YouTube video's for the later activities), although we will need to purchase the basic equipment for new clubs and go through the introductory training programmes.

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The decision to activate any hub could depend on local school uptake, but this distribution puts over 90% of schools within 30 minutes drive of at least one of these hubs. An unresolved question in our minds is whether this should be offered now in one push across your region or select specific areas only.

For quality purposes we would not want more than 25-30 people at any one of our hands-on training workshops.

### For 2016 — aim 50 clubs in six clusters including Waipukurau

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Training and leader support	\$18000	fixed \$3000 per hub per annum
Total	\$69000	

- 210 hrs of training

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These are a good way of increasing awareness of science in the wider community — connecting science done in clubs to the world we live in. This is a critical focus and one that even teachers of science quite often do not do, so in this context we cannot rely on club leaders to do it either and therefore it should be 'centrally supplied'.

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Estimate \$45k+GST/annum.
- b. Transforming one of Roadshow's fold-out trailers into a dynamic space (*The Holiday Science Truck*) would give excellent control and consistent setup/fit out as it moved from hub to hub around the region. *The Holiday Science Truck* would also enable larger items/equipment to be transported more easily and safely.  
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5&6 Nov	Fellding	A&P Show (Manawatu)

Cost estimate \$100k+GST/annum



## Appendix 1 – Summary from each club

### *Flemington*

“ Our club met in the school hall on a Monday lunchtime — after the children had eaten, allowing for 45 minutes. We met each week in term 2 and 3 with a couple of extra sessions in term 4 as a lead in to our science club trip — so based on a ten week term about 21 sessions.

Initially we had unlimited entry for our students — wanting to provide them all with the opportunity to partake. Out of around 80 school children we had over 50 children turn up to the first sessions. Their age range was from 5 to 12 years. A few changed their minds and stopped attending, but we still had well over 40 children of all ages and only 3 parents to run the club.

The activities require hands on involvement which is a big part of the appeal for the children, however we found that the younger children needed one on one hands on help or supervision from us which meant we had no time to interact with the older children, or question them about their observations or experiences. We came away feeling a bit frustrated.

} Issue



We decided to exclude the two junior classrooms from science club — comprising of year 1,2 and some 3s. We didn't want them to miss out though, so chose some of the most suitable activities for their age and class sizes and took them for an hour session in the classroom with their teachers fortnightly for a term.

With the younger children out of the science club at lunchtimes, we found the children could work independently and we could move around and have discussions with them as we wished.

In addressing the above problem, we had thought about putting them in groups with seniors and juniors, but as parents we have heard from their past experiences of this that the seniors wanted to work at their own speed without 'babysitting' and the juniors wanted to work at their own speed, with time to figure out their own observations and answers to questions.

As an example of this problem, in one of our early sessions with the UV beads, I had a mixed age group around the table and a poster of questions about which items may block the UV light (when they had discovered that it was UV light) and they needed to go and investigate. The seniors came up with the answers so quickly that the little children couldn't keep up, and my 5 year old daughter came away thinking that her beads only changed colour when she sang happy birthday to them, she had no idea it was related to sunlight at all and had missed all of the testing procedures!

We found all of the activities very successful, well planned and thought through. Which was crucial as it was a voluntary club in their lunchtime. The activities needed to be good enough to keep them engaged and stimulated. We added a few activities of our own — particularly for when trying to cope with the large numbers and mixed age groups in the beginning. We did chemical reactions with coloured vinegar and baking soda, swirling milk patterns with detergent, made a rubber egg, and made 'plastic' using hot milk and vinegar. We also added a session on making their own catapults in term 4 before our trip. We had decided to use our club money for a science club trip as an end of year finale and to thank the children for their attendance and enthusiasm. We went to a museum owned and run by local enthusiast Lex Severensen, who has an amazing fossil, moa and dinosaur bone collection, a large collection of



taxidermied animals from around the world and a collection of hand built firing mechanisms going back to roman times, which the children could see in action and interact with.

Problems we encountered were not having enough supplies for our number of children. We often had to purchase extra items before a session. And one not very successful activity that springs to mind was the colour mixing and piping into bubble wrap. It was partly a material fault, and that we hadn't pretested. The bubbles in our large bubble wrap weren't individual, so the colours all ran together and the small bubble wrap was too fiddly for the children to successfully pipette the colours in. We also didn't have nearly enough pipettes, so there was some waiting around.

Our highlight was probably the catapult session, they each made their own very efficient catapult using iceblock sticks, rubber bands and a hot glue gun. They had a model to follow, or they could watch a clip on youtube or come up with their own design, work out how to improve their firing power, alter their trajectory etc. And the club trip was a great finale.

Other particularly good sessions were spud guns, paper helicopters, magnets and expanding spheres.

We have had positive feedback from parents and children about the science club and the increase in interest in science as a result. The feedback has also been from the children that they love the hands on aspect of it and that they can be messy which isn't so easy in the classroom. I think that not being weighed down with theory is great at this primary school age, they are engaged and interested and asking questions, and the theories are there if they are interested, or that may come later.

I also think as parents running it, it was a little daunting at first, but our confidence with experience increased and how we run the sessions would keep improving with practice. It was a commitment though and we wouldn't have wanted to take it for longer than two terms."

Kate Dearden



### *Otane*

“Initially we started with a whole school slot on Wednesdays just before lunch. This was to help engage students in Science and involved all of the students and staff (including or teacher aides and administrator).

Once we had a core group of students interested we began having our Science Club on Wednesday lunchtimes. This was run by myself (Principal release in senior room) and the junior room teacher, with the help of our teacher aid.

We met every week during term one, two and every 2nd week during term three. Term four was a little more challenging due to staff changes, with myself taking on another teaching role at a different school and now having left Otane School.

We averaged 15 students (most of the senior room and a few year 3 and 4 students)

The plan is for me to volunteer my time once a week for afterschool Science Club in conjunction with other skills based electives that will be running next year.

We used the supplied activities and also extended some — for example having a guest science teacher in and making “elephant toothpaste” with hydrogen peroxide. We developed some bag experiments and delved into exothermic and

endothermic reactions. We made ice-cream with salt and ice and also went (ice fishing" — string on ice cubes and sprinkled with salt. This allowed us to discuss melting points, freezing temperatures etc...

With the crystal growing activity — we experimented with other crystals — salt, sugar and Epsom salts. We also grew crystals on coal and inside pingpong balls — our own mini geodes!

The highlight was how engaged the students were and their excitement every Wednesday. They enjoyed the majority of the activities and could transfer the knowledge from one activity to another. For example making connections with gas formed in reactions to observations of carbon dioxide bubbles with dancing raisins.

The things that didn't go so well — lack of parental or community help meant that if I wasn't driving it then there wasn't anyone else to fill the gap. It was a major disappointment that we couldn't be involved with the A&P showcase. This is an area to work on further.

Being Involved in the Science Club initiative this year has meant that we challenged ourselves to try new things and has enabled us to give our students something a little different that they would normally not have been exposed to — perhaps as teachers we might have had barriers on how to 'do' Science in a meaningful way but now we have more confidence to do so. Thank you for enabling us to be part of this journey."

Kind regards,

Kath Keir  
Otane School and now Tikokino School

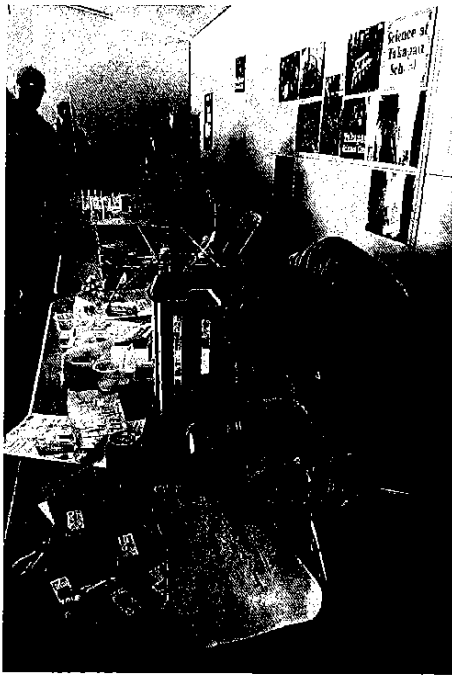
### *St. Josephs*

“ Science Club met at 4:10pm on Fridays. Attendance started around 10. We had about 8 regulars from a roll under 100, including an older boy from the school who came to pick up his sister and stayed for the science, then just keep coming back. Initially we started every week but due to work commitments I had to cancel a few meetings in Term 3 and only ran 3 in Term 4. We advertised several times for a parent who could run it at lunchtimes but had no takers. The students have suggested weekends or holidays would be better, in discussion with the acting Principal we decided operating a holiday programme might be better for people to access. The students spontaneously asked me and the Principal if I could come back next year. We also had a look at a Newton's cradle, made and tested a huge variety of paper planes as one of the boys was very interested in this, tested a kindergarten sandpit for salt in its' sand using techniques we'd learnt, looking at dye absorption by daffodils and explored vibration using a balloon bassoon. The highlight for me was the children checking each week on ongoing activities to see what was happening to them, the crystal, the expanding spheres, the gel from nappies, the children often added their own touch like dye into the gel.

We also had cross pollination happening with ideas we tried being tried at the local kindergarten we got some of our ideas from, and hope at some stage to do visits."

David Berry (Leader)





### Takapau

“ Science at Takapau School went a little differently to the club scenario.

All teachers expressed a wish to be involved and we started off the week with a “This week’s Science Activity is....” discussed at our weekly staff meeting.

Five classes were involved and we have had teachers, students and parents buzzing with excitement over the week’s science activity.

The end of Term 3 was a little hectic to fit in our science activities as we went into school production mode.

We are running this school wide and don’t seem to have a parent who will commit to a weekly session.

Our junior school is now taking on a few of the senior pupils to help with junior science afternoons.

Our year seven and eight class created other activities, i.e. smoke bombs and they went to visit a local person who has a collection of real life mangonels.

Our school expo was a highlight and we have all enjoyed giving science a higher priority this year and we are looking forward to next year’s activities.

The afternoons where we met up with the other leaders and went over the term’s activities was in our case more useful than watching YouTube. It was great to have extra dollars to spend on supporting science. Thank you.”

Dawn Meredith (Leader)

### Ongaonga

“ The initial interest was high, therefore we decided that we would ask for applications. We hoped to get 20 – 19 applications were received, all accepted. The age range was from 5 years to 12 years.

Setting the time was challenging as many after school activities are offered. We decided on Thursday during the lunch hour each week. This removed clashes.

Term 2 saw the sessions begin.

Highlights...

The kids were excited by the first few sessions.

Particularly, when we took the fingerprinting activity and set up a mock crime scene to be investigated. This turned into three sessions. The children had to offer evidence to back up statements. The whole school was excited and interested in what was going on!

Enthusiasm wavered as the term drew to an end.

Term 3...we replaced the science club sessions (many of the same children were involved) with a Robotics session in preparation for the annual FFL Lego Competition that we were



taking a team to. This is the 3rd year our school has entered.

Term 4...the looming A & P Show Expo was the focus to our club activities. The children were focused and this gave the science activities a purpose. The children had to be the experts on the day.

We organised a trip to the Napier Planetarium. It is interesting that few of the children had been there. It also worked in nicely with one of the senior classes studying space this term. Unfortunately, we did not get time to talk about space before we went, but organised a star gazing evening (BBQ dinner provided) for the week following. This, of course is weather dependent.

Conclusions...

The activities generally require very little expense, just forward thinking. Our school is also very well resourced for science and has been for a long time.

A lunchtime session is too short to get really scientific.

Careful selection of provided activities encourages enthusiasm. Extension over more weeks is also beneficial.

Next year, we want more parental help...the lunchtime session did not suit our interested parents."



### *Sherwood*

“ Sherwood School Science Club has been running from the beginning of term 2 through to mid-way Term 4 on Wednesday lunchtimes (12.40 to 1.25pm). The intention was to run the club weekly, this happened other than when there were other conflicting school events. For example, sports days, trips or the production was on. So we met over this time 16 times. We met most times in the classroom of the teacher. At first we used a spare classroom, but this was difficult to clean up when we needed to be back in the actual classroom at 1.30pm.

The club was run by one teacher at the school and a teacher aide. Both had children that participated in the club.

The club averaged around 22 students per session, ranging from year one (5 years) to year 8 (12/13 year olds). We usually tried to work in twos or threes in mixed age and ability groups. Older students were expected to guide the younger students, but also encouraged to do their own investigations once the younger students were up and running. The young students knew who their group leader was and could refer back to them at any time. We found the smaller the groups were best for the children really getting stuck in but sometimes resources did not permit this. That is there were perhaps 4 in a group and this was not ideal.

We did a combination of our own and the given challenges/activities.

Club – highlight – seeing the excitement of the children when using 'scientific equipment' such as safety glasses, beakers, test-tubes, pipettes. They said this was like real science."

Fi Tyler (Leader)



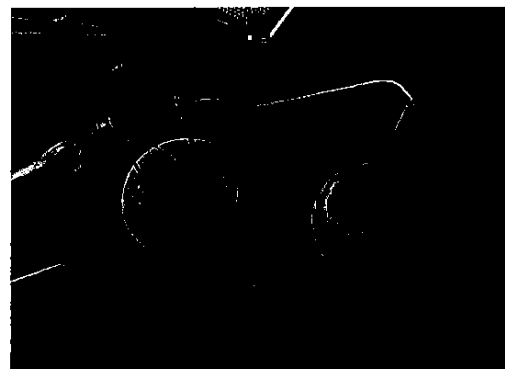
### *Waipawa*

“ Our Science Club has been coordinated by me as the parent (a scientist) had to return to work and became unavailable to help – consequently, we pushed Science in our elective program this year on Friday mornings for 2 hrs when possible and this happened in my classroom, Room 1. We met about five to six times each term and catered for an average of 22 students. Older students were used in a tuakana teina programme where they assisted junior students with not only the hands-on experimentation but also with the development of their understanding of the concepts involved.

We also incorporated some Steve Spangler experiments involving air pressure and transfer of energy. The highlight for me this year was seeing the middle school students soaking up the learning like sponges and the look of surprise, realisation and understanding on their faces as they modified experiments and gained unexpected results AND the CHB show exhibit which allowed my students to show off their learning.

The only negative is the time constraints in fitting Science into our school program on a regular basis."

Bruce Perry  
Leader



### *Pukehou*

“The Pukehou School Science Club meets every Wednesday lunch time in the school hall, although there were times when this conflicted with school trips/activities, or because I was unable to make due to family/work commitments.

Student numbers varied from 6 to 25 depending on the day and activity on offer. The students with the most interest and attendance were from the more junior section of the school, with the year 7-8 students concentrating on friendships during their lunchbreak.

We did a couple of experiments that were not from the Roadshow. Old fashioned cup & string phones which the kids really enjoyed. They worked out that touching the string made a noise in the cups and many non-science club kids were engaged by the science club kids in the playground to have a go. We also did a experiment with yeast/sugar/water in a balloon topped bottle. This came about after the whole school had (unfortunately!) walked past a very dead bloated sheep in a paddock. There were a lot of questions about the bloated state and I felt a demonstration of gases produced through respiration would help their understanding.

The highlight would be 'magic trick' day; where the kids had a go at pulling paper out from under objects and the coin stack. There were many very engaged children which was the highlight for me!"

Rachel Coburn (Leader)



## Appendix 2 – List of activities supplied

### *Intro Activities (done school-wide before club launch) Term 1:*

UV beads  
Smell sensory collection  
Circular-winged gliders  
Spud guns  
Seed collection  
Coloured spinners

### *Term 2*

Spinners  
Seed dispersal by spinning flight  
Fingerprinting 1  
Fingerprinting 2  
Invisible ink  
Chromatography  
Straw atomiser  
Magnetic hover  
Garden bird survey

### *Term 3*

Food colouring spectrum  
Growing crystals  
Crazy towers and bridges  
Amazing nappy polymer  
Expanding spheres  
Let's balance  
Balancing objects  
Balancing tricks

### *Term 4*

Germinating seeds  
Inertia tricks 1  
Inertia tricks 2  
Inertia tricks 3  
Baking soda volcano  
Goldenrod paper



**Margaret Millard**

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**From:** Anna Hansen - Hansen Bate Limited <ACH@hansenbate.co.nz>  
**Sent:** Tuesday, 17 November, 2015 2:12 p.m.  
**To:** Margaret Millard (millard@manawatu.gen.nz)  
**Subject:** Science Clubs

Hi Margaret – I went to the CHB A&P Show on Saturday morning to have a look at the Science clubs and was very pleased I went – a much better understanding of what they are doing.

There are 8 schools involved (1 of the original 9 dropped out – I'd be interested to know why) and 7 of them were at the Show. They each had a display with kids and parents / leaders there with experiments for visitors to have a go at. The big trailer it was in was supplied by the Roadshow and was chocka with people for the hour I was there and showed no signs of visitors dropping off.

I talked with some of the kids and three of the leaders without identifying myself – just really quizzing them on what science clubs was all about and then I introduced myself to Ian Kennedy and had a good chat with him.

He made the point that the science clubs are working quite differently to what they first thought – has been a real learning curve. Each club is run differently, mostly depending on who the leader is – one is run by a passionate teacher during school time, another by three parents during a lunch time, and another on a Friday afternoon after school. This after school one says attendance varies from 2 – 20 kids depending on what is happening. One year 6 girl attends this one, her brother (yr 8) had to come one week because Mum could pick him up – he couldn't believe what they were doing and asked if he was allowed to come – now a regular attender.

The clubs meet at different frequencies – some weekly, some two weekly. Additionally, all the clubs get together once a term for a combined session.

Ian's team supplies the experiments for them to use – they get a new pack each month I think. They started with training the volunteers in person and have moved to trialling support and training through skype and phone contact. Interestingly, (I asked about this) the teachers in the schools have then taken what the clubs are doing and expanded it into the wider classroom – feeling more confident about including the science in the classroom. Two schools had never been to the science roadshow – they now have this as a compulsory part of the school year. Also, two teachers have enrolled in specialised science training – Ian believes this wouldn't have happened without the science club initiative.

He thinks this will be a scalable operation – they are considering how they will monitor / support club leaders as this carries on.

I asked him about funding – I did check with him that we had funded this initiative – there was no ECCT acknowledgment or signage at all which I thought wasn't good – the community should know who has funded this – I guess we will also have to challenge them about how they would roll this out bigger if we weren't the sole funder.

Certainly there was a buzz about the science – it looked great fun and the kids thought science was 'cool' – will be very interested to see their report – he inferred that we would expect a report in the new year (as they want to keep it going next year and will want to start in term 1, I am guessing they need to make sure they get on to this?)

I'm sure I have forgotten lots, but hopefully this gives you a bit of info on what I observed – welcome to use / amend this for a report to the board if you want

See you next week

Anna



**Margaret Millard**

**From:** Ian Kennedy <ian@roadshow.org>  
**Sent:** Tuesday, 17 November, 2015 1:15 p.m.  
**To:** Dame Margaret Millard; Jonathan Bell  
**Subject:** Science Club Pilot - quick update

Hi Margaret and Jonathan

As I am sure Anna Hansen will be able to attest, we had a very successful and engaging interactive display at the Central Hawkes Bay A&P Show on Saturday. The presentations from the clubs and the enthusiasm of the students was compelling not to mention that of the Leaders and others who also ensured the smooth running of their displays. For many it was a long but excellent day!

If you follow this link <https://drive.google.com/open?id=0B8rtd1Ld5IleSTY2dXZCc3dYY3c> you will find some photos I took over the course of the day.

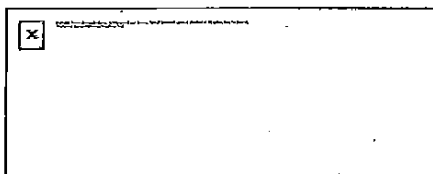
Given the site we were on (foot traffic wise) the visitor numbers were good and the Science Passport also went well - we "issued" 387 passports and had 121 returned (31%). The six businesses involved enjoyed their role and two have already expressed an interest in doing this again... One even came up with two additional prizes for us to give out on the day. The prizes were drawn by Mayor Peter Butler.

The Science Club pilot has engendered a lot of enthusiasm for hands-on science with students in all these schools. Furthermore we believe it can be scaled to be an effective region wide opportunity for all schools.

A summative report will be sent to ECCT shortly.

Kind regards Ian

**IAN KENNEDY**  
 Director



The National Science-Technology Roadshow Trust  
 Unit 84, 33 Kaitiaki Road  
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 Wellington

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**The  
NATIONAL SCIENCE - TECHNOLOGY ROADSHOW  
TRUST BOARD**

**FINANCIAL STATEMENTS  
for the 12 months ended  
31 December 2014**

**MISSION STATEMENT**

To provide and promote positive science, innovation and technology learning experiences to the young people of Aotearoa, New Zealand.

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## DIRECTORY

**The Trustees:** Professor Philip Butler  
Mr Chris Le Cren  
Associate Professor Richard Hartshorn  
Mr Anthony Briscoe  
Ms Sue Leslie  
Ms Carolyn English

**Director:** Mr Ian Kennedy

**Bank:** Westpac

**Solicitor:** Shieff Angland

**Auditor:** Ainger Tomlin Audit

**Address:** P O Box 12662  
Wellington 6144  
  
Unit 5C  
K'Rd Complex  
33 Kaiwharawhara Rd  
Wellington 6035.  
Phone: (04) 499-7865  
Fax: (04) 499-7194

**Charities Number:** CC24725

**STATEMENT OF FINANCIAL PERFORMANCE**  
**For the year ended 31 December 2014**

	Note	Year ended 31-Dec-14 Actual \$	Current Period Budget \$	Year ended 31-Dec-13 Actual \$
<b>INCOME</b>				
Sponsorship		103,299	103,017	351,000
Entrance fees		319,132	300,458	293,256
Commissions		46,517	43,500	13,247
Grants	2	38,600	60,300	39,929
Interest received		19,355	15,000	23,664
Exhibit hire		308,426	255,999	240,685
Other income		12,310	8,197	9,856
		<u>847,639</u>	<u>786,471</u>	<u>971,637</u>
<b>EXPENDITURE</b>				
Staff & personnel	3	569,117	571,340	558,166
On the road expenses	4	278,996	366,523	224,261
Marketing		16,744	16,353	10,093
Administration	5	95,436	102,195	85,363
Occupancy		25,149	25,154	24,360
Depreciation	6	113,458	128,996	176,193
Loss on disposal of equipment		<u>1,636</u>	<u>-</u>	<u>-</u>
		<u>1,100,536</u>	<u>1,210,561</u>	<u>1,078,436</u>
<b>NET SURPLUS / (DEFICIT)</b>		<u>(\$252,897)</u>	<u>(\$424,090)</u>	<u>(\$106,799)</u>

*This statement is to be read in conjunction with the Notes to the Financial Statements*



**STATEMENT OF MOVEMENTS IN EQUITY****For the year ended 31 December 2014**

Note	Year ended 31-Dec-14 Actual \$	Current Period Budget \$	Year ended 31-Dec-13 Actual \$
Equity at the start of the period	\$921,175	\$921,175	\$1,027,974
Net surplus / (deficit) for the period	(252,897)	(424,090)	(106,799)
Total recognised revenues and expenses for the period	(252,897)	(424,090)	(106,799)
Equity at the end of the period	\$668,278	\$497,085	\$921,175

*This statement is to be read in conjunction with the Notes to the Financial Statements*



**STATEMENT OF FINANCIAL POSITION**

As at 31 December 2014

	Note	Current Period \$	Previous Period
<b>EQUITY</b>		<u>\$668,278</u>	<u>\$921,175</u>
Represented by			
<b>Current Assets</b>			
Cash and deposits at bank	7	422,736	638,680
Amounts owing to the Trust		11,010	28,021
Prepayments		64,187	15,548
GST receivable		<u>264</u>	<u>-</u>
		498,197	682,249
<b>Current Liabilities</b>			
Amounts owing by the Trust		104,972	120,010
GST payable		-	3,677
Income in advance		30,200	43,183
Finance lease	9	<u>-</u>	<u>2,270</u>
		135,172	169,140
<b>Working capital</b>		363,025	513,109
<b>Non-current Assets</b>			
Property, Plant and Equipment	8	305,253	408,066
<b>Non-current Liabilities</b>			
Finance leases	9	<u>-</u>	<u>-</u>
<b>NET ASSETS</b>		<u>\$668,278</u>	<u>\$921,175</u>

For and on behalf of the Trustees:

Trustee R.M. [Signature]Trustee P.H. [Signature]Date 14 April 2015Date 14-4-15

This statement is to be read in conjunction with the Notes to the Financial Statements



**STATEMENT OF CASH FLOWS****For the year ended 31 December 2014**

	Note	Year ended 31-Dec-14 \$	Year ended 31-Dec-13 \$
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Cash was provided from:</b>			
Receipts from customers		831,901	805,505
Interest received		19,766	32,202
		<u>851,667</u>	<u>837,707</u>
<b>Cash was applied to:</b>			
Payments to suppliers and employees		1,053,060	883,783
		<u>1,053,060</u>	<u>883,783</u>
<b>Net cash inflow from operating activities</b>	10	<u>(201,393)</u>	<u>(46,076)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
<b>Cash was provided from:</b>			
Sale of fixed assets		-	-
		<u>-</u>	<u>-</u>
<b>Cash was applied to:</b>			
Purchase of fixed assets		12,282	42,808
		<u>12,282</u>	<u>42,808</u>
<b>Net cash outflow from investing activities</b>		<u>(12,282)</u>	<u>(42,808)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
<b>Cash was provided from:</b>			
Finance lease		-	-
		<u>-</u>	<u>-</u>
<b>Cash was applied to:</b>			
Finance lease payments		2,269	3,077
		<u>2,269</u>	<u>3,077</u>
<b>Net cash outflow from financing activities</b>		<u>(2,269)</u>	<u>(3,077)</u>
<b>Net increase (decrease) in cash held</b>		<u>(215,944)</u>	<u>(91,961)</u>
<b>Add cash at start of period</b>		<u>638,680</u>	<u>730,641</u>
<b>BALANCE AT END OF PERIOD</b>	7	<u>\$422,736</u>	<u>\$638,680</u>

*This statement is to be read in conjunction with the Notes to the Financial Statements*





**STATEMENT OF UNCOMMITTED FUNDS**

At balance date the Trust had the following uncommitted funds

	Current Period \$
Total current assets	498,197
less total current liabilities	135,172
<b>Net working funds</b>	<u>363,025</u>
less:	
Current programmes	200,000
New programmes	30,000
Vehicle replacement	170,000
<b>Uncommitted Funds</b>	<u><u>(\$36,975)</u></u>

*This statement is to be read in conjunction with the Notes to the Financial Statements*



**NOTES TO THE FINANCIAL STATEMENTS****1. STATEMENT OF ACCOUNTING POLICIES****Reporting Entity**

The financial statements are for the reporting entity, National Science-Technology Roadshow Trust Board.

The financial statements have been prepared in accordance with generally accepted accounting practices in New Zealand.

**General Accounting Policies**

The following general accounting policies have been adopted in the preparation of these financial statements:

- i) The measurement base adopted is that of historical cost, except where otherwise stated.
- ii) Accrual accounting is used to match costs of services and revenue.
- iii) Reliance is placed on the fact that sufficient funds are or will be available to allow the Trust to continue as a going concern.

**Particular Accounting Policies****a Amounts owing to the Trust**

Amounts owing to the Trust are stated at estimated realisable value.

**b Fixed Assets**

Fixed assets comprise all Trust owned assets whose useful economic lives are in excess of one year. Fixed assets are stated at cost and depreciated over their estimated useful lives.

**c Depreciation**

Depreciable assets are written down to nil residual value over the following estimated useful lives.

	<b>Years</b>
Buildings	50
Computers	3-4
Exhibits	1.5-3
Furniture & fittings	10
Motor vehicles	4
Plant & equipment	3

**d Goods and Service Tax**

These financial statements have been prepared on a Goods and Service Tax exclusive basis and any tax due or owing at balance date is shown in the Statement of Financial Position.

**e Financial Instruments**

All financial instruments are recognised in the Statement of Financial Position. The National Science-Technology Roadshow Trust Board has not entered into any off-balance sheet instruments. All financial instruments, including cash, bank and accounts payable are recognised at cost.

**f Credit Risk**

Financial Instruments which potentially subject the National Science-Technology Roadshow Trust Board to credit risk, principally consist of bank balances. The risk is minimal.

**g Revenue**

Revenue is recognised when the service has been provided or when the conditions of the grant or sponsorship agreement have been complied with.

**Changes in accounting policies**

There have been no changes in accounting policies. All policies have been applied on a basis consistent with those used in previous years.



**NOTES TO THE FINANCIAL STATEMENTS****2. GRANT INCOME**

Grant income received in the year consists of \$55,300 from Todd Foundation and \$5,000 from Eastern and Central Community Trust. Of the \$55,300 received from Todd Foundation, \$33,600 has been recognised as being spent in 2014 and the remaining \$21,700 carried forward as Income in advance.

**3. STAFF & PERSONNEL**

	Year ended 31-Dec-14 Actual \$	Current Period Budget \$	Year ended 31-Dec-13 Actual \$
Staff & personnel expenditure comprises:			
Permanent staff salaries	559,017	562,340	549,603
Contract staff	6,682	2,000	529
Staff recruitment	-	2,000	727
Staff training	1,003	2,000	4,462
ACC levy	2,415	3,000	2,845
	<u>\$569,117</u>	<u>\$571,340</u>	<u>\$558,166</u>

**4. ON THE ROAD EXPENSES**

On the Road expenses comprise:

	Year ended 31-Dec-14 Actual \$	Current Period Budget \$	Year ended 31-Dec-13 Actual \$
Accommodation	55,339	61,564	48,284
Meals	37,419	36,440	29,058
Consumables	4,210	4,008	2,664
Context boards	1,619	5,000	4,229
Demonstrations	9,404	9,996	5,237
Designer	54,632	92,000	-
Equipment	3,135	3,796	2,156
Exhibit maintenance	7,447	30,000	15,041
Exhibit refurbishment	8,328	20,000	9,712
Exhibit transport expenses	46,149	35,797	42,439
General expense	21	-	48
Gifts	-	-	30
Launch	-	-	16,113
Public show - explainers	2,971	3,800	3,108
Resource development	1,585	2,400	114
Resource printing	4,906	6,100	5,524
Special events	176	9,000	11,754
Staff travel	29,991	31,922	28,675
Tools	61	700	62
Utilities	-	500	-
Venue hire and workshops	11,603	13,500	13
	<u>\$278,996</u>	<u>\$366,523</u>	<u>\$224,261</u>

**NOTES TO THE FINANCIAL STATEMENTS****5. ADMINISTRATION**

Administration expenditure comprises:

	Year ended 31-Dec-14 Actual \$	Current Period Budget \$	Year ended 31-Dec-13 Actual \$
Accounts servicing	7,049	6,965	9,929
Advertising	-	-	1,092
Advisory Board	46	5,004	-
Audit	4,000	4,000	3,700
Bank fee	312	650	360
Brand awareness	8,322	996	1,247
Cleaning	308	400	-
Evaluation	1,040	1,146	1,203
Gifts	114	140	329
IT support	453	1,000	-
Insurance	46,322	45,629	46,732
Legal fees	-	1,000	-
Memberships	1,271	1,500	1,380
Office equipment	1,216	1,000	921
Office incidentals	290	700	269
Office Software	2,509	3,000	2,652
Photocopying	999	3,429	714
Postage	2,092	2,142	1,606
Representation	5,681	10,000	4,390
Stationery	1,287	2,300	3,133
Telephone/fax	7,220	6,194	4,207
Trust	4,905	5,000	1,499
	<u>\$95,436</u>	<u>\$102,195</u>	<u>\$85,363</u>

**6. DEPRECIATION**

Depreciation charge comprises:

	Year ended 31-Dec-14 Actual \$	Current Period Budget \$	Year ended 31-Dec-13 Actual \$
Buildings	3,094	2,265	3,094
Electronic Equipment	3,000	4,585	6,263
Exhibits	54,596	79,270	108,273
Furniture and fittings	10,065	7,457	10,185
Motor vehicles	36,808	28,811	39,353
Plant and equipment	5,895	6,608	9,025
	<u>\$113,458</u>	<u>\$128,996</u>	<u>\$176,193</u>



## NOTES TO THE FINANCIAL STATEMENTS

## 7. CASH AND DEPOSITS AT BANK

	Current Period Actual \$	Previous Period Actual \$
Current accounts/cash	162,085	219,799
Current deposits	260,651	418,881
	<u>\$422,736</u>	<u>\$638,680</u>

Deposits comprise:

Reference	Interest Rate	\$	\$
Heartland Bank 5202	4.15%	-	45,060
Heartland Bank 5200	4.00%	-	50,000
Heartland Bank 0024	4.10%	-	51,045
Heartland Bank 0025	4.60%	158,546	151,682
Heartland Bank 0000	4.65%	102,105	121,094
Current		<u>260,651</u>	<u>418,881</u>

## 8. PROPERTY, PLANT AND EQUIPMENT

This Year	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	39,000	-	39,000
Buildings	154,701	31,303	123,398
Electronic Equipment	22,649	19,301	3,348
Exhibits	1,113,242	1,099,075	14,167
Furniture and fittings	109,576	61,865	47,711
Motor vehicles	942,876	866,738	76,138
Plant and equipment	55,840	54,349	1,491
	<u>\$2,437,884</u>	<u>\$2,132,631</u>	<u>\$305,253</u>

Previous Period	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	39,000	-	39,000
Buildings	154,701	28,209	126,492
Electronic Equipment	162,389	155,436	6,953
Exhibits	1,918,027	1,860,515	57,512
Furniture and fittings	112,032	54,256	57,776
Motor vehicles	1,013,391	900,445	112,946
Plant and equipment	112,808	105,421	7,387
	<u>\$3,512,348</u>	<u>\$3,104,282</u>	<u>\$408,066</u>





**NOTES TO THE FINANCIAL STATEMENTS****9. FINANCE LEASE**

	Current Period \$	Previous Period \$
<b>Leasing Solutions Ltd</b>		
Payable not later than one year	-	2,392
Payable later than one year, but not later than two years	-	-
Payable later than two years, but not later than five years	-	-
Total Lease Payments	-	2,392
Less Interest Component	-	122
Total Loans	-	2,270
Less current portion	-	2,270
Non-current portion	-	-

Secured over photocopier included within Electronic Equipment in note 8.  
The finance rate is 11.86%.

**10. CASH FLOWS RECONCILIATION (Indirect method)**

	Year ended 31-Dec-14 \$	Year ended 31-Dec-13 \$
<b>Reported surplus</b>	(252,897)	(106,799)
<b>Add non-cash items</b>		
Depreciation	113,458	176,193
Loss on Disposal	1,636	-
	115,094	176,193
	(\$137,803)	\$69,394
<b>Add movements in working capital items</b>		
Decrease (Increase) in amounts owing to the trust	(31,628)	(15,525)
Increase (Decrease) in amounts owing by the Trust	(15,038)	31,462
(Decrease) Increase in income in advance	(12,983)	(118,317)
(Decrease) Increase in GST payable	(3,941)	(13,090)
	(63,590)	(115,470)
<b>Net cash inflow from operating activities</b>	(\$201,393)	(\$46,076)



**NOTES TO THE FINANCIAL STATEMENTS****11. CONTINGENT LIABILITIES**

There are no contingent liabilities at balance date. 31 December 2013, Nil

**12. CAPITAL COMMITMENTS**

There were no capital commitments at balance date. 31 December 2013, Nil

**13. RELATED PARTY TRANSACTIONS**

There were no related party transactions during 2014.  
31 December 2013, Nil

**14. TAXATION**

The Trust has charitable status, and therefore no income tax is payable.

**15. ROADSHOW ENTERPRISES LTD**

The National Science Technology Roadshow Trust has established Roadshow Enterprises Ltd and holds 100% of the shares.



## INDEPENDENT AUDITOR'S REPORT

### To the Beneficiaries of National Science Technology Roadshow Trust

We have audited the financial statements of National Science Technology Roadshow Trust on pages 3 to 13, which comprise the Statement of Financial Position as at 31 December 2014, Statement of Financial Performance, Statement of Cash flows, Statement of Uncommitted Funds, and the Statement of Movements in Equity for the year then ended, and a summary of significant accounting policies and other explanatory information.

#### *Trust Board Responsibility for the Financial Statements*

The Trust Board is responsible for the preparation and fair presentation of these financial statements in accordance with generally accepted accounting practice in New Zealand and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

#### *Auditor's Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing (New Zealand).

Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Other than in our capacity as auditor we have no relationship with, or interests in, National Science Technology Roadshow Trust.

#### *Opinion*

In our opinion the financial statements on pages 3 to 13 present fairly, in all material respects, the financial position of National Science Technology Roadshow Trust as at 31 December 2014, and its financial performance and cash flows for the year then ended in accordance with generally accepted accounting practice in New Zealand.

  
**AINGER TOMLIN AUDIT**  
Christchurch  
14 April 2015



<b>Report type:</b>	Special Programmes Committee Decision Papers
<b>Recommendation:</b>	The SPC considers the recommendations from staff for future engagement with the Regional Sports Trusts and a recommendation for funding of \$340,000 for the 2016/17 year.
<b>Agenda Item:</b>	<b>4</b>
<b>Subject:</b>	Regional Sports Trusts
<b>Responsible for the report:</b>	General Manager

<b>Purpose of report:</b>	To provide information to the SPC on future engagement levels with the RST's and a recommendation for funding.
---------------------------	--

Jonathan Bell  
General Manager  
April 2016

## DISCUSSION PAPER

**To:** Special Programmes Committee

**From:** Jonathan Bell, General Manager

**Date:** 18 April 2016

**Re:** **Regional Sports Trusts – funding and engagement 2016/17**

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### Purpose

1. This memo proposes donations amounts to RST for 2016/17 and an engagement plan for the Regional Sports Trusts for the next 2 years for Special Programmes Committee discussion.

### Background

2. In March 2015, the SPC agreed a new approach for managing Regional Sports Trusts donations from 2015/16. This approach reduced compliance and provided RSTs with more flexibility to respond to community needs.
3. A Memorandum of Understanding between ECCT, RSTs, and Sport NZ was signed in August 2015 and new outcomes funding processes developed to implement this (e.g. donations agreements, reporting templates, meeting documents, etc). Under this process, RSTs can work on any project that fits with the agreed Focus Areas and then report back on the difference their work has made. The Focus Areas will be in place until 2020.
4. Feedback on the new process from RST has been very positive. The outcomes focus and high-trust approach is appreciated and they would like their other funders to adopt similar models. The reduced reporting and streamlined approach is appreciated.
5. There have been a number of issues identified which we believe the proposed engagement plan will address, in particular;
  1. What levels of engagement are now appropriate between the RST's and ECCT,
  2. What content/information is now appropriate in specific meetings, and
  3. Time commitments for both ECCT and RST staff, and Board members

### 2016/17 Funding Arrangements

6. RST's would like the outcomes based funding model introduced in 2015/16 to be continued. This means that RST's apply for operational funding, and will deliver the outcomes identified in the MOU (see Attachment 1).
7. Funding amounts recommendations are to be discussed by the Special Programmes Committee Meeting in April 2016 and approved at the May 2016 Board meeting. In the last three years ECCT has provided the following donations to RSTs:

RST	Amount (\$)			
	2012/13	2013/14	2015/16	TOTAL
Sport Hawke's Bay (ops)	94,800	101,120	106,120	302,040
Sport Manawatu (ops)	94,800	101,120	106,120	302,040
Sport Wairarapa (ops)	52,800	56,320	61,320	170,440
Sport Gisborne (ops)	57,600	61,440	66,440	185,480
Sport on the Move Crackerjacks	30,000	30,000		60,000
			15,000	15,000
<b>TOTAL</b>	<b>330,000</b>	<b>350,000</b>	<b>355,000</b>	<b>1,035,000</b>

8. It is recommended that ECCT continue with similar funding arrangements (amounts, outcomes, model, etc.).

### RST Engagement 2016-2018

9. There seems to be emerging, different levels of engagement between the RST's and ECCT at an operational and Governance level. We would recommend the following levels of engagement.
  1. Annual meeting/workshop with ECCT and RST staff to discuss and explore other opportunities in working together. This meeting/workshop is seen as adding value to both organisations and the agendas are more often than not developed and agreed to by the RST staff.
  2. Annual meeting with RST CEO's and Special Programmes Committee to review the year, accept annual reports and have a strategic discussion on future issues which may impact on the RST's and ECCT funding.
  3. Annual meeting with ECCT Board and the Boards of the respective RST's when ECCT holds its APM in a region. For example, the APM in Gisborne in August provides an opportunity for the Chair and CEO of Sport Gisborne/Tairāwhiti to present their vision of the future and identify any opportunities/issues at a more strategic level.

### Next Steps

10. Timeframes and responsibilities for the engagement work are:

When	What	Who
April 2016	Funding recommendations for RSTs agreed.	SPC
May 2016	RST donations for the 2016/17 financial year approved	Board
30 Jun 2016	2015/16 Services completed / donations spent	
1 Jul 2016	2016/17 Services start / donations begin	
Aug 2016	Gisborne APM Meeting – strategic discussion	SGT Board, ECCT Board
19 Aug 2016	Annual Reports from RST's due with ECCT	RSTs
22 Sep 2016	Annual Report Meeting – strategic discussion	SPC, RST's
Oct 2016	Meeting/ Workshops – operational meetings	RST staff, ECCT staff
March 2017	MOU Focus Areas Reviewed & Confirmed	SPC/Board
April 2017	2017/18 Funding recommendations for RST agreed	SPC
May 2017	2017/18 RST Donations approved	Board
30 Jun 2017	2016/17 Services completed / donations spent	

### Recommendations

It is recommended that members of the Special Programmes Committee:

*See paragraph*

1. **agree** to recommend to the Board that \$340,000 be provided to the Regional Sports Trusts for operating costs in 2016/17. 10, 11
2. **note** that 2016/17 funding model for Regional Sports Trusts will continue as in previous year. 6,8
3. **agree** the approach for engaging with the Regional Sports Trusts from 2016-2017 and the timeframes for implementing this. 9,10

## Work Areas 2016-2020

Areas that we agreed to collectively focus on in our Memorandum of Understanding across the next five years are: Capability and Capacity, Youth, and Sports Leadership.

<i>Goal</i>	Strong Sport and Recreation Sector		
<i>Focus Areas</i>	<b>Capability &amp; Capacity</b>	<b>Youth</b>	<b>Sport Leadership</b>
<i>What we want to see</i>	<p>Strong and thriving sport and recreation organisations.</p> <p>Quality sport and recreation delivery that meets the needs of participants.</p>	<p>Sport and recreation approaches that are child and young person-focused.</p>	<p>RSTs are involved in decisions and projects affecting sport and recreation.</p> <p>RSTs are sharing knowledge and insights with each other and their communities to improve sport and recreation in their regions.</p>

Formal Indicators for focus areas have not been developed yet. Things that have been identified as important included:

1. **Capability & Capacity:** Sound business practices in place; recruitment & retention of quality volunteers, coaches, staff; satisfied participants; quality, participant focused programmes; good sports delivery; engaged & connected clubs; learning cultures; collaborations & partnerships.
2. **Youth:** Youth-centred approaches; participation & satisfaction rates; quality youth-focused programmes; right-development pathways; learning, development, and enjoyment focus; quality competitions; soft skills development (e.g. confidence, enjoyment, resilience, team-work); social connections; engaged young people e.g. 'buzz'; inclusive practices including supportive clubs, schools, & communities.
3. **Sport Leadership:** influence, collaborations, and insights; best-practice knowledge development & transfer; a better connected sports sector; RSTs & organisations participating and having a voice in local decision making; community & local knowledge; partnerships, resource sharing, shared services, & joined up approaches.

<b>Report type:</b>	Special Programmes Committee Decision Papers
<b>Recommendation:</b>	The SPC considers and confirms the Summer Reading Programme Application.
<b>Agenda Item:</b>	5
<b>Subject:</b>	Summer Reading Programme
<b>Responsible for the report:</b>	General Manager

<b>Purpose of report:</b>	To provide information and the application for funding for the Summer Reading Programme to the SPC .
---------------------------	--

Jonathan Bell  
General Manager  
April 2016

## **Donation Evaluation**

**Organisation Name:** Summer Reading Programme

**Geographic Location:** Regional

**Request No:** 25001

**Applicant No:** 4847

**Sector:** Community Wellbeing

**Application Type:** Education Initiatives

**Tax Status:** Tax-exempt (charity)

**Legal Status:** Not a legal entity

### **Principal Officers/Personnel/Trustees**

**Contact:** Sue Fargher  
**Address:** Waipawa Library  
 P O Box 127  
 WAIPAWA 4240

**Chairperson:**  
**Secretary:**  
**Treasurer:** Brian Tremewan  
**Secretary/Treasurer:**

### **Aim of Organisation**

To increase, encourage and stimulate children to enjoy reading.

<b># of Staff:</b>	0	<b># of Volunteers:</b>	6
<b># of Members:</b>	28	<b>Established:</b>	01/01/1998
<b># of Beneficiaries:</b>	10230		

### **Current Application**

#### **Project Description**

ECREAD'N is a cooperative of public libraries of the ECCT region that collectively develop and deliver community reading and literacy programmes to children of all ages, ethnicity and cultures.

#### **Project Costs**

<b>Description</b>	<b>Total Amount</b>	<b>Other Funding</b>	<b>Requested</b>	<b>Recommended</b>
Programmes - Reading programmes	\$246,582	\$3,000	\$243,582	\$226,000.00

#### **Project Income**

<b>Other Funder</b>	<b>Amount</b>	<b>Decision Date</b>	<b>Confirmed</b>
	\$		

#### **Shortfall Raising Description**

--

#### **Previous Funding**

<b>Year</b>	<b>Application type</b>	<b>Amount</b>	<b>Project</b>
2010		\$185,000	E C Read'n programme for 2010
2008		\$220,000	E.C.READ'N programme for 2008
2009		\$180,000	Summer Reading Programme
2011		\$212,000	EC Read'n programme for 2011
2007		\$200,000	reading programmes

**Financial Position**

Financial Year:			
<b>Revenue</b>		<b>Term Assets</b>	
Total Income	\$252,832		\$
<b>Total</b>	<b>\$252,832</b>	<b>Total</b>	<b>\$0</b>
<b>Expenses</b>		<b>Current Assets</b>	
Total Expenses	\$229,404		\$
<b>Total</b>	<b>\$229,404</b>	<b>Total</b>	<b>\$0</b>
		<b>Term Liabilities</b>	
			\$
		<b>Total</b>	<b>\$0</b>
		<b>Current Liabilities</b>	
			\$
		<b>Total</b>	<b>\$0</b>
<b>Net Income:</b>	<b>\$23,428</b>	<b>Net Assets:</b>	<b>\$0</b>

**Tagged Funds**

Description	Amount
	\$

**Notes:** The organisation made a surplus in 2016. This is a first for the organisation. Key reason for this is that under ECCT's Board's direction the organisation scraped the College age reading programme which saved them \$11k. Other costs were saved by making cuts in areas of spending including library decorations for the programme. The organisation was also able to secure incentive prizes from a supplier at a significant discount to previous years. The organisation has listened to ECCT's request for providing the accounts in a format more in line with NZICA standards.

**Accounts prepared by:** Reviewed by Suitably Qualified Person

**Comments and Analysis**

**Advisor:** Neil Attapattu

**Policy:** Meets Policy

**Project Background**

To provide reading programmes in the 28 libraries in the ECCT region and thus benefit the children, families and whanau of this area. The programme is designed to be accessible to all children beyond the walls of the library. Reading gives children the skills to realize their potential to grow and meet the demands of the modern world.

**Project Management**

The programme is run by a committee of librarians headed by Sue Fargher (Central Hawkes Bay District Librarian). The committee is responsible for the content and resources of the programme. This is undertaken largely as an extra curricular activity. It is financially managed by the Central Hawke's Bay District Council. Other councils support the programme by releasing staff for it and/or hiring additional support when the programme is running. The programmes delivered are of a high calibre and all libraries have access to the Te Reo Maori option of the programme. The greatest challenge for the committee is that participation numbers are increasing and funding is limited. Sue and her team are conscientious of their budget and strive to find ways to cut costs. Under the influence of ECCT's SPC, the group have cut their Read X programme for secondary schools. The assessor has discussed options of getting corporate sponsorship and other forms of funding with Sue at length. Sue advises that she has not had the time to pursue this however she has engaged retired ECCT staff member Bev Watkins to assist her with this. There has been a level of discontent between the EC Read'n committee and senior staff of Hastings and Napier Libraries. These staff recently met with ECCT's GM to air their concerns. Jonathan will report verbally on that meeting.

**Community Needs and Benefits**

This programme was reviewed by Quigley and Watts (Q&W) in March 2014. "It was found to be of high quality and high value to participants and key stakeholders. It is based on sound evidence and is making an important contribution to the educational potential and wellbeing of children. The programme also has wider positive impacts on social cohesion and the wellbeing of families and communities." The report also states "It is an excellent example of cross sector collaboration benefiting children who may otherwise be disadvantaged educationally. The Programme has many benefits beyond meeting its stated objectives including building life skills, resilience and confidence in young people. The focus of the Programme on equity is seen in its reach, which is to be commended as this is often not actualised in community



programmes." In a later section, the report mentions that the programme "appears to reach families most likely to benefit, i.e. Maori, rural, low decile." The EC Read'n committee continue to look at exploring ways to reach children in the hard to reach communities. Some libraries have experimented with running mobile libraries in low decile areas while others have experimented with taking the programme to sports clubs. In general demand for the programme is growing. Last Year in our region, the Summer Reading Programme had 3884 children enrol (slight drop from 3921 in 2014) with 82% complete the programme. Winter Warmers saw 5713 enrol (up from 4879 in 2014) enrol and 86% complete the programme. iRead (Intermediate Age) saw 634 enrol (up from 615 in 2014) and 77% complete the programme.

#### **General Comments**

It is clear this programme is effective. Based on the Q&W report it is meeting and exceeding the 4 key objectives originally set by ECCT. That said there are questions on whether it can better reach those children who need it most. The EC Read'n committee continues to work with libraries to explore ways of targeting these children. There appears to be a simmering level of discontent between some library staff and the EC Read'n committee. This will need to be monitored. ECCT has a good level of trust and confidence in the current committee and in particular its chair. That said many members have been on the committee for a long period and some fresh ideas may be welcomed. Recommendation made to provide continued support to similar level as last year minus the \$23.4k surplus the organisation made last year.

#### **Recommended Amount**

\$226,000 for Summer Reading programmes 2016

#### **Subject to Conditions**

-



# ANNUAL REPORT

2015-2016



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## MISSION STATEMENT

The committee are committed to producing a library reading programme with appeal to New Zealand children irrespective of their ethnicity, with a focus on family involvement and encouraging literacy. The aim of the programme is to be fun for all involved, suitable for all library situations and delivered free of charge.

1997

# WELCOME

During 2015-2016, E.C.READ'N has continued to reach out to the wider Eastern and Central Community to provide a number of reading programmes to the children of our region.

## Origins

As we approach our 20th anniversary we are reminded how the aims of the first programme are still relevant today

- To interest, encourage and stimulate children to have fun and enjoy reading.
- To increase reading skills in the widest sense, including communication, creativity and to develop self-esteem.
- To encourage caregivers to become involved with their children's reading at home – one of the most powerful tools for creating life-long learners.
- To encourage children to become regular library users by fostering positive relationships between families, public libraries and librarians.

Over the last 19 years, 103,696 children have enrolled in E.C.READ'N reading programmes.

## Growth

In 2015-2016 we enrolled 10,231 children in our programmes, a 277% increase from our first year and a 5% increase from the previous year. The growth of all of our programmes comes from the strengthened relationships between schools and public libraries, as a result of the Winter Warmers programme. Over half of participating libraries actively partner with schools to deliver this programme.

## Change

This year was a significant year of change for the committee and our region's libraries. During the year long time Committee member Jennie Hogan, from Feilding Library, retired from the Committee. We would like to thank her for her contributions to E.C.READ'N. The Committee have taken the next step in future proofing the programmes by having all the programme material available on the website for librarians. In order to keep the costs of the programme sustainable, the Committee made several changes to budgets, including the discontinuing of ReadX, a third storyteller for Summer Reading and a bonus incentive.

## Challenges

As the core aspect of the programmes, book rewards continue to increase in price, due to the changing publishing world. The committee was fortunate to secure incentives at a reduced price this year; however we cannot guarantee this annually. It has also been difficult to find new storytellers to tour amongst our libraries.

The committee have highlighted aspects of this year's programmes throughout this report and are looking forward to delivering our 20th Summer Reading Programme.

## COMMITTEE

**Sue Fargher** Convenor  
**Kylee Bellamy**  
**Penny Griffin**  
**Jane Horsham**  
**Mya Roberston**  
**Jeremy Langley** Seconded

Central Hawke's Bay  
 Central Hawke's Bay  
 Featherston  
 Masterton  
 Hastings  
 Independent





## THIS SUMMER SAW OUR REGION GETTING CARRIED AWAY WITH BOOKS

This year's theme featured hot air balloons, parachutes, kites and everything else up in the clouds. This theme inspired some fantastic library decorations, craft and games sessions and finale celebrations. The artwork was again produced by graphic artist Thomas Nieuwenhuis with all printed material supplied by Printcraft, Masterton. Mainfreight continue to ship all our incentives and printed material for free.

### INCENTIVES



Book bag, Frisbee, Noughts & Crosses, Sistema® Drink Bottle pictured with Reading Folder



**91%**  
COMPLETED AT LEAST  
1 REPORT-IN



### REPORTING IN

The reporting-in session is a partnership between caregivers, children and Librarians. Librarians view this as the essence of the programme. It offers a one to one interaction between the Librarian and the child, sharing valuable time talking about their books, building confidence and relationships. Children are required to report-in four times to complete the programme. At each report-in they are rewarded with an incentive.

<sup>1</sup> Calculation based on report-in time averaging 5 minutes per child.





# 100%

COMPLETION RATE FOR TE REO MAORI PARTICIPANTS



## TE REO MAORI

Translation of the programme is completed for the Committee by the New Zealand Translation Centre. This is used in all our printed material to encourage the use of Te Reo. Although the programme is offered to all participating libraries only a small number of libraries take up the option<sup>2</sup>. Many have difficulty in achieving their enrolment numbers and there are not many libraries with library staff fluent in Te Reo. The programme is offered in schools that have immersion and bi-lingual classes.



Zappo the magician

## ENTERTAINERS

### ZAPPO THE MAGICIAN

Zappo tailored a unique show that combined this year's theme, a passion for reading and his own magic tricks. His show was well received in all the libraries by children, parents and the librarians.

### RHUBARB

Mary Kippenberger and Peter Charlton-Jones brought music and stories to libraries across the region. Their shows were both entertaining and educational.

“ Thank you so much for investing in this worthwhile programme for our little ones. There is not a lot else going on for our youngsters in the holidays, in these smaller towns in NZ. This is a very positive programme. ”

– Parent, Taradale

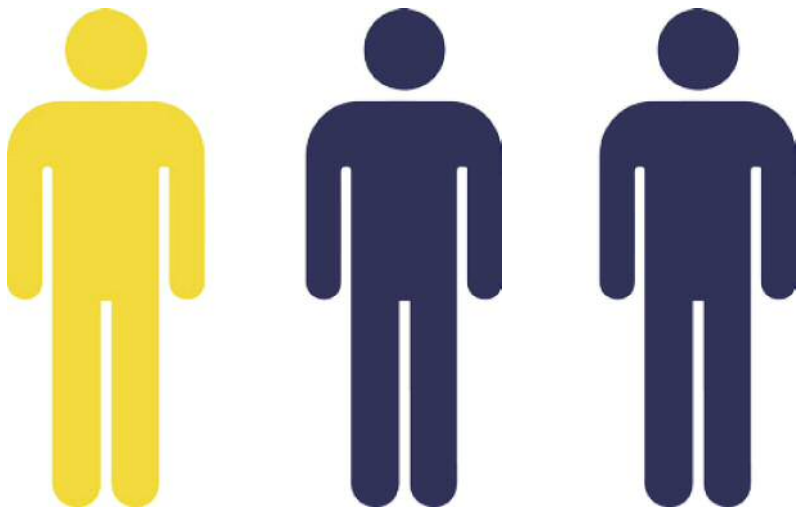


# SUMMARY STATISTICS

## SUMMER READING

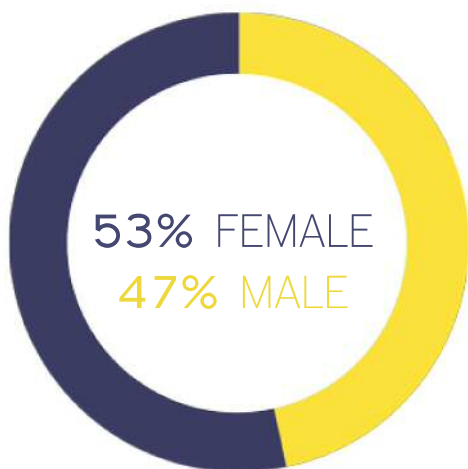
3884

CHILDREN ENROLLED ACROSS THE REGION

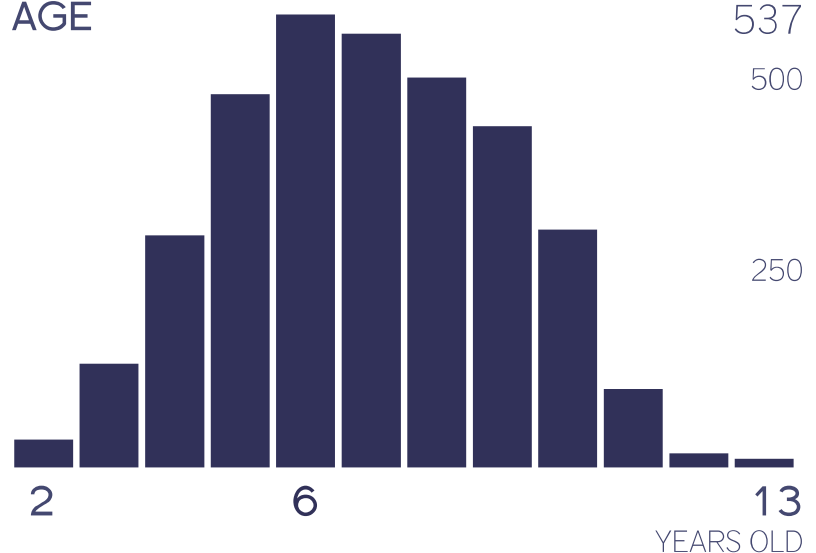


1 IN 3

CHILDREN WERE **NEW**  
TO THE PROGRAMME



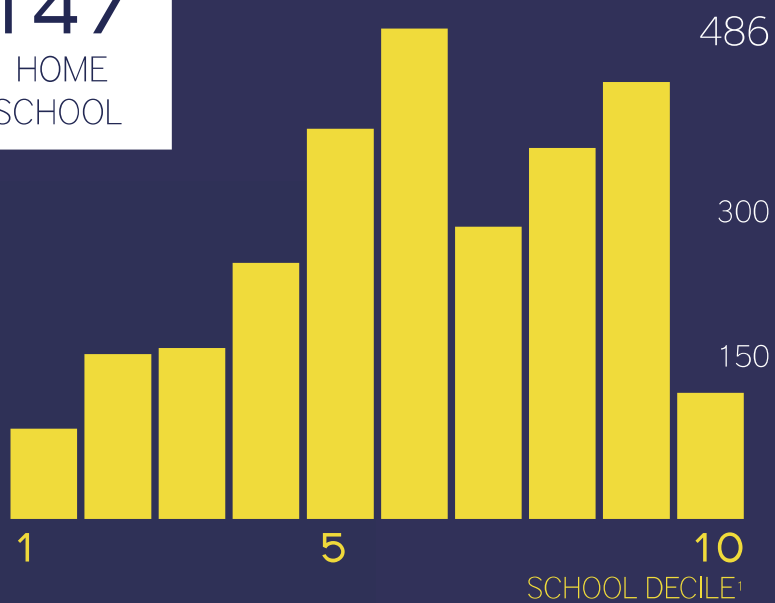
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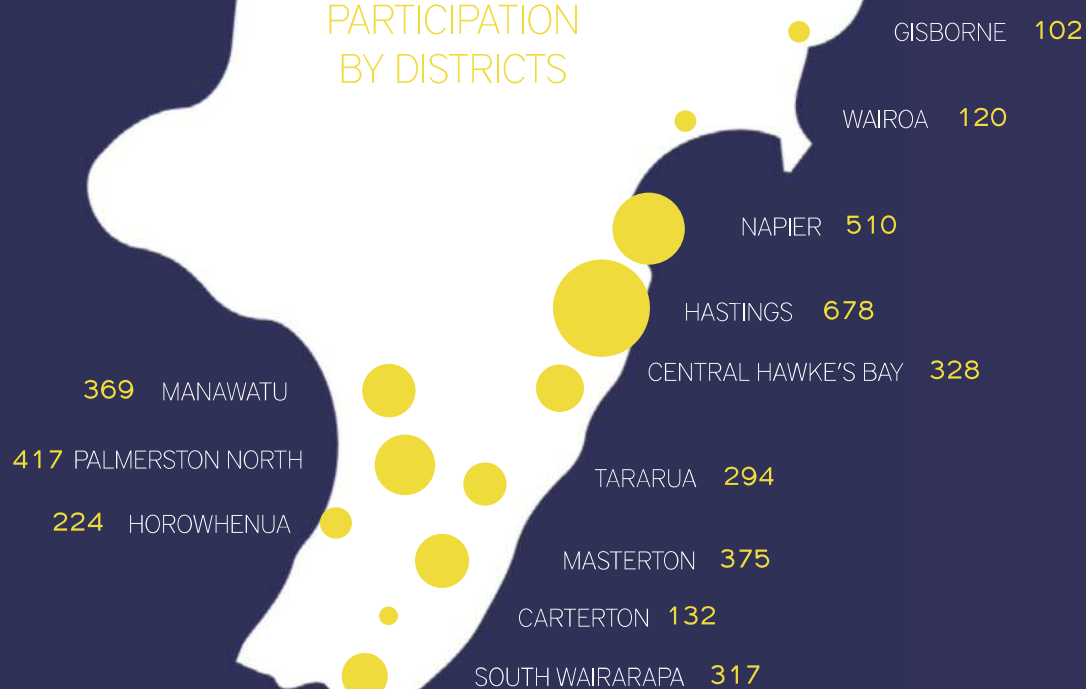
438

PRESCHOOL

147

HOME  
SCHOOL

### PARTICIPATION BY DISTRICTS





\$29

COST PER CHILD



92%

OF PARENTS SAID THE PROGRAMME HAD  
HELPED THEIR CHILD'S READING SKILLS<sup>1</sup>

“ Such a neat idea, thanks for providing the resources for this. Great way to get our rural kids out and about. Great for encouraging younger readers to be passionate about books. ”

-Parent, Martinborough

<sup>1</sup> Calculations based on evaluation forms received from parents with children participating in the programme.



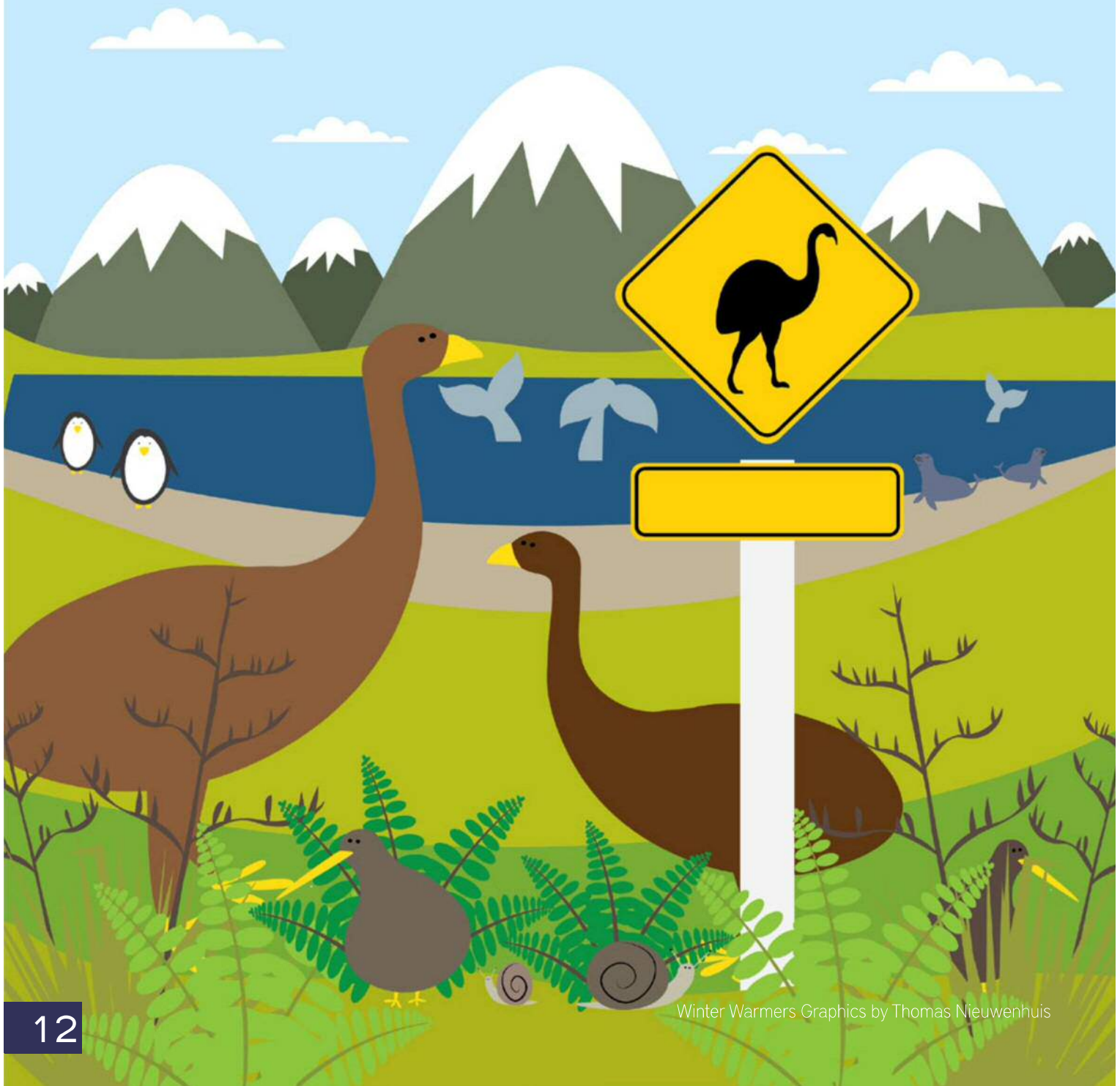
“...we read every night, the reading programme seemed to take reading to another level! Having to report to the library, made the process more interesting and involved. I have to say the whole programme worked; reading, reporting, rewards and entertainment. Our son enjoyed the whole process... The reading programme was a fantastic reading incentive during the holidays. I believe it is truly worthwhile and it has encouraged my son to become even more involved in his reading. Plus the reporting process has helped him gain understanding and confidence to share his book knowledge with other people. Fantastic initiative. Thank you very much.”

– Parent, Dannevirke





# WINTER WARMERS



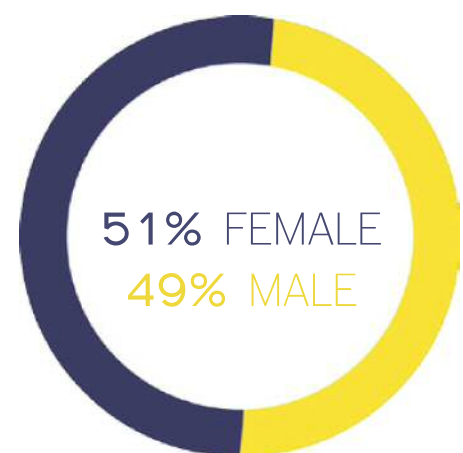
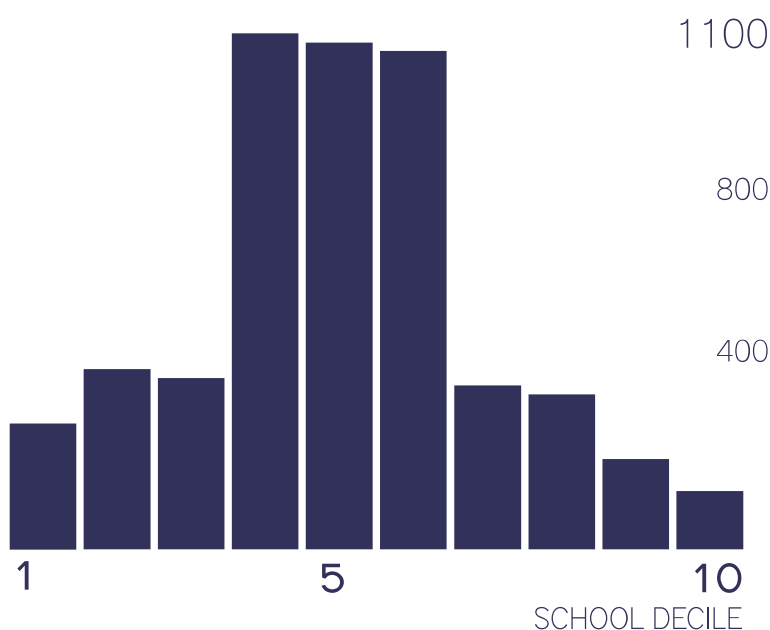
## A JOURNEY AROUND NEW ZEALAND TO FIND THE LONG LOST MOA

Winter Warmers involves an imaginary geographical trip around New Zealand where children receive a sticker at each location on the map. After reading five books children receive a book prize at the end of the journey. This winter's theme featured native New Zealand birds and animals, bringing natural New Zealand into libraries across the region.

This year's enrollments surpassed our target. Winter Warmers has built strong connections between libraries and schools. The programme runs for two weeks before the winter holidays, includes the holidays and continues for two weeks into the new term. Teachers often use Winter Warmers as part of their literacy programme.

# 5713

CHILDREN ENROLLED ACROSS THE REGION







# IREAD

634

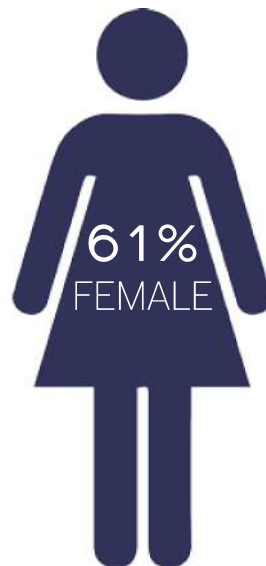
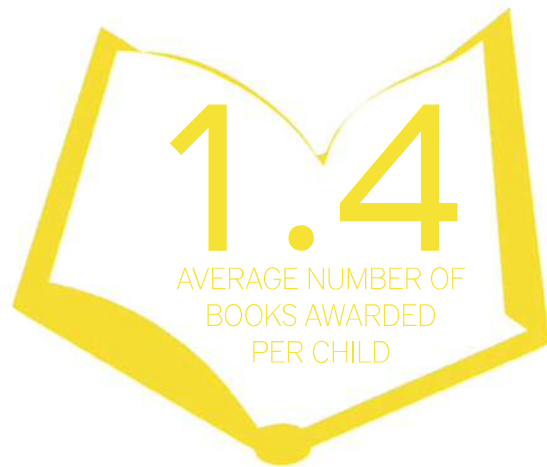
CHILDREN ENROLLED ACROSS THE REGION

77%

COMPLETION RATE

435

BOOKS AWARDED



The iRead programme for year 7 and 8 children creates a different relationship between the participant and the library. As this age group gains a level of reading independence they rely on discussions with librarians to extend their reading interests. The students read and review books in a reading journal and for every three reviews they are rewarded with a selection of new release books to choose from. Many libraries offer activities during the programme.



# MARKETING

The E.C.READ'N Programmes are recognised and valued throughout New Zealand. Funding derived through the marketing of the programmes allows us to offer professional development to Children's Librarians in the form of a Conference. For many of our E.C.READ'N Libraries it is the only professional development they receive. We believe this development helps the librarians run better programmes and benefits the children of the region.

## INNOVATION '16

Innovation '16 as with previous conferences will be achieved by using funding from on-selling the programme to Marketing Libraries and not funded from our ECCT grant. Innovation '16 will be held in Palmerston North as a central location for all libraries. There has been a lot of interest from an array of speakers and participating librarians. The Committee are busy organising for September 2016. After a very successful conference in 2015 it will be a hard act to follow.

## WEBSITE

The Committee have taken the next step in future proofing the programmes by having all the materials available on our website. [www.libraryread.co.nz](http://www.libraryread.co.nz). Librarians have successfully transitioned to the new delivery of the programme and this has simplified processes for the Committee and the Librarians. This is an on-going process in a changing world.

[www.libraryread.co.nz](http://www.libraryread.co.nz)



Storyteller audience





# SPONSORSHIP

Additional sponsorship is an integral part of delivering the programme in our libraries. Many costs are willingly absorbed by Councils and this reflects the value they place on the programmes. Councils provide additional staff over and above permanent and casual staffing. For many libraries being able to employ staff members for the summer is pivotal to a successful programme. The support from Mainfreight New Zealand is invaluable, generous support in a specialist area and fits in with their strong belief in supporting literacy.

## \$55,872

EQUIVALENT AMOUNT OF  
ADDITIONAL SPONSORSHIP  
RECEIVED ACROSS  
THE REGION

LIBRARY	GOODS / SERVICE	SUPPLIER / SPONSOR	AMOUNT
Central Hawke's Bay District	Employment	CHB District Council	\$5,605.00
Featherston	Books	Ross Miller Books	\$300.00
	Beach Balls	Batavion Rubber	\$20.00
	Employment	South Wairarapa District Council	\$13,000
Napier	Employment	Napier District Council	\$14,400.00
	Finale Food	New World	\$228.77
Carterton	Venue Hire	Carterton District Council	\$60.00
Masterton	Finale Food	Breadcraft	\$30.00
	Entertainer	Wairarapa Building Society	\$347.83
	Employment	Masterton District Council	\$17,000.00
Dannevirke	Finale	Primark	\$80.00
	Books	Wheelers	\$150.00
	Books	Ross Miller Books	\$150.00
Regional	Shipping	Mainfreight	\$4500.00
			\$55,871.60



In response to a request from the Eastern & Central Community Trustees, we have sought more information on the cost of running the summer reading programme in libraries. We asked all libraries to provide an estimate of additional costs incurred while running the programme. These costs are absorbed by their respective district councils. The information we received was predominantly for printing, photocopying and paper.

LIBRARY	GOODS	AMOUNT
Carterton	Printing	\$79.65
Central Hawke's Bay District <sup>2</sup>	Printing & Paper	\$410.00
Dannevirke	Printing & Paper	\$275.75
	Postage	\$13.50
Eketahuna	Printing & Paper	\$66.45
Gisborne	Printing & Paper	\$100.00
	Venue Hire	\$200.00
Linton	Printing & Paper	\$35.00
Masterton District	Printing & Paper	\$1880.00
	Travel	\$18.00
Napier District	Printing & Paper	\$341.13
	Travel	\$39.13
Roslyn	Printing & Paper	\$7.00
Shannon	Printing & Paper	\$269.80
Te Takere	Printing & Paper	\$804.60
	Postage	\$12.80
Woodville	Printing & Paper	\$45.05
		<b>\$4,657.86</b>

What this information doesn't show is the cost of staffing the programme in each library. This is a reflection of the value councils place on the programme in their communities. The time involved in running a successful programme is considered an important part of the annual calendar with some libraries employing extra staff over this time.



In addition to sponsorship and individual costs to Libraries, Central Hawke's Bay District Libraries have been able to look into their contribution further in terms of overheads and staffing. We hope this gives some insight into the true costs of running the programme.

### Central Hawke's Bay District Libraries facilitation of Summer Reading Programme

An estimate of costs based on the previous financial year's activities

CONTRIBUTION	AMOUNT
Overheads (9.2% of \$565,076)	\$51,986.00
Staffing (9.2% of 10,400 FTE hours)	\$21,120.00
<b>TOTAL</b>	<b>\$73,106.00</b>

<sup>1</sup> Based on information from individual libraries, not all libraries provided this information.

<sup>2</sup> Travel not included as mileage was not recorded. All schools in the district were visited at least once.

# BUDGET

PROPOSED	15/16	16/17
Administration & Accounting fee	7,700	7,700
Committee Expenses	8,000	7,000
Communication	5,000	4,000
Te Reo Translation	400	300
Website	600	800
	\$21,700	\$19,800

## SUMMER READING PROGRAMME

Books	30,000	35,000
Cash Distribution	28,000	28,000
Incentives	48,000	40,000
Entertainers	12,500	12,500
Graphics	5,000	5,000
Printing	4,000	5,000
Te Reo Distribution	1,700	1,500
	\$129,200	\$127,000

## WINTER WARMERS PROGRAMME

Cash Distribution	11,790
Entertainer	6,000
Incentives	20,000
Books	38,000
Graphics	1,300
Printing	3,290
	<hr/>
	\$72,345
	\$80,380

## IREAD PROGRAMME

Cash distribution	7,800
Books	8,000
Graphics	1,500
Printing	2,102
	<hr/>
	\$20,000
	\$19,402

## READX PROGRAMME<sup>1</sup>

	\$11,500	\$0
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<b>TOTAL</b>	<b>\$254,745</b>	<b>\$246,582</b>
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<sup>1</sup> Programme discontinued.



The E.CREAD'N Committee is pleased to present our proposed budget for 2016–2017. As requested, we have included the previous year's budget, to assist in highlighting changes. For the 2016–2017 budget we have broken down the costs into the elements for the three programmes, to provide a more comprehensive overview of the budget. Continuing our review of aspects of the programmes, the Committee is delighted to produce a budget decrease while allowing for programme growth.



## CONCLUSION

As we approach 20 years of E.C.READ'N, we celebrate the growth in numbers of programmes and children participating. 20 years ago, the Summer Reading Programme cost \$39 per child; the committee is pleased to report that the cost 20 years later is now at \$29, while still delivering on our original goals. However the work that the programmes do for our eastern and central region communities is priceless. We thank you on behalf of the families and children of these communities.

# APPENDIX I

# STATISTICS

## I. HISTORY OF SUMMER READING PROGRAMME

YEAR	PROGRAMME	ENROLMENT	COMPLETION
1997/98	Sail into Summer Reading	2712	73.3%
1998/99	Go! Tramp into Reading	3146	81.9%
1999/00	Read it! 2000	3413	83.5%
2000/01	Reading is a Picnic	3584	87.7%
2001/02	The Great Book Hunt	3615	85.6%
2002/03	Hook a Book	3640	86.9%
2003/04	Jurassic Joyride	3822	87.5%
2004/05	Books Ahoy!	3807	88.2%
2005/06	Reading is Fantastic!	3821	88.9%
2006/07	Don't Monkey Around - Read!	3730	90.4%
2007/08	Rocket into Reading	3576	88.1%
2008/09	Superheroes Read!	3873	85.9%
2009/10	Dive into Books	3669	86.6%
2010/11	The Big Bush Read	3672	87.9%
2011/12	Be a Legend - Read!	3593	88.0%
2012/13	The Great Book Mystery	3841	86.0%
2013/14	The Summer Beach Read	3761	84.0%
2014/15	Summer - Camping - Reading	3921	83.0%
2015/16	Get Carried Away with Books	3884	82.0%
		69,080	86%

69,080

CHILDREN ENROLLED  
SINCE 1997

86%

AVERAGE  
COMPLETION RATE  
SINCE 1997

## II. HISTORY OF WINTER WARMERS PROGRAMME

YEAR	ENROLMENT	COMPLETION
2008	1043	74%
2009	1332	71%
2010	1495	86%
2011	2493	87%
2012	3462	91%
2013	4308	79%
2014	4879	88%
2015	5713	86%
24,725		83%

## III. HISTORY OF IREAD PROGRAMME

YEAR	ENROLMENT	COMPLETION
2011/12	555	81%
2012/13	630	80%
2013/14	602	79%
2014/15	615	80%
2015/16	634	77%
	3036	79%

## IV. TARGET NUMBERS

LIBRARY	WINTER WARMERS		IREAD		SUMMER READING	
	2015	2016	15/16	16/17	15/16	16/17
Ashhurst	-	-	10	10	70	70
Awapuni	30	0	-	-	30	30
Carterton	60	65	17	17	145	130
Dannevirke	865	750	60	60	170	170
Eketahuna	80	70	5	5	30	30
Featherston	340	340	20	20	110	120
Feilding	1700	1700	100	60	300	300
Foxton	90	50	-	-	50	50
Greytown	40	40	-	-	110	100
Hastings District <sup>1</sup>	395	750	87	115	630	900
HB Williams Memorial	50	50	20	40	120	120
Linton	25	25	-	-	20	20
Martinborough	60	80	10	8	100	100
Masterton	150	150	45	30	375	375
Napier	70	60	25	35	290	290
Pahiatua	240	225	20	20	70	70
Palmerston North	30	50	70	80	300	300
Roslyn	30	30	-	-	50	70
Shannon	20	20	10	10	50	40
Taradale	70	70	30	35	220	220
Te Pātikitiki	0	30	-	-	30	30
Te Takere	105	100	20	20	150	150
Waipawa	420	450	30	30	225	200
Waipukurau	420	450	30	30	225	200
Wairoa	175	175	0	15	130	130
Woodville	100	165	10	10	40	40
	5565	5895	619	650	4040	4255

## V. TE REO TARGET NUMBERS

LIBRARY	TE REO TARGETS	
	15/16	16/17
Hastings	10	10
HB Williams	10	10
Masterton	25	20
Waipawa	15	15
Waipukurau	15	15
Wairoa	10	10
	85	80

<sup>1</sup> Hastings District includes Hastings, Flaxmere & Havelock North Libraries in their targets; this data was previously provided separately.



# SUMMER READING

## I. ENROLMENTS

LIBRARY	2		3		4		5		6		7		8		9		10		11		12		13		T	E	C	%	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F							
Ashhurst					3	5	5	3	6	7	9	3	7	7	2	6	3	4		1					70	75	71	95%	
Awapuni			1				3	2	2	8	1	2	4	2	1	4	3	2							30	37	35	95%	
Carterton	1			1	6	7	6	6	11	11	7	9	4	6	3	3	2	5	3	1					145	132	92	70%	
Dannevirke	1	4	5	13	3	5	7	10	6	11	9	13	6	13	15	6	6	7	1	1					170	170	142	84%	
Eketahuna			1			2	1	1	1	2		1	3	3	2	2	1	1							30	27	21	78%	
Featherston	1	1	4	2	7	9	5	5	7	8	11	9	5	5	10	8	1		2			1			110	110	101	92%	
Feilding			13	6	19	14	20	22	13	23	26	23	12	14	16	21	6	15	2	1					300	294	266	90%	
Flaxmere						1	3	2	4	7	15	15	18	14	8	6	2	3	2	1		2	1		90	117	104	89%	
Foxton			2	1	1	1	3	1	2	1	2	3	3	3	2	4	1	4	3			1			50	50	38	76%	
Greytown		1	3	2	3	4	6	6	4	4	4	10	5	3	2	3	2	4	2	1		1	1		110	107	71	66%	
Hastings			1	2	12	14	20	21	33	21	26	18	23	28	10	14	14	9	6	4		1			400	421	277	66%	
Havelock North					6	9	13	5	12	13	6	10	15	3	8	9	5	8	1	5					140	140	128	91%	
HB Williams Memorial				2	3	1	7	4	8	4	6	4	6	2	1	6									120	102	54	53%	
Linton						1		1		2	1	2	1			1		1							20	18	10	56%	
Martinborough	2	1	2	6	3	9	4	8	4	7	5	8	5	3	1	12	3	1	3	4	1				100	100	92	92%	
Masterton	7	4	12	9	14	20	21	20	34	32	18	17	24	16	16	24	11	14	8	7					375	375	328	87%	
Napier				1	8	13	18	19	21	24	19	17	18	23	13	21	19	12	2	1			1			290	290	250	86%
Pahiatua				1	2	2	4	6	4	3	7	7	2	7	5	4		3		2					70	70	59	84%	
Palmerston North					5	5	18	27	18	25	20	23	20	17	19	27	8	29		1					300	276	262	95%	
Roslyn				3	3	3	11	5	5	8	6	5	8	1	5	3	3	1							50	78	70	90%	
Shannon					1		1	3			1						1	3			1				50	24	11	46%	
Taradale				1	4	4	9	14	21	17	19	11	10	22	9	23	11	13	6	6					220	220	200	91%	
Te Pātikitiki						2	4		2	3		1	1	2	1	2	3								30	26	21	81%	
Te Takere			8	3	1	3	3	9	6	11	12	10	4	9	3	11	6	9	2	4					150	150	114	76%	
Waipawa	3	3	2	11	6	4	7	12	12	12	10	12	11	8	5	7	5	3	1	2	1		1		225	187	138	74%	
Waipukurau <sup>1</sup>	2	4	1	3	5	4	6	8	14	18	7	13	8	9	4	9	3	3	3	2					225	141	126	89%	
Wairoa		1	4	5	7	5	9	6	5	1	6	10	5	7	4	2	3	2		2		1			130	120	85	71%	
Woodville		1			3	1	3	1	1	1		3	2	1	1	1	1	1	1	1					40	27	23	85%	
	17	20	59	69	125	148	209	233	256	281	255	260	227	235	162	241	123	159	49	47	34	6	4	1	4040	3884	3189	82%	

## II. REPORT-INS

LIBRARY	E	1	2	3	4	5	6	7	8	9	10
Ashhurst	75	75	71	71	71	45					
Awapuni	37	37	37	35	35	12	10				
Carterton	132	112	99	93	92	55	4	2			
Dannevirke	170	152	147	143	142	54	5	2	2		
Eketahuna	27	23	22	21	21	13	6	1	1		
Featherston	110	109	109	101	101	58	11	5	2	2	
Feilding	294	278	266	266	266	99	6	5	3		
Flaxmere	117	112	110	95	95	20	8				
Foxton	50	40	40	40	38	31	15	10	5	5	4
Greytown	107	87	81	73	71	11					
Hastings	421	365	340	300	277	178	63				
Havelock North	140	138	132	130	128	77	26				
HB Williams Memorial	102	78	71	62	53	29	2				
Linton	18	15	13	10	10	8					
Martinborough	100	95	94	92	92	75	3				
Masterton	375	365	355	337	328	186	21	6	2		
Napier	290	270	260	252	250	94	9	5	3	2	2
Pahiatua	70	63	63	59	59	37					
Palmerston North	276	274	266	262	262	175					
Roslyn	78	76	74	70	70	58	2				
Shannon	24	22	16	13	11	9	1				
Taradale	220	212	208	208	200	145	13	5	2	2	2
Te Pātikitiki	26	21	21	21	21	13					
Te Takere	150	125	122	119	114	70	2				
Waipawa	187	155	142	138	25	7					
Waipukurau	141	130	128	126	126	50	21	14	9	2	1
Wairoa	120	98	95	89	85	43	23	15	9	5	5
Woodville	27	23	23	23	23	17					
	3884	3550	3405	3249	3066	1669	251	70	38	18	14

## III. SCHOOL DECILES

LIBRARY	1	2	3	4	5	6	7	8	9	7	NA
Ashhurst						4	50		12	3	9
Awapuni				1	3					18	3
Carterton					2	76	4	5	14		31
Dannevirke		25	2	48	18		26	7			44
Eketahuna				21							6
Featherston			35		36	1	15				23
Feilding		1	12	34	32	74	3	24	50		64
Flaxmere											
Foxton	1	26	5		8			1			9
Greytown						1		76	8		22
Hastings											
Havelock North						1	39	1	81	2	16
HB Williams Memorial	1	5	13	1	27	3	2	17	12		21
Linton										16	2
Martinborough				9			16	49			26
Masterton		33	17	2	59	111		8	47	2	96
Napier	8		5	37	47	13	60	63	21		36
Pahiatua		1		44	19	1	1				4
Palmerston North			4		15	47		30	79	80	21
Roslyn			9	4		5	26	12	12		10
Shannon	15	1				3				2	3
Taradale		3	5	14		21	36	53	78		10
Te Pātikitiki	2		6		7	1		4			6
Te Takere	1	14	24	21	26	41					23
Waipawa	14	2	2	1	50	68	7	2	1	1	39
Waipukurau		3	26	13	34	15	2	11	13		24
Wairoa	47	41							3		29
Woodville		6	5	2			3	3			8
	89	161	170	252	383	486	290	366	431	124	585

## IV. FIRST TIME ENROLMENTS

LIBRARY	ENROLLED	COMPLETION
Ashhurst	35	94%
Awapuni	19	89%
Carterton	44	50%
Dannevirke	85	70%
Eketahuna	10	90%
Featherston	59	88%
Feilding	-	-
Flaxmere	25	100%
Foxton	50	76%
Greytown	32	46%
Hastings	148	52%
Havelock North	49	91%
HB Williams Memorial	-	-
Linton	13	46%
Martinborough	27	92%
Masterton	45	71%
Napier	102	80%
Pahiatua	27	74%
Palmerston North	115	87%
Roslyn	42	86%
Shannon	-	-
Taradale	70	82%
Te Pātikitiki	2	50%
Te Takere	70	64%
Waipawa	76	59%
Waipukurau	49	81%
Wairoa	72	65%
Woodville	4	100%
	1270	94%

## V. ASSISTANCE RECEIVED

LIBRARY	ENROLLED	COMPLETED
Ashhurst	8	100%
Awapuni	4	75%
Carterton	-	-
Dannevirke	12	100%
Eketahuna	-	-
Featherston	2	100%
Feilding	18	95%
Flaxmere	-	-
Foxton	-	-
Greytown	2	100%
Hastings	-	-
Havelock North	-	-
HB Williams Memorial	-	-
Linton	-	-
Martinborough	6	100%
Masterton	33	67%
Napier	23	96%
Pahiatua	1	100%
Palmerston North	27	89%
Roslyn	8	75%
Shannon	-	-
Taradale	5	80%
Te Pātikitiki	11	100%
Te Takere	-	-
Waipawa	15	90%
Waipukurau	12	92%
Wairoa	-	-
Woodville	-	-
	187	91%

# WINTER WARMERS

## I. ENROLMENTS

LIBRARY	2		3		4		5		6		7		8		9		10		11		12		13							
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	*	T	E	C	%	
Carterton				1	3	1	7		2	3	3	5	1	3	3	5	2	2	1	4		1		1			60	60	48	80%
Dannevirke							59	58	46	42	52	60	41	42	23	13	19	19	16	13	3	14				865	711	520	73%	
Eketahuna										1	4	5	2	10	4		3	2	4	4	1	1				70	68	41	60%	
Featherston			1				21	13	23	21	28	17	27	21	24	21	21	19	22	12	15	25	3	1		340	343	335	98%	
Feilding							81	75	106	101	79	91	114	107	113	109	135	101	145	113	138	121	18	17		1600	1764	1764	100%	
Flaxmere							21	19	21	22		1	1	1	2		1			2	1	3				95	95	95	100%	
Foxton							3	3	1		3	3	6	2	1	1	6	5								90	76	34	45%	
Greytown					1		2		1	1	2	5	2	2	2	3	3	2		1						40	40	27	68%	
Hastings				1	6	1	15	14	19	14	21	24	11	13	9	4	18	13	8	8	5	11	1	3		250	246	219	89%	
Havelock North							6		5	5	5	6	2	3	1	5	3	7		2						50	54	50	93%	
HB Williams			1		1		4	7	1	2	2	1			1	2		1	1							50	43	24	56%	
Martinborough			1	3	3	3	4	4	1	4	3	6	4	4	5	8		2								60	75	55	73%	
Masterton	1	6	6	6	7	6	7	13	8	13	15	6	10	13	7	9	4	4	2	3		2				150	160	142	89%	
Napier							5	2	4		4	4	5	3	2	6	4	2	1		1	2	1			70	70	46	66%	
Pahiatua					1	12	6	10	11	14	15	22	33	21	27	9	14	6	6	1	9			1		225	380	218	57%	
Palmerston North									4	1	4	4	2	2	1	2	3	4	1							30	30	28	93%	
Roslyn												4	6	7	4	1	8		1							30	31	31	100%	
Shannon							2		1						2	1	1			2	1					20	20	10	50%	
Taradale							5	7	4	5	6	7	4	3	4	5	5	2		2	1					70	70	60	86%	
Te Patikiki																			3	3	6	8	2	4		30	26	26	100%	
Te Takere			1		1	5		2	2	1	8	3	9	7	13	11	10	9	1	3		2				105	96	88	92%	
Waipawa						2	23	36	28	26	40	44	36	32	20	17	16	18	18	14	18	20	5	4		500	501	417	83%	
Waipukurau	1					1	23	36	28	26	40	43	36	32	20	18	17	17	17	15	18	20	5	4		500	502	417	83%	
Wairoa	4	1	3	4	7	6	6		11	5	4	11	8	4	3	5	2	4	4	2	2		1	1	48*	175	167	146	87%	
Woodville							6	6	6	5	6	10	1	3	5	7	3	4	2	5	2	1	1	-		85	85	73	86%	
	5	2	13	15	29	26	310	303	331	310	343	371	348	346	291	284	286	260	252	211	316	241	37	36	48	5560	5713	4914	86%	

## II. SCHOOL DECILES

LIBRARY	1	2	3	4	5	6	7	8	9	7	NA
Carterton					1	39	2	1	10		7
Dannevirke		231		212	111		88	66			3
Eketahuna				68							
Featherston				73	101	62		105			2
Feilding				270	506	530	130	39	173	120	
Flaxmare	93										2
Foxton	44										
Greytown		2					27			6	5
Hastings		10	149	4	29	6	11	4		11	17
Havelock North				1	22		3	2	6	17	3
HB Williams	3	13			3		4	7			9
Martinborough				10		14	31				
Masterton		16	5	2	30	48	1	5	16		37
Napier	2		2	10		6	3	4	11		8
Pahiatua				286	78						
Palmerston North			15					15			
Roslyn			31								
Shannon	12	1	2				2				3
Taradale				7		7	5	18	8	23	2
Te Patikiki		26									
Te Takere	46										
Waipawa	6	18	73	52	100	176	13	16	46		2
Waipukurau	6	19	72	52	99	176	14	16	46		1
Wairoa	41							9			
Woodville		35		44							6
	253	371	349	1091	1080	1064	334	307	316	177	107

# IREAD

## I. ENROLMENTS

LIBRARY	11		12		13+		T	E	C	%
	M	F	M	F	M	F				
Ashhurst	2	4	1	3			10	10	10	100%
Carterton	4	2		5	1	2	17	17	14	82%
Dannevirke	4	10	4	7	3	5	60	46	33	72%
Eketahuna		3					5	6	3	50%
Featherston	3	4		6	1	6	25	22	20	91%
Feilding	15	18	7	10	2	10	100	84	62	74%
Flaxmare	2	1		3	1		12	12	7	58%
Hastings	14	18	10	2	3	3	50	68	50	74%
Havelock North		1	4	5	3	2	25	25	15	60%
HB Williams	5	9	1			1	35	37	16	43%
Martinborough		1	1	1		1	10	7	4	57%
Masterton	4	9	4	3	1	1	30	29	22	76%
Napier	3	9	2	11	3	6	30	35	34	97%
Pahiatua	1	4	1	6	1	1	20	15	14	93%
Palmerston North	1		19	16	12	9	70	70	57	81%
Shannon	1			4		2	10	10	7	70%
Taradale	5	7	5	6	3	5	35	34	31	91%
Te Takere	3	3		4		4	20	15	14	93%
Waipawa	1	5	3	1	2	8	30	28	20	71%
Waipukurau	6	4	6	9	10	8	30	53	43	81%
Wairoa		1	1	3		3	15	8	8	100%
Woodville		1	1				10	3	2	67%
	74	114	70	105	46	77	649	634	486	76%

## II. SCHOOL DECILES

LIBRARY	1	2	3	4	5	6	7	8	9	7	NA
Ashhurst							8	1			
Carterton					3	5	2	1	1		5
Dannevirke		9	2	14	8		6	6			1
Eketahuna				3							
Featherston					3	9	1	5	3	1	
Feilding											
Flaxmare	10										
Hastings	15	1	5	29		4	4	3	1	1	5
Havelock North	1	1							22	1	
HB Williams		2	1	12	4	4	2	6	4		2
Martinborough							1	6			
Masterton		1			14	3	1	1	8		1
Napier	1	1		12	3	4	2	6	4		2
Pahiatua			1	9	5						
Palmerston North			5		5	13	4	5	25	7	6
Shannon	7	1	1			1					
Taradale			2	4	1		1	19	3	3	2
Te Takere		3		4		6					2
Waipawa			4	3	4	9	1	7			
Waipukurau			2	5	11	31		1	3		53
Wairoa	1	7									
Woodville		2									
	35	28	23	95	61	89	33	67	74	13	79



## III. FIRST TIME ENROLMENTS

LIBRARY	E	C
Ashhurst	10	10
Carterton	5	4
Dannevirke	42	27
Eketahuna		
Featherston	9	8
Feilding		
Flaxmare		
Hastings	46	28
Havelock North	13	10
HB Williams		
Martinborough	2	1
Masterton	4	2
Napier	23	22
Pahiatua	5	5
Palmerston North	22	4
Shannon	3	3
Taradale	23	20
Te Takere	15	14
Waipawa	12	8
Waipukurau	19	15
Wairoa	6	6
Woodville	1	1
	260	188

## IV. BOOKS AWARDED

LIBRARY	0	1	2	3	4	5	6
Ashhurst			2	3	5		
Carterton	3	4	4		6		
Dannevirke	13	8	7	8	10		
Eketahuna	3	1	1		1		
Featherston	2	20	10	4	2		
Feilding	22	20	7	16	19		
Flaxmare		7					
Hastings	18	28	9	6	7		
Havelock North	6	9	4	1	1		
HB Williams		8		2	6		
Martinborough		1		1	2		
Masterton	7	9	5	4	4		
Napier	1	10	12	6	6		
Pahiatua	1	6	3	1	2	2	
Palmerston North	13	4	12	22	19		
Shannon	3	1	1	3	1		1
Taradale	3	9	10	5	7		
Te Takere	1	5	7	1		1	
Waipawa	8	8	3	5	4		
Waipukurau	10	25	7	3	8		
Wairoa		8	3	2			
Woodville		1	1				
	114	192	108	93	110	3	1

# TE REO

## I. ENROLMENTS

LIBRARY	4		5		6		7		8		9		10		11		12					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	E	C	%
Hastings																						
HB Williams																						
Masterton		1				3							1		1				25	6	6	100%
Palmerston North																						
Waipawa			3	1	6	4	2	4											15	20	20	100%
Waipukurau							2	3	6	4	3	7		1					15	26	26	100%
Wairoa																						
		1	3	1	6	7	4	7	6	4	3	7		2		1			55	52	52	100%

# APPENDIX II

# LETTERS

To the E.C.READ'N Committee,

As both a library manager and previous member of the Committee I would like to congratulate you on the latest Summer Reading programme and applaud your ability to keep the programme fresh and relevant after 19 years. This is no mean feat when you are promoting and encouraging participation in a reading programme, largely designed around reading physical books, in today's high tech world.

As a library manager I am encouraged to see that staff from hugely diverse libraries continue to contribute to the delivery of the programme and that these libraries, and those of the Eastern and Central Region, benefit from delivering a quality programme, one of the highlights of the library year.

Being a part of the Committee and being a participant in the Summer Reading Programme both have quality outcomes for those involved. The benefits include the opening of opportunities, the personal development and growth of confidence and belief, and the connections that are created. Each of the connections that are created through the Summer Reading Programme has the opportunity to change lives. The opportunity is not only for the participant but also for the caregiver when they are exposed to information and knowledge that they can then use to enhance their lives as well as those of the children in their care.

The Summer Reading Programme can truly be said to be contributing to the social capital of the communities that it touches, building bridges of support with other members of the community and promoting inclusiveness.

Addressing the now recognised Summer Slide and encouraging reading are key outcomes of the programme and very important but there are much wider aspects for outcomes. The impact of the programme, on the communities it serves, is not just in the delivery of the programme in the particular year, it is in the commitment of the community to participating, the long term impact on the reading interest of the participants, the connections to the wider community, and the growth in the strength of, and the support for, the libraries, enhancing their ability to serve their communities well.

Starting with the generous support of the Eastern and Central Trust, then to the key role of the committee, supported by their libraries and the libraries of the Eastern and Central region delivery of an event that supports their communities in so many ways. The Summer Reading Programme has become an example of an idea that has had its potential maximized through the contributions and efforts of so many.

I am looking forward to the anniversary programme next year and the opportunity to see the children of the children of the earlier summer reading programmes earnest faces as they talk to the librarians about the books they have been reading and make another of the so important connections that enhance their lives and the lives of those they are connected to.

Kind Regards and best wishes for the 20th E.C.READ'N Summer Reading Programme,

Sandy Green

Library and Archive Manager – Masterton District Council

Dear E.C.READ'N,

We are writing to thank you for your support with our Pilot Project in Otaki with Te re Kura Kaupapa Māori o Te Rito.

Te Kura Kaupapa Māori o Te Rito provides education for students from Years 1 - 13. The kura community whakapapa to Ngāti Raukawa, Te Ati Awa and Ngāti Toa Rangatira. Education is underpinned by the philosophies of Te Aho Matua, Whakaturanga Ruamano, He Waka Whakaeke and Te Whare Tauawhiawhi. It is a full immersion Decile 3 school with 56 students.

During Term 4 this year the Kura Kaupapa Māori began a weekly lunch time book club. In November and December of 2015 they visited the library at lunchtime each week to report in and discuss books they had read, find new books and enjoy getting to know the local Ōtaki librarians.

Over the two months, 50 of the children from Te Rito visited the library. Each child was able to report in four times and leave with an incentive. This is the first time in Ōtaki that we have been able to provide the report-in process in Te Reo Māori.

Traditionally uptake of the Summer Reading Programme is very low in this area. We were able to offer this programme through the school with the aim to introduce the library to a new user group. This was made possible with affordable incentives and use of the Te Reo Māori booklets provided through E.C.READ'N, as well as the partnership we were able to establish with the teachers of the Kura. As a result of the pilot 11 new families took out a library membership.

The Ōtaki Children's Librarian Dominique Ware commented:

The program gave us the opportunity to build a relationship with the principal and teachers. The kids recognise me now. This must have positive benefits for these children out of school hours and has encouraged some library use in many ways. We have been able to continue developing the relationship with the school with both the Children's team and Māori & Heritage team.

The Kura continues to bring their student book club to the library at lunchtime on a weekly basis in Term 1 in 2016. This also supports our efforts to establish a "Reorua" bilingual Storytime in the library and make strong connections with the Māori community in Ōtaki. The Kāpiti community value the Summer Reading Programme and the partnership with E.C.READ'N added to that value this year by offering high quality materials and affordable incentives.

The quality of the incentives and graphic material for the booklets provided by E.C.READ'N was excellent. We purchased this material for use in our Summer Reading Programme for the Kāpiti District this year and were very impressed with the result. It meant that time normally spent developing the graphics and material could be invested in building relationships with the stakeholders, planning community events and engaging with our library users.

It was also a pleasure to be able to share in the collegiate spirit with the other libraries who take part in the Summer Reading Programme. The team delivering the service are friendly and efficient and we applaud them for the dedication and time they spend to deliver such a worthwhile programme. We look forward to continuing our new relationship with you as you enter into your 20th year of this wonderful programme.

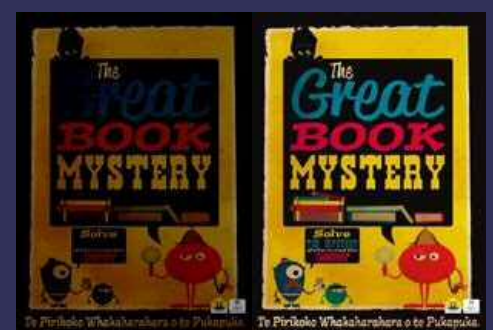
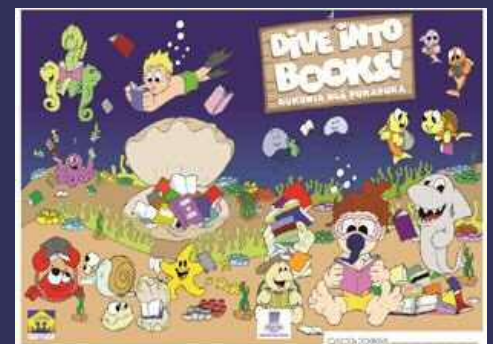
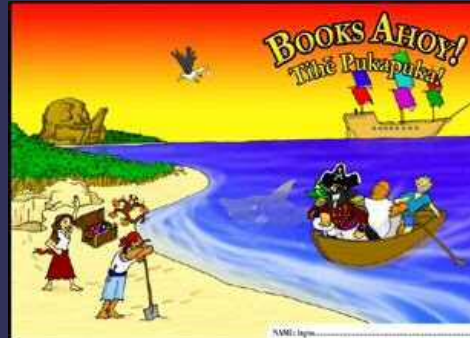
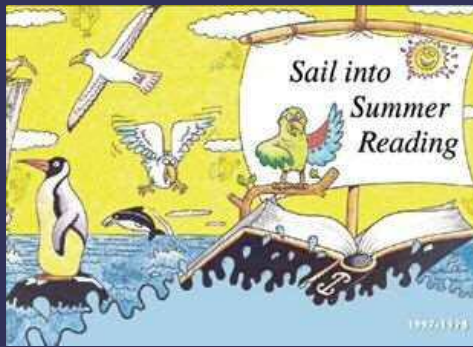
Many thanks from the team at Kāpiti Coast District Libraries.

Kind Regards,

Pam Coleman

Youth Services Coordinator- Kaititui Ratonga Taiohi- Kapiti District Council







## E C READ'N PROGRAMME

### Financial Report to 31 March 2016

2014/15 EC READ'N Income & Expenditure Statement		2015/16	Full Year Budget
(all figures GST exclusive)			
<b>Programme Income</b>			
245,000	Grant-E & C Community Trust	250,000.00	245,000
2,916	Interest Received	1,771.00	3,000
2,982	Recoveries -T Shirts	1,061.30	1,000
<u>250,898</u>		<u>252,832.30</u>	<u>249000</u>
<b>Expenditure</b>			
<b>Committee Expenses</b>			
9,165	Accommodation/Travel	7,746.73	8,000
<u>9,165</u>	<b>Total Committee Expenses</b>	<u>7,746.73</u>	<u>8000</u>
<b>Major Programme Costs</b>			
18,600	Storytelling	12,400.00	18,700
49,799	Incentives	35,832.39	43,000
30,244	Books	33,208.54	25,000
32,861	Grant Distribution-for finale,prog,theme	29,955.00	32,600
20,453	IRead	17,471.41	25,000
11,496	Read Plus		12,900
61,905	Winter Warmers	63,352.67	54,200
<u>225,358</u>	<b>Total Major Programme Expenses</b>	<u>192,220.01</u>	<u>211400</u>
<b>Other Expenses</b>			
7,744	Administration	7,700.00	7,700
4,000	Communication	3,700.00	5,000
4,374	Printing & Stationery	5,320.16	4,000
1,710	Te Reo	1,560.00	2,000
250	Translation Expenses	106.00	400
3,750	Graphics & Manuals	6,540.00	5,000
4,790	T Shirts	1,210.43	1,000
3,611	Information Technology	3,301.20	4,500
<u>30,229</u>	<b>Total Other Expenses</b>	<u>29,437.79</u>	<u>29600</u>
<u>264,752</u>	<b>Total Expenditure</b>	<u>229,404.53</u>	<u>249,000</u>
<u>(13,854)</u>	<b>Surplus/ (Deficit) of Income over Expenditure carried forward to Accumulated Funds</b>	<u>23,427.77</u>	0.00

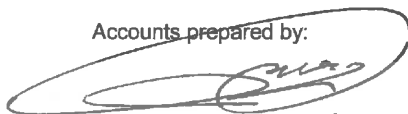
**E C READ'N MARKETING PROGRAMME**  
**Financial Report to 31 March 2016**

<b>Marketing-Outside EC Area</b>		
2014/15		
36,185	Income-EC Readn Marketing	15,051.73
41,842	Costs-EC Readn Marketing	10,365.42
<u>(5,657)</u>	<b>Net Marketing Surplus (Deficit)</b>	<u>4,686.31</u>
	<b>carried forward to Accumulated Funds</b>	

**E C READ'N PROGRAMME**  
**Accumulated Funds to 31 March 2016**

37,047	Brought forward from prior year Accumulated Fund	17,536.07
(13,854)	EC Read'N Surplus brought forward	23,427.77
(5,657)	Marketing Surplus brought forward	4,686.31
<u>17,536</u>		<u>45,650.15</u>

Accounts prepared by:



**Brian Tremewan**  
 Accountant, Central Hawke's Bay District Council  
 30 March 2016

<b>Report type:</b>	Special Programmes Committee Decision Papers
<b>Recommendation:</b>	The SPC considers and confirms the Maths is Fun Application
<b>Agenda Item:</b>	6
<b>Subject:</b>	Maths is Fun Application
<b>Responsible for the report:</b>	General Manager

<b>Purpose of report:</b>	To provide information and the application from Wairarapa REAP to the SPC .
---------------------------	---

Jonathan Bell  
General Manager  
April 2016



## **Donation Evaluation**

**Organisation Name:** Wairarapa Rural Education Activities Programme

**Geographic Location:** Regional

**Request No:** 24905

**Applicant No:** 2118

**Sector:** Youth

**Application Type:** Education Initiatives

**Tax Status:** Tax-exempt (charity)

**Legal Status:** Charitable Trust

### **Principal Officers/Personnel/Trustees**

**Contact:** Peter McNeur

**Chairperson:**

**Address:** P O Box 442

**Secretary:**

MASTERTON 5840

**Treasurer:**

**Secretary/Treasurer:**

### **Aim of Organisation**

Providing high quality supplementary and complementary services for the learners of the region.

<b># of Staff:</b>	12	<b># of Volunteers:</b>	9
<b># of Members:</b>	0	<b>Established:</b>	04/12/1974
<b># of Beneficiaries:</b>	1105		

### **Current Application**

#### **Project Description**

To run the programme in at least 20 locations during 2016 across the ECCT region, from the tip of East Cape, Hawkes Bay, Tararua, Wairarapa and the Manawatu and Horowhenua.

#### **Project Costs**

<b>Description</b>	<b>Total Amount</b>	<b>Other Funding</b>	<b>Requested</b>	<b>Recommended</b>
Programmes - See Attached Budget	\$159,000	\$39,600	\$119,400	\$105,000.00

#### **Project Income**

<b>Other Funder</b>	<b>Amount</b>	<b>Decision Date</b>	<b>Confirmed</b>
All Host Venues	\$39,600	18/03/2016	Y

#### **Shortfall Raising Description**

The Budget is based on running 24 programmes. If the funding does not match the budget then as indicated last time the number of programmes will need to be cut back. We continue to use flexible arrangements where we can to reduce costs.

During 2015 we made a loss of \$8,098. We are unable to continue to make a loss on this programme!

#### **Previous Funding**

<b>Year</b>	<b>Application type</b>	<b>Amount</b>	<b>Project</b>
2011		\$4,000	running costs for Henley Men's Shed
2009		\$42,500	Maths is Fun in 13 locations
2010		\$55,000	14 Maths Is Fun Programme for 2010
2011		\$68,000	Maths is Fun 2011
2008		\$55,000	Maths Is Fun Programme

**Financial Position**

<b>Financial Year: 31/12/2015</b>			
<b>Revenue</b>		<b>Term Assets</b>	
Income	\$1,158,857	Fixed Assets	\$542,416
<b>Total</b>	<b>\$1,158,857</b>	<b>Total</b>	<b>\$542,416</b>
<b>Expenses</b>		<b>Current Assets</b>	
Expenses	\$1,087,103	Current assets	\$483,333
Depreciation	\$43,692	<b>Total</b>	<b>\$483,333</b>
<b>Total</b>	<b>\$1,130,795</b>	<b>Term Liabilities</b>	
			\$
		<b>Total</b>	<b>\$0</b>
		<b>Current Liabilities</b>	
		Current liabilities	\$169,614
		<b>Total</b>	<b>\$169,614</b>
<b>Net Income:</b>	<b>\$28,062</b>	<b>Net Assets:</b>	<b>\$856,135</b>

**Tagged Funds**

<b>Description</b>	<b>Amount</b>
All funds committed to other projects	\$419,186

**Notes:** The financials are for Wairarapa REAP as a whole. This reflects a financially well managed operation. A separate P&L for Maths is Fun is included with the evaluation report. This showed the programme making a loss of \$8k in comparison to a surplus of \$3.1k the previous year. The organisation delivered the programme to 4 new locations in 2015 resulting in higher costs while ECCT income was at level slightly higher to that of 2014.

**Accounts prepared by:** Prepared by Organisation

**Visits**

<b>Visit Date</b>	<b>Purpose of Visit</b>
12/02/2016	Jude and Peter McNeur visited Jonathan Bell and Neil Attapattu and presented their Annual Report for the 2015 year.

**Comments and Analysis**

**Advisor:** Neil Attapattu

**Policy:** Meets Policy

**Project Background**

Maths IS Fun was developed by Wairarapa REAP on behalf of the ECCT in 2003/2004. The programme has been independently evaluated a number of times and found to be valuable for the participants. We added Te Araroa (Hicks Bay), Tolaga Bay, Woodville and Featherston in 2015. These programmes ran very well. We do not intend to add new areas in the 2016 year as we believe we have reached capacity at this stage. The programme has continued to adapt, become more flexible and themed appropriately.

**Project Management**

Development of this programme was led by the College of Education, in partnership with Wairarapa REAP, Masterton District Council and ECCT. Teachers, training and resources are provided by Wairarapa REAP. ECCT established the following objectives for the programme:

1. To interest, encourage and stimulate children to have fun with basic numeracy skills and accept them as part of their daily lives.
2. To increase numeracy skills through basic programmes and activities using everyday applications.
3. To create a program capable of involving whole families in maths activities.
4. To have children experience mathematics in an environment other than school.

An independent review of the programme was completed in 2010. This was generally complimentary of the programme however it identified 2 outcome areas that were not being fully met. These were:

1. Improved overall educational level

2. Supporting success in both school and everyday life through mathematical strategies, ideas and experiences developed in the programme.

ECCT is currently in the process of organising another independent review for the programme. A plan to address areas in need of improvement will be initiated in consultation with Wairarapa REAP after the independent review has been completed. Wairarapa REAP is governed by an appointed and voluntary board of 9. It has 12 paid staff headed by Peter McNeur. Peter is community minded and is voluntarily involved with a number of community organisations in the Wairarapa. Wairarapa REAP has been appointed by Tindall Foundation as their representative in the Wairarapa to distribute their philanthropic funds.

#### **Community Needs and Benefits**

In 2015 the programme was delivered to 24 centres (21 in 2014) throughout the ECCT region with 1,011 children completing it (967 in 2014). The 2010 independent review of the programme identified that:

- Participants increased their confidence and understanding of mathematics.
- It improved family relationships and strengthened the public's view of libraries as a learning and information environment.
- The success of the programme is heavily reliant on the quality of the teacher running it.
- Overall the programme is viewed as successful by most parents with 4/5 stating they would recommend the programme and 3/4 stating that their children are likely to attend the next programme.

The organisation implemented their own reviews from parents, librarians and school teachers of the children attending in 2015. This is detailed in their report. It is important to note that response return from the school teachers of the children who attended was low and the organisation is seeking ways to improve this. Overall responses were very positive. Acknowledging the above, there are questions around how well the programme is improving childrens chances of success in school and improving their overall educational level. There are also questions on how well the programme is reaching those who need it most (low decile, Maori and Polynesian students). These will be addressed as part of the independent review yet to be completed.

#### **General Comments**

The programme has been operating since 2005. ECCT has donated \$606.5k to the programme to date. The programme is well managed and reasonably well monitored. The original objectives and MOU with Wairarapa REAP established 11 years ago are now out of date as it refers to a subcommittee that no longer exists which supposedly has ongoing tasks. The MOU also states that its contents is only valid for 3 years from 31/3/2005. ECCT has already made a sizeable investment in this programme and costs to run it have increased from \$46.8k in 2006 to now \$119.4k. Continued support at this level suggests a significant ongoing investment by ECCT. Considering this, it becomes essential that the program is delivering on ECCT's current Vision and Strategic Objectives. The independent Review will assist us with ensuring this is achieved. In last years SPC meeting the Trustees resolved to receive Wairarapa REAPs application in March rather than in May to allow the organisation to better plan and budget for the year going forward. This application is the first March dated request which means the organisation will get two donations for ECCT's 2015 financial year. Financials provided by the organisation show the programme made a loss of \$8k in 2015. The cost of the programme was \$148k. ECCT funded \$93.5k and contributions from the locations the programmes ran from totalled \$43k and surplus of \$3k from the previous year contributed to the total income of \$140k. Assuming cost of the programme and income from locations remained static, the organisation needs \$105k to break even.

The following recommendations are made:

- A donation of circa \$105k be made.
- Upon completion of the independent review ECCT review the relevance of the programmes current objectives and renew its MOU with Wairarapa REAP.

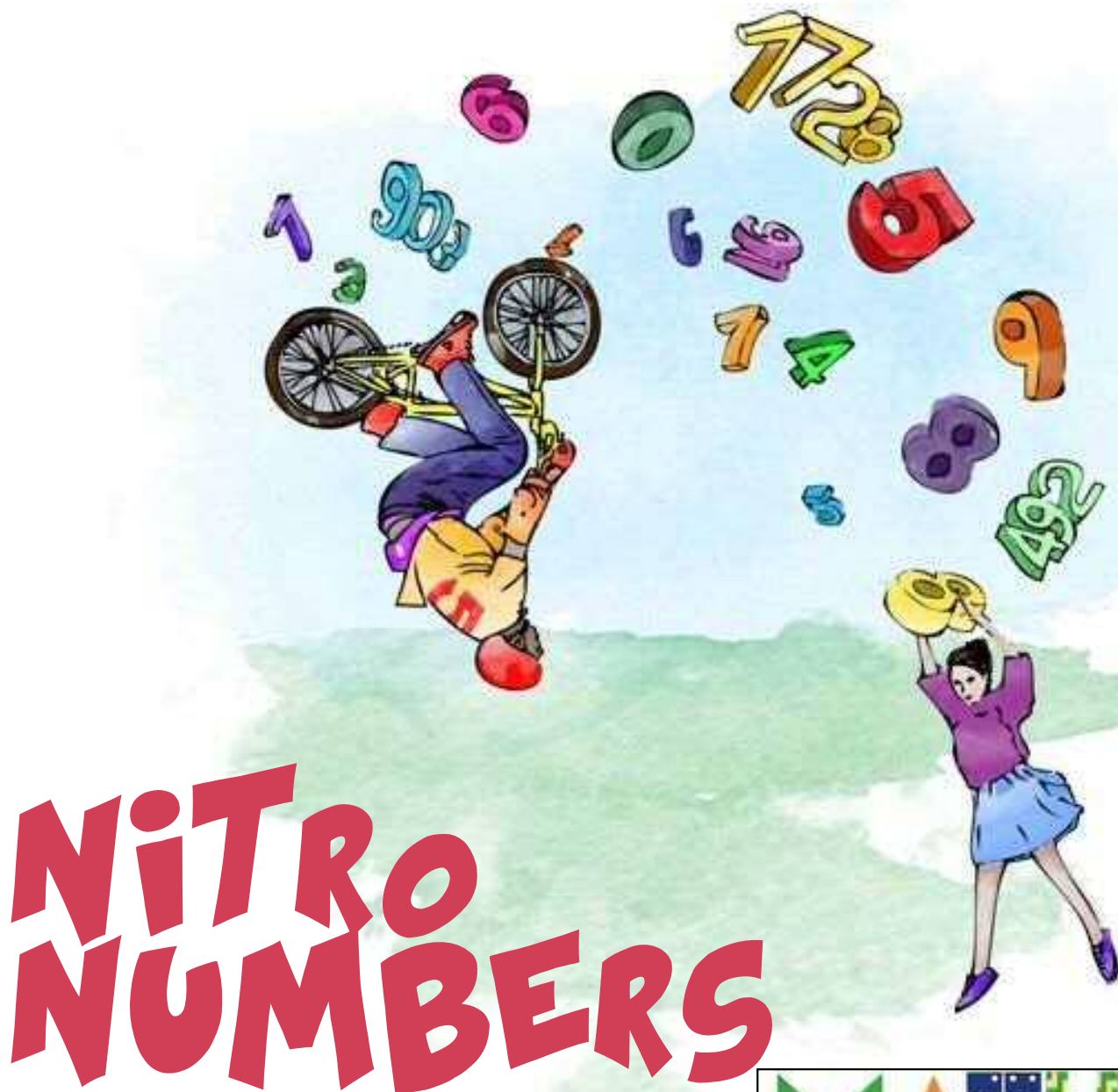
#### **Recommended Amount**

\$105,000 for Maths Is Fun 2016

**Subject to Conditions**

- Final Financial Reports, duly signed for 2015 to be provided to ECCT. Finalised reports are not to deviate significantly from the draft financial reports provided.
- satisfactory completion of application # 24236

# Annual Report to the Eastern Central Community Trust for 2015



The purpose of this report is to show the Eastern and Central Community Trust how their investment in the Maths is Fun children's holiday programme continues to benefit over 1,000, five - thirteen year olds from Te Araroa to Featherston.

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## Maths is Fun

The Maths is Fun programme has been running for 11 years now, thanks to the generosity and wisdom of The Eastern and Central Community Trust. It has been grown to run in 24 venues and take on new challenges in order to stay current. **The Maths is Fun Programme aims...**

1. To interest, encourage and stimulate children to have fun with basic numeracy skills and accept them as part of their daily lives.
2. To increase numeracy skills through programmes and activities using everyday applications.
3. To create a programme capable of involving whole families in maths activities.
4. To have children experience mathematics in an environment other than school.

These aims have remained constant to the programme and continue to be relevant to this day.

**The 2015 Maths is Fun Team** Wairarapa REAP administrates the programme from it's Masterton Office.

<b>Programme Director</b>	<b>Peter McNeur</b> - Director of Wairarapa REAP , oversees the Maths is Fun programme , ensures that the integrity of the programme is maintained
<b>Coordinator</b>	<b>Jude McNeur</b> - Maths Is Fun coordinator, experienced teacher of junior children, coordinates teaching staff, venues, teachers, training, liaises with all parties to meet the needs of everyone involved to make each programme a success
<b>Technician</b>	<b>Janet Hayes</b> , compiles supplies for the venues and the large blue programme teaching kits, ensures all venues have what they need on hand to advertise, register, run and evaluate the programme
<b>Mathematics Trainer</b>	<b>Innes Kennard</b> , programme co-developer, trains programme teaching staff
<b>Financial Officer</b>	<b>Karen Stevens</b> , Wairarapa REAP's Office Manager and financial manager

The Maths Is Fun programme is sponsored by the Eastern and Central Community Trust and supported by Wairarapa REAP.

Wairarapa Rural Education Activities Programme (REAP) accept financial and management responsibility for the programme.



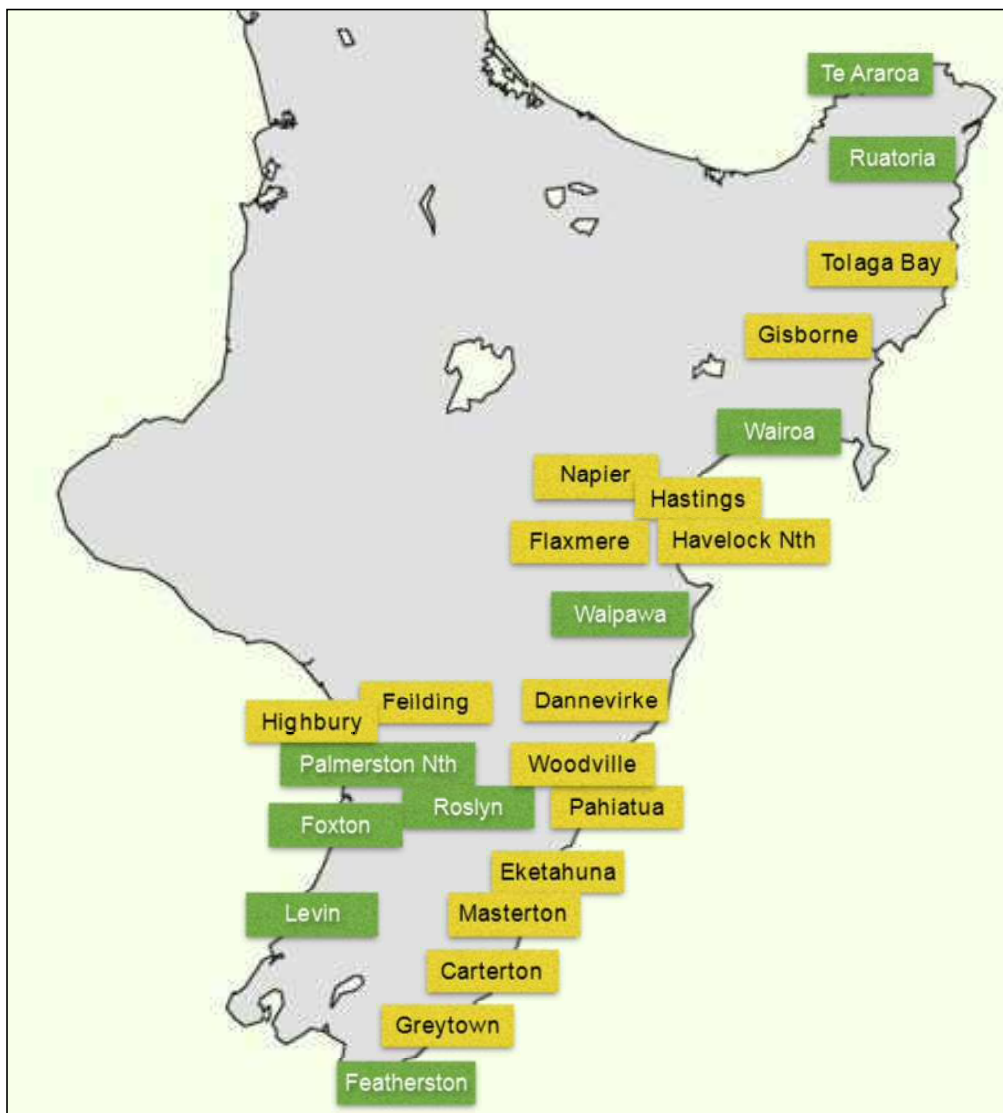


## Venues running a Nitro Numbers - Maths is Fun programme in 2015

In 2015 the Maths is Fun programme expanded to include the communities of Te Araroa and Tolaga Bay in East Cape and to Featherston in the south of the Wairarapa.

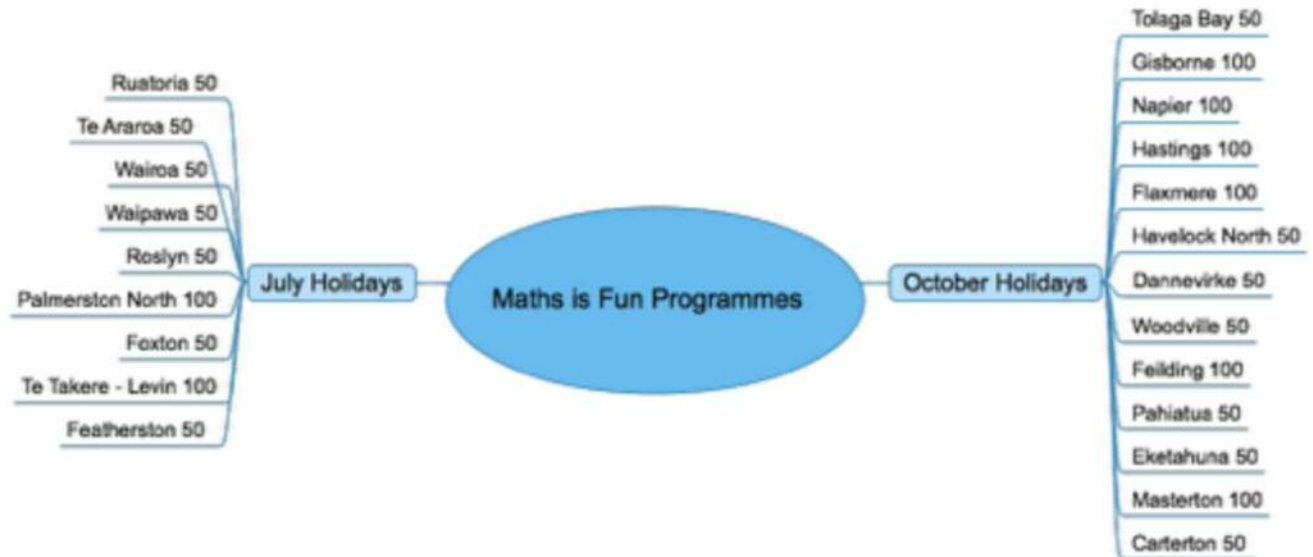
Te Aroha Noa , Highbury ran in October but not in July.

Shannon did not run due to lack of registrations and will not be offered to this community in future. This community has struggled to sustain the programme in the last few years.

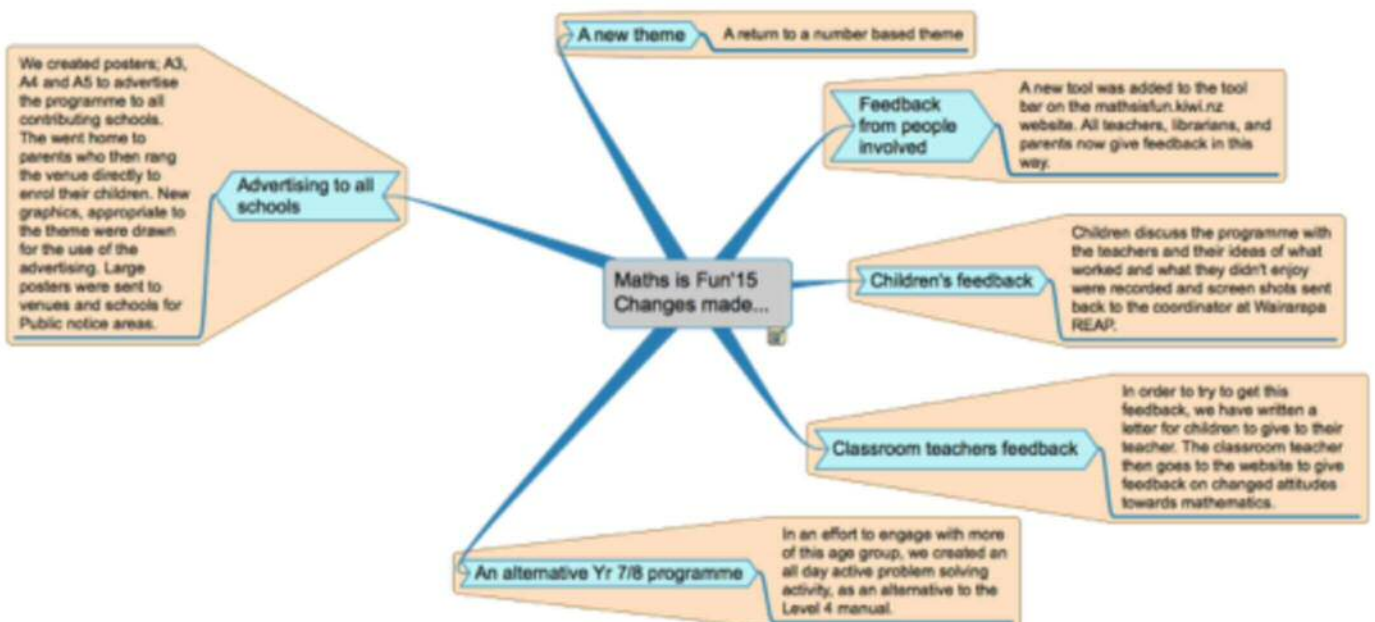


**Green** denotes programmes run in July. **Yellow** denotes programmes run in October.

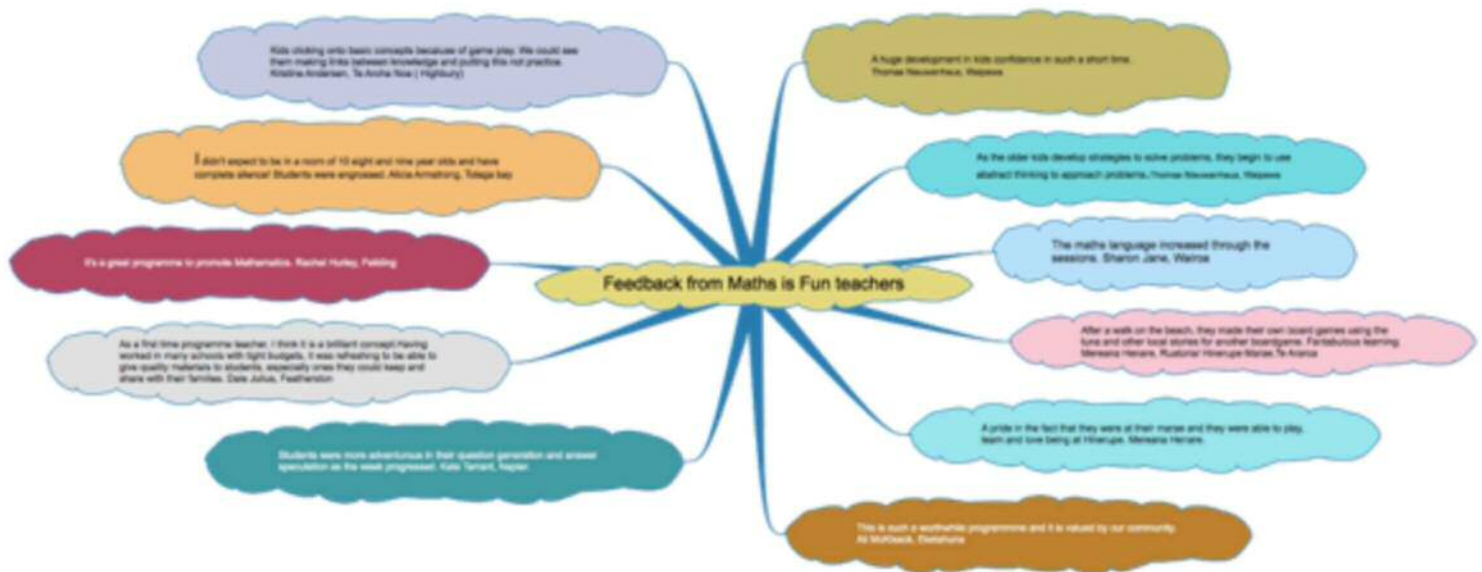
A pictorial table showing the programmes run and the levels of funding for each. A 100 Level programme has 2 teachers employed . A 50 Level programme has 1 teacher and an untrained assistant,



Changes made to improve the way the programme works for the better. Innovations on all forms of Feedback on the [mathsisfun.kiwi.nz](http://mathsisfun.kiwi.nz) website eliminating paper feedback.



### A sample of teacher feedback for the Maths is Fun programme, 2015





## A sample of Librarian/ Administrator feedback, 2015

- ▶ Many children came in to register carrying the MIF advertising they had received at school, done by Wairarapa REAP, Deborah McDonald - Levin
- ▶ We have a lot of rural families so having the programme in the Library means parents can occupy themselves in the Library while they wait. Miriam Howarth - Waipawa
- ▶ It was great to hear the buzz from all the children while doing the programme. Louise Stormont - Roslyn
- ▶ I saw students who finally understood things that they have struggled with for ages, that light bulb moment. Wonderful to see. Leilani Gundry - Woodville
- ▶ Children excited and engaged in Maths led to families/parents also being excited and engaged in maths. Rhonda Chenery - Palmerston North
- ▶ The year 7/8 alternative programme was a great success. There was some wonderful design work done. Jane Horsham - Masterton
- ▶ Library patrons were really impressed with the learning that was going on and made a lot of positive comments. Nikki Price - Dannevirke
- ▶ The disappearance of 'reluctance' from the faces and the body language of the participants when they realised, soon after the start of the programme, that maths could indeed be fun. Liz Stevens - Featherston

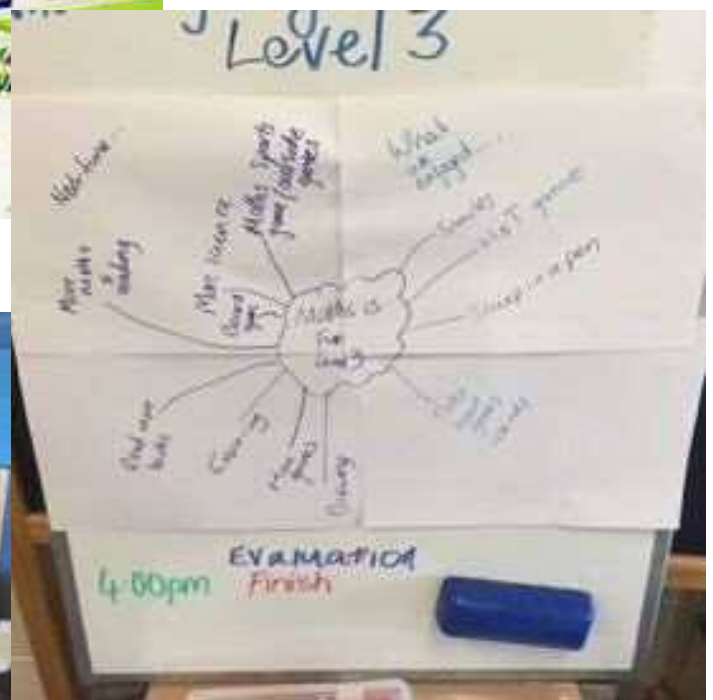
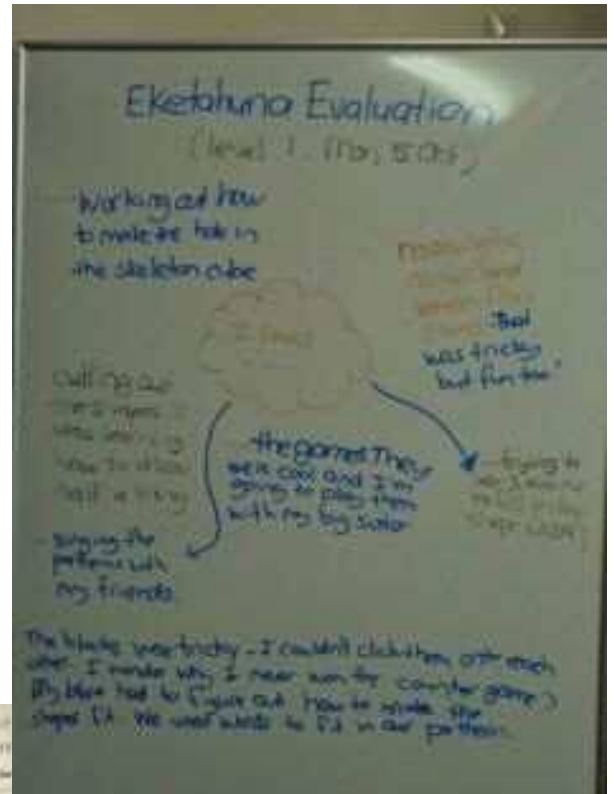


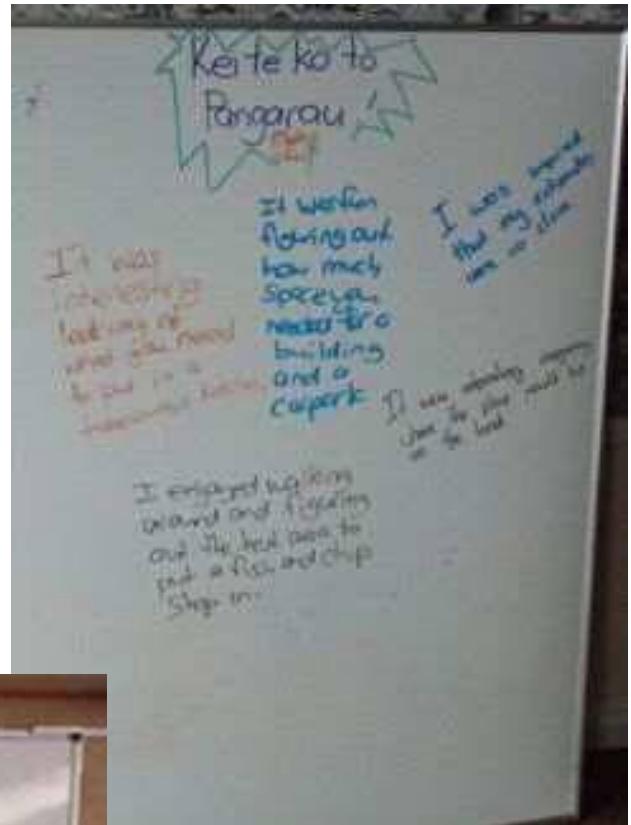
## Feedback from Parents

- ▶ I would recommend this to other parents whose children may not have been interested in or struggled with Maths in class. It has given my boys a new attitude towards maths which I am very grateful for. Kylee
- ▶ She is really applying maths to the real life concept of planning a building. It was lots of fun measuring and planning. She is really keen to share her experiences (and the games given to her) with her teacher when she goes back to school. Bridget
- ▶ We had to travel 45 minutes one way to join this programme and I would do it again should there be another one. Ngahuaia
- ▶ They were really interested in the hands on stuff. I took children from all age groups, ( Levels 1,2,3,4,)and their enthusiasm to learn all aspects of the programme was overwhelming. Hicks Bay
- ▶ ...love this programme and how it teaches them (the children) simple strategies to learn a sometimes hard subject. Love it and hope to do it again next year. Megan
- ▶ The girls loved it. In fact when it was pick up time, I had to wait - one more game please! Thank you so much. I look forward to hearing if their teachers notice a difference. Claire
- ▶ My son is now realising that maths isn't just numbers but encompasses lots of other areas too.
- ▶ My children are really looking forward to attending again next year. Tania
- ▶ It looked like the kids were really engaged and the story lead in was a gentle way to draw them in. Great job - would recommend it to others. Emma
- ▶ This is a great initiative that benefits kids whose families cannot afford any of the paid holiday programmes, with the added benefit that they get to learn something as well. Kathryn











**A sample of Classroom Teacher feedback, 2015**

- ▶ The children didn't even realise they had done maths. They found the content was better than their expectations and they enjoyed the activities and games that were taken home also. Rachel - Palmerston North
- ▶ They brought the games they were given in their home pack into the class to share with their friends. I have laminated them and the children enjoy using them. It was great to see them (3 children- Chris, Dom and Kaden) talk to others about what they did and experts in teaching others how to play the games. A real confidence boost. Thanks It was great to hear the buzz from all the children while doing the programme. Melissa - Palmerston North
- ▶ She is now better at articulating her thinking and is able to prove her thinking using a variety of strategies. Kate - Palmerston North
- ▶ Children were excited to tell me about the Nitro Numbers. They talked about the games. They spoke positively. No comments about it being 'hard'. I have also been working on this positive attitude to Maths. Lisa - Featherston
- ▶ Both children were very keen to get on and 'play' with their new material in their own time and very pleased to have their own dice and counters. It has opened up additional conversations and activities especially around cards and ignited the children's interest in logic puzzles/games. Emma - Foxton
- ▶ I have seen that the children's interest in math develop, one child does not enjoy maths particularly but really enjoyed your programme. I have watched with interest, them sharing some of the games that they received in their pack. It has developed their confidence in taking part in maths activities. Jo - Weber
- ▶ Eden was very proud of her certificates and couldn't wait to show the class. She didn't bring the activity pack to school but her Mum talked to me after school about what it contained. Cath - Dannevirke

## Coordinator Comment about the 2015 programmes

This year, coordinating 24 programmes has been a full on task as I also had a hip replacement in the middle of August. Having 15 venues in October was really a limit for the programme to manage. Several venues needed new teaching staff and not all libraries feel confident to go out into the school communities and find a teacher. I have no problem with doing this but it is more difficult from a distance.

It is clear to us that having been successful for 11 years, there is a need for Maths is Fun to continue to evolve with the times. We are working each year, on aspects of the processes and outcomes, refining paperwork needs, how content is presented and changing activities to reflect a theme.

Outcomes, as of this year, are collected through the website. This has been time consuming, getting everybody involved on board, to go online and put their feedback into the form. Next year, I am hoping it will be less of a hurdle to staff, librarians, parents and school teachers of children participating. Gathering information from the classroom teacher cohort has been more difficult. The letter given to the children at the Finale, I am guessing, did not find it's way to school to the teacher. This method will be under revision.

The theme in 2015, Nitro Numbers, returned to number based thinking and the family home activities reflected this. From all accounts everyone enjoyed these games, returning to fun around the table, face to face engagement with children and parents alike. Many commented on the pleasure they got from these simple games.

We worked hard this year to develop a poster format for venues and schools. A3 and A4 sized posters were printed for notice boards and A5 flyers sent to all contributing schools ready to go home to parents. The final participation numbers showed some remarkable increases, as in Palmerston North and Roslyn, and small increments in other venues. However it is my opinion that for the cost and extra hours of work involved, this exercise may not be repeated in 2016.

The programme continues to be effective. Feedback is always positive and parents often comment on the growth in confidence and participation of the children as they become used to being part of a group of unknown peers. As much as anything, it develops social skills and the ability to work cooperatively with others.



Table/chart comparing years  
Table 1

Maths is Fun

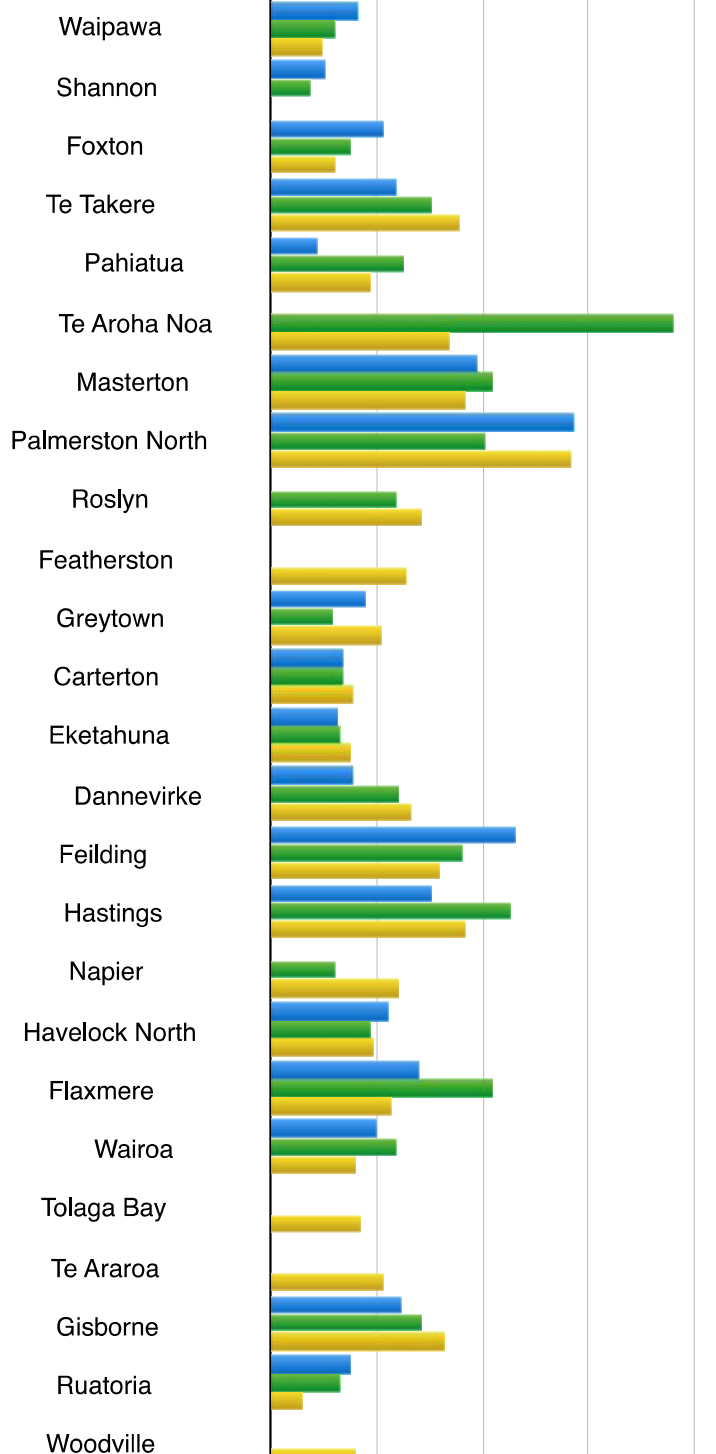
2013 - 2015

2013

2014

2015

Venue Name	2013	2014	2015
Waipawa	29	21	17
Shannon	18	13	
Foxton	37	26	21
Te Takere	41	53	62
Pahiatua	15	44	33
Te Aroha Noa		67	59
Masterton	68	73	64
Palmerston North	100	71	99
Roslyn		41	50
Featherston			45
Greytown	31	20	36
Carterton	24	24	27
Eketahuna	22	23	26
Dannevirke	27	42	46
Feilding	81	63	56
Hastings	53	79	64
Napier		21	42
Havelock North	39	33	34
Flaxmere	49	73	40
Wairoa	35	41	28
Tolaga Bay			30
Te Araroa			37
Gisborne	43	50	57
Ruatoria	26	23	10
Woodville			28

**Notes.**

You may note that some centres have had increases in take-up while others have had a decrease. Our research during 2015 shows that the biggest factor in this is the local administrator. Extra training and more marketing materials for administrators will be provided in 2016.

**Te Aroha Noa** ran twice in 2014, and once in 2015 due to staffing

**Shannon** did not run in 2015 due to low numbers.

**Palmerston North and Roslyn** ran with full numbers in 2015

**Tolaga Bay, Te Araroa, Woodville, Featherston** were new in 2015

**In conclusion**, 2015 has been a very busy and successful year for Maths is Fun.

We have tried to be innovative to bring the programme systems up to speed with technological progress. Getting everyone working in the programme to respond accordingly, has been hard work but next year hopefully, they will be more familiar with the feedback tool bar and understand that it is part of their commitment to the programme.

We have ideas for how to respond to feedback. We do listen to feedback and take onboard the thinking of people who work in the programme. This often leads to refinement and change for the better. And so we look forward to 2016 with fresh ideas and ways to assist the Maths is Fun programme forward for another year of success.

**Jude McNeur**  
**Coordinator Maths is Fun**

WAI RARAPA REAP INCORPORATED  
MATHS IS FUN  
STATEMENT OF FINANCIAL PERFORMANCE  
2015

## INCOME

Balance brought forward from previous year	3120.75
Donation - Eastern & Central Community Trust	93500.00
Local Contributions (from all locations)	43100.00
Less balance carried forward to next year (2015)	0.00

## TOTAL INCOME

139720.75

## EXPENDITURE

Administration	1000.00
Consumables & Stationery	6058.59
Finales	9315.26
Kit Materials	9309.87
Kit Storage	1000.00
Location Costs (including venue and internal wages)	43100.00
Postage & Freight	1203.87
Promotion	1291.58
Training	4940.62
Travel	974.26
Wages	69624.62

## TOTAL EXPENDITURE

147818.67

## NET SURPLUS

\$ (8,097.92)