



EMPOWERED LEARNING TRUST



PROGRAMME UPDATE
DECEMBER 2016



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What is our purpose?

To provide specialised screening programmes that identify children early, that are having difficulties at school. These programmes work alongside services and programmes already offered by schools. This will add value to what schools already offer, and provide additional valuable information about these children that can be used to tailor support and resources within the school and community.

These programmes include:



Screening all year 4 children for Vision and visual perception issues, referring on to appropriate diagnosis, then fitting corrective lenses for no cost to the whanau.



Screening for Auditory Processing Disorder or hearing issues with verified software and referring children on for further testing and referral as necessary.



Screening children for specific learning difficulties then referring on for further diagnosis and support at school. Support and knowledge sharing for family also.

What results do we want to see?

EMPOWERED LEARNING TRUST THEORY OF CHANGE STATEMENT

If young people with learning and processing difficulties are identified early in their educational experience by high calibre staff in a collaborative approach, and these children are supported throughout their journey with corrective lenses, specialised therapy programs, or learning support as needed, then they will be more likely to have positive educational outcomes, remain engaged in their education for longer, have better self-esteem and be more employable, and therefore will be less likely to make poor life choices.

How will we measure these results?

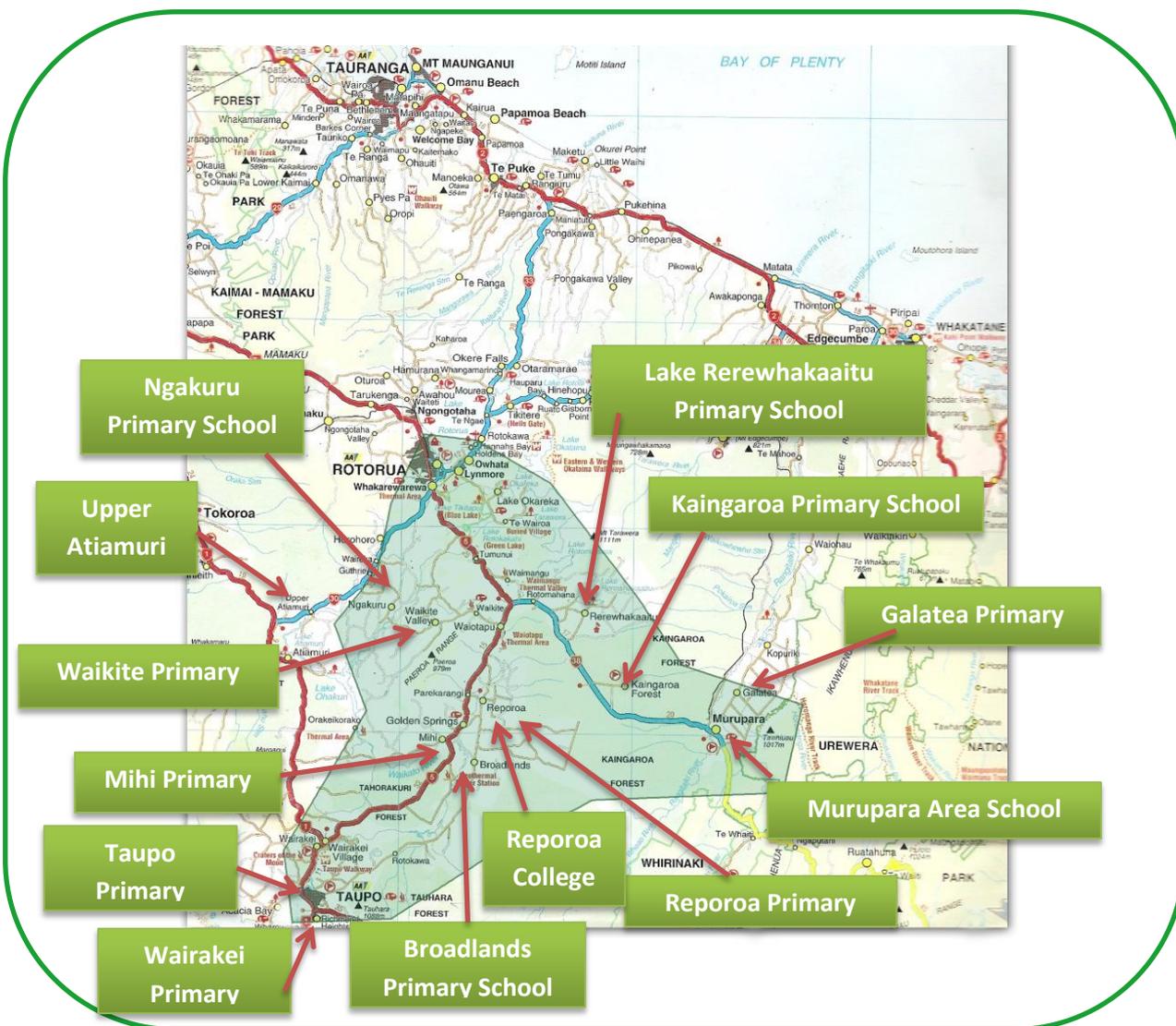
1. Achievement data - Children are reading at their age, or steadily moving towards this goal as seen in achievement data from schools
2. Children's learning stories - telling us how they feel about their Irlen lenses, along with family and teacher comments
3. Evaluation forms - filled out by teachers or families about the programmes.
4. Audiologist evaluation forms, plus diagnostic retests after APD therapy
5. Social Return on Investment calculations (SROI)

Who are our partners?

- Reporoa Valley Schools Cluster
- School principals, teachers and SENCOs
- Cluster RTLB
- Health Reporoa
- Irlen New Zealand
- local businesses
- National and local charitable funding bodies
- families and caregivers
- The Learning Staircase
- OPSM Taupo

- McClelland Visique, Rotorua.
- The Auditory Processing Network, Taupo
- Ngati Tahu-Ngati Whaoa Runanga Trust
- Reporoa Lions Club
- Taupo Vision Care
- Taupo Spec Savers

Our School partners



School	Roll	School decile	NZ European	NZ Maori	Other ethnicity
Reporoa Primary	96	4	47 (48%)	46 (47%)	3 (3%)
Waikite Primary	39	10	22 (40%)	17 (30%)	0
Broadlands Primary	100	8	63 (62%)	35 (34%)	2 (2%)
Lake Rerewhakaaitu Primary	94	6	42 (44%)	49 (52%)	3 (4%)
Mihi Primary	51	5	20 (39%)	31 (61%)	0
Upper Atiamuri Primary	27	4	22 (81%)	4 (15%)	1 (4%)
Kaingaroa Primary	19	1	0	18 (99%)	1 (1%)
Reporoa College Year 7-13	252	6	126 (50%)	113 (45%)	13 (5%)
Taupo Primary School	483	5	242 (50%)	179 (37%)	62 (13%)
Total	1161		584(50%)	492 (43%)	85 (7%)



1. Vision and visual processing screening (Irlen Screening)

Why Is This Important?

Good vision is essential to learning as we use visual cues when learning language and social skills. During a pilot project run by the Rotorua Principal's Association in Rotorua between 2010 and 2012, it was discovered that around 20% of the year 4 children that were screened had a vision issue of some kind that hadn't previously been identified.

How are we doing?

Our Community screeners have visited schools in the Reporoa Valley cluster, Upper Atiamuri, and also Taupo Primary and gave 340 children an Irlen questionnaire. Those with scores over 10 indicated that needed further screening. From here 150 children had an in-depth screening with our community screeners for about 40 minutes.

Of these 150, 120 students were referred on to the optometrist and then Irlen Diagnostician for further testing.

At this stage there have been **64 children fitted with lenses** over the entire project, and there are many children still to go on to their appointments (39 students still to go on).

	Taupo	Reporoa	Total	% of referrals
Total students given questionnaire	242	98	340	
Children screened in full	92	58	150	
Students referred on	71	49	120	
Irlen & Optometric lenses	13	12	24	21%
Irlen lenses	9	11	20	17%
Optometric lenses	15	4	19	16%
Total new lenses fitted	37	27	64	
No lenses required	6	5	11	9%
Left school/other	5	0	5	4%
Still to go on	23	16	39	33%
Lens refits	0	3	3	

The results of these referrals are shown in the graph in figure 1

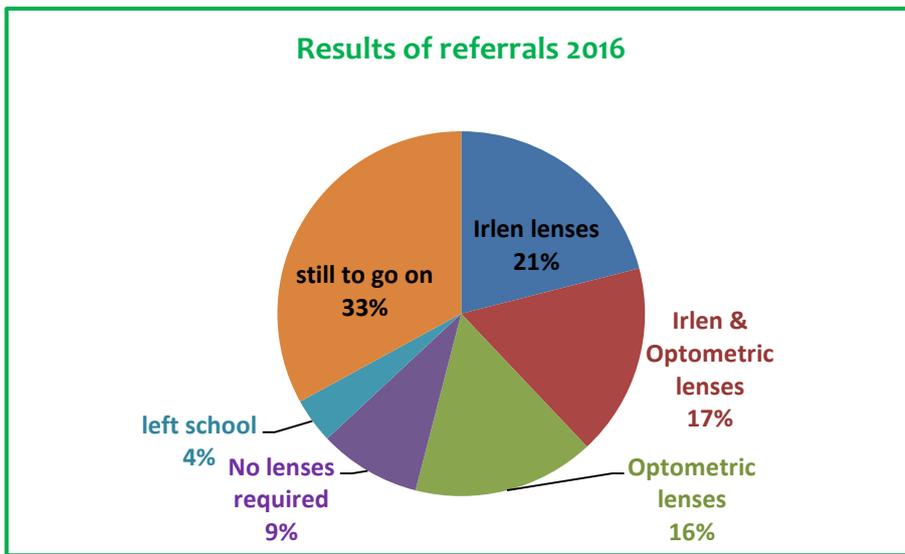


Figure 1: Results of referrals to diagnosticians in 2016

When we look at the percentage of children fitted with corrective lenses as a proportion of the general groups we screened we see that between 20 – 27% of children in the screened group require corrective lenses of some kind. (see graph in figure 2)

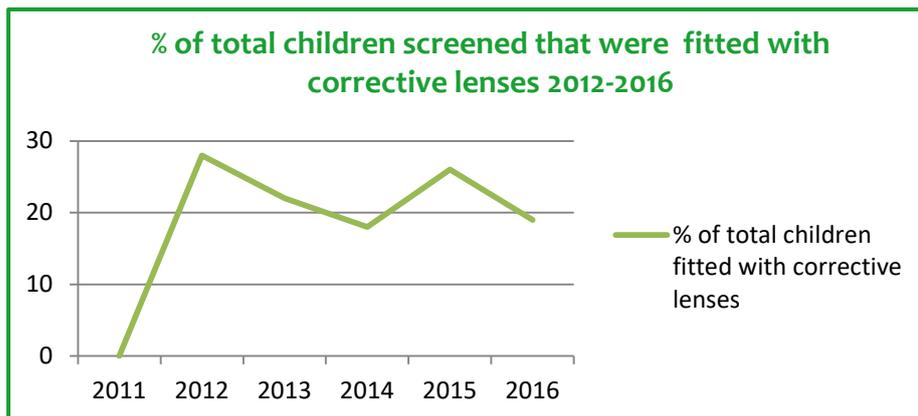


Figure 2: Percentage of total number of children fitted with corrective lenses by year

The number of students we screen each year varies depending on the schools that wish to be involved with the project. The results for each year are shown in figure 3.

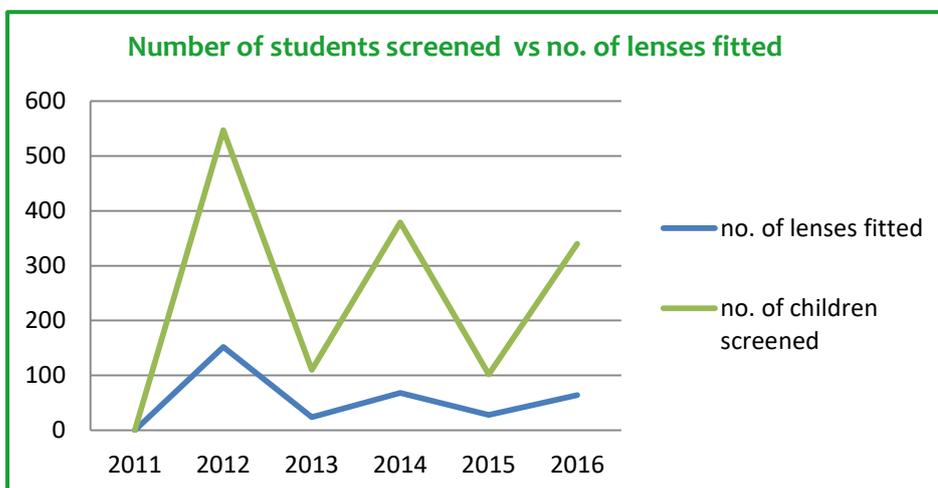


Figure 3: Number of students screened and the number of lenses fitted by year

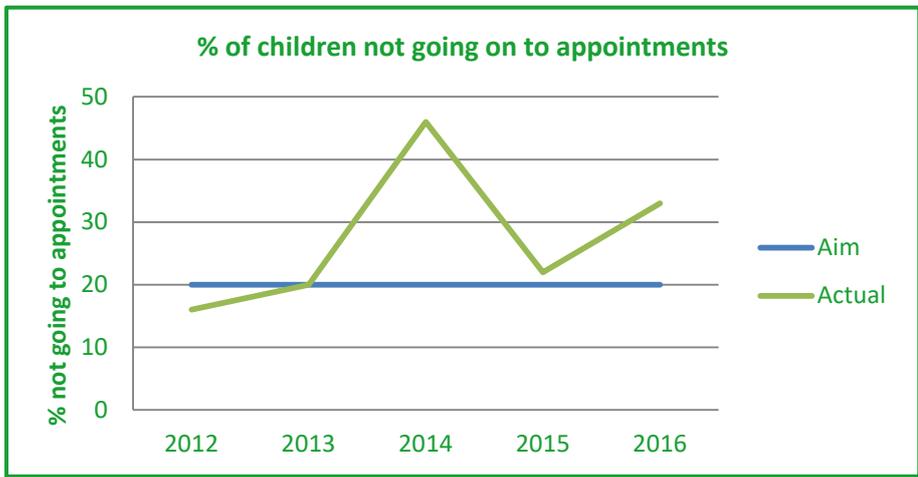


Figure 4: Number of children not going on to referral appointments

Each year there are a number of families that do not take their children on to referral appointments for various reasons. The staff at Empowered Learning work very hard to help support families that may be having difficulty attending appointments by providing transport if possible. This year around 33% of the referred students have not gone on to their appointments, but many of these were only screened in the last few weeks of term 4.

What do the kids say about their lenses?

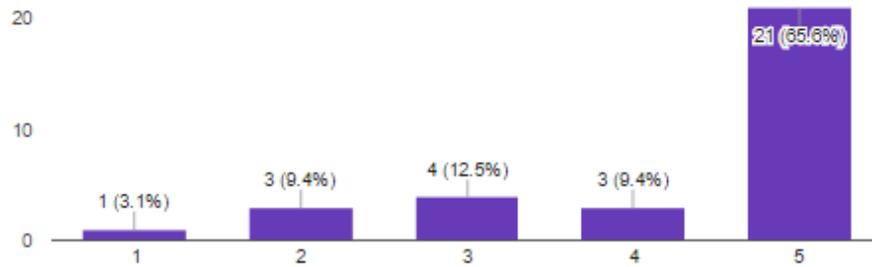
We have gathered feedback from a couple of schools in Reporoa and Taupo from the children who have been fitted with lenses, and I will share the 32 responses we had below:

- **We can see the improvements they experience in symptoms of visual stress**



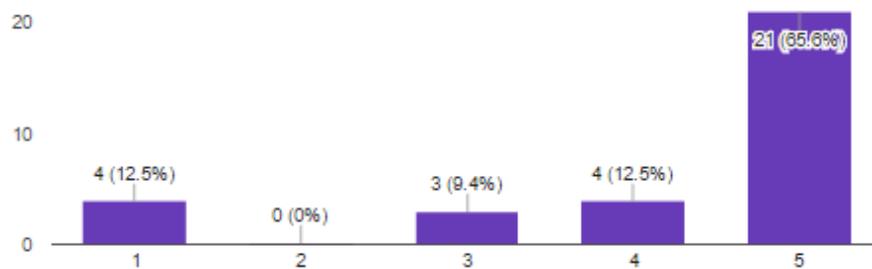
- We can see that the lenses make reading more comfortable and allow better concentration
1 = Not at all 5 = Yes, a lot

Do your glasses help you to read for longer? (32 responses)

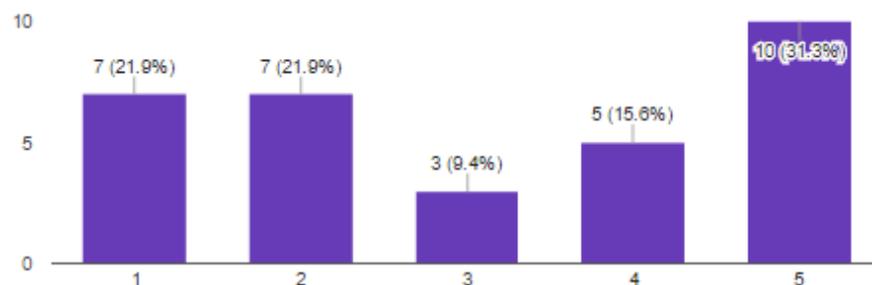


Do your glasses make your eyes more comfortable? (less scratchy, red or sore)

(32 responses)

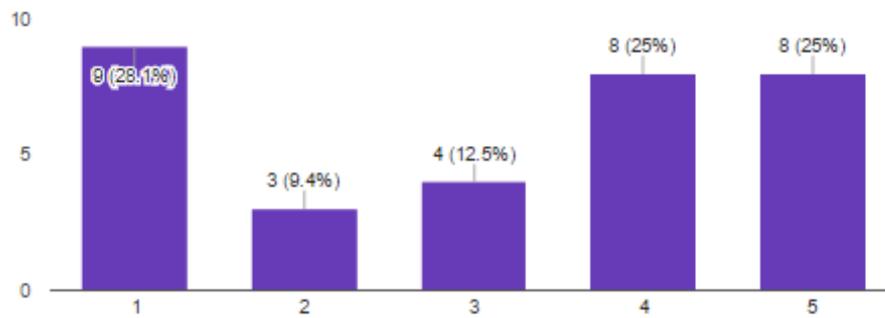


Do your glasses help you to feel less tired at school? (32 responses)

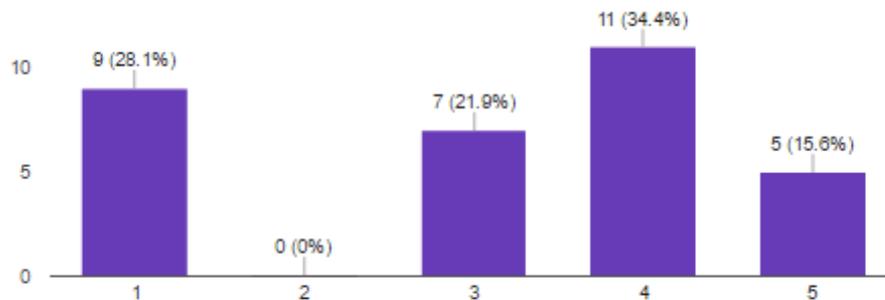


- Many children experienced improvements in other areas of the curriculum also
1 = Not at all 5 = Yes, a lot

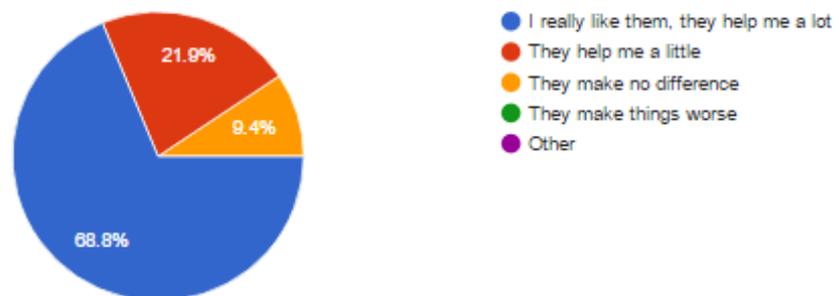
Do your glasses help make your handwriting neater? (32 responses)



Do your glasses help you with maths? (32 responses)

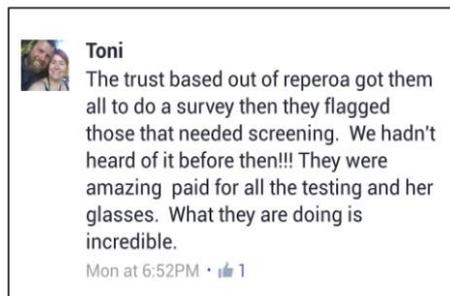
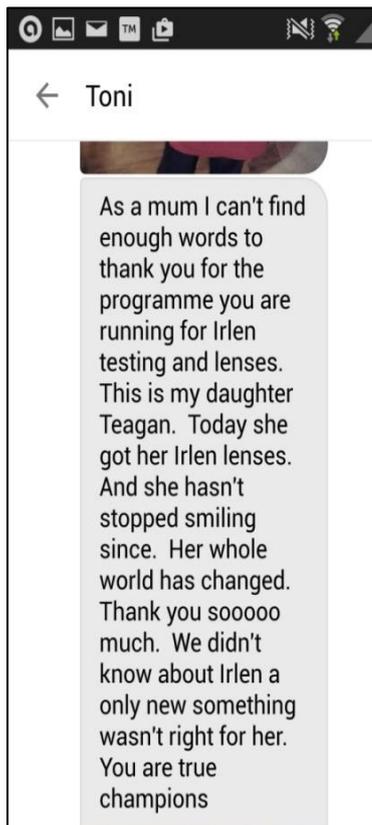


How do you feel about your glasses? (32 responses)



A child's story:

Tegan was fitted with her blue lenses early in May, and has already gone up a reading group at school. Her Mum's comments are below:



Tegan's mum was so impressed by the results they had seen with Tegan that she was tested herself, as she was experiencing the same symptoms of visual stress. Her mum has now been fitted with Irlen filters too.





Children enjoying their new glasses at Taupo Primary Primary School.



Children at Broadlands Primary School with their corrective lenses

Auditory Processing Disorder Screening

Why is it important?

Once the ears have detected a sound is present, what the nerves and the brain do with that information is what we call auditory processing. Every listening skill we have uses auditory processing. This includes determining where a sound is coming from, following a teacher in a noisy classroom, recognizing your favourite song, picking up on sarcasm; all of these use auditory processing. There are significant correlations to reading and spelling abilities, language understanding and following verbal instructions in the classroom. There are many areas of auditory processing and therefore there will be different impacts depending on which area is affected. Some children have problems with:

- Understanding spoken language unless brief, clear and simple
- Hearing difficulty against background sound
- Slowness in processing spoken information
- Problems with comprehension, reading, spelling, and written language
- Extreme tiredness after school
- Sensitivity in noisy situations



This can result in feelings of frustration, anxiety, withdrawal and low self-esteem. It is our aim to screen for this disorder and to intervene early before too much disruption to learning occurs.

How are we doing?

➤ Reporoa College

To date our screeners have visited Reporoa College to screen students identified by the SENCO. The results of the Reporoa College screenings to date are below:

	No. of students
Students ears checked by Health Reporoa Nurses	14
APD Diagnostic tool administered to students	13
Still to test	1
Referral for further APD testing and diagnosis	5
APD support within school – Support programs accommodations, etc	6
No support needed	2

➤ **Taupo Primary APD screening**

The SENCO at Taupo Primary identified a group of 64 children that she and other teachers have concerns for, and are not progressing with their learning at school. These children all had their ears checked by Angela Alexander (audiologist) with an otoscope and then tympanometry. Those with no ear health issues were then screened using the diagnostic APD tool.

- The **46 students with suspected APD issues** have begun support with the Hear Builder programme in class at the beginning of term 4, and will continue for at least 3 months. This programme has been recommended by audiologist Angela Alexander and paid for by Empowered Learning Trust. When program complete, retesting will take place.

Students ears checked by otoscopy & Tympanometry	64
Ear Health issues/referrals (wax removal, ear infections. Other)	9
Children screened with APD diagnostic tool	64
Hearing test required by audiologist (failed hearing screener test)	27
Children requiring APD therapy and support	46
Still to test	2
No further action required	13



Children at Taupo Primary having their ears checked by Angela Alexander, audiologist before using the Acoustic Pioneer screener



➤ **Reporoa Valley Cluster schools APD screening**

Our community screeners visit each of the schools in the Reporoa Valley cluster along with the nurses from Health Reporoa. Each child will have their ears checked by otoscope, and those that have no ear health problems are tested with the diagnostic tool. This is a blanket screening program. (all year 4 students are screened)

- To date **36 children identified with APD issues** at Broadlands, Reporoa and Lake Rerewhakaaitu Primary Schools have been started on the Hear Builder programme which is paid for by Empowered Learning Trust.

Students ears checked by otoscopy & Tympanometry	86
Ear Health issues/referrals (wax removal, ear infections, other)	13
Children screened with APD diagnostic tool	86
Hearing test required by audiologist (failed hearing screener test)	22
Children requiring APD therapy and support	36
Still to test	9
No further action required	38



Children at Broadlands Primary using the Acoustic Pioneer screening program

- **38 students across 3 primary schools in the Reporoa Schools cluster are participating in the Hear Builder program that Angela has recommended as beneficial.** This is being carried out at school for 15-20 minutes a day, 2-3 times a week and helps strengthen a child’s auditory processing in the following areas:
 - > Phonological awareness
 - > Sequencing
 - > Following instructions
 - > Auditory memory

Where to from here?

- Once students have completed the Hear Builder program, they will be reassessed and comments gathered from their teachers and family. Once this is done then further support can be put in place for those not making progress. The fitting of FM systems in classrooms, or individual sessions with the APD specialist may be an option. This retesting will be done mid-2017.

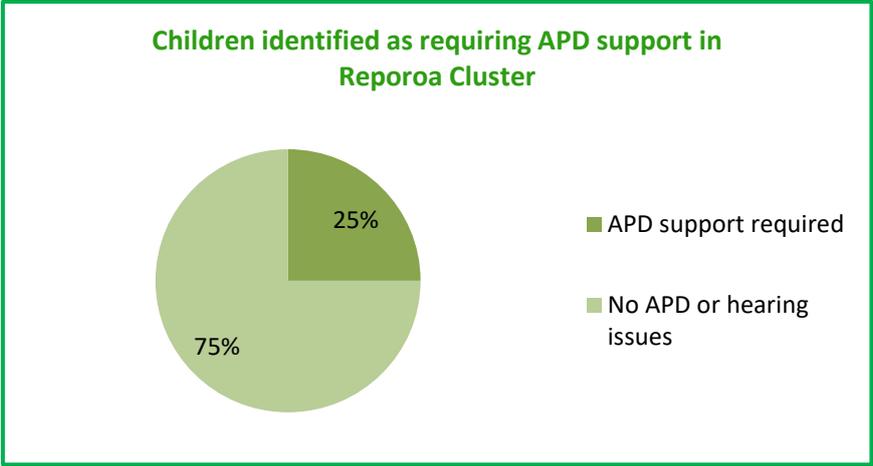


Figure 5: Children identified as requiring hearing or APD support



Children at Taupo Primary using the Hear Builder program in class to support Auditory Processing issues.

3. Specific Learning Difficulty screening

Why is it important?

Although New Zealand has a good reputation for the literacy achievement of its students there is a group of students who experience persistent and on-going difficulties in literacy. This group of students have particular needs or Specific Learning Difficulties (SLD) such as Dyslexia that need to be identified so they can be better supported at school and at home. Literacy is the foundation of all learning so identifying dyslexia early is critical. That way, children can be supported to participate in the full range of social, academic and other learning opportunities at school.

How are we doing?

- To date 20 students identified by the SENCO with special learning issues have completed full Lucid Lass assessments which provide additional information for the SENCO to pursue special assessment conditions and psychometric testing. At present, 15 students have also been assessed for Auditory Processing Disorder and 5 have been screened for Irlen Syndrome. Approximately 5 of these students will go on for more in-depth testing. (psychometric testing)
- We have been working at Reporoa College screening all year 7 and 8 students with quick screen with the Lucid software.
61 students have been screened, 12 have a high probability of learning challenges. (20%)
- Empowered Learning Trust have paid for 2 full psychometric tests to date with 2 more students booked in for testing in the next month. More may follow early in 2017



One of the students tested at Reporoa College said:

“I am really glad that they are testing me....I hope they find something that can help me.”

Financial Report

INCOME (end of year 31 st March)	2015/16	2014/15
<i>Fundraising receipts</i>		
Roast Lunch fundraiser	-	9,540
BNZ Golf Day	-	2,857
The Vet Club Golf Day	-	4,416
Reporoa Lions Club	7,000	-
King of the Ring	10,519	-
Give a Little	-	990
General donations	1,600	2,531
<i>Grants and Donations</i>		
COGS	2,987	2,000
First Sovereign Trust	5,028	-
Infinity Foundation	2,000	-
Lottery Grants Board	10,000	24,450
Rotorua Energy Charitable Trust	-	28,935
Rotorua Lakes Community Grants	1,680	-
Southern Trust	3,000	-
Trillian Trust	1,680	-
Westpac		5,000
<i>Total</i>	<u>45,614</u>	<u>80,719</u>
<i>Receipt items</i>		
Interest, dividends, other	969	1,438
<i>Total Income</i>	<u>46,583</u>	<u>82,719</u>
EXPENSES		
<i>Public fundraising costs</i>		
Fundraiser lunch		1,481
King of the Ring	512	
<i>Volunteer and employee related costs</i>		
Salaries and wages	23,564	27,569
Staff training	984	4,944
ACC	276	382
<i>Provision of goods and services</i>		
Administration and overheads	4,032	2,124
Accounting and compliance	482	190
Database costs	1,141	-
Irlen NZ tinting costs	7,828	18,686
Visique Optometrist lenses and frames	7,775	16,282
Hearing & APD costs	2,250	328
<i>Other operating costs</i>		
Audit fees	920	863
RWT	327	475
<i>Capital payments</i>		
Software purchase of licenses	2,172	1,304
<i>Total Expenses</i>	<u>52,263</u>	<u>74,810</u>
<i>Cash Surplus/(deficit)</i>	<u>-5,580</u>	<u>7,909</u>

Supporters



Ross Gordon Optometrist Taupo



VISIQUE

McClelland Optometrists

OPSM ❤️ 👁️

BLACKMAN SPARGO
RURAL & COMMERCIAL LAW



Iles Casey
Chartered Accountants