



Annual Report of SPELD New Zealand Incorporated

For the year ending 31 March 2020

Incorporating the Reports of the Board, the Executive and Financial Statements

The Reports are presented under the four Strategic Goals of SPELD NZ

Strategic Goal 1: Expertise and Leadership

To be recognised as the leading provider of services within the field of Specific Learning Disabilities and to remain current on all aspects of SLD.

The Board, our Kaitiaki, acts as the guardian of SPELD NZ. The Board's role is to ensure that we meet the objects of the Constitution and manage our assets to maintain and grow a sustainable organisation. These 'assets' include our Kaitiaki, our Professional Standards Committee, our staff/Kaimahi, professionals and volunteers.

Thanks are given to departing kaitiaki Sharon de Castro and Christine Barnsley and to departing PSC Eleanor Boyce, Judith Alexander and Cathryn Bjarnesen.

The Board appreciates receiving the LLG reports which are read and discussed. We value the commitment of the LLGs and the strength that they bring to SPELD NZ.

Professional Standards and Training

Maintaining high professional standards runs through the core of our aspirations. Without the expertise of the PSC we would have difficulty in meeting our strategic goal of expertise and leadership. It is vital that we find replacements for departing PSC members. We strongly encourage professional members to seriously consider providing some support. If you would be interested please talk to any of the Board, Jeremy Drummond, Eleanor Boyce or Judith Alexander for details of the role.

In addition to the ongoing work related to teacher, assessor and director training and registration, PSC has achieved the following:

- Provided professional input into Conference topics and speaker choice
- Coordinated post-conference hui for Level 3 and Level 5 Kaiārahi (Directors)
- Instigated twice-yearly appraiser meetings to provide support and consistency of standards
- Updated mentor guidelines and teacher first full certificate forms
- Updated the retraining pathway for lapsed teachers and those who did not enter the practicum to ensure their knowledge and practise is up to date and the retraining manageable
- Created online professional development including an e-version of The Guide workshop for L5 and Assessor training; PD for those professionals unable to attend a face to face workshop; and for retraining/lapsed certificate applications
- Completed the guidelines for training Kaiārahi /Directors of the Level 3 Introduction to SLD programme
- Reviewed lesson planning forms for teachers and for The Guide

- Added to the list of professional development for individuals or LLG group's workshops
- Updated the Assessor training course
- Supervised the creation of the of the Level 5 Certificate programme and the first stage of the 2020 update of the Level 3 programme
- Peer reviewed Ministry of Education's upgraded Dyslexia page on <https://www.inclusive.tki.org.nz/guides/dyslexia-and-learning/>
- Begun the revised Appraiser Appointment Guidelines
- Begun investigation into a more accessible Dyscalculia assessment tool

Our Courses/Programmes

The 2019 L5 CCSLD was the last time the 400-hour programme was delivered. It has been superseded by the 600-hour L5 NZ Certificate in Teaching Individuals with SLD. A huge vote of thanks goes to Lynne Ashman and Susan Michell who rewrote the L5 programme – a massive undertaking under extreme pressure, so that it was ready for the start of the 2020 training year. Training highlights:

- 27 enrolled on 2019 CCSLD Online course and 24 graduated. Of those graduates, 18 have entered the Probationary Teaching practicum.
- 27 enrolled on the new 2020 NZCTISLD
- 16 Level 3 Introduction to SLD (ISLD) Courses hosted in the last financial year: 3 each in Auckland and Christchurch 2 in Hamilton and, 1 each in Dunedin, Hastings, Gisborne, Wellington, Taranaki, Taupo, Hokitika, Whangarei and Wellington. 181 attended. 4 later applied for the 2020 Level 5 programme
- 8 enrolled on the 2019 assessor training, with 5 graduates currently in the probationary practicum
- Ongoing focus on continual improvement of our training by attendance at various workshops on meeting NZQA compliance
- Ongoing review of our L3 programme material
- Review of L3 Kaiārahi training programme
- We have two L3 Kaiārahi in training and are working on recruitment of Kaiārahi for the Level 5 programme

Strategic Goal 2: Awareness

To raise awareness and understanding of the impact of SLD within society and to raise awareness of SPELD NZ and its services.

Meeting this strategic goal was achieved by:

- Our energies this year were invested in the Conference – providing professional development for our Professionals and for others in the field. We were delighted that Associate Education Minister Hon Tracey Martin attended to open the Conference, followed by Prof Pam Snow, Dr Lillian Fawcett, Jaimie Wiggins and Paul Russell
- updates and improvements to website throughout the year
- Brochure reprint
- Continuing to link our website with other organisations and piggy-back on their networks to spread the word about SPELD NZ services and events
- Being listed on NZEI's Te Riu Roa's website for PLD for Teacher Aides

- Advertising and or articles in Education Gazette, School News, NZ Principal magazines, Gisborne Herald, Southland Express, KidsLink and Primary Health & Wellbeing Directory, DFNZ
- Conversations with reporters (print and television), and having articles picked up by Stuff and used in newspapers elsewhere in NZ
- keeping our Facebook page regularly updated: growing our followers from 3144 to 3666
- sending training flyers, membership information packs or course information to schools, to local magazines, schools and RTLB clusters especially in Northland, Southland and Otago, Palmerston North, Rotorua and Blenheim, areas where we have a shortage of students or are trying to attract more people to training opportunities
- Liaising with SPELD NZ professionals who give talks to community groups, and others about SLD and our services.
- Exhibiting at expos and community presentations such as Kidslink workshops, Auckland SENCO Expo; and Brain Day events.
- Three colourful and inspirational editions of The Record magazine, which are delivered to members and stakeholders. Thanks to all those SPELD NZ Members who contribute to the magazine and share their stories. I would also like to acknowledge Julie's work across our social media, publications and seeking every media or public opportunity to promote SPELD NZ
- Conversations with master's programme and other tertiary students seeking information related to their studies
- Many, many conversations with Learning Support Coordinators, and sending letter of introduction to LSC about SPELD NZ services and training
- Working with NZ Broadcasting School as a project study for a group of students to create an advertising campaign, in print, radio and film.

Strategic Goal 3: Relationships with Stakeholders

To create and maintain strong relationships with stakeholders and to enhance professional collegiality (internal and/or external).

The Executive Officer, Board Chair and other SPELD NZ representatives continue to schedule meetings with key stakeholders to develop and maintain strong relationships in the sector. Activities included:

- Attending several Ministry of Education Building on Success For All (BOSFA) forums in Wellington
- Attending as participant and exhibitor at the MoE and Werry Workforce 's Neurodiversity Day in Wellington
- Attending meetings in Wellington with Sally Jackson (Chief Advisor Learning Support) and her team, Mike Styles and Sarah Sharpe (dyslexia advocates), NZQA, Teaching Council of Aotearoa NZ
- Attending the Launch of the Learning Support Action Plan
- Collaborating with BERL: Business and Economic Research on NZ SLD statistics
- Working with NZEI regarding our professional development
- Attending the launch of the NZ Auditory Processing Guidelines (SPELD NZ teaching is recognised in the Guidelines)
- Attending Ministry of Education forum on PIRLS (Progress in International Reading Literacy Study)
- Attending Ministry of Education Workshop on PISA (Programme for International Student Assessment) and what type of data we'd like to see produced from the studies

- Ongoing conferring with NZQA about Special Assessment Conditions and assessor matters
- Meeting with Public Trust (who provide Fee Protect Services for our Level 5 programme)
- Ensuring that our professional members have some funding assistance to attend our Conference and AGM, take part in the decision making of the organisation, and have the opportunity for collegial interaction.
- Collaborative conversations with DFNZ
- Using our communication network to help ADHD promote their conference
- Discussions with Tertiary providers AUT, Unitec and others, about collaborative relationships for assessments, and support for their learners with SLD
- Providing support and advice to SPELD NZ professionals who find themselves in difficult positions with some client interactions
- providing support and advice to hundreds of callers seeking advice, whether individuals with SLD, parents of those with SLD, classroom teachers, employers, medical health practitioners, and tertiary students writing papers on SLD.
- Continuing our gradual process of introducing Te Reo and cultural mindfulness into our organisation
- Collaborating with RTLB Cluster 8 regarding a dyslexia resource
- Being invited to a working group concerning creation of the Ako Aotearoa Dyslexia Quality Mark
- Attending seminars held by Independent Tertiary Education New Zealand, of which SPELD NZ is a member

Strategic Goal 4: Sustainability

To identify, access and maintain revenue streams, attract new and retain existing SLD professionals and to ensure all legal requirements and organisational responsibilities are met.

In meeting this strategic goal, we have:

- Welcomed new staff members Sandra Duke (accounts) and Erin Bradley (Northern RO) and farewelled, Beth Edmonds and Debbie Buckley
- Increased our L3 Kaiārahi by one fully certificated Kaiārahi and two trainee Kaiārahi
- Attended workshop on Incorporated Societies Bill
- To attract new professionals into our ranks, we offered subsidies of nearly \$34,000 to assessor and L5 teacher trainees, and \$11,840 to teachers enrolled on the L3 course
- Adapted our training procedures to ensure that we meet Children’s Act requirements
- Ensured that NZQA and Ministry of Education’s reporting requirements are met
- Investigated a potential breach of the Smokefree Environments Act 1990
- Created Health and Safety at Work templates to assist professionals in meeting statutory compliance
- helped our professionals and families with advice on safe assessment and teaching practices, online assessment and teaching tutorials, and online ideas and resources for teachers and families to use, while in Covid-19 lockdown
- funded travelling assessors to visit cities with lengthy waiting lists
- To encourage participation in our 2019 AGM and professional upskilling at our conference, we provided subsidies to assist with professional members’ travel, accommodation, or registration

- Raised \$59,000 in grants for financial assistance for Regular members (adults and children), who would otherwise not be able to afford our services and our operating expenses
- Delivered regular Pānui from Board and PSC, to connect our professionals
- Supported stakeholders with over 24,839 telephone calls - a total of 2040 telephone hours
- Supported volunteers to upgrade to digital library systems in Wellington, Hawkes Bay and Dunedin Local Liaison Group Libraries

Financial Report presented by Shona Hutchinson – Convenor, Finance and Risk Committee

Our Year End performance report presented to you today has been registered with the Charities Commission, NZQA and Public Trust. It tells the story of our organisation, both financial and non-financial information.

Our Outcomes are listed on page 4. This gives a comparison between the financial year 2019 -2020 and 2018-2019 (workshop revenue also includes conference).

Our Financial Performance and Position

Page 5 summarises how we are funded and what it costs: Funding comes from grants, donations, courses, workshops, investments, conferences, professional standards income, and membership subscriptions. We work hard to continually seek avenues for grants from entities like Lotteries & other charitable funders.

Of note:

- Increase in grant income, providing for Financial Assistance, subsidies and scholarships, as well as operating expenses
- Increased revenue from service provision, largely due to 2019 Conference
- Increase in the Cost of services due to Conference related expenses, and the cost of Level 5 programme development
- Overall, we ended the year with a loss of \$21,767. This was less than the previous year's loss (\$41,954), and it largely reflects the increased course development expenses. Despite the operating loss, I believe our business is financially well-managed.

The **Statement of Financial Position** (the Balance Sheet) on page 6 shows what we own and what we owe at the 31st March 2020.

- Our total assets have risen from \$816,131 to \$894,773. Our total liabilities have risen from \$420,010 to \$520,419. The net result is a credit balance of \$374,354, not too different from our position last year.
- While this looks healthy, as a prudent Board, whose income is largely from the success of grants and donations, we must always retain sufficient funds to meet our commitments for several months. This includes rent, insurance, audit fees, NZQA fees, wages etc. Also, NZQA Regulations require that we retain sufficient funds to support sustained delivery of our programmes.
- Unused grants and donations with conditions: \$279,790 - These are funds that we received and are tagged for specific purpose i.e. for financial assistance or rent, library, support to conference, office resources, website upgrade etc.

On page 9 of the Financial Reports you can see a list of our grant funders. Please note that for accounting purposes this does not include the names of those who made donations, however their names are included in the list of sponsors and supporters below and in each Record magazine.

Sponsors and Supporters

As a not-for-profit, SPELD NZ tries to keep all fees for families as low as possible, to make our services accessible. We receive no government funding. Grant money is essential to help cover our operating expenses and ensure the continuation of SPELD NZ's work.

From everyone involved with SPELD NZ, we'd like to express our thanks and appreciation for the grants, donations or other assistance we have received over the past financial year, especially from:

Acorn Foundation, Auckland Airport Charitable Trust, Bernard Chambers Charitable Trust, Betty Campbell Trust, COGs, Community Trust of Southland, DV Bryant Trust, Eastern and Central Community Trust, Estate of Beth Newnham, Foundation North, Four Winds Foundation, General Charitable Trust South Canterbury, George Brown Charitable Trust, George Sevicke Charitable Trust, Gwen Rodgers Charitable Trust, Gwen Malden Charitable Trust, Gordon Lindsey Isaacs Trust, Hawkes Bay Foundation, Hugo Charitable Trust, Invercargill Licencing Trust, Invercargill Licensing Trust Foundation, John Ilot Charitable Trust, JBS Dudding Trust, James Edgar Hazlett Trust, Julie Goodyer, Kings College Trust, Kathleen Kirkby Charitable Trust, Kingston Sedgfield (NZ) Charitable Trust, Len Reynolds Trust, Lion Foundation, Lottery Grants Board, L W Nelson Trust, Manchester Trust, Margaret and Huia Clarke Trust, Mary Lloyd SPELD Auckland Trust, Mr & Mrs George Denton Trust, Mt Wellington Foundation, Network Tasman Trust, Nikau Foundation, Norah Howell Charitable Trust, NZ Post, One Foundation, Otago Community Trust, Page Trust, Philip Dallow Trust, Redwood Trust, Freemasons Lower Hutt Lodge No 299, Rata Foundation, Riccarton Youth Trust, Roy Owen Dixey Charitable Trust, SI Wellington, Sir John Logan Campbell Residuary Estate, SkyCity Hamilton, TSB Community Trust, Vernon Hall Trust Fund, Vogelmorn Foundation, Wellington Community Trust, Winton and Margaret Bear Charitable Trust, J N Williams Memorial Trust/HB Williams Turanga Trust, West Coast Community Trust, Wellington Children's Foundation and the many others who have given donations or volunteered their time.

Our thanks also to:

- Fellow Board and Committee members
- those within each LLG who organise meetings, workshops, mentoring, interviews, and libraries
- Our staff, each of whom brings their talents to our small but effective team
- Our auditors William Buck for their support and guidance and their amazing free NFP workshops attended by staff and board from time to time
- Our volunteer librarians
- The other volunteers who help LLG, Regional and National Offices in various ways
- The children of staff who continue to help with admin 'housekeeping' from time to time
- Jean Roulston who continues to collate the statistical information from new membership applications
- Lyn Davis who continues to support our online course Moodle in a volunteer capacity
- Gary Benner who has provided pro bono moodle support services.