



Outreach School 2023



Pepeha

KIA ORA TĀTOU
GREETINGS ALL


KO TAUPIRI TE MAUNGA
TAUPIRI IS THE MOUNTAIN

KO WAIKATO TE AWA
WAIKATO IS THE RIVER

NŌ RAHUI-PŌKEKA AHĀU
I AM FROM HUNTLY

KO GUY TŌKU WHĀNAU
GUY IS MY FAMILY

KO LYNNE TŌKU INGOA
MY NAME IS LYNNE







The Outreach Team - staff /bases

The Leadership team:

- ***7 Outreach Regional leaders across 5 regions nationwide.***

Region 5: Southland, Otago, Canterbury: (5 bases 5 teams)

Region 4: Wellington, Wairapara, Manawatu, Taranaki: (3 bases, 4 teams)

Region 3: Waikato, Bay of Plenty, Hawkes Bay; (4 bases, 5 teams)

Region 2: Auckland: (4 bases, 5 teams)

Region 1: Northland, Opotiki-Gisborne- Wairoa, Nelson, Marlborough, Westcoast: (5 bases, 4 teams)

Trainees: 18/19 are RTDs.

❖ **Bases:** Incl. Sensory resource centres – with Blennz

❖ **22 Teams (16 NI, 6 SI) 138 RTDs across 127.7 FTTE.**



DHH students nationwide

	Direct service students	Indirect service students	Total students	
T3 2020 (merger)	781	1956	2,737	
T4 2022	953	2273	3226	
Change	+ 172	+317	+489	17.8 % increase

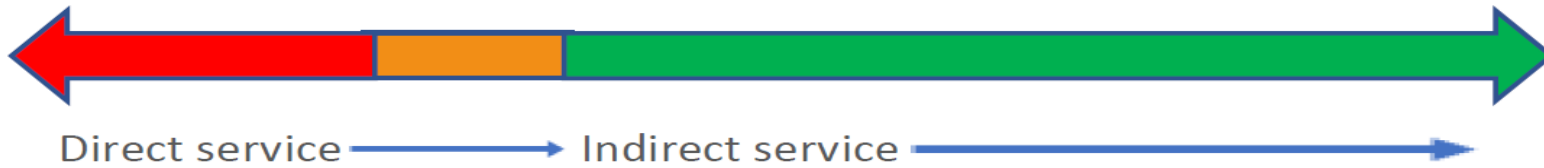
2022 distribution staff- students.

	North Is %	South Is %
Total DHH students	80	20
Total direct students	73	27
Teams RTDs	68	32

Student data end 2022 - Ors

- 315 Ors verified students. **255 on caseload.**
- 60 transferred out to other schools (8.0FTTE)
- 0.7 FTTE transferred in to us.
- \$40,000. transferred in to us from Private schools.
- Ors transfers out are audited annually based on IEP: reviewed annually, renewed annually, lodged with MOE.

Service continuum



The services we provide should be delivered in an integrated way based on the needs of students, whanau preferences.

All Caseloads are reviewed in week 7 of each term locally.
Students are assessed against a set of priority criteria nationally.

Direct service – Aged 3 – 21 years

Timetabled weekly, direct teaching, IEP driven, high accommodations, differentiation.

□ **Priority**

1. ORS verified D/HH- High 2.5 hrs, Very High 5 hrs
2. Age 3-5 years (pre-schoolers) requiring direct teaching from RTD for language development/audition...bilateral/unilateral
3. Years 0-3 at school, with language delay of 2 years below chronological age
4. Diagnosis made within past year/progressive or changing hearing loss/Auditory Neuropathy
5. Year 4-10 at school and working within stanine levels 1-3 according to standardized testing. Or working at NCEA level 1,2,3.
6. Transitioning to a new facility: Pre-school to Primary, Primary to Intermediate, Intermediate to Secondary, Between schools
7. Moderate/mild needs: this is referring to learning needs or social and emotional and not hearing level. Or inconsistent use of audition devices for 6 months, or large absences. *
8. CODA-oral language delays/social & emotional support

Interim Targeted service (ITS)

- **Intended for a small cohort of learners**
- The purpose of the Interim Targeted Service is to decide if a learner needs to move along the continuum because of an identified teaching, learning, or social/emotional need. E.g indirect to direct.
- **Interim** -time defined...maximum of 1x hour for 2 terms
- **Targeted**-to complete a specific task...screen for information and decision making for what continued service the learner needs / complete a phase of teaching and learning on an identified gap/difficulty
- Please see KELVAN: Outreach School/service continuum/

Indirect service: New :150 AODC transfers + 218 Annually.

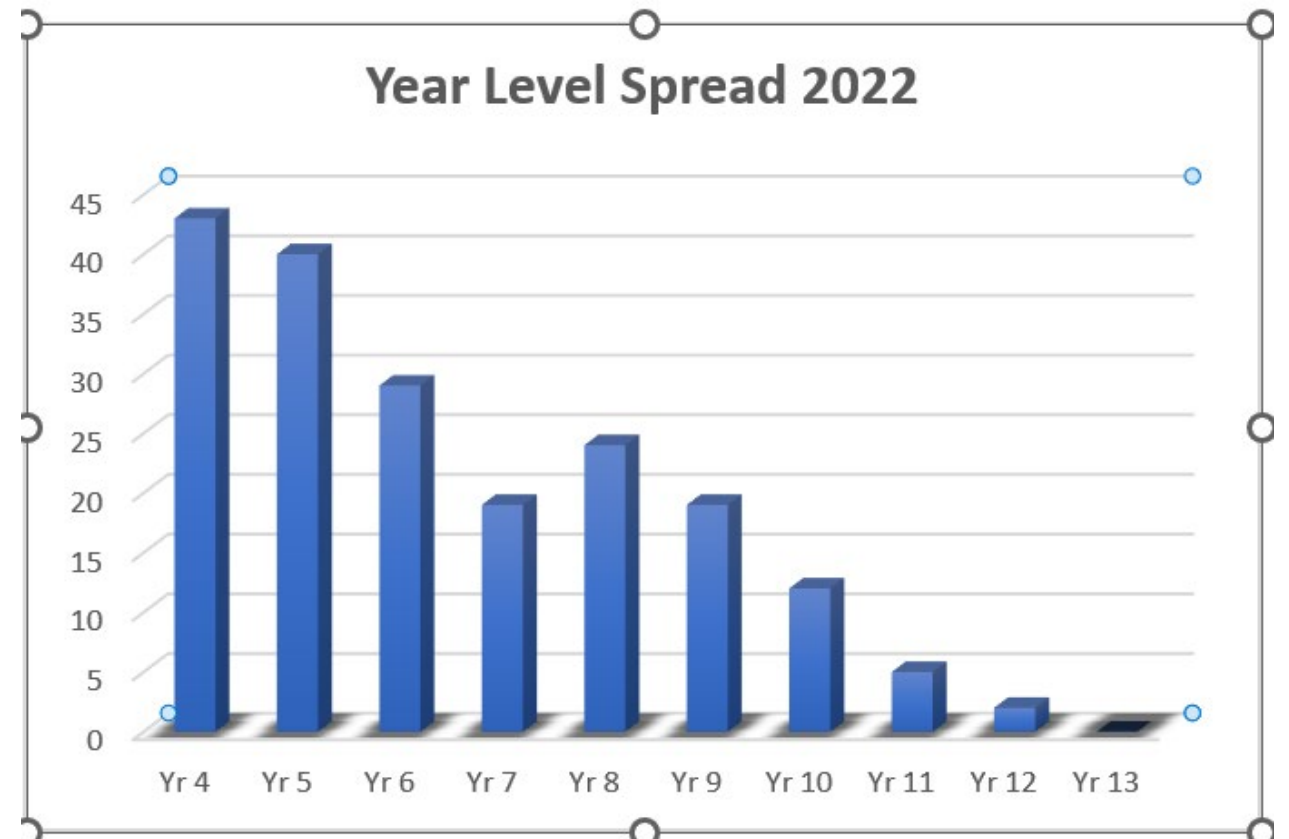
Who:

- non-ORS verified DHH in Years 4 to 13 and identified with learning and communication needs
- ORS verified and non-ORS verified in Years 4 to 13 who use Remote Microphone Hearing Aid (RMHA) assistive equipment
- The purpose of indirect work is to provide support and guidance in a collaborative manner to enable learners to develop the skills to independently manage their learning and social environment.
- Depending on needs: fortnightly/monthly/termly/yearly.

Annual new referrals unknown to us.

- Indirect: 218 students.

Region 1	36		
Region 2	64	29%	53%
Region 3	52	24%	
Region 4	35		
Region 5	31		
	218		



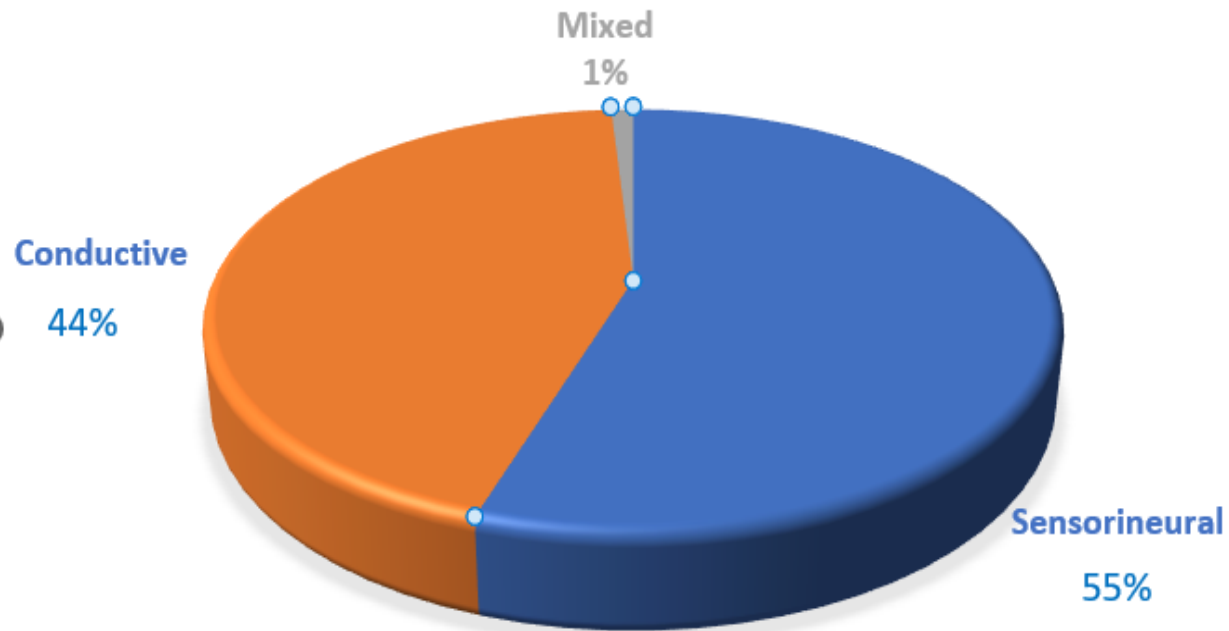


Referral Source: 2022

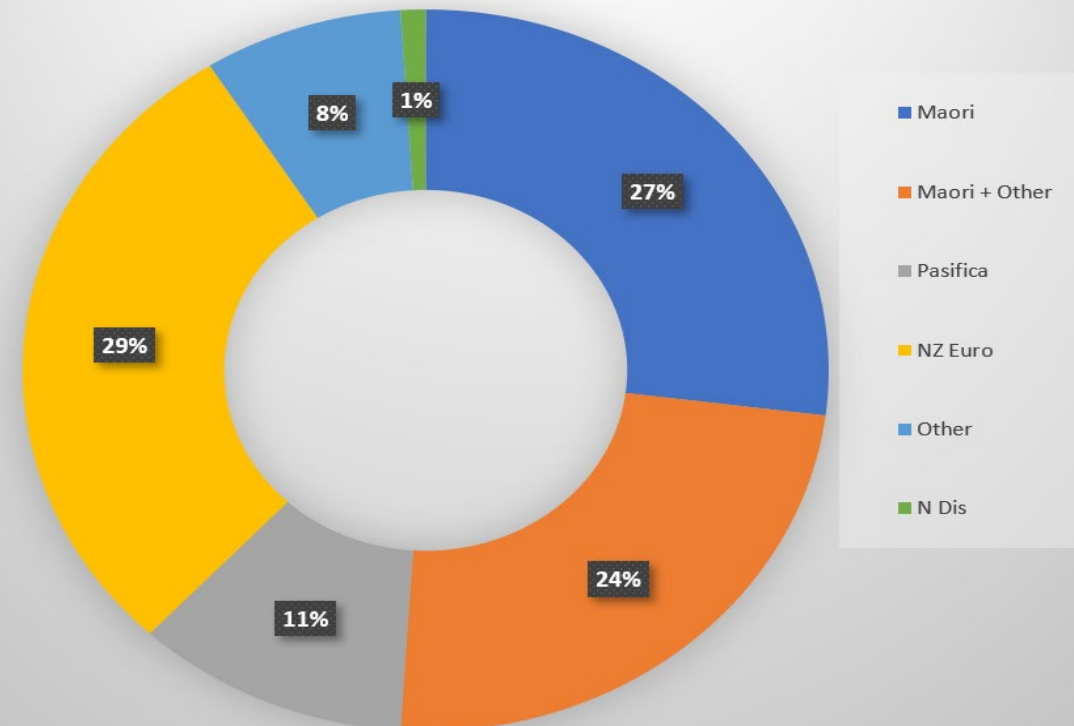


Annual indirect referrals

HEARING LOSS TYPE



Ethnicity Breakdown 2022



1. Build and continue to **lift leadership** from within.
2. Embed best **practice guidelines** for indirect service.
3. Master consistent use of the direct (including Interim targeted service), and indirect **service continuum** across all tiers nationwide.
4. Develop a **common student assessment Kete** that best provides us with the tools for assessment for learning and supports teaching as inquiry in local schools.
5. **Improve induction practices** to support new teacher learning and to increase the capability and capacity of Outreach RTDs nationwide.
6. **Facilitate effective teamwork** through understanding the RTD role and the roles of others in local school teams and Ka hui Ako.

Regular review and evaluation of progress at RTD, Team, Region and Nationwide.

Inclusion framework for student success

Domains 1 - 3	Domain Description
Presence	The learner is enrolled and attending at expected levels.
Participation and Well-Being	The learner engages successfully across settings with a range of peers and adults.
Learning and Achievement	The learner is highly engaged in learning and is making progress.

- A brief sample of student success stories...



There are hundreds of success stories we shared across our teams in term 4.



Outreach Leadership team

