



EMPOWERED LEARNING TRUST



PROGRAMME UPDATE OCTOBER 2016

Prepared October 2016 as a summary of activities and outcomes from 31st March 2016 till 30th September 2016



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.

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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?

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How will we measure these results?

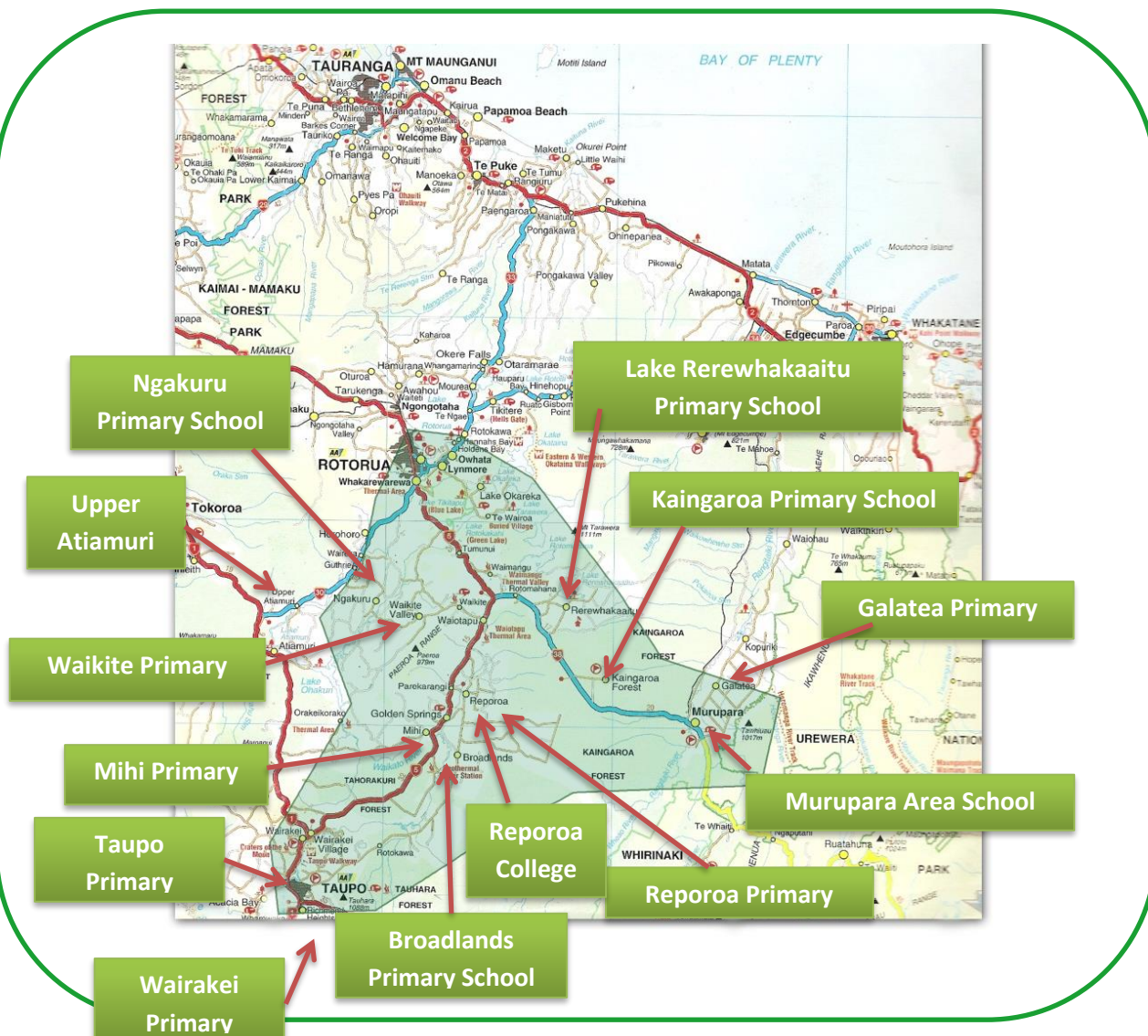
1. Achievement data - Children are reading at their age, or steadily moving towards this goal as seen in achievement data from schools
2. Children's learning stories - telling us how they feel about their Irlen lenses, along with family and teacher comments
3. Evaluation forms filled out by teachers 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 RTL
- 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	97	4	47 (48%)	46 (47%)	3 (3%)
Waikite Primary	57	10	22 (40%)	17 (30%)	0
Broadlands Primary	102	8	63 (62%)	35 (34%)	2 (2%)
Lake Rerewhakaaitu Primary	96	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%)
Galatea Primary	90	5	45 (50%)	41 (45%)	4 (5%)
Reporoa College Year 7-13	252	6	126 (50%)	113 (45%)	13 (5%)
Taupo Primary School	483	5	242 (50%)	179 (37%)	62 (13%)
Wairakei Primary School	280	5	201 (72%)	64 (23%)	15 (5%)
Total	1531		830 (54%)	597 (39%)	104 (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. They have yet to visit Galatea Primary School and Wairakei Primary.

The results of the student screenings to date are in the tables below:

➤ Rotorua Area Schools vision screening results to date

Reporoa Primary, Broadlands Primary, Mihi Primary, Waikite Valley Primary, Lake Rerewhakaaitu Primary, Upper Atiamuri Primary

Total children in year 4 given questionnaire	88
Children screened in-depth by Community screeners (scores over 10 in questionnaire)	44
Children referred for further testing with optometrist & Irlen diagnostician	34
Lenses fitted:	24
Irlen & Optometric lenses	10
Irlen lenses only	9
Optometric lenses only	5
No lenses required	3
Children still to go on for appointments	12

➤ 27% of year 4 children across Reporoa cluster fitted with corrective lenses to date

➤ Taupo Primary School

Total children in year 4, 5 & 6 given questionnaire	225
Children screened in-depth by Community screeners (scores over 10 in questionnaire)	92
Children referred for further testing with optometrist & Irlen diagnostician	69
Lenses fitted to date:	29
> Irlen & Optometric lenses	11
> Irlen lenses only	5
> Optometric lenses only	13
> No lenses required	6
Other vision issues (therapy required, etc)	2
Left school	3
Children still to go on for appointments	29

➤ 13% of year 4,5, & 6 children at Taupo Primary fitted with corrective lenses to date

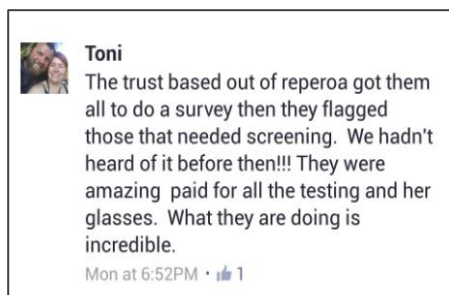
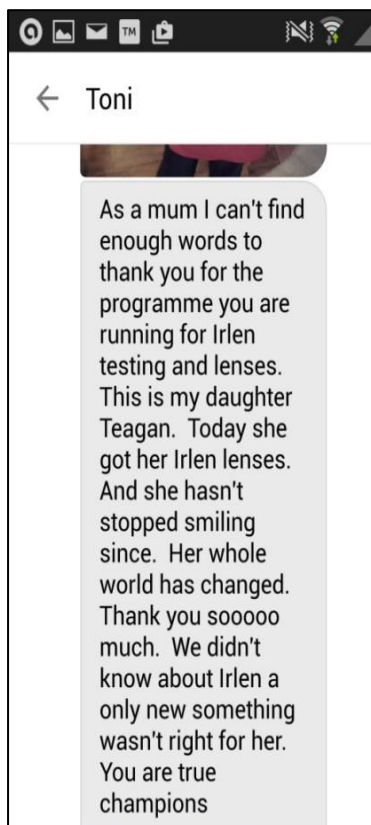
➤ Wairakei Primary

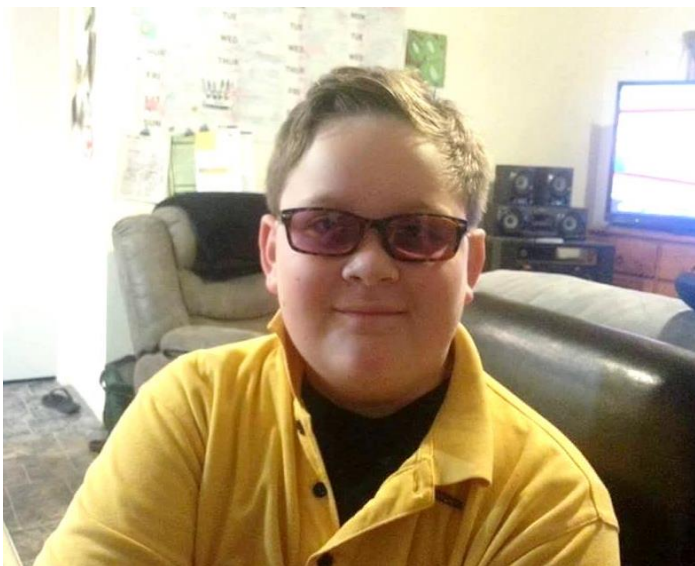
We have yet to visit Wairakei Primary School, where there are 85 students to screen. Potentially there will be approx. 34 requiring referral to the optometrist and Irlen Diagnostician. This could translate to around 30 sets of corrective lenses needed.

At this stage there have been 53 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). Already, we have been receiving some very encouraging feedback from the parents and families.

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:





Children enjoying their new glasses at Taupo Primary and Broadlands Primary School.

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 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 APD issues will begin support with the Hear Builder programme 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.

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 29 children identified 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

Where to from here?

- Children identified with ear health problems had their ears treated by the Lakes District Health Board Ear Health Van, which visited the schools concerned. Thanks to Health Reporoa for organising this.
- Children identified with issues as part of the APD diagnostic tool will have an audiogram check done if they did not pass the hearing screen test, and then those with APD issues will participate in the “Hear Builder” therapy programme, which Empowered Learning Trust will pay for. After 3 months of therapy, the children will be retested to check progress with the same diagnostic screener.
- Once we have the information from the retest, then further support can be put in place for those not making progress. The fitting of FM systems in classrooms may also be an option.

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.

The schools in the Reporoa Valley Cluster acknowledge that there are a significant percentage of students in the cluster who have specific learning difficulties. If our region follows the national statistics there could be between 10 to 15% of the school population affected by some sort of SLD. The cluster principals would like to identify those that are affected by SLD and dyslexia so that they can target support to these students in a more focused manner. There are limited resources available to our schools to carry out this type of screening themselves.

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)**
- **26 year 7 students have been screened** with the Lucid Rapid Dyslexia screening software and Lucid Ability. **At least 6 children showed potential learning difficulties, that is 23% of the year 7 group**
- **39 Year 8 students have been screened** with the Lucid screening software. **Nine children out of the 40 screened in year 8 have a learning difficulty (22% of year 8 group)**
- **Empowered Learning Trust have paid for 2 full psychometric test.**

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.”

- Early in term 3, all year 7 and 8 students will be screened with a “quick screener” to help identify any students who may be struggling with a specific learning difficulty. This information will be used by the SENCO to help support these children in the classroom, and also to empower families to help work with their children to find strategies to succeed.

Further information about our previous results can be found on our website:

www.empoweredlearningtrust.co.nz

Financial Report

INCOME	2016	2015
<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 ❤️ 👁️

