



Annual Report of SPELD New Zealand Incorporated

For the year ending 31 March 2022

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

Values of SPELD New Zealand Inc

Respect

We treat all people with respect.

Equity

We treat all people fairly.

Integrity

We act with honesty and good intent.

Empowerment

We empower those with SLD to reach their potential.

Professionalism

We take personal responsibility for our professional practice.

Te Tiriti o Waitangi

SPELD NZ:

- honours the principles of Te Tiriti o Waitangi
- seeks to be a good Tiriti partner
- seeks to apply in our practice, the elements of te whare tapa whā/the four sides of wellbeing (tapa tinana: physical, tapa hinengaro: mental, tapa whanau: family and tapa wairua: spiritual).

The Annual Reports are presented under our four Strategic Goals.

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's assets both tangible and intangible. 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, professionals, our staff/Kaimahi and volunteers. We are proud to have the opportunity of the AGM to report on the accomplishments of the organisation.

Grateful thanks are given to departing kaitiaki Jacqueline Taylor for her valued contribution to SPELD NZ.

Highlights of the year included:

- Ongoing participation in working groups for Ako Aotearoa's Dyslexia Quality Mark (launched in September 2021) and Tertiary Education Commission's Dyslexia Advisory Group, which lead to the release of *Ōritetanga Tertiary Success for Everyone*
- Participation in Ministry of Education's study Evaluating effective resources to support teaching learners with Dyslexia
- Participation with Ministry of Education Neurodiversity Advisory Group: Inclusive design for learning
- Participation in NZQA's Supported Learning Standards
- Attending a series of workshops with Ako Aotearoa on Bi-cultural
- Completing a review of all Policies and rescheduling the review cycle
- Begun the cyclic review of our strategic plan, and risk assessment
- Media release in response to Education Hub's report on NZ's literacy crisis.

Significant Professional Standards and Training achievements:

- Developing appraiser training, and continuing to strengthen appraiser and mentor roles with 3 meetings to provide support and consistency of standards
- Online meetings to provide guidance for Probationary Teachers and their mentors
- One-on-one coaching for Probationary Teachers
- Creating compulsory professional development topics, to ease the burden on Local Liaison Groups having to create their PD Calendar.

Our Courses/Programmes

- L5 NZ Certificate in Teaching Individuals with Specific Learning Disabilities (L5): Of the 30 candidates enrolled in the 2021 programme, 27 graduated with 21 becoming probationary teachers by financial year's end. For the 2022 intake we interviewed nearly 60 potential candidates for the 26 places available
- Three L5 Kaiārahi in training will increase capacity to enrol more L5 candidates
- 27 Level 3 Introduction to SLD (ISLD) Courses hosted in the 2021 calendar year: in 14 locations and 4 Online courses. 330 attended. Several teachers attending later applied for the 2022 Level 5 programme
- Ongoing review of Level 3 and Level 5 course material
- 9 enrolled in 2021 Assessor training with 8 of those progressing to the practicum. 8 enrolled on the 2022 assessor training, with 3 full certificates issued for 2019 and 2020 probationary assessors
- Our first Kōwae Ako (online learning capsule) on phonemic and phonological awareness went live on 12 July 2021. (Several schools have enrolled their learning support teams). Two other Kōwae are under development.
- Delivering presentations to University of Auckland Health and Disability students, NZ Skills and Education Group, Hutt Valley Learning Support Coordinators, Mokoia Intermediate School.

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:

- Advertising and or articles in Education Gazette, Timaru Herald, Primary Health & Wellbeing Directory, Kidslink, DFNZ website, Waikato News 13.4.21, NZ Herald 11.6.21, Manawatu Evening Standard 21.4.21, Otago Daily Times 21.4.21, Radio NZ interview, article in NZ Herald by SPELD NZ mum Holly Brooker
- Exhibitor at Teacher Aide expo
- Poppy's Story video created for the Home page of our website
- Creating a LinkedIn profile
- Producing three colourful and inspirational editions of The Record magazine. Thanks to all who have contributed. Story highlights include celebrating our 50-year anniversary, recognising our current and former teachers, accommodations for tertiary learners with SLD
- Keeping our Facebook page regularly updated: growing our followers from 4651 to 5595 followers. Our biggest engagements:
 - our response to Education Hub's report on the perilous state of Literacy which reached 19,000 people by 31 March
 - Post on Cecily Taufelila reached 8728 with 728 engagements
 - October 2021 Poppy's story (our evidence-based approach) reached 14,455 people
 - June 2021 post on SPELD NZ's involvement in TEC working group reached 4,694
 - March profile on Dr Kyle Whitfield 7200 and Benefits of teaching handwriting
 - Other Facebook pages which shared our content: DFNZ (9,596 followers), Dyslexia Support Evidence-based (7,800 followers), Dyslexia Support NZ (3,600 followers), Lifting Literacy Aotearoa (5454 followers).
- Supporting stakeholders with over 21,944 telephone calls (previous year - 27,621), 1275 telephone hours
- Engaging in Dyslexia Awareness Month Facebook activities in October
- Sending training flyers, membership information packs or course information to schools, to local magazines, schools and RTLB clusters
- Engaging with master's programme and other tertiary students seeking information or participants related to their studies
- Numerous conversations with Learning Support Coordinators, teachers, SENCO and Teacher Aides about SPELD NZ services and training
- Short presentation to Ministry of Education (Auckland) on SPELD NZ services and training
- Taranaki LLG parent engagement evening.

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:

- Providing advice to employers on dyslexia friendly work environments
- Presentation given to Auckland Public Libraries
- Providing free webinars for parents featuring young adults who have overcome their SLD
- Providing inspirational Zoom hosting for LLG collegial support and professional development workshops
- Attending seminars held by NZQA, Ako Aotearoa and Independent Tertiary Education New Zealand
- Providing support and advice to hundreds of callers seeking advice, including individuals with SLD, parents of those with SLD, classroom teachers, employers, medical health practitioners, librarians, and tertiary students writing papers on SLD
- Connecting with Seabrook McKenzie (the other Provider of the Level 5 programme) and providing collegial support

- Connecting with Pillars, a charity helping whanau of prisoners
- Connecting with the librarian at Auckland (Paremoremo) Prison and sharing with them resources and training information
- Providing a student of Journalism from Waikato University a holiday placement.

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:

- Connected with LLG through the reports which are read and discussed. We value the commitment of the LLGs and the strength that they bring to SPELD NZ
- To attract new professionals into our ranks, we offered subsidies of nearly \$37,400 to 69 recipients: 4 assessor trainees (\$4,000), 26 L5 teacher trainees (\$26,000), and 46 teachers enrolled on the L3 course (\$9,200)
- Funded travelling assessors to visit cities with lengthy waiting lists
- Provided \$57,336 in financial assistance subsidies for Regular members (adults and children), 141 assessments, 54 learners receiving 684 lessons
- Sent Pānui from Board and PSC, to connect our professionals
- Increased ceiling for assessor fees to make assessing for SPELD NZ a sustainable option
- Sent Pānui from National Office to our professional and family (regular) members and Level 5 programme candidates, to provide support during Covid restrictions.
- Continued support for Local Liaison Group volunteers to upgrade from manual to digital library systems
- Held workshops for our professionals to encourage Online teaching and assessment
- Gave Regular members advice on online learning activities during Covid
- Had face to face or zoom meetings with several funders.

Financial Report

Our Year End performance report presented to you today has been registered with the Charities Commission and Public Trust. The report can be found in the Events page of our website and in Ngā Rauemi.

Items of note from our audited accounts: Items of note from our audited accounts:

- Last year's results were pleasing as we reported a \$36,000 profit compared to the previous year which was an \$18,000 loss.
- Covid has definitely been tough, but we can see from these results that SPELD NZ was finding new ways to adapt to the environment we found ourselves in. One of the key focus points was building on the provision of online services, which we can see had a positive effect with revenue in this area increasing by \$37,000. Online platforms such as Zoom, have allowed us to deliver courses like the ISLD course online, which has had a strong uptake in registrations.
- As part of our sustainability goal to expand revenue streams, SPELD NZ continues to actively look for funding to assist with operational costs. In this last year the amount of Grants has grown from the previous year.
- Like all organisations, one of SPELD NZ's biggest costs is staff and it's vital that we continue to ensure the staff we have the right number of staff to provide the services needed and to have the staff

remuneration reviewed on an annual basis to reflect the valuable input they provide by way of their skills, education and experience. This year you will note that salaries and wages increased by \$30,000 as we appointed a Training Coordinator.

- The overall financial position of SPELD NZ is positive and has improved by \$36,000. The improvement in the financial position has been supported by the investment in the online database and computer hardware.

- With the strong financial position of SPELD NZ, we are feeling confident for the ensuing year.

The Financial Reports (page 9) lists 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. Grants and donations are 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 Community Trust, Bernard Chambers Charitable Trust, Betty Campbell Trust, Bay of Plenty Community Legacy Fund, Community Organisation Grants Scheme, Community Trust of Mid and South Canterbury, Community Trust of Southland, DV Bryant Trust, W Duncan Bickley Trust Fund, Eastern and Central Community Trust, Estate G Lindsey Isaacs, Foundation North, Freemasons Lower Hutt Lodge No 299, Frimley Foundation, Hawkes Bay Charitable Trust, JBS Dudding Trust, J N Williams Memorial Trust/HB Williams Turanga Trust, Julie Goodyer, Kingston Sedgefield (NZ) Charitable Trust, Lindsay Foundation, The Lion Foundation, Lottery Grants Board, L W Nelson Charitable Trust, Manchester Trust, Mary Lloyd SPELD Auckland Trust, Otago Community Trust, Page Trust, Phillip Dallow Dyslexia Trust, Rata Foundation, Roy Owen Dixey Charitable Trust, Stevenson Village Trust, TSB Community Trust, Wellington Community Trust, West Coast Community Trust, Winton and Margaret Bear Charitable Trust, Youthtown, and the many others who have given donations or volunteered their time.

Our thanks also to:

- Fellow Board and Committee members
- LLG members 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 and 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.