



Eastern & Central  
**COMMUNITY  
TRUST**  
Helping fund a better community

## **SPECIAL PROGRAMMES COMMITTEE MEETING**

**12.30am Thursday, 28 May 2015**  
**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 THURSDAY, 28<sup>th</sup> MAY 2015, COMMENCING AT 12:30 PM.**

1. WELCOME AND APOLOGIES
2. MINUTES OF THE PREVIOUS MEETING HELD ON MARCH 26<sup>TH</sup> 2015
  - Minutes of the SPC Meeting [pages 3-6](#)
3. SCIENCE PROGRAMME  
An update from Margaret
4. CAPACITY BUILDING INITIATIVES  
Volunteering Hawkes Bay Project (refer to GM's report in Trust Agenda Papers for May)  
Hawkes Bay Funders Forum (verbal update from Neil Attapatu)
5. REGIONAL SPORTS TRUSTS [pages 7-12](#)
6. SUMMER READING PROGRAMME 2015 [pages 13-60](#)
7. MATHS IS FUN [pages 61-121](#)
8. ANY OTHER BUSINESS:
9. CLOSURE

**MINUTES OF THE MEETING OF THE SPECIAL PROGRAMMES COMMITTEE OF THE EASTERN AND CENTRAL COMMUNITY TRUST INC., HELD IN THE TRUST OFFICES, RUSSELL STREET SOUTH, HASTINGS, ON THURSDAY 26<sup>TH</sup> MARCH 2015, COMMENCING AT 11.30 AM.**

**PRESENT:**

Committee: Margaret Millard (Committee Chair), Mark Kilmister, David Lea, Ron Garrod - **arrived at 11.45** (Trustees)

Trustee: Bruce Mills

Staff: Jonathan Bell – **left at 12.30pm** (General Manager), Kelie Jensen (Trust Secretary), Neil Attapatu and Rose Artemiev (Donations Assessors) during relevant parts of the meeting.

**1. Welcome and Apologies**

M Millard opened the meeting at 1.25pm. There were no apologies.

**2. Summer Reading Program 2015**

Sue Fargher and Jeremy Langley presented on the 2014-15 Annual Report:

- Highlighted success of Summer Reading and Winter Warmer Programs – increasing numbers and the challenges that brings.
- Four objectives:
  - Stimulate children to find reading fun.
  - Increase reading skills in a wider sense – creativity, self-esteem.
  - Encourage caregivers to be involved with children's reading at home.
  - Encourage children to become regular library users.
- Several compelling examples were given, eg: Two Wairoa children who could only read in Te Reo Maori and asked if they could join the program after observing it while waiting at the library.
- Other examples: Masterton saw 27% increase in borrowing of children's books in Dec. CHB saw 70% increase in children registering for a library card in Nov/Dec.
- Committee asked about reach to lower decile schools – Sue confirmed that this is often achieved by targeting Reading Recovery teachers in schools, rural schools also targeted, particularly through Winter Warmers during school term (Waipukurau, Terrace, Otane, Porongohau). Books don't go home, but teachers read with students – much needed resource for teachers as the National Library is no longer providing books to schools.
- SRP staff concerned because program is planned a year ahead, so a cut in funding with little notice would have huge impact. The Committee reiterated that ECCT supports the project and would give lots of notice of any cut to funding.
- Feedback from the Committee is that primary age participants are our priority. If the program needs to make cuts due to increasing numbers, high school should be the first to go.
- SRP staff noted online component. Feedback from the Committee was that hard copy books are our priority – last year the special allocation of \$15K for an online component was a one-off.
- The Committee noted the potential for a private funder / business to purchase the books. ECCT would maintain funding but this would allow SRP numbers to continue to grow.

- The Committee also questioned whether the incentives were necessary – seems as though the book at the end is the real incentive. SRP staff responded that the incentives are very important for some children who aren't rewarded elsewhere.
- Noted that the budget reported is only a section of a much larger budget. ECCT has requested the full big-picture budget – total spend, revenue from selling programs, other contributors etc. Please include last year's numbers, so we can easily identify where the changes are proposed. In general more financial information, less testimonials would be helpful – we already accept that it is a great program. GM / Neil Attapatu to follow up on this to ensure we get the big-picture budget as requested. **ACTION ITEM**

## **2.1 RESOLUTION**

The Committee resolved to make a recommendation to the Board to increase funding for the Summer Reading Program from \$230,000 to \$250,000 for 2015-16 and to advise the SRP that they should not expect a further increase for the next two years.

**M Kilmister/D Lea**

**CARRIED**

## **3. Tu Mai Awa (Agenda Item 8)**

The GM gave an introduction to this project before leaving the meeting to attend the meeting of the Audit & Risk Committee:

- Pilot project around family violence – based on a very successful Canadian model.
- Would be looking for \$40-50K from ECCT of a total project budget of approx \$200K. Other partners include Police, DOVE (family violence organisation based in Napier).
- Funding would be for research and developing a template for delivery, but if successful, implementation could be rolled out across the country and MSD would likely fund.
- Per the GM – caution that if ECCT get involved at the beginning, there may be an expectation that we will support the project financially if our requirements are met. If there is no support from the Board, then we should pull out now.
- Noted that a project like this has national implications and would have been perfect for collaborative funding agreement across all Community Trusts. Community Trusts should be having a conversation about 5 or 6 national initiatives a year. GM to raise this as Agenda Item at the next CE meeting. **ACTION ITEM**

***Jonathan Bell left the meeting at 12.30pm.***

## **4. Draft Minutes of the Previous Meeting & Matters Arising (Agenda Item 3)**

### **4.1 RESOLUTION**

The Committee resolved to approve the minutes of the RST meeting held on Thursday 26<sup>th</sup> February 2015 as a true and accurate record of the meeting.

**D Lea/M Kilmister**

**CARRIED**



#### **4.1 RESOLUTION**

The Committee resolved to approve the minutes of the SPC meeting held on Thursday 26<sup>th</sup> February 2015 as a true and accurate record of the meeting.

**M Kilmister/R Garrod**

**CARRIED**

Noted that minutes should refer to the GM rather than J Bell in future. **ACTION ITEM**

### **5. Regional Sports Trusts (Agenda Item 6)**

#### **5.1 RESOLUTION**

The Committee resolved to make a recommendation to the Board to increase funding for the Regional Sports Trusts from \$320,000 to \$340,000 for 2015-16.

**M Kilmister/D Lea**

**CARRIED**

- Trustees also noted that they are less concerned about deliverables for RST's – past agreements were so focused on rigid deliverables that reporting / discussion at meetings was not productive.
- Rose Artemiev advised that an April meeting is scheduled for ECCT and RST's to determine deliverables. This will be facilitated and the goal is to collectively decide on outcomes and then allow the RST's freedom to achieve outcomes as they see best.
- Committee is concerned that too much time is being spent writing and reporting on deliverables – we should leave this to the RST's as experts in their field and simply ask them to report their results.
- Rose Artemiev reiterated that this is something the RST's have asked for and it will actually mean less reporting for them.
- Also noted that new CEO of Sport HB has been appointed – Mark Aspden. GM please send him a letter of welcome. **ACTION ITEM**

***Meeting was adjourned at 1.47pm on Thursday, 26 March 2015.***

***Meeting reconvened at 3.05pm on Friday, 27 March 2015.***

### **6. Science Project (Agenda Item 4)**

M Millard updated the Committee:

- Science Roadshow have done initial teacher training.
- Waipukurau school pulled out, but Takapau took their place and there is another school waiting to get in.
- Next step is to identify leaders in schools, get activities to schools by May 5<sup>th</sup> and hope to roll out by May 14<sup>th</sup>.
- Plan to have an event in Waipukurau in Term 2 – Trustees expressed an interest in attending.

### **7. Capacity Building Initiatives (Agenda Item 5)**

Volunteering Hawkes Bay Project:

- The GM spoke to Renata and she offered to contact Volunteering Otago. GM to follow up with Renata and VO. **ACTION ITEM**
- Waiapu Anglican Care, CHB SPCA and Riding for the Disabled are all going to use the toolkit, so we will start to receive feedback.
- Consider putting the toolkit on our website. **ACTION ITEM**
- Volunteer centre has just opened in Levin – GM and Neil Attapattu to connect with them during visit to Levin. **ACTION ITEM**

Hawkes Bay Funders Forum:

- Most exciting project is opportunity for trainee accountants to work with charities. Currently trying to get all funders to confirm what information they require for audits. There are challenges with certain personnel but if information isn't forthcoming, the big four will push for a pilot project regardless.

**8. Maths is Fun (Agenda Item 7)**

Representatives Peter & Judy came in and had general chat with the GM and N Attapattu in February, with a more formal meeting with Neil Attapattu in March

**9. Other Business (Agenda Item 8)**

- Active Minds Aotearoa:
  - The Committee advised that the Board discussed this project during Board Only Time and they are not interested in re-considering.
  - The GM feels the Board is not giving due consideration to the application because they have not seen the full proposal – staff feel it is a good project and hoped to find out what the Board's concerns are and whether they can be mitigated.
  - Message from the Board is a "No" means "No". Expectation was that the organisation would come back in a couple of years once they have a track record, not at the next round.
  - Issues were i) no track record – precedent is not to give donations of this size to new organisations, ii) expensive, iii) projected losses for the first few years, iv) needed more realistic budget, including some income from elsewhere.
- Tu Mai Awa:
  - The Committee advised that the Board also discussed this project during Board Only Time and appetite is low. Suggestion is to defer a decision until a meeting of the SPC during the Philanthropic Conference in Auckland in mid-April.

**10. Closure and Next Meeting (Agenda Item 9)**

The upcoming meetings of the Special Programmes Committee are:

- Thursday 28<sup>th</sup> May at 12.30pm – Special Programmes Committee
- 17<sup>th</sup> September 2015 – Special Programmes Committee meet with RSTs at ECCT.

Meeting closed at 3.23pm.

**To:** Special Programmes Committee

**From:** Jonathan Bell, General Manager; Rose Artemiev, Donations Assessor

**Date:** 14 May 2015

**Re:** 2015/16 Regional Sports Trusts Donations

---



### Purpose

1. This memo requests that the Special Programmes Committee (SPC) agree a new approach for managing Regional Sports Trusts donations from 2015/16.

### Focus for our Donations

2. In 2014, ECCT rolled over its funding arrangements for Regional Sports Trusts (RSTs). The Board noted that staff would work collaboratively with Regional Sports Trusts (RSTs) and Sport New Zealand (SNZ) to review projects and funding for the 2015/16 year.
3. In this review work, ECCT, SNZ, and the RST identified the need for a strong, robust, and connected sector for sport and recreation to thrive in our regions. This will contribute to active, fit, healthy, and connected communities where everyone has the opportunity to participate in sport and recreation.
4. The following areas were identified by RSTs as priority work areas across all the regions for the next five years. These continue the strong capability focus of our previous Project Heartland Agreements and highlight youth and leadership as areas which would benefit from greater focus:
  1. **Club Capability and Capacity.** This covers projects and activities where RSTs will work with sports groups to help them become strong, thriving organisations (e.g. governance, volunteers, finances, etc). It also covers the delivery aspect – where RSTs work with sports codes to make sure participants are receiving quality programmes (e.g. coaching, player development, etc).
  2. **Youth.** RSTs will work with youth, schools, and sports groups to make sure young people have access to quality, youth-focused sport opportunities. This is about increasing participation and allowing young people to have a go, develop skills, learn new things, gain confidence, have fun, and be part of a team.
  3. **Sports Leadership.** RST take a leadership role to improve provision of sport and recreation in their region. This could include developing regional plans and facilities strategies, attending decision-making forums, connecting stakeholders, enabling shared services (e.g. sport houses, sportsvilles, partnerships), and providing information on best-practice to sports groups councils, and others.

Strong Sport and Recreation Sector			Outcome
Club Capability & Capacity	Youth	Sports Leadership	Focus Area
Strong and thriving sports and recreation organizations. Quality sport and recreation delivery that meets the needs of participants.	Sport and recreation approaches that are child and young person-focused.	RSTs are involved in decisions and projects affecting sport and recreation.  RSTs are sharing knowledge and insights with each other and their communities to improve sport and recreation in their regions.	What we want to see

5. These Areas align with all three themes of ECCT's Strategic Plan. In particular, it will contribute to developing strong community organisations, sustainable sports infrastructure, and cohesive and constructive relationships within communities. The Areas also align with SNZ's new *Community Sport Strategy*. This is encouraging as it indicates that community needs identified in our regions by RSTs will also be met through the work of SNZ. More work needs to be done in the coming year to ascertain how success in these areas will be measured and monitored.

#### Donations Agreements

6. A new approach is proposed for Donations Agreements to provide the RSTs with more flexibility to meet and respond to changing and emerging community needs. This approach proposes that RSTs can work on any project that fits with the Focus Areas and then report back through Six Monthly reporting on the different their work has made. The level of detail in written reports would also be reduced to allow RSTs and the SPC to spend more time discussing issues, strategic direction, best-practice, collaboration, and new initiatives.\*
7. The key documents for managing ECCT's engagement with RSTs would become a Donations Agreement, a Memorandum of Understanding, and a Reporting Template. The following work is required to implement this new system:
- Donations Agreements.** Remove Service Deliverables attachments from the Donations Agreements. Agreement will simply say that RSTs will undertake activities that contribute to a strong sport and recreation section, as per the MOU. Add a condition to Agreements that funding is conditional upon satisfactory project reports being completed. Agreements will be signed individually by the relevant RST.
  - Memorandum of Understanding.** Engage in a new high-level MOU between the four RSTs, SNZ, and ECCT that sets out how we will work together from July 2015 to June 2020. This will outline the agreed Focus Areas, and can be updated during this period as required to respond to changes in the sector or the circumstances of parties. The MOU will replace the tripartite funding agreement and will be signed by all six parties.

3. **Reporting.** Work with RSTs and SNZ to develop suitable reporting measures to track the impact of work in these Focus Areas. It is intended that new reporting format will be developed in time for the September RST/ SPC meeting. It is acknowledged that RSTs will have to commit time to developing these reports. It is recommended that ECCT tell RST that the September report (for period Jul 14 – Jun 15) does not need to be submitted in the old format. We will use this time proactively to collaboratively develop a new report format. The content of the new report will cover off key issues from the previous year.

#### Donations Amounts - 2015/16

8. The Board agreed to increase funding for the RSTs by \$20K to \$340K at its March 2015 Meeting. This takes donation amounts to:

Term	RST	Project	Amount (GST excl)
1 July 2015-30 June 2016	Sport Hawke's Bay	Strong Sport and Recreation Sector	\$106,120
	Sport Manawatu	Strong Sport and Recreation Sector	\$106,120
	Sport Wairarapa	Strong Sport and Recreation Sector	\$61,320
	Sport Gisborne	Strong Sport and Recreation Sector	\$66,440
Total			\$340,000

9. RSTs have confirmed that they agree with the proposed approach to funding. Feedback has been that they have valued the opportunity to collectively review projects and activities as it has provided an opportunity to learn from each other and SNZ. This is timely as their funding landscape has changed, with the introduction of SNZ's new strategic plan. Sport Hawke's Bay CE Mark Aspden is a lawyer and has offered to draft the agreement template, if required.

#### Recommendations

It is recommended that members of the Special Programmes Committee:

*See paragraph*

1. **note** that staff will use a new approach for making donations to Regional Sports Trusts in 2015/16.

7

#### Attachments

1. Draft Memorandum of Understanding between ECCT, RSTs, & Sport NZ

---

\* In the past, Donations Agreements and Reporting Template have been quite prescriptive. This means that the RST told ECCT upfront the things they would do in the year ahead in significant detail and then reported back against these requirements at the end of the year in equal detail.

For example: *Service Deliverable from the 2014/15 Donations Agreements with Regional Sports Trusts*

Project	Strategy	Targets
Project Heartland	<p>To facilitate membership and participation growth by improving general club capability.</p> <ul style="list-style-type: none"><li>Facilitate Club Development programmes into community sports clubs.</li></ul>	<p>4 x clubs supported/facilitated through Club Development programmes and initiatives.</p> <p>4 x club profiles captured (including membership &amp; volunteer numbers)</p>

The SPC has indicated that they would like these Agreements to be less prescriptive. The intention is to give each RST the ability to work on activities they need to make a difference in the community, without being tied to targets that may not be relevant on the ground nine months later.

## **Memorandum of Understanding**

1. *Note - This is a first draft of content only. Legal notes and formatting appropriate for a MOU will need to be added. The content will also need to be discussed and agreed by parties.*

### **Parties**

### **Purpose**

1. ECCT, Sport New Zealand, and the Regional Sports Trust have a shared interest in community sport and recreation. This is a strong and long-standing relationship.
2. This Memorandum sets out how we will work together in this area from July 2015 to June 2020. It moves the [ECCT] funding relationship towards an outcomes focus. This means that Regional Sports Trust will have more flexibility to work on projects or strategies that provide outcomes in agreed focus areas.

### **Background**

1. Sport and physical recreation supports social connection and contributes to the health and wellbeing of individuals, families, and communities. This includes improving physical and mental health, facilitating positive social interactions, and promoting community involvement.
2. Regional Sports Trusts are independent Trusts set up to support, promote, develop, and provide sport and recreation in their region. In this role they are strategic leaders and capability builders for the sport and recreation sector as well as working directly with participants and sport's organizations in delivering quality activities and programmes.
3. ECCT and Sport New Zealand are long-term funders of community sport and recreation through contributing to Regional Sports Trusts. Regional Sport Trusts receive funding from a range of sources to provide their activities.

### **Work Areas**

4. ECCT, Sport New Zealand, and the Regional Sports Trust have identified the need for a strong, robust, and connected sector for sport and recreation to thrive in the Gisborne, Hawke's Bay, Manawatu, Horowhenua, Tararua, and Wairarapa regions. We believe this will contribute to active, fit, healthy, and connected communities where everyone has the opportunity to participate in sport and recreation.
5. Areas that we will collectively focus on in the next five years to achieve this are:
  1. Club Capability and Capacity
  2. Youth
  3. Sports Leadership

<i>Goal</i>	Strong Sport and Recreation Sector		
<i>Focus Areas</i>	Club Capability & Capacity	Youth	Sports Leadership
<i>What we want to see</i>	<p>Strong and thriving sports and recreation organizations.</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>

### Delivery

6. ECCT will provide funding to Regional Sports Trusts through its normal funding processes to work on projects and strategies in these focus areas. It will give RST's two years notice if it foresees any significant changes to its funding allocations.
7. Sport NZ will provide funding to Regional Sports Trusts through its normal funding processes to work on projects and strategies in these and other focus areas.
8. This is a living document and can be reviewed and updated as required during its 5 year term to meet our changing needs or those of our communities. This can occur on agreement of all parties.

### Reporting

3. Regular six monthly Reporting Meetings between Parties will continue. These will provide and opportunity for Regional Sports Trusts to communicate what they have achieved in these Focus Areas and what they will do in the future.
4. ECCT will develop a reporting template during 2015/16, in consultation with Regional Sports Trusts. This will include performance measures or indicators that can be used to track progress in these work areas.

### Contacts

### Signatories



## **Donation Evaluation**

**Organisation Name:** Summer Reading Programme

**Geographic Location:** Regional

**Request No:** 24239

**Applicant No:** 4847

**Sector:** Youth

**Application Type:** Summer Reading

**Tax Status:** Tax-exempt (district improvement)

**Legal Status:** Local Authority

### **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. To increase reading skills in the widest sense, including communication, language 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.

<b># of Staff:</b>	0	<b># of Volunteers:</b>	7
<b># of Members:</b>	28	<b>Established:</b>	01/01/1998
<b># of Beneficiaries:</b>	8251		

### **Current Application**

#### **Project Description**

To run Summer Reading, Winter Warmers, iRead and READX programmes for the entire Eastern & Central Community Trust region through public libraries .

#### **Project Costs**

<b>Description</b>	<b>Total Amount</b>	<b>Other Funding</b>	<b>Requested</b>	<b>Recommended</b>
Programmes - Reading Programmes for the children	\$249,745	\$0	\$249,745	\$250,000.00

#### **Project Income**

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

#### **Shortfall Raising Description**

We may have to make further adjustments to the programmes and potentially have to reduce the number of places available for each programme.

#### **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
2011		\$212,000	EC Read'n programme for 2011
2012		\$212,000	EC Read'n Programme for 2012
2013		\$230,000	EC READ'N Programmes 2013
2014		\$230,000	EC Read'N Programme 2014
2014		\$15,000	the expansion of incentives/website activities

## Financial Position

Financial Year: 31/03/2015			
<b>Revenue</b>		<b>Term Assets</b>	
Gross Income	\$264,751		\$
<b>Total</b>	<b>\$264,751</b>	<b>Total</b>	<b>\$0</b>
<b>Expenses</b>		<b>Current Assets</b>	
Gross Expenses	\$264,751		\$
<b>Total</b>	<b>\$264,751</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>\$0</b>	<b>Net Assets:</b>	<b>\$0</b>

## Notes

Accounts are managed and prepared by CHB District Council. The Income statement supplied is not consistent with the NZICA Statements of Accounting Practice. The assessor has spoken to the council accountant who advised that going forward he will ensure the reports are consistent with this format. Income received from selling the programme outside ECCT's region is used to help cover marketing costs and an annual seminar for the librarians. The financials do not show the full picture in terms of income and costs. "In Kind" income of Main Freight couriering materials free of charge, Staff costs, and some administration costs such as photo copying have not been included. ECCT have requested a more comprehensive set of accounts and the donations assessor has initiated discussions with the accountant at the council that prepares these reports to try and achieve this.

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

## Comments and Analysis

**Advisor:** Neil Attapattu

**Policy:** Meets Policy

## Project Background

The success and value which has been proved through 2 independent research projects. These programmes continue to grow in popularity and the outcomes are reinforced by the high satisfaction ratings in the evaluation documents. Teachers continue to write evaluations supporting how the programmes particularly help those reluctant readers. Refer to annual report.

## 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. Further to this they have cut the reading incentives from 5 to 4, cut the number of touring story tellers / entertainers from 3 to 2 and reduced the book incentives of their IRead programme for intermediate aged children from 6 to 4. T shirts marketing the programmes were given to librarians free, going forward each library will have to pay for these if they want them. The assessor has discussed options of getting corporate sponsorship and other forms of funding with Sue at length. Sue has agreed to explore these further.

## Community Needs and Benefits

This programme was reviewed by Quigley and Watts (Q&W) in March 2014. Who report "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

### Comparison of enrolment and completion statistics for all E.C.READ’N Summer Reading Programmes

Year	Name of Programme	Total Enrolments	Total Completions	% Completion
1997/1998	Sail into Summer Reading	2712	1989	73.3%
1998/1999	Go Bush! Tramp into Reading	3146	2577	81.9%
1999/2000	Read it! 2000	3413	2849	83.5%
2000/2001	Reading is a Picnic	3584	3144	87.7%
2001/2002	The Great Book Hunt	3615	3094	85.6%
2002/2003	Hook a Book	3640	3163	86.9%
2003/2004	Jurassic Joyride	3822	3343	87.5%
2005/2006	Reading is Fantastic!	3821	3397	88.9%
2006/2007	Don’t Monkey Around – Read!	3730	3372	90.4%
2007/2008	Rocket into Reading	3576	3151	88.1%
2008/2009	SuperHeroes Read!	3873	3327	85.9%
2009/2010	Dive into Reading	3672	3228	86.6%
2010/2011	The Big Bush Read	3672	3228	87.9%
2011/2012	Be a Legend - Read	3593	3176	88%
2012/2013	The Great Book Mystery	3841	3305	86%
2013/2014	The Summer Beach Read	3761	3168	84%
2014/2015	Summer - Camping - Reading	3921	3272	83%

### Comparison of enrolment and completion statistics for all E.C.READ’N Young Adult Reading Programmes

Year	Name of Programme	Total Enrolments	Total Completions	% Completion
1999/2000	Y Read	123	104	84.6%
2000/2001	Y Read	248	210	84.7%
2001/2002	Eye Read	311	242	77.8%
2002/2003	YA Hoo Read	368	284	77.2%
2003/2004	YA Rocks	422	348	82.5%
2004/2005	YA HOO Read	383	289	75.5%
2005/2006	YA HOO Read	425	333	78%
2006/2007	Surf’s Up : ReadPlus	659	565	85.7%
2007/2008	Extreme : ReadPlus	651	554	85.1%
2008/2009	iRead : ReadPlus	681	593	87.1%
2009/2010	ReadPlus	710	588	82.8%
2010/2011	ReadPlus	708	579	81.7%
2011/2012	SRPlus	555	459	81%
	Read+	297	242	81%
2012/2013	iRead	630	505	80%
	Read+	288	232	80.5%
2013/2014	iRead	602	481	79%
	Read+	303	228	75%
2014/2015	iRead	615	493	80.2%
	ReadX	277	203	73%

Winter Warmers Statistics 2014																														
AGE	2		3		4		5		6		7		8		9		10		11		12		13		Total		Target	Enrolled	Completed	%
MALE/FEMALE	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
Awapuni					2	1	1	2	3	3	5	6													11	12	30	25	23	92.0%
Carterton	0	1	1	1	1	5	6	2	6	4	5	3	3	0	5	0	0	2	0	0	0	0	0	0	20	35	35	55	35	63.0%
Dannevirke	0	0	0	0	56	55	54	53	53	57	55	52	42	33	38	29	16	21	13	11	0	0	0	0	327	311	650	638	545	85.0%
Eketahuna	0	0	0	0	0	0	0	0	5	10	10	4	5	4	7	8	7	2	8	8	1	0	43	36	22	79	35	44.0%		
Featherston	0	0	1	0	2	4	12	13	12	9	15	17	13	7	14	12	6	8	13	13	6	1	2	103	89	200	192	186	96.8%	
Feilding	0	0	0	0	0	0	79	73	104	99	77	89	112	105	111	107	133	98	143	111	136	119	16	15	911	816	1600	1727	1719	99.0%
Flaxmere	0	0	0	0	0	0	10	9	20	16	1	1	1	1	1	0	1	2	0	0	1	0	35	30	60	65	65	100.0%		
Foxton	0	0	0	0	0	6	5	5	4	3	4	3	4	4	4	5	5	8	5	6	0	0	39	37	80	76	57	75.0%		
Greytown	1	0	1	1	2	2	3	2	5	5	4	3	3	2	3	1	0	0	0	0	0	0	20	20	40	40	27	67.5%		
Hastings	0	0	0	0	0	1	10	7	9	11	4	6	7	2	6	4	2	2	3	3	0	1	0	2	41	39	80	80	50	62.5%
Havelock North	0	0	0	0	0	5	2	2	4	5	3	2	10	3	6	1	5	2	0	0	0	0	20	30	50	50	48	96.0%		
HB Williams	0	0	0	0	0	4	7	4	2	2	3	4	2	1	6	2	5	0	1	0	0	0	19	26	50	45	19	42.2%		
Martinborough	3	1	5	4	2	3	3	4	4	5	2	9	4	7	4	6	5	3	2	4	0	0	34	46	80	80	60	75.0%		
Masterton	1	2	4	8	9	6	9	11	15	7	9	13	14	11	5	3	5	3	4	5	0	4	1	76	74	150	150	120	80.0%	
Napier	0	0	0	0	0	5	0	5	7	6	5	6	3	4	4	7	0	5	1	3	1	0	26	31	50	57	40	70.1%		
Pahiatua	0	0	0	0	0	11	8	8	13	19	24	33	36	12	11	8	13	4	11	9	9	0	0	104	125	230	229	191	83.4%	
Roslyn/PN	0	0	0	0	0	0	0	0	0	0	2	6	10	7	1	1	1	0	1	0	0	0	1	15	15	30	30	28	93.3%	
Shannon	0	0	0	0	0	2	0	0	1	1	0	0	5	1	1	3	3	0	2	0	0	0	1	3	15	20	18	16	88.8%	
Taradale	0	0	0	0	0	8	2	7	3	4	7	9	11	4	3	5	3	1	0	0	0	0	38	32	70	70	56	80.0%		
Te Paatikitiki/PN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Te Takere	0	0	0	0	0	1	4	7	2	2	4	3	7	6	4	0	2	2	1	0	5	0	21	29	30	50	46	92.0%		
Waipawa	0	0	1	0	1	2	36	27	38	34	41	33	35	30	21	25	21	32	25	19	29	5	2	254	224	350	478	390	81.5%	
Waipukurau	0	1	0	0	2	2	37	26	38	34	40	33	35	30	21	22	25	20	31	24	19	29	5	3	253	224	350	477	391	81.9%
Wairoa	4	5	4	6	8	2	4	11	7	12	11	6	8	9	4	5	6	7	4	6	2	6	1	2	63	77	125	140	116	82.8%
Woodville	0	0	1	0	0	0	0	1	1	1	3	2	9	9	1	0	0	0	1	0	0	0	15	13	40	28	20	71.4%		
Totals	9	10	18	20	32	25	302	272	351	329	313	346	383	367	276	266	280	246	272	241	225	235	31	29	2491	2386	4422	4879	4283	87.8%



Summer - Camping - Reading - Completion Statistics 2015																													
AGE	2	3	4	5	6	7	8	9	10		11		12		Total	Target	En-rolled	Com-pleted	%										
MALE/FEMALE	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F													
Ashhurst	0	0	0	2	8	5	3	2	5	5	2	3	0	0	0	33	30	64	63	98%									
Awapuni	0	0	0	1	4	1	0	4	4	0	0	1	0	0	0	10	10	25	20	80%									
Carterton	0	2	4	6	3	1	12	9	6	10	4	7	6	5	8	6	3	140	125	103	82%								
Dannevirke	2	6	3	4	8	4	5	13	11	3	16	11	10	9	10	4	15	2	3	0	0	55	87	150	160	142	89%		
Eketahuna	0	0	0	1	1	1	3	2	1	3	2	1	3	1	1	0	2	1	1	0	0	8	14	30	28	22	79%		
Featherston	0	2	3	6	2	2	5	5	4	8	4	4	8	7	2	8	6	2	0	1	0	0	34	40	110	110	74	67%	
Feilding	0	0	11	9	16	19	12	21	28	24	17	25	23	21	20	21	8	9	0	2	0	0	135	151	300	300	286	95%	
Flaxmere	0	0	0	3	4	5	2	4	0	4	7	7	7	5	5	8	8	6	4	0	0	0	42	38	90	95	80	84%	
Foxton	0	0	3	0	2	2	3	1	3	5	1	3	2	4	2	2	3	2	0	2	0	0	19	21	50	55	40	73%	
Greytown	1	1	2	0	6	4	6	4	6	10	7	8	8	8	4	6	2	2	0	2	0	3	42	43	110	110	85	77%	
Hastings	0	0	0	2	13	11	19	28	33	30	23	29	13	15	18	15	12	8	7	13	0	0	138	151	380	388	289	74%	
Havelock North	0	0	0	0	9	3	8	12	7	13	15	8	6	10	7	11	2	9	6	8	0	0	60	74	140	140	134	96%	
HB Williams	1	1	3	3	7	4	10	8	11	3	10	7	3	9	3	6	1	1	0	0	0	0	49	42	120	142	91	64%	
Linton	0	0	0	0	1	0	0	0	2	1	0	0	1	3	0	0	0	0	0	0	0	0	3	5	15	15	8	53%	
Martinborough	4	4	3	5	3	5	3	6	9	3	5	3	4	13	2	4	2	6	1	3	0	0	36	52	90	94	88	94%	
Masterton	6	3	14	15	12	18	26	29	19	22	28	13	23	27	20	21	16	12	5	5	0	1	169	166	375	375	335	89%	
Napier	0	0	0	0	10	13	15	16	23	19	24	34	19	21	20	13	11	13	2	7	0	0	124	136	290	293	260	89%	
Pahiatua	0	0	0	0	2	3	3	4	6	3	5	8	6	2	1	4	2	3	0	0	0	0	25	27	60	60	52	87%	
Palmerston Nth	0	0	0	0	7	14	20	24	19	24	22	19	16	31	16	29	18	16	1	0	0	0	119	157	310	293	276	94%	
Roslyn	0	0	0	0	1	3	3	3	2	6	3	5	1	2	3	1	1	0	0	0	0	0	14	20	30	40	34	85%	
Shannon	0	0	3	2	1	3	0	1	2	3	2	3	1	4	4	3	1	1	1	3	0	0	15	23	30	55	38	69%	
Taradale	0	0	0	0	7	6	10	21	16	16	11	16	15	22	11	14	10	15	3	3	0	0	83	113	200	201	196	98%	
Te Paatikitiki	0	0	0	0	1	3	1	3	1	2	3	1	0	3	2	1	1	3	0	0	0	0	9	13	30	27	22	81%	
Te Takere	0	0	6	6	3	7	9	7	7	9	5	10	10	10	8	8	4	6	0	5	0	0	52	68	150	162	120	74%	
Waipawa	2	4	6	4	5	8	14	13	12	13	12	9	10	4	6	4	6	6	4	1	0	0	77	66	225	199	143	72%	
Waipukurau	2	2	6	4	3	10	14	14	12	13	12	8	10	5	7	3	7	6	3	2	0	0	76	67	225	200	143	72%	
Wairoa	4	6	5	4	8	1	10	8	7	9	8	10	5	1	5	4	1	4	6	1	1	3	60	51	130	140	111	79%	
Woodville	0	0	2	0	3	2	1	0	3	0	2	1	2	2	0	3	0	1	0	0	0	0	13	9	35	25	22	88%	
TOTALS	22	31	74	70	139	155	216	258	266	263	242	262	215	251	190	206	134	157	48	69	1	8	1547	1730	3885	3921	3277		84%
	53		144	294	474	529	504	466	396	291	117	9																	



Summer - Camping - Reading - Report-In Statistics 2015																		
Number of Report-ins	1	2	3	4	5	6	7	8	9	10	11	12	1-4	5	6-12	Report- Ins	En- rolled	Average
Ashhurst	63	63	63	63	42	0	0	0	0	0	0	0	252	42	0	294	64	4.6
Awapuni	24	22	22	20	9	0	0	0	0	0	0	0	88	9	0	97	25	3.9
Carterton	116	111	105	102	71	9	5	2	2	0	0	0	434	71	18	523	125	4.2
Dannevirke	146	145	144	142	61	7	8	0	0	0	0	0	577	61	15	653	160	4.1
Eketahuna	24	23	22	22	16	13	8	5	4	4	1	1	91	16	36	143	28	5.1
Featherston	87	79	74	74	40	10	5	3	2	2	1	0	314	40	23	377	110	3.4
Feilding	338	311	294	286	95	26	19	7	3	0	0	0	1229	95	55	1379	300	4.6
Flaxmere	95	89	82	80	61	39	20	12	6	4	0	0	346	61	81	488	95	5.1
Foxton	55	45	41	40	35	32	23	14	10	5	3	1	181	35	88	304	55	5.5
Greytown	103	100	95	85	49	1	0	0	0	0	0	0	383	49	1	433	110	3.9
Hastings	352	328	302	289	208	94	0	0	0	0	0	0	1271	208	94	1573	388	4.1
Havelock North	140	136	135	134	91	42	0	0	0	0	0	0	545	91	42	678	140	4.8
HB Williams	117	102	97	91	52	1	0	0	0	0	0	0	407	52	1	460	142	3.2
Linton	12	8	8	8	5	0	0	0	0	0	0	0	36	5	0	41	15	2.7
Martinborough	94	94	87	88	37	2	0	0	0	0	0	0	363	37	2	402	94	4.3
Masterton	374	358	340	335	170	30	15	8	4	0	0	0	1407	170	57	1634	375	4.4
Napier	280	276	266	260	141	26	13	5	3	0	0	0	1082	141	47	1270	293	4.3
Pahiatua	60	55	53	52	32	0	0	0	0	0	0	0	220	32	0	252	60	4.2
Palmerston Nth	255	283	277	276	185	0	0	0	0	0	0	0	1091	185	0	1276	293	4.4
Roslyn	34	34	3	4	34	21	0	0	0	0	0	0	75	34	21	130	40	3.3
Shannon	43	40	39	38	37	17	9	4	2	1	0	0	160	37	33	230	55	4.2
Taradale	200	196	196	196	138	42	6	2	2	2	1	0	788	138	55	981	201	4.9
Te Paatikitiki	22	22	22	22	13	0	0	0	0	0	0	0	88	13	0	101	27	3.7
Te Takere	132	126	121	120	89	5	2	2	2	2	0	0	499	89	13	601	162	3.7
Waipawa	160	152	143	143	99	16	13	3	0	0	0	0	598	99	32	729	199	3.7
Waipukurau	160	152	143	143	100	17	11	2	1	0	0	0	598	100	31	729	200	3.6
Wairoa	120	114	111	111	63	31	20	12	8	5	4	3	456	63	83	602	140	4.3
Woodville	25	22	22	22	15	0	0	0	0	0	0	0	91	15	0	106	25	4.2
TOTAL	30	3486	3307	3246	1988	481	177	81	49	25	10	5	10069	1988	828	16486	3921	

iRead Statistics 2015														
	11		12		13		Subtotals		Total Completed	No Books Awarded	Target Numbers	Total Enrolled	%	
	M	F	M	F	M	F	M	F						
Ashurst	3	2	2	1	1	3	6	6	12	60	18	12	100.0%	
Carterton	0	2	0	3	1	1	1	6	7	18	18	11	63.6%	
Dannevirke	2	2	6	14	4	11	12	27	39	102	60	56	69.6%	
Eketahuna	1	1	0	0	0	0	1	1	2	3	6	4	50.0%	
Featherston	2	6	1	6	0	1	3	13	16	43	20	20	80.0%	
Feilding	12	21	8	20	6	13	26	54	80	256	100	91	87.9%	
Flaxmere	1	0	2	5	2	1	5	6	11	40	10	13	84.6%	
HB Williams	10	8	0	1	0	0	10	9	19	37	30	26	73.1%	
Hastings	5	7	8	14	3	8	16	29	45	106	45	47	95.7%	
Havelock North	1	2	6	8	0	2	7	12	19	51	20	19	100.0%	
Martinborough	1	2	0	1	0	1	1	4	5	16	10	7	71.4%	
Masterton	4	5	8	10	7	0	19	15	34	101	45	45	75.6%	
Napier	3	11	1	7	1	4	5	22	27	85	22	29	93.1%	
Pahiatua	2	8	1	2	1	1	4	11	15	50	15	15	100.0%	
Palmerston North	15	8	6	18	3	6	24	32	56	204	70	70	80.0%	
Shannon	1	1	1	1	0	2	2	4	6	15	10	8	75.0%	
Taradale	2	3	10	8	1	5	13	16	29	79	30	31	93.5%	
Te Takere	0	5	1	2	0	0	1	7	8	15	30	15	53.3%	
Waipawa	3	7	4	10	3	3	10	20	30	74	40	46	65.2%	
Waipukurau	2	7	4	11	2	2	8	20	28	75	40	45	62.2%	
Woodville	2	1	0	2	0	0	2	3	5	51	5	5	100.0%	
Totals	72	109	69	144	35	64	176	317	493	1421	644	615	80.2%	
Age group totals	181		213		99		493							



READX Statistics 2015																										
	13				14				15				16				17				Subtotals	Total Completed	No Books Awarded	Target Numbers	Total Enrolled	%
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F										
Carterton	1	2	0	4	0	1	0	0	0	0	0	0	0	0	1	7	8	20	15	12	66.7%					
Dannevirke	0	0	0	10	3	7	0	2	1	0	4	19	23	56	30	30	76.7%									
Eketahuna	0	0	0	0	1	1	0	0	0	0	1	1	2	4	5	3	66.7%									
Featherston	0	0	0	0	6	3	0	0	0	6	6	9	5	15	12	12	41.7%									
Fellding	5	4	2	7	0	4	0	6	0	3	7	24	31	98	30	34	91.2%									
Flaxmere	2	0	1	0	0	1	0	0	1	1	4	2	6	25	10	15	40.0%									
Hastings	3	2	3	11	0	5	0	5	1	4	7	27	34	86	45	46	73.9%									
Havelock North	0	0	1	4	0	6	0	0	0	1	1	11	12	42	20	13	92.3%									
Masterton	0	4	1	3	0	0	0	5	0	1	1	13	14	46	15	15	93.3%									
Napier	0	2	1	2	1	0	0	1	0	1	2	6	8	18	12	11	72.7%									
Pahiatua	0	0	1	3	2	2	0	1	0	0	3	6	6	10	10	9	66.7%									
Palmerston North	2	3	1	5	1	3	0	2	0	1	4	14	18	61	30	30	60.0%									
Taradale	2	2	3	1	0	0	1	1	0	0	6	4	10	35	15	16	62.5%									
Waipawa	1	1	0	1	0	2	1	0	1	2	3	6	9	21	15	10	90.0%									
Waipukurau	0	0	0	2	0	2	0	3	1	1	1	8	9	23	15	10	90.0%									
Wairoa	0	5	0	0	0	1	0	1	0	1	0	8	8	19	15	10	80.0%									
Totals	16	25	14	53	14	38	2	27	5	22	51	165	203	579	329	277	73.0%									
Age group totals	41				67				52				29				27				216					

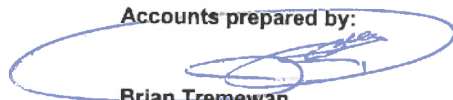


# **E C READ'N PROGRAMME** **Financial Report to 31 March 2015**

2013/14 EC READ'N Income & Expenditure Statement		2014/15	Full Year Budget
(all figures GST exclusive)			
<b>Programme Income</b>			
230,000	Grant-E & C Community Trust	245,000.00	245,000
3,321	Interest Received	2,916.00	3,000
1,668	Recoveries -T Shirts	2,982.17	1,000
(2,410)	Operating Deficit Tfrd. to Marketing Funds	13853.61	
<u>232,579</u>		<u>264,751.78</u>	<u>249000</u>
<b>Expenditure</b>			
<b>Committee Expenses</b>			
9,227	Accommodation/Travel	9,165.04	8,000
<u>9,227</u>	<b>Total Committee Expenses</b>	<u>9,165.04</u>	<u>8000</u>
<b>Major Programme Costs</b>			
16,800	Storytelling	18,600.00	18,700
44,672	Incentives	49,798.61	43,000
19,240	Books	30,244.24	25,000
29,108	Grant Distribution-for finale,prog,theme	32,861.00	32,600
25,008	IRead	20,453.49	25,000
15,058	Read Plus	11,495.74	12,900
49,926	Winter Warmers	61,904.95	51,200
<u>199,812</u>	<b>Total Major Programme Expenses</b>	<u>225,358.03</u>	<u>208400</u>
<b>Other Expenses</b>			
4,522	Administration	7,744.44	7,700
4,671	Communication	4,000.00	5,000
4,758	Printing & Stationery	4,373.77	4,000
2,112	Te Reo	1,710.00	2,000
260	Translation Expenses	250.00	400
4,720	Graphics & Manuals	3,750.00	5,000
2,277	T Shirts	4,789.57	1,000
220	Information Technology	3,610.93	4,410
<u>23,540</u>	<b>Total Other Expenses</b>	<u>30,228.71</u>	<u>29510</u>
<u>232,579</u>	<b>Total Expenditure</b>	<u>264,751.78</u>	<u>245,910</u>
0		0.00	3,090.00

<b>MARKETING-Outside EC Area</b>		
(33,586)	Income-EC Read'n Marketing	-\$ 36,185.34
27361	Project Costs-Marketing	31576.59
(6,225)	<b>Net Marketing Surplus</b>	-\$ 4,608.75
-2410.00	Tfr.Surplus from EC Read'n Programme activity	\$13,853.61
(32,182)	Carried forward Marketing Surplus from previous yr.	-\$ 37,046.73
3771	Purchases from previous year Marketing Surplus	\$10,265.80
<u>(37,046)</u>	<b>Net Marketing Funds to Carried Forward</b>	<u>-\$ 17,536.07</u>

Accounts prepared by:



**Brian Tremewan**  
**Accountant, Central Hawkes Bay District Council**  
**08 April 2015**

# EVALUATION OF SUMMER READING PROGRAMME

DELIVERED BY THE EASTERN AND CENTRAL READING  
ENCOURAGEMENT AND DEVELOPMENT NETWORK  
(E.C.READ'N)

FUNDED BY EASTERN & CENTRAL COMMUNITY  
TRUST

Carolyn Watts and Louise Thornley

March 2014



## ACKNOWLEDGEMENTS

We wish to acknowledge the support and guidance of Bev Watkins at ECCT and the input of the three evaluation site librarians, Sue Fargher (District Librarian, Central Hawke's Bay), Penny Griffin (Featherston Branch Librarian), Sandy Green (Library Manager, Masterton District Library) Jane Horsham (Children's Services Librarian, Masterton).

This evaluation would not have been possible without the responses of children and parents who took part in the survey, thank you all. We would also like to thank the teachers involved in the evaluation from Porangahau School, Tikokino School, Argyll East School, Waipawa School, Terrace Bilingual School, Te Kura Kaupapa Maori o Wairarapa, Solway School, Opaki School, St Teresa's School and South Featherston School.

## CONTENTS

Acknowledgements.....	2
Conclusion.....	4
Recommendations.....	10
Background.....	11
Purpose of the evaluation.....	11
Programme description.....	12
Method.....	15
Selection of evaluation locations.....	15
Stage 1: Literature scan.....	15
Stage 2: Key informant perspectives.....	15
Stage 3: Surveys of children, parents/caregivers, and teachers.....	15
Stage 4: Analysis and report writing.....	16
Limitations.....	16
Findings.....	17
Literature Scan.....	17
Parents/Caregiver survey.....	23
Children's Survey.....	26
Teachers Survey.....	28
Librarians views.....	31
References.....	37
Appendices.....	38
Parent information Sheet.....	38

## CONCLUSION

The Summer Reading Programme (the Programme) is 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 Programme components and design are of excellent quality and there is a well embedded culture of evaluation and improvement.

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.

The support of the ECCT is vital to the continuation of the Programme particularly to making it freely available to small libraries, low school decile and rural areas.

The data collected to inform the evaluation show the Programme is meeting its objectives, is of high quality and excellent value.

A summary of the findings in relation to each of the Programme objectives is given below:

### 1. TO INTEREST, ENCOURAGE, AND STIMULATE CHILDREN TO ENJOY READING.

Children enjoyed participating in the Programme- 96% said they enjoyed the Summer Beach Read and 98.1% said they would like to do the Programme again next year.

The overwhelming majority of parents (96.1%) thought their child had benefited from taking part in the Programme. About two thirds (66.8%) of parents said their child enjoyed reading more than before taking part and over half (52.8%) said their child read more.

Nearly half (47.8%) of children said they enjoyed reading more than before the Summer Beach Read with 45.9% saying they enjoyed reading about the same amount. Given the majority of parents described their children as enthusiastic readers (64.7%) this is a good achievement.

About three quarters (73.9%) of children said they thought they had read more books than usual because of the Programme. Over half the children participating read more than 10 books with 98% reading four or more books.

Twenty children (12.7%) read books in Maori (or Maori and English).

The literature and comments from children, parents and teachers make it clear that the Programme design is instrumental in achieving this objective. The literature highlights the importance of supporting children's reading. While access to books is a crucial component in itself it is often not sufficient to encourage children to enjoy reading. The added support of choosing skill appropriate books on topics of interest, the chance to report in and discuss books and the regular contact with the library are key components of the Programme.

All teachers said children in their care benefited from taking part in the Programme and enjoyed reading more. Teachers acknowledged the Programme components as a key part of this

*Children are encouraged to read and they are expected to discuss their reading with a member of the library staff. This gets them thinking about the text and develops a better understanding of what they have read. The library staff often suggest other books/ keep books aside that they know individuals will want to read. This keeps the children motivated and reading (Teacher).*

Children were encouraged by the Programme incentives, activities and time with the librarians as well as reading. Parents and teachers acknowledged the important role the librarians played in tailoring the Programme to individual children's abilities, interests and circumstances.

The programme values reading and makes it fun and rewarding. As one librarian explained

*Reading is not often recognised for awards and for some children reading is something they have to do rather than doing it for pleasure and reward. The rewards based system reinforces the value and importance of reading to the children.*

Similar responses from parents confirm the importance of this:

*Feels proud of being acknowledged for a skill that isn't a sport... they don't have to be first*

*Increased confidence and made reading a joy instead of a chore (homework)*

## 2. TO INCREASE READING SKILLS IN THE WIDEST SENSE, INCLUDING COMMUNICATION, CREATIVITY AND DEVELOP SELF-ESTEEM.

Of the many benefits identified by teachers and parents the following support increased reading skills:

	Parents	Teachers
Talks more about what they have read	70.4%	8/10
Selects books with more confidence	64.3%	8/10
Enjoys sharing books with other people more	61.3%	8/10
Knows more words/increased vocabulary	48.2%	6/10
Reads with more accuracy	39.2%	5/10

Many children chose the books by themselves (75.8%), read new books they had not read before (61.8%) and said they had read a different sort of book from what they would usually read (40.8%).

Eight out of the ten teachers thought the Programme prevented reading slippage over the holidays and all teachers said they would encourage children in their care to join the next Summer Reading Programme.

The Programme clearly increases the confidence of children in many ways

*Gained confidence, having to discuss books with less familiar adults (Parent).*

*There is someone else that they can interact with on a completely different basis than their caregiver or teacher re reading and there is no right or wrong or competition (Librarian).*

*... the children gain in confidence and the reading with the library staff is helpful. They are getting the mileage they need to keep their confidence going over the weeks away from school (Teacher).*

*The programme offers children a safe environment in which they are able to get positive feedback and support for reading (Librarian).*

### 3. TO ENCOURAGE CAREGIVERS TO BECOME INVOLVED WITH THEIR CHILDREN'S READING AT HOME, ONE OF THE MOST POWERFUL TOOLS CREATING LIFE-LONG LEARNERS.

Three quarters of parents (75.4%) thought they were more involved in the child's reading at home as a result of them doing the Programme.

The Programme provides support for caregivers on many levels as one librarian explains,

*The families are able to watch their children interact with other people and see the modelling of reading, questioning and encouragement. The rewards based system means they are able to support and encourage participation without needing to insist. The free programme means that families have a focus to their holidays and entertainment and social interaction opportunities. The prize of a book means that not only the child participating gets a reward there is also the on-going value of having a book in the home. Parents with children struggling with reading have an opportunity to assist their children and get feedback and support (Librarian).*

Teachers acknowledged the role of the Programme in encouraging caregivers and parents to be involved with their children's reading:

*It provides parents with a reason to engage students in reading and this helps maintain the children's exposure over the holidays (Teacher).*

*It gives kids and parents motivation to keep reading when they normally may not (Teacher).*

### 4. TO ENCOURAGE CHILDREN TO BECOME REGULAR LIBRARY USERS BY FOSTERING POSITIVE RELATIONSHIPS BETWEEN FAMILIES, PUBLIC LIBRARIES, AND LIBRARIANS.

While most parents (79.7%) said they were regular library users with their child. Sixty percent of parents thought their child had used the library more as the result of participating in the Programme. Most (90.4%) children reported going to the library more often over the summer because of the Programme with 8.3% saying they went about the same amount.

The most common benefit cited by parents from the Programme was their child *enjoys using the library more* (75.9%). Parents also said their child *knows the library staff better* (60.8%) and enjoys the library activities (49.2%).

Parents, children and librarians acknowledged the impact of the Programme on developing positive relationships between families the library and librarians,

*It was fun because I read at the library. I picked books I liked. I gave the lady my card and she slid the books to me. (Child 5-7 years old)*

*I liked the end party and also the book-ins. The staff always took an interest in what I was reading and asked me lots of good questions. (Child 8-10 years)*

*My son, a reluctant reader hooked into the book our librarian Penny (who gets to know the kids well) gave him as an incentive reward after discussing what he was into - a book on hunting and fishing. He got stuck into reading it and liked sharing facts with us. This has not happened before it is a major improvement. He has now started asking for books on topics he is interested in. (Parent of reluctant reader)*

*The programme firmly establishes a relationship between children and their librarian. They recognise us in the street, call us by our names, greet us and seek us out (Librarian).*

---

## PROGRAMME STRENGTHS

### EVIDENCE-BASED NEED (READING SLIPPAGE)

---

The literature highlights the short and long term impacts of reading slippage over the summer holiday break (the summer slide). International evidence showed average students losing up to a month of reading performance and disadvantaged students losing on average two months of reading performance every summer throughout the primary school years (Cooper et al 1996, cited in Balsen and Moore 2011 and Rasco et al 2012).

Researchers estimate that by the age of 14, two-thirds of the reading achievement gap can be explained by unequal access to summer learning opportunities in the primary school years (Alexander, Entwistle and Olsen 2007, cited in Balsen and Moore 2011). It is harder to close the reading gap once it has opened up and the disparities widen as children grow older (Terzian et al 2009), so early intervention is vital.

New Zealand research confirmed these findings showing the summer slide is most pronounced in low-decile schools, and in children from Māori and Pacific backgrounds (Anderson 2012, McNaughton et al 2012, Wright and Wright 2011). In one study reading assessment showed that for at-risk Māori children, all their reading progress made during the year was lost over the summer (Wright and Wright 2011).

Eight out of ten teachers said they thought the Summer Reading Programme helped prevent reading slippage over the summer holidays. The majority of children have done the Programme more than once decreasing the chance of cumulative summer slide. 22.2% of children were doing the Programme for the first time, 19.3% for the second time, 26.1% for the third time and about a third of children (32.4%) had done the programme four or more times.

*One of the real positives is that we are hearing more from teachers that children who have continued to read over the break manage to stop the 'summer slide' where non-readers over the holidays can drop a level or even more in their reading (Librarian).*



## INFORMED BY EVALUATION

---

The evaluation of library-based summer reading programmes is an emerging area of research, and recent findings from summer reading programmes in the United States, Canada, England, and New Zealand are promising (Matthews 2013). The Summer Reading Programme is based on best practice and has a strong reflective improvement cycle.

A comprehensive evaluation of the Programme was undertaken in 2001 and continual process evaluation is undertaken by the Committee each year.

## FOCUS ON EQUITY (PROGRAMME REACH)

---

Access to books is vital. Family socioeconomic status has been linked to the access children have to books in their homes and neighbourhoods (Allington et al 2010, Roman and Fiore 2010, cited in Moynihan 2011). The amount of reading done outside of school is consistently related to gains in reading achievement (Balsen and Moore 2011).

Unlike other programmes of this nature that struggle to reach those that would benefit most (Bogel 2012; Terzian et al 2009) the Summer Reading Programme appears to reach families most likely to benefit, i.e. Maori, rural, low decile.

*The relationships formed with the librarians and in fact with the library can be life lasting and so important particularly for those children from low socio economic areas. How wonderful to read on an evaluation form that a child was leaving notes for his mother to remind her to take him to the library to do his report-in (Librarian).*

While only a small number of libraries run the summer reading programmes in Te Reo it is available to all 24 libraries. All the printed material is translated by the New Zealand Translation Centre and is made available to the libraries.

Three of the four sites in this evaluation offered the Te Reo Programme. The schools involved in the evaluation had high proportions of Maori students.

It is clear great effort is made to include and promote the Te Reo Programme. In Central Hawke's Bay Terrace School bilingual class took part in the Programme before the end of the school year, to utilise the Te Reo teachers. Librarians visited the bilingual class to hear the tamariki report back in a group situation. Some of those tamariki continued to come in to the libraries through the holidays, and reported-in in English about the Te Reo book they were reading.

## PARENT INVOLVEMENT IN SUPPORTING READING

---

The literature confirms the importance of parent involvement in supporting reading development. Numerous studies show the importance of parent and family involvement in reading (Rasco et al 2012; McCombs et al 2011). New Zealand research found that parents also require support such as skills and specific messages on how to support the child's interests and enjoyment of reading (McNaughton et al 2012).

The Programme supports the role of parents. Parents reported being more involved in their child's reading at home and clearly valued the support of the librarian/library staff.

Parents identified the importance of access to books, help choosing appropriate books, the structure of the reports, the activities, and the relationship with the library as important.

*The families are able to watch their children interact with other people and see the modelling of reading, questioning and encouragement. The rewards based system means they are able to support and encourage participation without needing to insist. The free programme means that families have a focus to their holidays and entertainment and social interaction opportunities. The prize of a book means that not only the child participating gets a reward there is also the on-going value of having a book in the home. Parents with children struggling with reading have an opportunity to assist their children and get feedback and support (Librarian).*

## INFRASTRUCTURE AND FINANCIAL SUPPORT

---

It is clear that without the infrastructure and financial support provided by ECCT the Programme would not be the success it currently is. Librarians acknowledged the quality of the Programme materials and support of the E.C.READ'N Committee.

The design of the Programme (including the activities, incentives and prize books) is a key part of its success. The quality of the Programme is also reflected in parent's and children's feedback. The incentives and activities are an important part of the Programme and are highly valued by children and caregivers.

The infrastructure of the Programme also allows individual libraries to seek additional funding to support the Programme locally.

The Programme is relevant and highly valued by participants. It also appears to be keeping pace with technology and continually improving. The infrastructure via the Committee enabled by the ECCT support, and no doubt some very dedicated people, allows the Programme to continue to develop and improve.

---

## PROGRAMME LIMITATIONS

One of the main challenges for the Programme is maintaining the libraries' capacity to deliver the Programme. Librarians face challenges with staff (where additional funding is not available) and space. This said they believe the Programme to be highly effective and work around issues of staffing and space.

A focus for the future could be on children who are not already regular library users. Parents reported most children (77.3%) were library members before taking part in the Programme and 79.7% said they were regular library users with their child. This said, around a quarter of the children who did the Programme were not library members.

Although librarians already actively try to recruit reluctant readers it would be useful to further investigate mechanisms of encouragement for participation of this group. At present only 3.9% of parents described their child as a reluctant reader.

---

## RECOMMENDATIONS

1. The ECCT continue to support the Programme ensuring it continues to be made freely available to libraries and families.
2. Local Councils are sent a copy of this evaluation to encourage their contribution to the staffing and other aspects of the Programme.
3. Additional funding options via central government are explored. Particularly in relation to the Government's current initiative to support vulnerable children and families.

## PARTICIPANT QUOTES

---

*After all these years everything about the programme still works! I love it! The fact that it just 'arrives in a box' is so great. With only a couple of staff members we would have no time or funding to organise anything like this! It is important for our rural children to see the storytellers as there is nothing like this available anywhere close by. The Committee are embracing new technologies which are also important as children are now so tech savvy it will be important to stay one step ahead of them. This is the best and possibly most obvious promotion of the Eastern & Central Community Trust in this area. (Librarian)*

*May I just add - the reading programme is amazing. Both my kids signed up for it and the difference in their reading was amazing. It keeps the skills going whilst on Holiday. Thank you so much. The prizes were amazing as well and the staff were brilliant. I loved the display in the library and Zappo the magician was brilliant. What an amazing experience for a little library in Waipawa. Great job all of you. (Parent)*

*It is hard not to overestimate how the Summer Reading Programme provides recognition and reward for participating children. The children interviewed clearly stated that this was the most important element of the Programme for them and the research and the case studies reveal how children thrive in an atmosphere where every young reader is a winner. (Evaluator)*

*It was fun because I read at the library. I picked books I liked. I gave the lady my card and she slid the books to me. (Child 5-7 years old)*

*I liked the end party and also the book-ins. The staff always took an interest in what I was reading and asked me lots of good questions. (Child 8-10 years)*

*My son, a reluctant reader hooked into the book our librarian Penny (who gets to know the kids well) gave him as an incentive reward after discussing what he was into - a book on hunting and fishing. He got stuck into reading it and liked sharing facts with us. This has not happened before it is a major improvement. He has now started asking for books on topics he is interested in. (Parent of reluctant reader)*

*I got to read Maori books so I can learn more Maori. (Child 8-10 years)*

*It gives kids and parents motivation to keep reading when they normally may not. The kids seem to be more able to start the year with their new class and are keen to discuss what they did. They gain in confidence and the reading with the library staff is helpful. They are getting the mileage they need to keep their confidence going over the weeks away from school. (Teachers)*

## BACKGROUND

In 1997 the Eastern & Central Community Trust (ECCT) agreed to financially support the development of a New Zealand designed reading programme. The E.C.READ'N Committee (Eastern and Central Reading Encouragement and Development Network) was established and initiated an annual Summer Reading Programme. Held annually for the past 17 years, the programme is a family-oriented, incentive based reading programme for children from pre-school to pre-teen.

For over ten years the programme has offered a Winter Warmers Programme, held over six weeks in July and August. Another summer programme, called iRead was designed for Year 7 and 8 students and Read+ for secondary school students.

This evaluation focuses on the 2013/14 Summer Reading Programme (the Programme), The Summer Beach Read. The objectives of the Programme are to:

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

---

## PURPOSE OF THE EVALUATION

The evaluation focused on the delivery and impacts of the Programme. The purpose of the evaluation was to provide evidence to ECCT on the effectiveness of the Programme in achieving its objectives.

Evaluation questions:

1. What are the programme's strengths and limitations?
2. What is the reach of the programme?
3. What impacts has the programme had on: a) enjoyment of reading, b) reading skills, c) involvement of parents/caregivers in children's reading, and d) use of library services?
4. According to teachers, how do attendees compare with non-attendees in reading 'slippage' over the summer break?

The report is presented in three sections, method, findings, conclusions and recommendations.

---

## PROGRAMME DESCRIPTION

The E.CREAD/N Summer Reading Programme is delivered by 24 libraries throughout the ECCT region. It is also offered to other library districts, which helps to increase cost-effectiveness because materials, books, and incentives can be ordered in larger batches.

### Overview of programme

The programme is a family-oriented, incentive based reading programme for children from pre-school to pre-teen. Free delivery is a key aspect, as is non-competitiveness. Children are rewarded only for individual effort and progress. The Programme aims to make reading fun and enjoyable.

### Funding

Though the Programme is largely funded by the ECCT, Mainfreight provides sponsorship. Various libraries and local authorities provide additional financial and resource support. Libraries are financed to run the Programme based on their size and resources. Thanks to this financial support, the Programme is delivered free-of-charge to participants.

### Programme objectives

The programme aims to counter the 'summer slide' in children's reading. Its objectives are:

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

These objectives have not changed in the 17 years of delivery.

### Programme synthesis

Children register for the 5-6 week Summer Reading Programme, receiving a kit to record their reading. The parent/caregiver and child both sign a contract agreeing to read together daily, either as shared or individual reading. They then 'report-in' regularly to their library for a one-on-one session with a librarian to discuss the book. The children are rewarded for their efforts with an incentive (gift) each time they report-in. At the end of the Programme there is a finale where they are presented with a certificate, medallion, and book to keep.

To complete the Programme, children are required to 'report in' to the library a minimum of 4 times. The reporting-in is mostly face-to-face, but in some remote areas the reporting is by phone, fax or email. Some areas have recently trialled online reporting-in. At each report-in, children receive an incentive – e.g. a theme-related activity sheet – and one of the four stickers required to qualify for completing the programme.

Various events and fun activities are also offered throughout the 5-6 weeks, e.g. storytellers, magician, and activity workshops. Storytellers involved in touring libraries in the 2013/14

programme were: Rhubarb – Mary Kippenberger and Peter Charleton-Jones, Adrian Kirk – Reading Rocks and Zappo the Magician.

A New Zealand theme and native animal mascot are chosen each year. The Programme commissions a graphic artist to provide artwork with a New Zealand flavour. The Committee provides a programme manual, graphics, printing, storytellers, rewards, and incentives as well as a newsletter, website, and professional development opportunities (e.g. a seminar for children's librarians).

A Te Reo Māori option is available, where the Summer Reading Programme materials are translated into Te Reo Māori and children can report-in in Māori or a combination of Māori and English. Though this option is available to all 24 libraries, only a small number deliver in Te Reo.

### Changes to the programme

Recent changes include extra programmes to reach more age-groups and meet community needs (see below); more involvement with schools; and more use of technology, e.g. providing material via CDs instead of paper.

Associated programmes are: *iRead* for children who have outgrown the summer programme (previously called *SRPLUS*), *read+* for secondary school students, and *Winter Warmers* which is an extension of the summer programme into the winter period, and aims to strengthen relationships between schools and libraries.

### Target groups

The Summer Reading Programme targets low decile schools and communities. The Annual Report notes that high decile schools include some socioeconomically disadvantaged students. Many children in higher socioeconomic families also struggle with reading and parents may have limited time for reading assistance.

### Administration

The Committee provides various materials to each library: e.g. a 'how to' programme manual with photocopy masters, a graphics guide with clip art and activities, printed posters for publicity, fluoro reward stickers for the first four report-ins, and reading incentives for each report-in. The Committee offers assistance to help libraries meet the staffing requirements, e.g. completed samples of work scheme application forms and suggestions for additional staffing. Some libraries in the region are sole-charge, so have limited capacity.

Each library is required to submit statistics on registration and completion, and to record library issues. This information is collated by the Committee and used in the Annual Report to the ECCT. Libraries evaluate the programme, and request evaluations from parents/caregivers. Each library is also required to keep a scrapbook on their programme, which is later used for promoting the programme.

### Participation and completion

The 2013/14 Annual Report shows a total of 3761 children enrolled in the Programme, 'The Summer Beach Read'. 3168 children completed the programme – i.e. reported in 4 or more times and read at least 4 books. This represents a high rate of completion (84%).

Programme completion rates since its inception have been consistently high. Between 1997/98 and 2012/13, the completion rates ranged from 73.3% in the first year of operation to 90.4% in 2006/07. The average completion rate across this 17-year period was 86%.

### Promotion of the programme

The Summer Reading Programme has in the past been promoted directly to schools with a tour, recently by storyteller Mary Kippenberger. Individual libraries also promote the Programme to schools and families in their area, via letters, posters, flyers, and school visits.

## METHOD

### SELECTION OF EVALUATION LOCATIONS

In consultation with the ECCT and the E.C.READ'N coordinator, three locations were selected for this evaluation: Masterton, Central Hawke's Bay (Waipawa and Waipukurau), and Featherston. The selection reflects differing population sizes and library catchments, and includes rural and urban schools.

Data collection for the evaluation included three stages of fieldwork:

1. Literature scan
2. Key informant input
3. Surveys of children, parents/caregivers, and teachers.

### STAGE 1: LITERATURE SCAN

This phase summarised how the programme operates presently and synthesised recent literature on the effectiveness of other similar overseas programmes. The aim was to summarise the main success factors for effective programmes with similar aims to this one. Due to the tight scope, the review was restricted to:

- a) Latest annual report (2012/13) and 2000/01 evaluation, and
- b) Recent reviews accessed via Google Scholar and Advanced Google searching – approximately 5 reviews.

Questions for the literature scan were:

1. Does evidence support the summer slide in reading?
2. What does recent evidence say about the effectiveness of summer reading programmes?
3. What are success factors of effective summer reading programmes?

### STAGE 2: KEY INFORMANT PERSPECTIVES

The four librarians involved in the Programme were invited to give their views on the Programme. The aim of the key informant perspectives was to better understand the strengths and limitations of the Programme from the Programme administrators' point of view.

### STAGE 3: SURVEYS OF CHILDREN, PARENTS/CAREGIVERS, AND TEACHERS

The evaluation included children aged 5-12 years. The Programme is 'completed' when a child has read 4 books or more (and reported in 4 times). The evaluation did not exclude children who had read less books, however, as there may still be benefits from attending any of the Programme (rather than only from completing the full Programme). The surveys used the Survey Monkey online survey programme.

Across the four libraries involved in this evaluation 750 children aged 5-12 years were enrolled.



## Process of recruiting evaluation participants

### a) Children and parent/caregiver surveys

Parents were asked by the Librarian whether they would be part of the evaluation when they registered for the Programme. An information sheet about the evaluation was provided to parents (see Appendix 1). A spreadsheet of all families who had agreed to take part in the evaluation was sent to Quigley and Watts by the E.C.READ'N coordinator. 406 families agreed to take part in the evaluation (54% of the sample population).

Questions for the evaluation were based on those used in the 2000/01 evaluation. Some questions not relevant to the evaluation questions were dropped and some were added to ensure all evaluation questions could be answered. The survey questions were reviewed by the ECCT project manager and the librarians from the three evaluation sites.

An email was sent to families in February with the links to the parent and child survey. Three reminder emails were sent to those who had not responded. Surveys were posted to families that did not have email addresses. Responses from the returned hard copy surveys were entered manually into Survey Monkey.

### b) Teacher survey

The librarians from the three evaluation sites provided the names and email addresses of teachers from ten schools local to the libraries. Thirteen teachers were invited by email to participate in the survey.

The questionnaire for teachers was about the 2013/14 Programme generally as it was not considered feasible to ask about a particular child's participation.

---

## STAGE 4: ANALYSIS AND REPORT WRITING

The key informant input was analysed and key themes identified for each of the questions. Survey data was analysed for each questionnaire using simple descriptive statistics.

---

## LIMITATIONS

The evaluation scope was matched to the resources available. The literature scan was not extensive and the response rate from the parent and child surveys was not as high as we had predicted.

This said we are confident the evaluation provides a fair assessment of the Programme.

## FINDINGS

### LITERATURE SCAN

The literature scan aimed to answer these three questions:

1. Does evidence support the summer slide in reading?
2. What does recent evidence say about the effectiveness of summer reading programmes?
3. What are success factors of effective summer reading programmes?

### DOES EVIDENCE SUPPORT THE SUMMER SLIDE IN READING?

#### **International evidence**

The 'summer slide' term describes the loss of reading skills that happens to many children over the summer holidays. Research has consistently confirmed the existence of the 'summer slide', probably due to a lack of reading practice and particularly impacting disadvantaged children (Matthews 2013, Rasco et al 2012, Balsen and Moore 2011, Allington et al 2010).

International research estimates that school summer breaks will cause the average student to lose up to one month of reading instruction, with disadvantaged students disproportionately affected – losing on average more than 2 months of reading performance every summer during their primary school years (Cooper et al 1996, cited in Balsen and Moore 2011 and Rasco et al 2012).

Researchers conclude that by the age of 14, two-thirds of the reading achievement gap can be explained by unequal access to summer learning opportunities in the primary school years (Alexander, Entwistle and Olsen 2007, cited in Balsen and Moore 2011). It is harder to close the reading gap once it has opened up and the disparities widen as children grow older (Terzian et al 2009), so early intervention is vital.

Access to books is vital. Family socioeconomic status has been linked to the access children have to books in their homes and neighbourhoods (Allington et al 2010, Roman and Fiore 2010, cited in Moynihan 2011). The amount of reading done outside of school is consistently related to gains in reading achievement (Balsen and Moore 2011).

#### **New Zealand evidence**

New Zealand research also confirms a summer slide in reading. It is most pronounced in low-decile schools, and in children from Māori and Pacific backgrounds (Anderson 2012, McNaughton et al 2012, Wright and Wright 2011).

A recent study found that the summer learning effect impeded achievement in a decile 1 school (McNaughton et al 2012). In two previous studies, two low decile schools in Auckland reported a reading loss equivalent to around 5 months over the summer break (Wright and Wright 2011; Shanathi 2006, cited in Anderson 2012). In one of these schools, reading assessment showed that for at-risk Māori children, all their reading progress made during the year was lost over the summer (Wright and Wright 2011).

The evaluation of library-based summer reading programmes is an emerging area of research, but recent findings from summer reading programmes in the United States, Canada, England, and New Zealand are promising (Matthews 2013). Growing evidence suggests that after-school and summer learning and reading programmes, including those delivered in public libraries, can play a vital role in improving literacy outcomes for children and closing achievement gaps (Rasco et al 2012).

A three-year study (2006-2009) examining the impact of a US public library summer reading programme on student achievement (Dominican University 2010) found:

- Children who took part in the programme scored higher on reading achievement tests at the start of the following school year – and gained in other ways.
- Children who took part had better reading skills at the end of third grade and did better in standard tests than those who did not take part.
- Parents of enrolled children said their children read more books, were better prepared for school, and read more confidently.
- Teachers observed that students who participated in the programme returned to school ready to learn, improved their reading achievement and skills, increased their enjoyment of reading, were more motivated to read, were more confident in participating in classroom reading activities, read beyond what was required in their free time, and perceived reading to be important (Dominican University 2010).

Although the research aimed to measure the effect of summer reading programmes on at-risk students, this was not possible as the majority of participants were not at-risk (Bogel 2012). Children who took part included more females, more Caucasians, and were at a higher socioeconomic level than those who did not take part (Dominican University 2010). Indeed, research into summer learning programmes more broadly (e.g. intensive summer schools) indicates that children and youth who stand to benefit the most from summer learning programmes – those who are economically disadvantaged, unengaged with school and/or show problem behaviour – are the least likely to take part in programmes (Terzian et al 2009). This may also be an issue for public library summer reading programmes.

The researchers concluded that availability of public library reading materials and the support of summer reading programmes may help combat long-term educational underachievement resulting from cumulative summer learning loss. They recommended more investment in summer reading programmes, especially in public libraries that serve children and families in economically depressed areas (Dominican University 2010).

### ***Other studies***

The Dominican study is consistent with earlier findings. Celano and Neuman (2001, cited in Balsen and Moore 2011), for example, reported that summer reading programmes both increased literacy skills and produced other academic benefits from involvement in story hours and other special events designed to enhance the reading experience. Teachers in the study reported that 31% of the participants had maintained or improved their reading skills compared to 5% of non-participants (Celano and Neuman 2001, cited in Matthews 2013).

The Dominican findings confirm earlier research by Heyns (1978) and subsequent related research indicating that summer reading programmes in libraries can contribute to reading progress and proficiency (Bogel 2012). Barbara Heyns' landmark study was the first thorough investigation of summer learning. Her research highlighted the importance of public libraries to summer reading and learning: "More than any other public institution, including the schools, the public library contributed to the intellectual growth of children during the summer" (Heyns 1978, cited in Balsen and Moore 2011).

### ***New Zealand research***

Our scan of the literature did not find any recent New Zealand research that comprehensively evaluated a library-led summer reading programme, aside from the 2001 evaluation of the E.CREAD'N Summer Reading Programme (Botten 2001), discussed below. This does not mean such work does not exist – our search was limited and rapid. However, we did find current evidence supporting school-based programmes that have much in common with summer reading programmes (e.g. Wright and Wright 2011, McNaughton et al 2012). The findings from these initiatives may be relevant to library-led summer reading programmes as they share common elements.

#### **Summer reading contract**

Clayton Park School, a decile 3 primary school in Manurewa, achieved a reduction in the reading achievement drop over the holidays by using a 'summer reading contract' – including for the lowest performing students across all ethnic groups (Wright and Wright 2011). This Home-School Partnership programme included sharing strategies with families to support reading at home during the holidays, a detailed individual plan for reading, and specific advice and support for parents (e.g. planned Home-School Partnership evenings).

Students who completed summer reading contracts gained an average 5.7 months in reading age compared with those who did not complete contracts, over a 12-month period. The school found that the same strategies to reduce summer reading loss appeared to work with children from all ethnic groups including those in the "at-risk" Māori and Pasifika cohorts (Wright and Wright 2011).

#### **Multi-component reading intervention in schools**

Other recent research found that a multi-component intervention was associated with essentially no summer learning drop – including for Māori and Pasifika students in decile 1 schools (McNaughton et al 2012). The intervention included: matching students to books, specific teaching of strategies and metacognitive skills for summer reading, specific messages for parents, and following up with families. In this study, students' main motivation for reading was enjoyment. These components are similar to the E.CREAD'N Summer Reading Programme.

The researchers noted several key implications of their work:

- The importance of finding out what children like to read and engaging them in reading motivating books (McNaughton et al 2012).

- The importance of mentoring students and teaching them how to access books. Reading engagement relied on students selecting their own books and enjoying books as part of leisure activities (McNaughton et al 2012).

### ***Previous evaluation of the E.CREADN Summer Reading Programme***

A 2001 evaluation of the E.CREADN Summer Reading Programme (Botten 2001) was the first of its kind in New Zealand. It covered all 23 libraries using the programme and found that the Programme had positive impacts on reported enjoyment of reading, reading confidence and skills, and use of library services (Botten 2001).

Almost all children said they enjoyed the programme and would want to do it again. Most parents said they observed increased enjoyment of reading in their child, and that their child talked more about the books they read, chose more books on their own, and selected books with more confidence than before the Programme. Children reported increased reading skills and widening of reading material. Example findings included:

- 78% of children said they read more books because of the Summer Reading Programme
- 66% of children felt they were better readers at the end of the programme
- 69% of children said they chose books on their own and over 50% chose reading material different from their usual.
- According to the surveyed children, the top 3 favourite things were: 1) being recognised and rewarded for reading, 2) the Finale party, and 3) finding new books to read.
- Three-quarters of parents felt that the programme increased their child's vocabulary and they knew more words, and 62% said reading accuracy had increased.
- Just over half of parents reported that their child read more than before the programme.
- Almost all of the teachers surveyed (99%) felt that children in their care had benefitted from the programme and 50% of teachers said that children read with more accuracy.

Only 7% of parents said their child was a 'reluctant reader' before the programme, however the evaluator noted this was likely to be under-reported, because many parents would not wish to label their child as 'reluctant' (Botten 2001).

The programme was offered in Te Reo Māori in five libraries in 2001. Twelve percent of children reported reading in Māori or English and Māori (not just children enrolled on the Te reo programme, but across the whole programme).

---

## **WHAT ARE SUCCESS FACTORS OF EFFECTIVE SUMMER READING PROGRAMMES?**

### ***Building Positive Summer Reading Experiences***

Research demonstrates the critical importance that the early development of summer reading habits can play in providing the foundation for later success (McGill-Franzen and Allington, 2003 cited in Balsen, K. and Moore, D. (2011).

### ***Parent and family involvement in supporting reading***

Numerous studies show the importance of parent and family involvement in reading (Pasco et al 2012; McCombs et al 2011).

New Zealand research found specific messages to parents are vital, and more effective than giving a general message to 'carry on' with reading. Parents need specific messages on how to support the child's interests and enjoyment of reading (McNaughton et al 2012).

### **Supporting the development of reading**

Summer reading programs work best when adults get involved by helping young people to choose appropriate books and employ simple techniques to improve skills and understanding. Providing books with no guidance may not help young people much at all. But when children get help choosing skill-appropriate books and read those books over the summer break, both independently and with guidance from family members, reading achievement scores can improve significantly" (National Summer Learning Association 2009).

This finding is supported by the 2001 evaluation of the Summer Reading Programme, which concludes:

Every public library has the resources to open a child's mind to the layers of reading experience, but many children need help to access that full experience. The job of library staff is not finished when the child walks out the doors with a library book, the quality of a reading experience is not defined by an issue statistic (Botten 2001).

### ***Targeting to students needs***

A review of broad after-school and summer learning programmes (including more intensive, academic enrichment programmes, e.g. all day, 4-5 days per week) highlighted the importance of targeting to students' needs, individualised instruction, and maximising students' attendance as key success factors (McCombs et al 2011; Rasco et al 2012).

### ***Quantity of books***

The number of books read is thought to make a difference to reading achievement. Various studies suggest that reading 4 to 6 books over the summer helps readers to maintain their skills, and reading 10 to 20 books helps improve their skills (Matthews 2013). The more books children own or have access to, the more they will read and the higher their reading scores will be (Fiore 2007, cited in Moynihan 2011).

### ***Related studies- provision of books***

A 2010 longitudinal experimental study tested the hypothesis that providing elementary school students from low-income families with a supply of self-selected library books would ameliorate the summer reading setback. The study showed that ensuring easy and continuous access to self-selected books for summer reading is a good strategy for addressing summer reading set-back and the achievement gap (Allington et al 2010).

### ***Links between schools and libraries***

Another reviewer notes that the education community has been slow to focus on the value of partnerships between schools and public libraries (Bogel 2012). Libraries support independent reading, building on the instructional role of classroom teachers and schools, and augments school library collections, particularly during the summer holiday period (Bogel 2012). They are vital providers of books to children (Moynihan 2011).

### ***Recognition and reward for reading***

Children thrive and encouraged to read more when they are recognised and rewarded for reading. The 2001 evaluation of the New Zealand Summer Reading Programme clearly showed the importance of recognition and reward with participating children reporting this was the most important element of the Programme for them (Botten 2001).

## PARENTS/CAREGIVER SURVEY

Fifty four percent of parents who agreed to take part in the evaluation (and provided correct contact details) completed questionnaires. This represents 36% of the total sample population.

Sample population (those that completed the Programme)	Sample list (those that agreed to take part in the evaluation)	Incorrect postal/email contact details	Complete online	Completed postal	Response rate
573	406	23	197	10	54%

Response rate =  $(CQ + PQ) / (CQ + PQ + IC + NR + R)$

CQ – completed questionnaires

PQ – partially completed questionnaires

IC – incorrect contact details

NR – non response

R – refusal/opt out

Ninety-seven percent of those taking part were parents, 2.5% caregivers and 0.5% other (1 grandparent). Parents and caregivers reported 22.2% of children were doing the Programme for the first time, 19.3% for the second time, 26.1% for the third time and about a third of children (32.4%) had done the programme four or more times.

Just over two thirds (64.7%) of parents described their child as an enthusiastic readers, 31.4% as averagely interested and 3.9% as a reluctant reader.

The majority of parents (96.1%) thought their child had benefited from taking part in the Programme with 3.4% unsure. Only one parent thought their child had not benefited, the reason being the child was too old for the Programme and preferred to play outside.

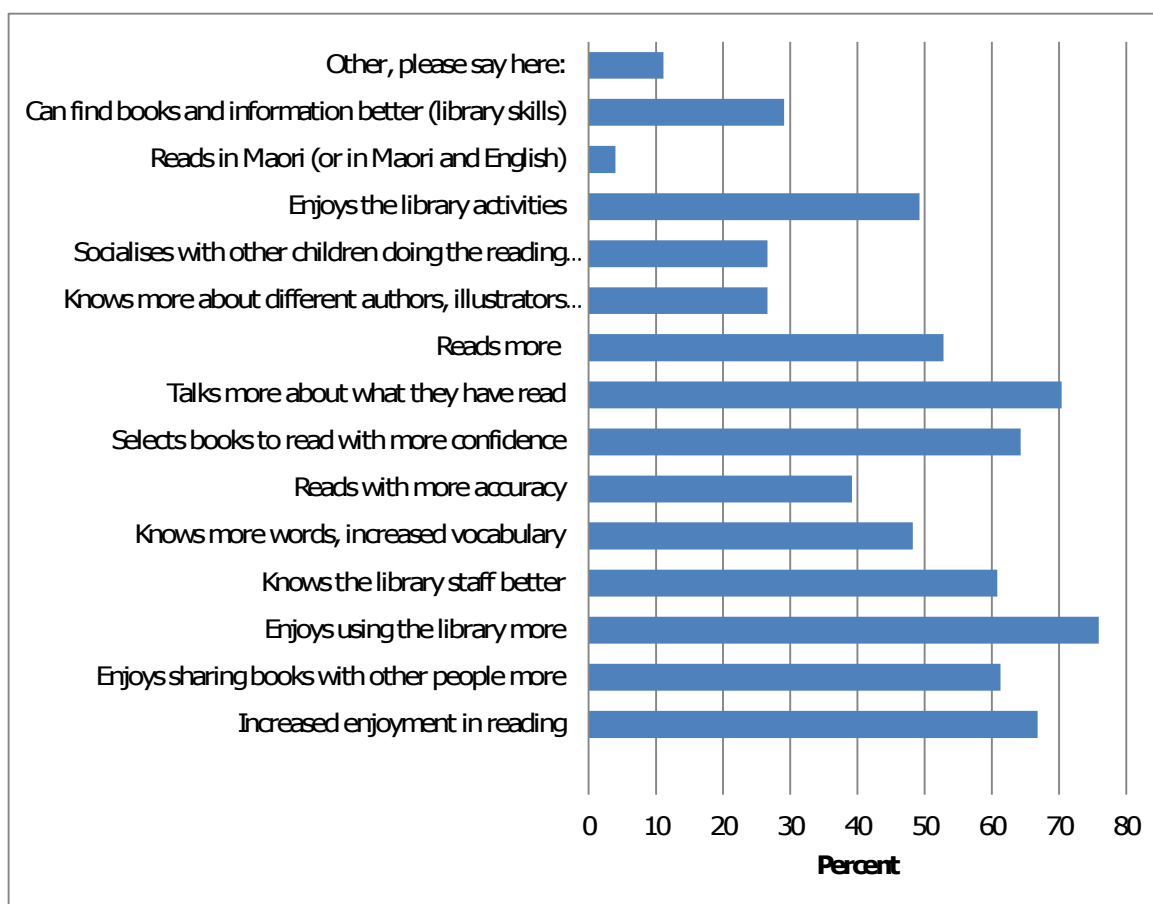
When asked how their child had benefited the most common answers were:

- Enjoys using the library more (75.9%)
- Talks more about what they have read (70.4%)
- Increased enjoyment of reading (66.8%)
- Selects books with more confidence (64.3%)
- Enjoys sharing books with other people more (61.3%)

Table 1 below indicates how parents thought their child had benefited.



**Table 1: Ways in which parents think their children benefited from taking part**



**Other benefits included:**

Has started to ask for books on topics he is interested in. Gained confidence with library staff.

Read different books due to the summer beach read

Gained confidence, having to discuss books with less familiar adults

Feels proud of being acknowledged for a skill that isn't a sport... they don't have to be first

He struggles with writing, so to get his incentive, he had to do all the written work.

It keeps him reading over the holidays - loved it.

Improved writing skills by doing email report in

This programme is hugely beneficial on so many levels. For my son who has been diagnosed as dyspraxia and shows some Aspergers tendencies, this programme has been a real confidence booster. This was the first year he was positively excited to go and report in. Although he enjoys reading, he struggles to process the information. So it is a fantastic positive opportunity for him to work on this. I am so proud to hear him finally able to talk about the books he has read. Thank you so much :-)

The librarian was really good and gave a suggested list of books for her to try as her reading is so good

Reads other types of books that she would not otherwise have read.

A reluctant reader but loves being read to, we go to the library weekly.

Holiday programme is great to keep reading going over holidays and motivation for my daughter

New book in ownership at the end too

Reads with more confidence

Encourages younger sibling to the library and reads to him.
Decreased drop on performance from last year
Increased confidence and made reading a joy instead of a chore (homework)
Confidence talking with others and putting name on list independently etc.
Practiced reading aloud and challenging herself
He was reporting in on a series of books we were reading - I think the reporting in gave added interest to keeping it going.
She didn't feel so guilty for reading all the time :) (because there was a purpose - the summer reading programme)
We home school and therefore use the library A LOT! We find that our children have increased greatly in all these areas using the library all the time, but it is nice to do a Reading programme.

Three quarters of parents (75.4%) thought they were more involved in the child's reading at home as a result of them doing the Programme.

Parents reported most children (77.3%) were library members before taking part in the Programme with 21.3% not members and a few (1.4%) of parents unsure whether their child was a library member.

Most parents (79.7%) were regular library users with their child. Sixty percent of parents thought their child had used the library more as the result of participating in the Programme with 40% saying their use was about the same.

## CHILDREN'S SURVEY

Forty six percent of children whose parents agreed to take part in the evaluation (and gave correct contact details) completed questionnaires. One hundred and seventy-seven children completed the survey. This represents 29% of the sample population.

Sample population (those completed the Programme)	Sample list (those that agreed to take part in the evaluation)	Incorrect postal/email contact details	Complete online	Completed postal	Response rate
573	406	23	154	10	40%

Response rate =  $(CQ + PQ) - IC / CQ + PQ + NR + R$

CQ – completed questionnaires

PQ – partially completed questionnaires

IC – incorrect contact details

NR – non response

R – refusal/opt out

Most of the children who took part were aged between 5-7 years (59.1%), 33.5% were aged 8-10 years and the remainder, 7.3% were aged 11 plus years.

Ninety-six percent enjoyed the Summer Beach Read. Of the two that did not enjoy it one said they were too old for it and the other would have liked to read the story with the librarian not just talk about it.

Children were asked what the best thing about the Summer Beach Read was. This was an open ended answer and many children identified more than one aspect. A summary is given below in Table 2.

**Table 2: The best thing about the Summer Reading Programme<sup>1</sup>**

Aspect	Response	Percent
Prizes, incentives and the book	76	50.6%
Reading, choosing books	60	40%
Activities, Zappo, finale	33	22%
Library visits, report ins, reading with the librarian	37	24.6%
Reading in Maori	2	0.1%

<sup>1</sup> Note the percent indicates the number of children identifying this answer

Over half the children participating read more than 10 books with 31.2% reading 11-20 books and 20.4% reading more than 20 books. Just under half (46.5%) of children read 4-10 books.

Most (73.9%) children said they thought they had read more books than usual because of the Programme. 18.5% of children thought they had read about the same number of books and 5.1% said they did not think they had read more books because of the Programme.

About three quarters of children chose the books by themselves (75.8%), or with the help of a grown-up (22.3%). Only two children said library staff helped (1.3%) and one child had help from a friend.

Over half of children read books like the ones they usually read (59.2%) with 40.8% saying they had read a different sort of book.

Most children (61.8%) had not read any of the books before. 31.8% said they had read a few of the books before and 6.4% had read most of the books before.

Twenty children (12.7%) read books in Maori (or Maori and English).

Nearly half (47.8%) of children said they enjoyed reading more than before the Summer Beach Read with 45.9% saying they enjoyed reading about the same amount.

Most (90.4%) reported going to the library more often over the summer because of the Programme with 8.3% saying they went about the same amount.

Nearly all children (98.1%) said they would like to do the Programme again next year.

## TEACHERS SURVEY

Staff from ten schools were contacted to take part in the survey. The decile, type, location, roll and ethnic breakdown of students attending the school is described in table 3 below:

**Table 3: Characteristics of Schools**

School	Decile	Type	Location	Roll	Ethnicity
Porangahau School		Years 1-8	Porangahau	31	Pakeha 23% Maori 77%
Tikokino School	7	Years 1-8	Central Hawke's Bay	46	Pakeha 87% Maori 13%
Argyll East School	4	Years 1-8	Otane	44	Pakeha 59% Maori 27%
Waipawa School	3	Years 1-8	Waipawa	126	Pakeha 54% Maori 40%
Terrace Bilingual	2	Years 1-8	Waipukurau	202	Pakeha 37% Maori 63%
Te Kura Kaupapa Maori o Wairarapa		Years 1-13	Masterton	59	Pakeha Maori 97%
Silway School	6	Years 1-6	Masterton	191	Pakeha 57% Maori 33%
Opaki School	10	Years 1-8	Masterton	167	Pakeha 87% Maori 8%
St Teresa's School	5	Years 1-8	Featherston	127	Pakeha 69% Maori 25%
South Featherston		Years 1-8	Featherston	63	Pakeha 76% Maori 10%

Thirteen staff were sent the survey and 11 responded (with 10 complete and 1 partially complete questionnaires). Of the ten complete responses nine were teachers and one a teacher's aide.

All respondents were familiar with the Programme and all respondents thought children under their care had benefited from taking part. When asked how children had benefited the most common ways are shown below:

	Number of responses
Increased enjoyment in reading	10
Enjoys sharing books with other people more	8
Enjoys using the library more	9
Knows the library staff better	7
Has a better understanding of storylines	3
Knows more words/increased vocab	6
Reads with more accuracy	5
Selects books with more confidence	8
Talks more about what they have read	8
Reads more	8
Knows more about different authors, illustrators and types of books	4
Socialises with other children doing the reading programme	2
Enjoys the library activities	8
Reads in Maori (or in Maori and English)	2
Can find books and information better (library skills)	3
Other, please state:	1
<i>Having other people read to them and engage with them</i>	
<b>TOTAL RESPONSES</b>	<b>10</b>

Eight out of the ten teachers who responded thought the Summer Reading Programme helped prevent reading slippage over the summer holidays. Reasons given included:

- *The pupils seem to be more able to start the year with their new class and are keen to discuss what they did.*
- *it helps children remain active with reading over the holidays*
- *Definitely, the children gain in confidence and the reading with the library staff is helpful. They are getting the mileage they need to keep their confidence going over the weeks away from school.*
- *Children are encouraged to read and they are expected to discuss their reading with a member of the library staff. This gets them thinking about the text and develops a better understanding of what they have read. The library staff often suggest other books/ keep books aside that they know individuals will want to read. This keeps the children motivated and reading.*
- *It provides parents with a reason to engage students in reading and this helps maintain the children's exposure over the holidays.*
- *Children had books that they care about and could read.*
- *It encourages them to read during the holidays, which doesn't happen as often as it should.*

- *It gives kids and parents motivation to keep reading when they normally may not*

Two of the ten teachers were unsure. One teacher commented:

*I don't have hard and fast evidence to support a view either way. If students do the minimum amount of reading required to be eligible to attend the finale then I think slippage may still occur.*

All (10/10) respondents said they would encourage children in their care to join the next Reading Programme.

---

## LIBRARIANS VIEWS

### ROLE AND INVOLVEMENT:

---

1. What is your role at the library?

*District Librarian*

*Part time library assistant*

*Library Manager and Team Leader Children's Services*

*Branch Librarian (ECREAD'N Committee Member)*

2. How are you involved in the Summer Reading Programme?

*I oversee the staffing and as we are a small staff I am involved on all levels including the reporting-ins. I manage all the funding and allocation to the various programmes. For a small district we do large numbers and this means that from November through to the end of January the summer reading programme is the priority in the libraries.*

*I promote the programme to customers and answer questions. While the programme is running, I welcome children and their parents into the library, assist with report-ins and help with the Finale.*

*I ensure that the staffing and funding for staffing is in place and support the staff to deliver on the requirements for the programme. In our case it is a huge commitment to prepare for and deliver to over 450 registrants*

*Main Co-ordinator/Supervisor*

### IMPACTS OF THE PROGRAMME

---

#### For the children

*The fact that it is free programme designed to make reading fun in an exciting safe environment. The achievement of talking to the librarian about their reading which is not an easy task for some children and then being rewarded for this achievement. It is non-competitive which is unusual in the competitive world we live in and it is totally inclusive, the only qualification required is a library card. The relationships formed with the librarians and in fact with the library can be life lasting and so important particularly for those children from low socio economic areas. How wonderful to read on an evaluation form that a child was leaving notes for his mother to remind her to take him to the library to do his report-in.*

*Recognises the value of reading as a valuable part of their lives. Strengthens their relationship with the library and library staff.*

*The programme offers children a safe environment in which they are able to get positive feedback and support for reading. Reading is not often recognised for awards and for some children reading is something they have to do rather than doing it for pleasure and reward. The rewards based system reinforces the value and importance of reading to the children. There is someone else that they can interact with on a completely different basis than their caregiver or teacher re reading and there is no right or wrong or competition. The fact that the summer reading programme is totally inclusive for children is also important. Sports and other leisure activities have limiting factors, the summer*



*reading programme is able to be undertaken by any child, they don't even need to be able to visit the library to take part in many instances.*

*Often opens a whole new world of reading for some children offering them the opportunity and encouragement to try different genre and levels of reading, stepping them through the reading for pleasure process.*

*The programme firmly establishes a relationship between children and their librarian. They recognise us in the street, call us by our names, greet us and seek us out.*

### **For families**

*As librarians we are aware that a certain element of pride is noticeable when a parent sits and listens to their child talk to librarian about their latest book.*

*The programme provides free entertainment for six weeks of the holidays– this is a gift for many families not only are we rewarding their children for their reading but we are also providing craft sessions and storytellers and entertainers.*

*Promotes reading as an activity and strengthens their relationship with the library.*

*The families are able to watch their children interact with other people and see the modelling of reading, questioning and encouragement. The rewards based system means they are able to support and encourage participation without needing to insist. The free programme means that families have a focus to their holidays and entertainment and social interaction opportunities. The prize of a book means that not only the child participating gets a reward there is also the on-going value of having a book in the home. Parents with children struggling with reading have an opportunity to assist their children and get feedback and support.*

*They feel valued as customers and that they are somehow 'special'*

### **For the schools**

*One of the real positives is that we are hearing more from teachers that children who have continued to read over the break manage to stop the 'summer slide' where non-readers over the holidays can drop a level or even more in their reading.*

*Schools may see that for some children their reading level does not drop off over the summer.*

*The well documented summer slide is arrested and schools are able to continue with educational programmes without having to back track. When they receive the list of children who have participated teachers recognise the value of the programme and further encourage the children.*

*This embeds a good relationship with the schools for the coming year. The teachers see how important the 'town library' is to the children.*

### **For the library**

Library staff were asked how the Programme affects use of the library during the Programme and after its completion.

*There is an increase in lending from the library particularly children's but as parents are bringing children to the library regularly they are also borrowing. Many of these children continue this regular use of the library after the completion of the programme. We see a growing confidence in all members of the library and how comfortable they are*

*In an ideal world all of the children who have participated would continue using the library, but this is not so but we definitely experience an increase in users as a result of summer reading.*

*It is great over the summer as we have so many children and parents in the library. We see the children more often. The storytellers are very popular. Many of the children continue to come in, however due to term commitments the frequency of visits declines.*

*There is an increase in issues of children's materials over the programme with many children continuing their level of use after the programme particularly those that have become switched on to reading. Relationship building and shared knowledge means an increased comfort level and confidence with using the library.*

*The positive feedback continues for several weeks. Issues drop back a little once school goes back. When we start class visits after the holidays. The children often ask about the next programme.*

## TE REO PROGRAMME

---

The Te Reo Programme is offered in Central Hawke's Bay and Masterton. Librarians were asked about its strengths and limitations.

*The main strength is that traditionally most of the Te Reo readers are not library users so it is a new experience we are able to offer. The limitation we have is finding Te Reo speakers who will come in and listen to report-ins.*

*The strengths of the programme are bringing children and their families that may not otherwise use the library in contact and offering something for those studying in Te Reo that is not otherwise readily available outside their school environment.*

## RELATIONSHIPS WITH SCHOOLS

---

Librarians were asked to describe the relationship between their library and the local schools and how this had changed in the past year.

*A year ago we set the goal of regularly visiting every school in our district – this we achieved and as a result have built very strong relationships with our schools. This has proved a real positive when we started to promote the Summer Beach Read in November as the schools promoted it for us!*

*As the programme is now so well established, the schools are more aware of how it can benefit their students, and there is some promotion to parents. I think that schools could promote the programme better especially to their reluctant readers.*

*We have strong relationship with some schools but others seem to struggle to find the time to maintain relationships with outside agencies. In the last year we had great support for*

*getting children registered for the programme. Relationship building is very important and sharing of ideas and knowledge of each other operations and areas of professional expertise.*

*In a small rural town, the relationships with the schools are a positive one anyway. The reading programme promotion and presentations of late prizes provide a great and positive launching pad to return to the school for a librarian visit.*

## RELUCTANT READERS

---

Librarians were asked about the extent to which the programme reached 'reluctant readers'.

*We all target reluctant readers and in our case reserve places for them. Because we are a predominantly rural area many of our reluctant readers are dependent on parents bringing them to the library and this does not always happen. For those unable to get to the library we offer phone report-ins.*

*Unsure. I think that some parents seek out support for reluctant readers and will try the library for support. Could be better tied in with schools?*

*We actively target reluctant and struggling readers through reading recovery teachers and classroom teachers creating special registration forms and times for children recognised as reluctant. Reading recovery teachers report back on the value of the programme to maintain reading levels and interest. Each child reports to the teachers their excitement at getting a certificate for something they struggle with.*

*The programme allows for us to develop an intimate relationship with reluctant readers. We are able to guide them with books that are suitable for their reading age without 'making a big deal of it'. This helps build confidence and allows the parents to back off a bit and not stress and allow the child to have fun with reading. The reluctant readers are drawn to the programme by the incentives, but are often surprised that they really enjoy the interaction of the reporting-in sessions with our Summer Reading Programme Co-ordinator (Meg, a University student who we could not do without as this is a very low staff library)*

## PROGRAMME MATERIALS AND SUPPORT

---

How useful are the programme materials provided by the E.C.READ'N (Eastern & Central Reading Encouragement & Development Network) Committee?

*The materials provided make the programme easy to run, the idea behind this is that many libraries doing the programme have very small staff and what we provide is the programme in a nutshell!*

*I think that the materials are of a high standard and support is there if required.*

*Without the material provided we would not be able to make the programme available for as many participants. The materials give the programme quality and status which children then take on board as being important and having value for them.*

*Our summer reading programme coOrdinator changes every three years or so and the manual becomes a vital in helping the running of the programme. We have found that it takes a couple of years for these young people to build their confidence and put their own stamp on the programme. So the added benefits of helping to develop a young person in Library work are a real bonus here. All the graphics are useful for decorating the Library. We have a very difficult space to work with and appreciate all the suggestions and materials. It is great to see families still using their library bag months after. I keep seeing the drink bottles we gave away this year all over the town!*

**How could the E.C.READ'N Committee support you better?**

*Committee Member responding to questions!*

## **STRENGTHS AND LIMITATIONS**

---

**What do you see as the main strengths of the Summer Reading Programme?**

*Strengths are the fact that it is free, available to all size libraries and available to all – the only thing required is a library card. Libraries value this programme as it a great opportunity for making reading fun!*

*It is available to all children, regardless of their reading ability and it is fun, with great incentives. The storytellers are fabulous and for many children it is their first experience of performance art. It is becoming more flexible in how it uses technology to meet the needs of those that live rurally or find it difficult to get to the library. The programme is well set up to cover a range of ages, with the programme being offered in three age-groups.*

*The main strengths are the opportunity for the programme to be delivered in all size libraries and to all children, creating equity. The creation of social capacity in socio economically deprived areas and drawing the different parts of the community together in one programme, teachers, schools, parent and grandparents, media, businesses etc. Recognising and valuing reading in a way that no other programme outside the schools does.*

*Raising the profile of the Library in the community and promoting the Library as a fun place to be. Developing relationship with the Librarians and stopping the summer slide in children's reading.*

**What factors/aspects of the Programme are critical to its success?**

*That is free of charge*

*I think that being flexible to meet the changing needs of our community is important. The use of technology to support the use of the programme is becoming more important.*

*That is free of charge and the ability to participate is not limited.*

*Reporting-in, book prizes, being able to decorate the library, making it feel 'special' and a bit magical. For the children they feel part of something 'special' happening in the library.*

#### **What do you see as the weaknesses or limitations of the Programme?**

*Lack of staff so unable to increase numbers.*

*Some avid/mature readers are ready to move on to a more challenging programme before they hit year 7/8. This happens especially when they have been on the programme since they were preschoolers. I think that at the librarians' discretion they could be able to move onto the i-read at year 6. The Read-plus programme is good to stay for the college aged kids.*

*The need to cap participation to levels that the individual library can manage- staffing and finance*

*For us there are few weaknesses. We are lucky that Council employ someone to work for three months over the Programme. We could not offer the children the same attention without this commitment from them.*

#### **What are the challenges for you / your library in being involved in the programme?**

*Our main challenge is space and staff.*

*Space, staffing and financial. The programme requires considerable resourcing which is not isolated to the running of the programme itself. The increased issues and numbers using the library create demands in all areas of library operations over the 6 weeks of the programme and also during the preparation.*

*Space is the biggest challenge. We need to move shelves and shift ALL the books out of the children's section for storytellers. But I wouldn't have it any other way. I love the Library being packed with kids and parents having a great time!*

#### **How do you think the Programme could be improved?**

*The programme needs to continue to change with the times and embrace technology.*

*The programme has evolved to meet the needs as technology and library service levels have increased. The programme has proved to be exceptionally responsive to the changing needs of libraries and communities and has withstood the test of time to date.*

*It is important to maintain high standards of book prizes. I would hate to see us having cheap, nasty books to give away as prizes from a Library. It is also important to maintain the quality of incentives. Being able to give at least one really good prize is important for the parents. The cash amount we receive from the Committee is also vital as we do not receive any extra funding from Council. We are very grateful for the student they employ.*

## REFERENCES

1. Allington, R. L., McGill-Frazen A., Camilli G., Williams L., Graff J., Zeig J., Zmach C., and Nowak R. (2010). Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students." *Reading Psychology*, (31) 5, 411-427.
2. Anderson, M. (2012). Summer Slump verses the Summer Reading Programme. *LibraryLife - Te Rau Ora*, the online magazine of LIANZA (Library and Information Association of New Zealand Aotearoa). 13 March 2012.
3. Balsen, K. and Moore, D. (2011). *The Importance of Summer Reading: Public Library Summer Reading Programs and Learning*. Research Brief No.1 January 2010 (Updated November 2011). New York State Library.
4. Bogel, G. (2012). Evidence Summary: Public Library Summer Reading Programs Contribute to Reading Progress and Proficiency. In *Evidence Based Library and Information Practice* 2012, 7.1. 28 January 2012. [A review of Roman, S. and Fiore, C. (2010). Do public library summer reading programs close the achievement gap? In *Children and Libraries* (Winter) 27-31.]
5. Dominican University (2010). *The Dominican Study: Public Library Summer Reading Programs Close the Reading Gap*. Dominican University Graduate School of Library and Information Science. Funded by the US Institute of Museum and Library Services. June 2010.
6. Eastern and Central Community Trust (2014). *E.C.READ'N Annual Report 2013 -2014*.
7. McCombs, J., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D. and Brown Cross, A. (2011). Making Summer Count: How summer programs can boost children's learning. Rand Corporation. Commissioned by the Wallace Foundation.
8. McNaughton, S., Jesson, R., Kolose, T. and Kercher, S. (2012). *School achievement: Why summer matters*. Teaching and Learning Research Initiative, University of Auckland.
9. Mathews, J. (2013) Evaluating Summer Reading Programs: Suggested Improvements. Public Libraries Online. Available at <http://publiclibrariesonline.org/2013/05/evaluating-summer-reading-programs-suggested-improvements/>
10. Moynihan, L. (2011). The Association Between Summer Reading Programs and Academic Success in Children and Adolescents. Unpublished university student paper, 3.5.11, for Information Access and Resources.
11. National Summer Learning Association (2009) *How to Make Summer Reading Effective*. Research in Brief. Available at <http://cymcdn.com/sites/www.summerlearning.org/resource/resmgr/publications/2009.makesummerreadingeffect.pdf>. Accessed 6/12/13.
12. Rasco, C., Cheatham, J., Cheatham, S., and Phalen, E. (2012). Using Afterschool and Summer Learning to Improve Literacy Skills. In *Leveraging the Power of Afterschool and Summer Learning for Student Success. A compendium of studies, reports, and commentaries by 100+ professionals and policy leaders on the best practices, impact, and future of expanded learning opportunities*. Edited by Petersen, T.
13. Terzian, M., Anderson Moore, K. and Hamilton, K. (2009). *Effective and Promising Summer Learning Programs and Approaches for Economically-Disadvantaged Children and Youth*. Child Trends. A White Paper for the Wallace Foundation.
14. Wright, P. and Wright, C. (2011). An initiative to counter the "Summer reading drop"; an iterative process. *NZCER Press*. Set: Research Information for Teachers. May 2011, no. 2. pp 38-46.



## **WE WANT TO KNOW WHAT YOU THINK OF THE SUMMER READING PROGRAMME**

After the Programme is finished we would like to ask your family how it went.

If you have any questions now or later, please contact:

Carolyn Watts on 021 828 055 or 04 384 2046, email: [carolyn@quigleyandwatts.co.nz](mailto:carolyn@quigleyandwatts.co.nz)

### **Do we have to take part?**

You don't have to take part but we would really like you to because it will help make the programme better for children and families next year.

### **What will we have to do?**

We will send you some questions by email. All you have to do is answer the questions. If you don't have email at home you can answer the questions using one of the library computers.

There will be one set of questions for parents and another set of questions for children.

### **When will it happen?**

The questions will be sent out after the programme has finished in February and you will have a couple of weeks to answer them.

### **How much time will it take?**

It will take about 15 minutes to answer the questions.

### **How will our answers be used?**

Only the research team will see your answers. All of the answers will be combined in a report for the Eastern & Central Community Trust, librarians, schools, local councils, and the wider public. No one will be able to tell who said what.

### **Who is doing this work?**

The Eastern and Central Community Trust is funding the work. The work is being done by Carolyn Watts from Quigley and Watts Ltd, an independent research company based in Wellington.

If you complete the questions you will automatically go into the prize draw for a \$100 gift voucher.

**THANK YOU FOR YOUR INTEREST – WE REALLY APPRECIATE YOUR TIME**

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." That said there appears to be conflicting views on this, as an article by the childrens librarian in Tauranga advises that typically children from low decile schools, Maori and Polynesian children dont participate in the summer reading programme. She argues that the Summer Reading Programme is effective however those that need it most are not partaking and the completion rate is poor for the few from this group that do partake.

In general demand for the programme is growing. Last Year in our region, the Summer Reading Programme had 3921 children enrol and 3277 complete the programe. Winter Warmers saw 4879 enrol and 4283 complete. iRead (Intermediate Age) saw 615 enrol and 493 complete. ReadX (College age) saw 277 enrol and 203 complete.

#### **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. Q&W advise that 3/4 of children who did the programme were already library members and the majority were regular users of the library. They state "A focus for the future could be on children who are not already users of the library." They further state it would be useful to further investigate the mechanisms of encouragement for participation by "reluctant readers". Q&W also made 3 recommendations:

1. That ECCT continue to support the programme.
2. That local councils be given a copy of their evaluation to encourage the councils continued contribution to the programme.
3. That additional funding options via Central Government are explored.

The assessor cannot find any documentation suggesting that recommendations 2 and 3 have been executed. Considering the contribution the programme is making in our community alongside the fact that demand for the programme is increasing and ECCT has neared its cap for funding, it seems following through on recommendations 2 and 3 have become crucial. Recommendation made to provide continued support while also implementing the recommendations made in the Q&W report.

#### **Recommended Amount**

\$250,000 for ECREAD'N programmes for children



## **Donation Evaluation**

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

**Geographic Location:** Regional

**Request No:** 24236

**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>	967		

### **Current Application**

#### **Project Description**

To run the programme in at least 20 locations during 2015 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	\$164,325	\$46,221	\$118,104	\$93,500.00

#### **Project Income**

<b>Other Funder</b>	<b>Amount</b>	<b>Decision Date</b>	<b>Confirmed</b>
All host venues	\$46,221	10/03/2015	Y

#### **Shortfall Raising Description**

Cut back the programme if necessary to fewer venues. Have already rationalised some venues through more flexible arrangements to reduce costs.

#### **Previous Funding**

<b>Year</b>	<b>Application type</b>	<b>Amount</b>	<b>Project</b>
2010		\$55,000	14 Maths Is Fun Programme for 2010
2011		\$4,000	running costs for Henley Men's Shed
2011		\$68,000	Maths is Fun 2011
2011		\$3,800	running costs for Henley Men's Shed
2012		\$64,000	Copy of Maths is Fun 2012 in 16 location
2013		\$90,000	Maths is Fun 2013 in 18 locations
2014		\$92,500	Maths is Fun 2014

## Financial Position

Financial Year: 31/12/2014			
<b>Revenue</b>		<b>Term Assets</b>	
Income	\$1,325,224	Fixed assets	\$536,016
<b>Total</b>	<b>\$1,325,224</b>	<b>Total</b>	<b>\$536,016</b>
<b>Expenses</b>		<b>Current Assets</b>	
Expenses	\$1,123,383	Current assets	\$463,616
Depreciation	\$41,447	<b>Total</b>	<b>\$463,616</b>
<b>Total</b>	<b>\$1,164,830</b>	<b>Term Liabilities</b>	
			\$
		<b>Total</b>	<b>\$0</b>
		<b>Current Liabilities</b>	
		Current liabilities	\$271,561
		<b>Total</b>	<b>\$271,561</b>
<b>Net Income:</b>	<b>\$160,394</b>	<b>Net Assets:</b>	<b>\$728,071</b>

## Tagged Funds

Description	Amount
All funds apart from \$3120.75 committed	\$40,879

## Notes

The accounts are for Wairarapa REAP as a whole. A separate P&L for Maths is Fun is included with the evaluation report. This P&L shows the 2 most largest expenses as being wages at \$55.7k and location costs of \$29.3k. The 2014 year saw the programme creating a small surplus of \$3.1k which will be carried forward to the 2015 year. Financial reports indicate Wairarapa REAP is financially well managed.

**Accounts prepared by:** Prepared by Organisation

## 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 and found to be valuable for the participants. We are intending to add Te Araroa (Hicks Bay), Tolaga Bay, Woodville and Featherston for 2015. We are working with ECCT to develop appropriate reporting on outcomes mechanisms for 2015. 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.

The assessor spoke to Peter McNeur (Wairarapa REAP's director) and Jude McNeur (Maths is Fun coordinator). Based on these discussions the impression was gained that they did not see the programmes goals as involving supporting success in schools nor necessarily an improved overall educational level. They felt time constraints and resources restricted the ability of the programme achieving these. They believed the key role was for children to have fun based around games

# Shapeshifters



Annual Report to the Eastern Central Community Trust for 2014

The purpose of this report is to show the Eastern and Central Community Trust how their investment in the Maths is Fun Holiday programme for children, continues to benefit over 1,000 5-13 year olds from Ruatoria to Levin and how it strives to expand.

## Sponsors and Support

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.



## Table of Contents



<b>Sponsors and Support.....</b>	<b>2</b>
<b>Table of Contents.....</b>	<b>3</b>
<b>What is Maths is Fun all about? .....</b>	<b>4</b>
<b>The 2014 Maths is Fun Team .....</b>	<b>5</b>
<b>Venues Participating in 2014.....</b>	<b>6</b>
<b>Programmes Delivered During 2014 .....</b>	<b>7</b>
<b>Table of Attendance at 2014 Maths is Fun venues.....</b>	<b>8</b>
<b>What was new this year for administrators, teachers and children?.....</b>	<b>9</b>
<b>A sample of Participant Feedback from all Venues .....</b>	<b>10</b>
<b>A sample of Parent / Caregiver Feedback from all venues .....</b>	<b>12</b>
<b>A Sample of Venue Staff Feedback for 2014 .....</b>	<b>16</b>
<b>Coordinator Comment on the Year Gone .....</b>	<b>17</b>
<b>Coordinator Comment on the Year Ahead.....</b>	<b>18</b>
<b>Statistics to show the boy/girl ratio and the total of each programme .....</b>	<b>19</b>
<b>Financial Report .....</b>	<b>20</b>



## What is Maths is Fun all about?

The Maths is Fun Programme is a family orientated mathematics holiday programme for children from ages five to thirteen. This initiative began from interest generated in the Masterton area and was modelled on the successful Summer Reading Programme.

The Eastern and Central Community Trust (ECCT) provide the financial backing for Maths Is Fun (MIF) and the Summer Reading Programme, showing their interest in supporting educational initiatives across the region through such sponsorship.

Children are regularly exposed to how language is used in a wide range of formal and social contexts and how this learning transfers into everyday life. Mathematics is a subject area that has it's own extensive literacy. People often make excuses for not being good at Mathematics but they also fail to see the relevance of mathematics in our daily lives.

It is no longer acceptable for our children to believe this.

The Maths Is Fun programme is aimed at helping to bridge the gap in children's and parents thinking; to allow children to develop the confidence to understand and discuss strategies and problems in a fun and comfortable environment and to give them a positive mathematical experience. The programme also allows children to link this thinking back to everyday life.

It is neither an extension programme, nor a remedial programme, but is for all children and their families to have fun together while working with many aspects of numbers, shapes and problems.

### 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.

The Programme is designed so that each Level of the Mathematics curriculum has 1 day of delivery. This may be delivered over 1 whole day per level, or 2 half days per level or 4 sessions of 1.25 hours per level. The programme has 2 phases to be taught over a 2 year period.

In theory a child can attend 8 years in a row and experience a different programme each time.



## The 2014 Maths is Fun Team

Wairarapa REAP administrates the programme from it's Masterton Office.

Programme Director	<p>Peter McNeur – Director of Wairarapa REAP</p> <ul style="list-style-type: none"> <li>~ oversees the Maths is Fun programme</li> <li>~ ensures that the integrity of the programme is maintained</li> </ul>
Coordinator	<p>Jude McNeur– Maths Is Fun coordinator</p> <ul style="list-style-type: none"> <li>~ experienced teacher of junior children for many years</li> <li>~ coordinates teaching staff, venues, teachers, training</li> <li>~ liaises with all parties to meet the needs of everyone involved</li> </ul>
Technician	<p>Janet Hayes</p> <ul style="list-style-type: none"> <li>~ compiles supplies for the venues and the large blue programme teaching kits</li> <li>~ ensures all venues have what they need on hand to advertise, register and evaluate the programme</li> </ul>
Mathematics Consultant	<p>Innes Kennard – independent education consultant</p> <ul style="list-style-type: none"> <li>~ programme co-developer</li> <li>~ trains programme teaching staff</li> </ul>
Financial Officer	<p>Karen Stevens – Wairarapa REAP's Office Manager</p> <ul style="list-style-type: none"> <li>~ Manages the programme finances</li> </ul>



Wairoa Primary children enjoying 'Shapeshifters' theme, 2014

## Venues Participating in 2014

In 2014, 22 venues presented the Maths is Fun Programme to several hundred children, over the July and October Holidays, throughout the ECCT area.

New venues this year were the Palmerston North City Library and the Roslyn Library, a subsidiary to Palmerston North.

Te Aroha Noa, the Community Centre in Palmerston North, ran in both holidays, giving their Holiday programmes a Maths purpose.

Wairoa again ran successfully in the Wairoa Primary School, administered and delivered by a teacher from the school.

Map of Venues





## Programmes Delivered During 2014

### July Programmes

100 Level Venues	Masterton Levin Palmerston North
50 Level Venues	Pahiatua Foxton Highbury – Palmerston North Ruatoria Shannon Waipawa Roslyn Palmerston North

### October Programmes

100 level Venues	Hastings Feilding Gisborne Napier
50 level Venues	Carterton Eketahuna Flaxmere Havelock North Wairoa Greytown Highbury - Palmerston North Dannevirke

## Table of Attendance at 2014 Maths is Fun venues

Venue Name	Time	Size	Phase	Total Registered	Yr1/2 B G		Yr3/4 B G		Yr5/6 B G		Yr7/8 B G		Total Compl
Palmerston North	July	100	2	85	12	13	6	19	20	5	5	5	71
Roslyn	July	50	1	41	4	8	3	11	3	5	4	3	41
Foxton	July	50	2	26	5	7	6	2	5	1	0	0	26
Highbury	July	100	1/2	133	24		41		34		34		133
Levin	July	100	2	67	8	12	13	7	7	3	1	1	53
Masterton	July	100	1	82	11	10	19	22	7	10	2	1	73
Pahiatua	July	50	2	44	4	11	12	5	1	11	0	0	44
Ruatoria	July	50	1	23	5	2	8	2	3	0	3	0	23
Shannon	July	50	1	13	1	4	1	7	0	0	0	0	13
Waipawa	July	50	2	26	7	0	6	5	2	3	0	3	21
Carterton	Oct	50	1	25	4	7	3	3	3	2	1	2	24
Eketahuna	Oct	50	2	23	4	4	4	3	3	4	1	0	23
Dannevirke	Oct	50	1	50	2	10	7	7	5	10	6	3	42
Feilding	Oct	100	2	74	15	17	8	5	8	8	9	4	63
Flaxmere	Oct	50	2	73	7	6	10	11	11	14	3	11	73
Gisborne	Oct	100	1	61	10	12	6	17	5	8	3	0	50
Greytown	Oct	50	1	23	8	4	6	0	2	2	0	1	20
Hastings	Oct	100	2	79	17	9	7	13	9	16	3	5	79
Havelock North	Oct	50	2	37	6	7	5	8	2	5	2	2	33
Wairoa	Oct	50	2	41	6	7	2	5	3	9	2	7	41
Napier	Oct	100	1	21	5	3	4	6	0	3			21
Total				1048									967

Where a single number for boy/girl is given, these numbers were supplied combined

Sticks and plasticine at work creating 2D and 3D shapes



## What was new this year for administrators, teachers and children?

We gave Maths is Fun a theme; Shapeshifters.

It was to be reflected in the advertising, to be a focus for the teaching and to be reflected in the family take home material. From all the feedback it was highly successful and we will be looking at a new theme for 2015.

It will reflect a number focus, the name yet to be confirmed.

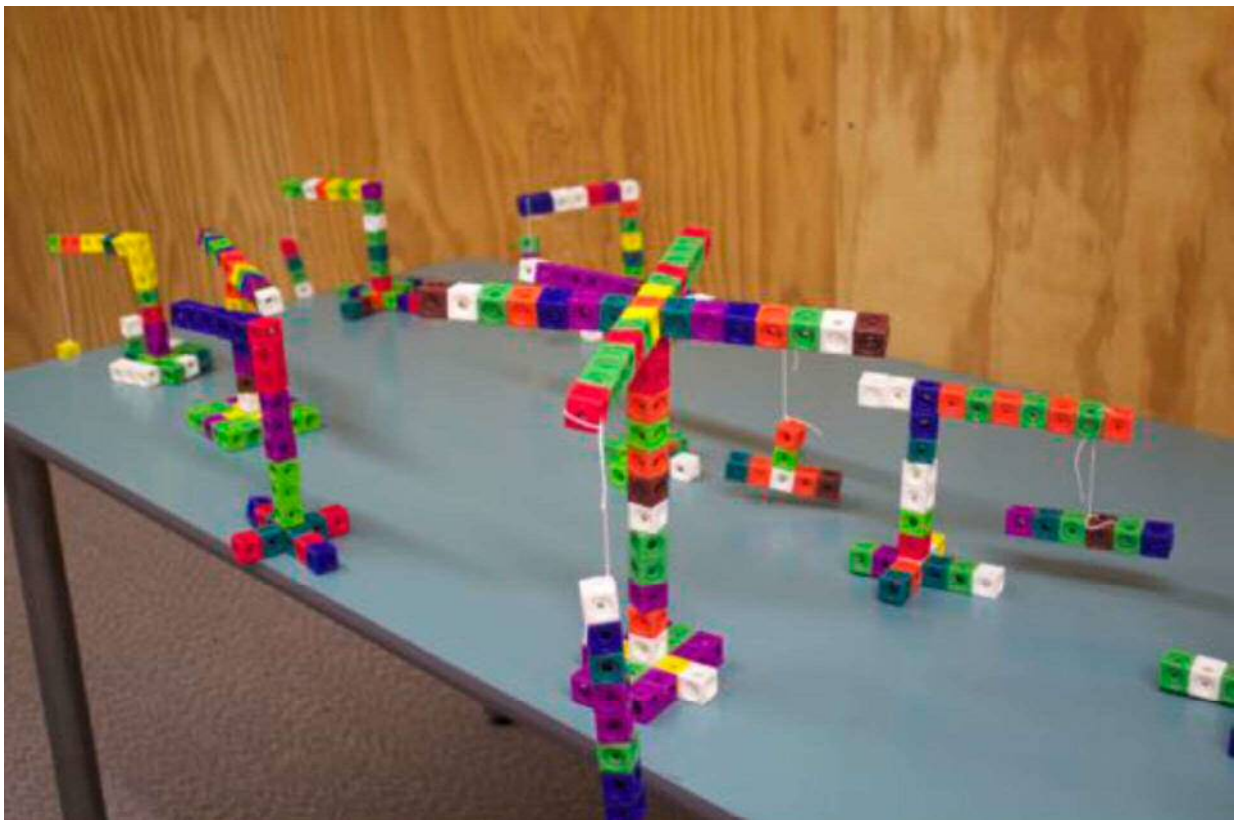
Palmerston North and Roslyn were new venues for 2014 and Napier rejoined the programme after a years break due to staff changeover.

New teaching staff were sought for several venues:

Masterton, Pahiatua, Palmerston North, Roslyn in July.

Eketahuna, Greytown, Carterton, Havelock North, Hastings, Napier, Dannevirke, in October

The value of the programme is dependent on the quality of the teaching staff.



Balance in practice at the Palmerston North programme, July 2014

## A sample of Participant Feedback from all Venues

I liked / learned...

- doing fun times tables
- that when we have a little help we can go a long way
- learned the maori names for shapes
- everyone enjoys maths when we all work together
- the difference between 2D and 3D shapes
- turning 2d shapes into 3d shapes
- creating new shapes by putting other shapes together
- making shapes out of ice block sticks
- learning about prisms
- fun shape making activities, like a heptagon
- all the new names for different shapes
- I never knew what quadrilateral was
- learning how to say big words, what they mean and how to say big numbers
- how to do tessellations



Sent by a little girl into the blog, showing us what she made with her bag of sticks at home.

Children's feedback continued...

- different pairs to make 20
- new domino games
- how to figure out some problems by doing them backwards
- that maths can be put into stories
- pent means 5
- patterns on the calendar
- factorial numbers, magic numbers and tangrams
- 0 is an important number
- building shapes with equipment
- tangrams originated in China
- thanks for making this programme work for us



Thinking about 2 digit numbers from the Wairoa programmes with Sharon Jane.



## A sample of Parent / Caregiver Feedback from all venues

The things we appreciate about The Maths is Fun Programme...

- eager to show people via Skype what she had made/ learned
- finale event creative, a lot of fun
- tamariki engaged from start to finish, a lot of variety
- well worthwhile to make maths fun
- great to do some games and activities at home, perfect during the holidays great to see our children socialising with children from other schools
- an applied fun perspective to maths
- I've never seen my daughter enjoy maths so much
- linking maths ideas to stories
- a great promotion for maths
- good to see a programmes that was hands on and not iPads or computers
- a fantastic opportunity for the kids in our community
- the teacher and facilitator had a lovely way with them



Cage building at the Levin Finale, 2014

## Parent feedback continued...

- enthusiasm, confidence , family fun
- it was a privilege to expose my children to this programme
- an absolutely great opportunity for our kids
- games related a great idea
- liked combining important skills teaching with fun and creating positive association
- came home and immediately showed me some cool maths stuff, first time that has ever happened!
- great idea, very successful
- I couldn't believe all the things they brought home with them
- maths doesn't always have to be a struggle
- builds confidence and enthusiasm for maths
- great seeing children getting involved in maths outside the classroom, reinforcing everyday thinking



Jess and Dave Leary, a brother and sister teaching team! Dave teaches at Whakorongo School, Palmerston North, and Jess teaches up at Hunterville



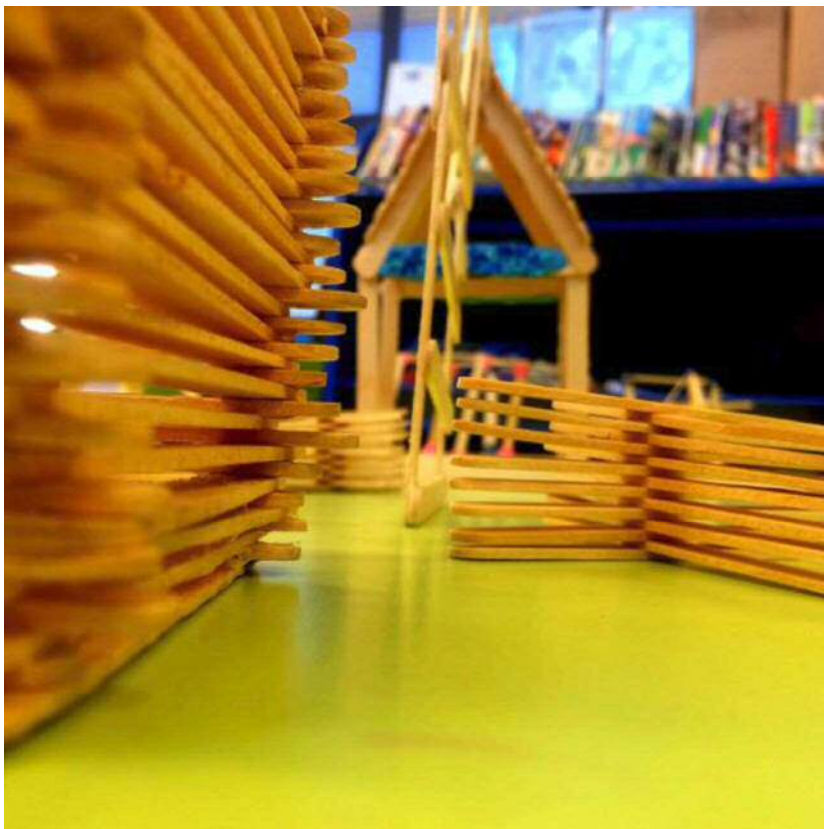


Children enjoying the programme at the Havelock North Library, 2014





The Wairoa programme runs out of the Wairoa Primary school with Sharon Jane in her own classroom  
She runs a great programme for this community and feed back from them was excellent.





## A Sample of Venue Staff Feedback for 2014

- a wonderful programme for our children and parents
- home activities are of value for the use in homes after this event
- a great idea, we all had a wonderful time
- good for us being so far away, was great have the support of whanau
- please have this next year; the ones who came last year still enjoyed.
- excellent supply of work, need more sheets for larger groups
- great organisation and planning of resources
- well planned programme material
- awesome communication from staff and run through of activities
- programme material is great, always more than enough
- good to have some new learning material to deliver to the children
- the communication process is very supportive



Teacher, Rebecca Meade working with a group at the Roslyn Library, July, 2014

## Coordinator Comment on the Year Gone

This is my second year coordinating the Maths is Fun programme.

I am always impressed by the way the teachers slide into the venue and take control of the programme, usually in a public space. You can walk into that space and without exception, find a quiet hum of happy busy children, resources spread from wall to wall but teacher and assistant communicating and working with a disparate group of children who did not know each other before the programme.

Their skills are absolutely key to the success and I really appreciate having them on board.

Communication skills are so important, as I am reminded of daily, and keeping all the people in the venues and all the teachers happy all the time with responses to their emails and phone calls is a full time occupation in itself. I will continue to work on this aspect, being the interface of the programme between the teachers, administrators and management and satisfy everyone with prompt replies telling them what they need to know.

The introduction of the theme has rejuvenated the programme and given teachers license to develop learning around the theme. It also allows us to vary the interactive home activities so that the children are taking home different games and equipment each year. Although, having said that, the children do enjoy the dominos.

The programme is effective, amazingly resourced with equipment and teaching staff, popular with the participants and the parents. It ticks all boxes. And so it is not difficult to see why more venues want to be part of Maths is Fun.



Sam Shackleton and Michael Batley teaching in the Masterton Library, July 2014



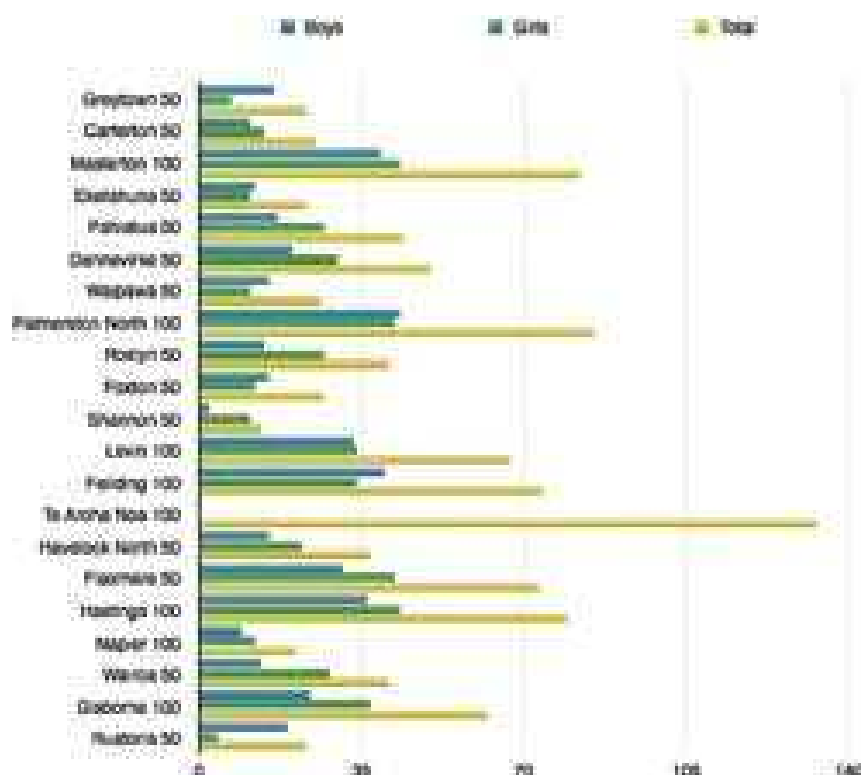
## Coordinator Comment on the Year Ahead

- Review paperwork with the Director, to ensure it works for everyone
- Communicate with a small poster to all contributing schools to all MIF programmes so that all children in the catchments of programmes hear about Maths Is Fun, as a number of venues struggle to market the programme effectively.
- Set a couple of Finale activity ideas for the year and roll them out to the teachers so that they don't have to stress about what to do in the event
- Revise the home activities to match the theme and ensure each venue has enough home bags for the children ready to go.
- Trialing staff training via the web, so that teaching staff will face Innes on screen with the manuals open in front of them. Saves a road trip but will require some planning; ie the big blue boxes will have to go out in time for this to happen



Practising cutting out skills in the Masterton Library, 2014

## Statistics to show the boy/girl ratio and the total of each programme



Venue	Boys	Girls	Total
Greytown 50	16	7	23
Carterton 50	11	14	25
Masterton 100	39	43	82
Eketahuna 50	12	11	23
Pahiatua 50	17	27	44
Dannevirke 50	20	30	50
Waipawa 50	15	11	26
Palmerston North 100	43	42	85
Roslyn 50	14	27	41
Foxton 50	15	12	27
Shannon 50	2	11	13
Levin 100	33	34	67
Feilding 100	40	34	74
Te Aroha Noa 100			133
Havelock North 50	15	22	37
Flaxmere 50	31	42	73
Hastings 100	36	43	79
Napier 100	9	12	21
Wairoa 50	13	28	41
Gisborne 100	24	37	61
Ruatoria 50	19	4	23

Table showing Boy/Girl Attendance in the 2014 MIF Programme

# MATHS IS FUN REVIEW

Michelle Simpson-Edwards

September 2010

**First Floor, Westerman's Building  
102-104 Russell Street South,  
Hastings  
Telephone 06 878 7200  
Freephone 0800 878 720  
Facsimile 06 878 9550  
Email [enquiry@ecct.org.nz](mailto:enquiry@ecct.org.nz)**



# An evaluation of the Maths is Fun programme

Michelle Simpson-Edwards  
September 2010

# Contents

- Background and objectives
- Intended outcomes of the programme
- Evaluation approach
- Key findings
- Recommendations
- Appendix
  - Case studies
  - Questionnaires
  - Tabulations

# Background & Objectives

# Background of the Maths is Fun programme

- A family oriented mathematics incentive programme built on the successful Summer Reading Programme
- Designed to provide fun and entertainment for children learning mathematics
- Sessions run during school holidays and as an afterschool programme, and available for children aged 5 to 14 years
- Successfully piloted at Masterton District Library and extended to 12 other libraries around the region
- Funded by the Eastern and Central Community Trust (ECCT)

# Objectives of the programme

- To **interest, encourage and stimulate** children to have fun with basic numeracy skills and accept them as part of their daily lives
- To **increase numeracy skills** through programmes and activities using everyday applications
- To create a programme capable of **involving whole families** in maths activities
- To have children experience mathematics in an **environment other than school**
- To deliver benefits to the participants and their families as well as the **wider community**

# Intended outcomes of the programme

# Benefits to Participants

- **Increased confidence** in mathematics
- **Increased understanding** of mathematics and its application in everyday life
- **Improved family relationships** through shared maths activities
- A range of activities/resources that can be **used outside the programme**



# Benefits to Community

- **Improved overall educational level**, which contributes to a healthy community
- **Supporting success** in both school and everyday life through the mathematical strategies, ideas and experiences developed within the programme
- **Extending and strengthening** the public view of libraries as a learning/information environment

# Evaluation objectives and approach

# Objectives of the evaluation

- To provide an **external evaluation** of the programme
- To determine whether the programme is **delivering to the aims** of the programme
- To assess the **intended and unintended** effects of the programme

# Information objectives

- To identify whether children participating in the programme have **positive attitudes and increased motivation** towards the maths ideas they are exploring
- To identify whether children who have participated in the programme have **improved** their maths skills and having successes
- To determine whether the programme is being **delivered by the right people, in the right place, at the right time**
- To determine whether the programme is capable of being **expanded** further
- To determine whether there are any discernable **differences between regions**
- To determine whether the original **aims of the programme** are being met and still relevant

# Evaluation approach

- Data and document scan
- Key informant interviews
- Case study of two locations (Masterton, Shannon)
  - Interviews with key staff and teaching staff (n=4)
  - Interviews with parents/caregivers (n=4)
  - Mini group/interviews with children (n=10)
  - Observations
- An online survey with key staff and teaching staff (n=4 responses)
- An online survey with parents/caregivers (n=26 responses)

# Key Findings

# Outcome scorecard

Intended programme outcomes	Outcome achieved
Increased confidence in mathematics	✓
Increased understanding of mathematics and its application in everyday life	✓
Improved family relationships through shared maths activities	✓
A range of activities/resources that can be used outside the programme	✓
Improved overall educational level, which contributes to a healthy community	✓
Supporting success in both school and everyday life through the mathematical strategies, ideas and experiences developed within the programme	✓
Extending and strengthening the public view of libraries as a learning/information environment	✓

If one achieves then so should other?

Key: ✓ = achieved ✓ = somewhat achieved



# Increased confidence in math ideas

- The evaluation illustrates that the Maths is Fun programme is having a positive impact on increasing the levels of confidence in math ideas
  - 4 out of 5 parents reported their children were more confident, and more interested in maths and maths ideas/activities since attending the programme
- The case studies revealed that the level of confidence for most children tended to grow throughout the duration of the programme. This was mainly due to the type of math activities being undertaken, the small class sizes, and the involvement of the teachers.
  - On a 7 point smile face scale, children interviewed gave an average rating of 6 in terms of how they felt about maths before they started the programme, and an average rating of 6.6 in terms of how they now feel about maths
  - *The materials are fantastic and my children have always enjoyed exploring the different possibilities.*
  - *A great programme that builds both social and maths confidence in my child*
  - *It's fun. Better than maths at school (comment from child)*

# Improved family relations

- About 3 out of 4 parents/caregivers reported attending the end of programme finale, and interviews with parents/caregivers and teachers confirmed the value received from doing so
  - *We always enjoy the finale as well, as there's always a fun activity that parents and children can do together.*
- All parents/caregivers who participated in the survey reported they discussed the programme each day with their child/ren. The daily programme activities were also being extended in the home environment with 4 out of 5 parents/caregivers reporting their child/ren played with the Maths is Fun activities with other family members
  - *The activities are popular and enjoyed by all...*
- Evidence suggests this improved family relationship also extends beyond the programme with 3 out of 5 parents/caregivers reporting that they continue to talk about the Maths is Fun programme with their child/ren after the programme has finished

# Improved family relations (cont.)

- One parent also commented on how the programme was impacting positively on the relationship between the child/ren and their grandparents.
  - *They took [the games/activities] to their grandparents and made them play with them.*

# Improved skills and having successes

- Identifying whether the Maths is Fun programme has impacted on improved math skills and having successes is maths is difficult to measure given the programme only runs once a year.
- Feedback from some parents/caregivers suggests the programme is having a positive impact on improving their math skills, and the experiences developed within the programme are supporting their successes in school
- *It was very fun and informative learning. My sons have excelled at school in maths after the programme.*
- *All 4 of my children have attended at least one of the maths is fun programmes and all have benefited from the experience.*

# Programme is being delivered by the right people

- The evaluation illustrated that the teachers are an important component of the programme and significantly contributes to the programme's success
- The survey and case studies identified that nearly all parents/caregivers reported they were extremely satisfied/satisfied with the quality of the teachers
  - *Having Phil with his guitar definitely helped to keep the kids interest.*
  - *It's the teachers that make (or break) the programme. They need to understand the programme and how to use it to engage the children.*
  - *[the teacher] talked on a really good level with both age groups and very patient...*
- All teachers reported being extremely satisfied with the quality of the resources provided, and the level of communication from the project manager or programme organiser.
- The teacher training is comprehensive and well organised, and available for new and existing programme teachers. The survey and case studies also identifies the high level of satisfaction with this level of support and training.

# Programme is being delivered in the right place, and right time

- The case studies and survey indicated that the libraries are the optimal environment for delivering the programme
- Nearly all parents/caregivers reported that they agreed/strongly agreed the Maths is Fun programme strengthens the library as a learning and information environment
- Timing of the programme is an important factor of the programmes success, with some areas noting a reduced number of enrolments when the programme is conducted in the second week of the school holidays. Advertising and promotion is vital to ensure continued success.
  - *We need to get in early and communicate with as many families and children as possible- timing is important too as many head away in [holidays]so to ensure their availability is key...*
  - *To ensure growth of the programme there needs to be consistent push across all staff to promote and engage with the purpose of [Maths is Fun]*
  - *The [programme] itself could also have a bit more spice with regard to a competition or event - to*

# Success of the programme

- A true measure of the programme's success can also be demonstrated by the number of parents/caregivers recommending the programme to others, and the number of children likely to attend the next programme.
  - 4 out of 5 parents/caregivers reported they were extremely likely to recommend the Maths is Fun programme to other parents/caregivers
  - 3 out of 4 parents/caregivers reported their child/ren were extremely likely to attend the next programme.
  - *I thought everything about it was really exciting, innovative and positive. I would recommend it to ANY parent who wanted their children to gain extra confidence and ability from seeing the more 'fun' side of maths from this very well set up, organised and taught programme!*



# Expanding the programme

- The survey and case studies reveal that there is strong encouragement for expanding the programme in other areas or regions
- Other suggestions for expanding the programme include having an adult focused programme and a science programme
  - *Many adults comment they would like a programme like this also.*
  - *What about a science encouragement programme?*
- Another suggestion was to take the programme into the schools for a daily or half daily programme, similar to the Life Education Trust, and would help with promoting the programme and strengthening the relationships with the schools.

# Unintended benefits/outcomes

- Evidence suggests that the programme is also benefiting some parents/caregivers with 1 in 4 parents/caregivers reported that their own confidence in maths improved as a result of their child attending the Maths is Fun programme
- Evidence suggests that item issues and queries for math related books also increased during the programme, with 1 in 5 parents reporting their children also took books out from the library
- The survey and case studies indicate that the programme is also a good way for the children to mix with other children they don't know or don't normally play with. Slightly less than 3 out of 4 parents reported they agreed/strongly agreed that this was the case. The observations also noted this was a factor for children who were home schooled.

# Recommendations

# Recommendations to enhance the programme

- Consider providing more assistance with marketing and promotion of the programme, especially for those in smaller rural areas
- Consider revising the teaching resources to ensure the programme continues to be relevant
- Consider changing/refreshing the take home materials for children in order to maintain an ongoing interest in the programme. This is particularly relevant for those who have attended the programme before
- Consider providing more communication to existing teachers/staff with regards to ongoing training opportunities

# Keep up the good work

- The majority of the feedback received was very positive and very supportive of the programme
  - *Good programme - appreciate the time and effort that goes into running the programme*
  - *A great resource keep up the great work, my daughter loved it!*
  - *Great program for children*
  - *I think it is a great programme and have already suggested to other people to make use of it.*
- Well done.
  - *Great idea and fantastic way of making a core subject enjoyable*
  - *It is simple and effective so lets keep it going!*

# Appendix

# Masterton

- Summary:
  - Programme delivered 5-9 July in the Masterton District Library, with a total of n=95 enrolments
  - The Decile rating for Masterton ranges from 1 to 10, with a combined average of 6
  - Teaching staff comprised Phil Anker & Rebekah Mehrstens
- The programme was delivered by a team of two experienced teachers, and interviews and observations illustrated their enjoyment in teaching the programme, working with the resources, and the small class sizes (compared to a typical school sized class)
- All classes were well organised with each session starting on time, and each session was full
- While library staff commented the programme requires extra resources in terms of advertising and administering enrolments, and ensuring the programme runs smoothly, they value the programme as strengthening the library as a learning and information centre and hub of the community



- All children observed were interested in the activities being presented to them, and excited by the successes they were making. Library staff also commented on the relatively high number of children who have previously participated in the programme
- The small class sizes and number of teachers provided opportunities for the teachers to work on a one-to-one basis, when needed, to help those who may be struggling with a particular math activity
- The observations also noted the interest shown by other children, not enrolled in the programme or the particular session, watching the classes close by and somewhat envious of the fun the children in the Maths is Fun programme were having
- Most parents stayed close by, either sitting on the seats nearby or somewhere in the library. Some parents were also observed to be assisting their child with the math activities that were being explored
- Interviews with parents confirmed their satisfaction with the programme, and the increase in enthusiasm and confidence in the maths ideas/activities shown by their children

- A display stand containing maths related books and activities was located close to the area where the programme was being held. Library staff reported the display stand needed to be refreshed with items throughout each day the programme ran, and that item issues and queries regarding math related books and activities had increased
- Interviews with children confirmed their interest in maths/math activities were improving during the programme
- Comments from children include:
  - *It's really fun, you should go there. They have fun activities and things*
  - *I like the building blocks and games*
  - *It's fun, better than maths at school.*
  - *They have really fun teachers. It's entertaining. They have fun jokes*
- Comments were made with regards to the challenges of advertising as not all schools advertise the programme. Having said this, it was noted that pushing the advertising in schools and other mediums would result in too many enrolments for the spaces available.

# Shannon

- Summary:
  - Programme delivered in the second week of the school holidays (12-16 July) at Shannon Library
  - Total enrolments were down compared to previous years, possibly due to the timing (i.e. Being in the second week), and achieved a total of 21 enrolments
  - Shannon primary school is a Decile 4 area.
- The programme was delivered by Douglas Tristram (a qualified teacher and library employee) with the assistance of at least two teacher aids. Interviews and observations illustrated their enjoyment and passion in teaching the programme, working with the resources, and helping the children in their community enjoy maths/maths ideas.
- The classes were well organised with each sessions starting on time. Some sessions had a mix of age groups due to older/younger siblings attending the same session while they waited for their own session and to help their younger siblings with the activities.
- Library staff commented on the importance the programme is to the library, and supporting it as a learning and information centre and hub of the community.

- All children observed were interested in the activities being presented to them, and exited by the successes they were making
- The small class sizes and child to teacher ration provided opportunities for the teachers to work on a one-to-one basis, when needed, to help those struggling with a particular math activity
- Very few parents waited at the library while their child/ren participate in the programme, making it harder for the teachers to talk with the parents about their child's progress during the programme
- Interviews with parents confirmed their satisfaction with the programme, and the value and benefits their children were receiving from the programme
- A notice board was located close to the programme mat area. This displayed the math activities being done and photographs of the children, as a way to celebrate their successes and encourage their enjoyment in the maths/math ideas being explored

- Children interviewed commented on their interest in math/math ideas and how they were improving during the programme
- Comments from children include:
  - *I show mum the games and my mum plays them with me*
  - *The teacher is good, teaching us more maths and stuff*
  - *It's cool to do*
  - *You can learn more maths. You learn more about stuff.*
  - *The games, you get to make stuff. Get to learn stuff.*
- Advertising the programme to generate interest and programme enrolments is an ongoing concern in this small community.

# Questionnaires

# Tables





## Financial Report

### WAIRARAPA REAP INCORPORATED MATHS IS FUN STATEMENT OF FINANCIAL PERFORMANCE 2014

#### INCOME

Balance bought forward from previous year	13835.69
Donation - Eastern & Central Community Trust	92500.00
Local Contributions (from all locations)	29340.00
Less balance carried forward to next year (2015)	(3120.75)

TOTAL INCOME	132554.94
--------------	-----------

#### EXPENDITURE

Administration	13600.00
Consumables & Stationery	3661.85
Finales	8552.21
Kit Materials	14047.92
Kit Storage	1000.00
Location Costs (including venue and internal wages)	29340.00
Postage & Freight	1582.07
Promotion	377.95
Training	3498.69
Travel	1178.45
Wages	55715.80

TOTAL EXPENDITURE	132554.94
-------------------	-----------

NET SURPLUS	\$ -
-------------	------

**Memorandum of Understanding  
Between  
Eastern and Central Community Trust  
and  
Wairarapa REAP  
In the matter of the 'Maths Is Fun' Programme**

**A: Purpose of MoU**

To clarify the relationship between the parties and define the roles of the parties, working together to develop and deliver the 'Maths is Fun' (MiF) programme to children within the Eastern and Central Area.

***Interests of Eastern and Central Community Trust: (ECCT)***

To provide, through encouragement and financial support, the ability for the 'Maths is Fun' programme to be delivered to areas within the ECCT area.

***Interests of Wairarapa REAP: (WaiREAP)***

To work with enthusiastic people to deliver quality Education programmes..

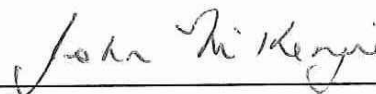
**B: Operational Issues**

1. Governance and Management of the Project will be supplied by WaiREAP, through the Maths is Fun sub-committee; which includes representatives from Masterton District Council (through the Masterton District Library), Victoria University (through Wairarapa Education Resource Centre) and Wairarapa REAP. (Terms of Reference Attached)
2. WaiREAP agrees that ECCT has the right to appoint up to two people to the Maths Is Fun Committee
3. ECCT reserves the right to determine the level and duration of its funding for the programme.
4. The content of the 'Maths is Fun' project will remain the intellectual property of WaiREAP. Any proceeds gained from the lease or sale of materials associated with this project can only be used to further the aims of the MiF project, unless the written permission of both the WaiREAP Board and the Board of ECCT is obtained. WaiREAP will assert Copyright over the material.
5. WaiREAP will be responsible for the receipt of all money and the payment of all accounts associated with the programme, and for providing a full report including statistics and evaluations.

6. WaiREAP will provide to ECCT within three months after the end of the programme each year a completed accountability form, including a statement showing the income and expenses relating to the delivery of the programme as well as their latest audited annual accounts.
7. Personnel associated with the delivery of the MiF will be trained by WaiREAP through the MiF sub-committee.
8. The sub committee will be responsible for the quality and content of the programme.
9. WaiREAP will hold funds provided by ECCT and any other funders for delivery of the programme, and develop a package to assist local fundraising wherever the MiF programme is to be delivered. An initial *target* of 25% local support will be aimed at.
10. Resources, staff and space for the programme will be provided by a third party provider ("the provider") It is anticipated that the provider will be the local library.
11. An agreement will be drawn up between the two parties and the provider of each area in which the programme is held, outlining the responsibilities and obligations of the local provider
12. There will be consultation between the parties before any areas are selected for the delivery of the Maths is Fun. The parties will also consult before the programme is withdrawn from any area.
13. Districts outside the ECCT area may use the programme subject to the following...
  - a. An annual licence fee will be charged for the package. This will be through a written agreement with WaiREAP and approved by the sub-committee. The package will include curriculum, manuals, delivery system notes, and full sets of activity materials. Such a fee will cover all direct costs; and will also make a contribution of not less than 20% of the value of the total package towards past and future development of the programme.
14. Either party can request consultation in respect to any issue relating to the programme or its delivery.
15. This agreement will run initially for three years from the date of signing.



Peter McNeur, Director Wairarapa REAP  
Dated 31st March 2005



John McKenzie, Trust Manager ECCT  
Dated 4th April 2005

involving maths. That said, they are proactively looking at ways to measure their success in these areas and these include having a web tool for parents and teachers to complete performance surveys. They are looking at getting the school teachers of participants to complete a survey on the Child's progress.

Peter McNeur also advises that it is difficult for Wairarapa REAP to plan for each years programmes as ECCT does not confirm its funding until early June. They ideally need to have employment contracts and confirmation of venues completed at least 6 weeks prior to when the first programme starts in the first week of July.

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

In 2014 the programme was delivered to 21 centres through out the ECCT region with 967 children completing it. 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 succesful 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.

Acknowledging the above, there are questions around how well the programmes are improving the childrens chances of success in school and improving their over all educational level. There are also questions on how well the programme is reaching those who need it most (low decile, Maori and Polynesian students).

#### **General Comments**

The programme has been operating since 2005. ECCT has donated \$513k to the programme to date. The programme is well managed and reasonably well monitored. This year the Wairarapa REAP intends to expand to include 4 new centres (Hicks Bay, Tolaga Bay, Woodville and Featherston).

The programme has been operating for 10 years with the original objectives and MOU with Wairarapa REAP. The MOU is out of date as it refers to a subcommittee that no longer exists which supposedly has ongoing tasks. The MOU states that its contents is only valid for 3 years from 31/3/2005.

ECCT has already made a sizeable investment in this program and costs to run it have increased from \$46.8k in 2006 to now \$118.1k. 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.

Wairarapa REAP have a genuine concern in that having their application decided upon in ECCT's May Board meeting leaves them too short a time to secure job contracts and venues.

The following recommendations are made:

- Support this application to a level similar to the 2014 year.
- An independent review of the programme is completed.
- Upon completion of the independent review ECCT review the relevance of the programmes current objectives and renew its MOU with Wairarapa REAP.
- That SPC and Board receive Wairarapa REAP's application in March going forward.

#### **Recommended Amount**

\$93,500 for Maths Is Fun