Tui Trust
Social Impact Report

Improving Literacy for a
Lifetime of Change

April 2025

Prepared by

HUBER SOCIAL

Mā te whakarongo, ka mōhio, mā te mōhio, ka mārama, mā te mārama, ka matau, mā te matau, ka ora.

Through listening, comes knowledge, through knowledge, comes understanding, through understanding, comes wisdom, through wisdom, comes wellbeing.

....

Contents

Education plays a critical role in supporting the wellbeing of children and young people. Core to education, literacy is both a key learning area in its own right as well as an enabler for educational outcomes across the curriculum and students' lifelong learning journey.

Literacy rates in New Zealand are a key concern, with a 2020 report from UNICEF finding 35.4% of fifteen year olds struggle to read and write.[1] High levels of literacy are associated with better health and economic prosperity.[2]

Tui Trust has therefore identified literacy as a key focus area and is determined to improve literacy rates across Waikato, with a particular focus on neurodiverse, dyslexic and struggling students.

Through supporting teachers with resources and professional learning as well as funding for targeted literacy support to students in need, Tui Trust is seeking to ensure the next generation do not face the same literacy challenges as those before them.

To understand effectiveness of this work, Tui Trust has partnered with social impact measurement agency Huber Social. This final report presents results from data collected in 2023 and 2024.

The report paints a picture of an organisation that is working at both the structural and personal level to improve literacy in the Waikato.

Measurement Approach
Through co-design, Huber Social and Tui Trust devised a measurement approach that would not only consider the improvement in literacy but also the flow on impacts to wellbeing of improved literacy education for children struggling to read.

Measurement focused on students in a Tui Trust supported Kura Kaupapa Māori intermediate high school, as well as students who faced particular difficulties with literacy who were funded to receive specialist tutoring. Additionally, their families were included in measurement to understand if the benefits of the support extended to whānau.

Logistical challenges in data collection led to smaller sample sizes for both tamariki and whānau than hoped, meaning chance cannot be ruled out from affecting the results.

Despite these challenges, results from self-report surveys from students, teachers and assessment data are positive.

Executive Summary

Key Findings

1. Wellbeing is maintained for both tamariki and whānau
For both tamariki and whānau, wellbeing was maintained across the measurement period. Typically, wellbeing trends down during the teenage years and so this result suggests that literacy education is supporting the wellbeing of young people.is encouraging that literacy education likely supports the wellbeing.

2. Tamariki have improved literacy
Reflection data from school teachers and assessment data from tutor students shows that literacy improved among students. 100% of teachers agreed that their students' literacy, phonics and spelling ability had increased, while tutor students saw consistent improvement across their time with their specialist tutors. Tui Trust is clearly achieving one of its key goals - improving the literacy of the young people they support.

3. Tamariki and whānau alike value their improved literacy
Qualitative analysis was also completed, with the results showing clearly that both groups see the impact of the work. Tutor students were particularly strong in their praise, with one stating, "It's changed my life because it helps me learn and it's encouraged my learning." Similarly a parent wrote that the tutoring session "has taken [our child] from being unable to write full sentences to confidently writing paragraphs, and reading whole stories! Our child has definitely been empowered by their improved literacy skills."

4. Teachers and tutors feel supported by Tui Trust
100% of teachers and tutors agreed that they had felt supported by Tui Trust across the last two years, showing that it is not just about the resources and training provided, but also the way the work is carried out that is appreciated.

5. Whānau More Knowledgeable of Support Services
The majority of shifts observed for whānau cluster around the outcome of access to structures and services, with families showing increased understanding of how to access support for their child's needs. While the small sample size means these results were not statistically significant, it is still encouraging to see results heading in the right direction in key areas.

Conclusion
While Tui Trust may want to engage in further measurement to create a stronger dataset to affirm these findings, the organisation can be confident that their work is already having a positive impact in the community.

With the New Zealand Government's current focus on improving literacy across the country, Tui Trust is providing a strong complement to these national efforts, ensuring that no one falls through the cracks along the way.
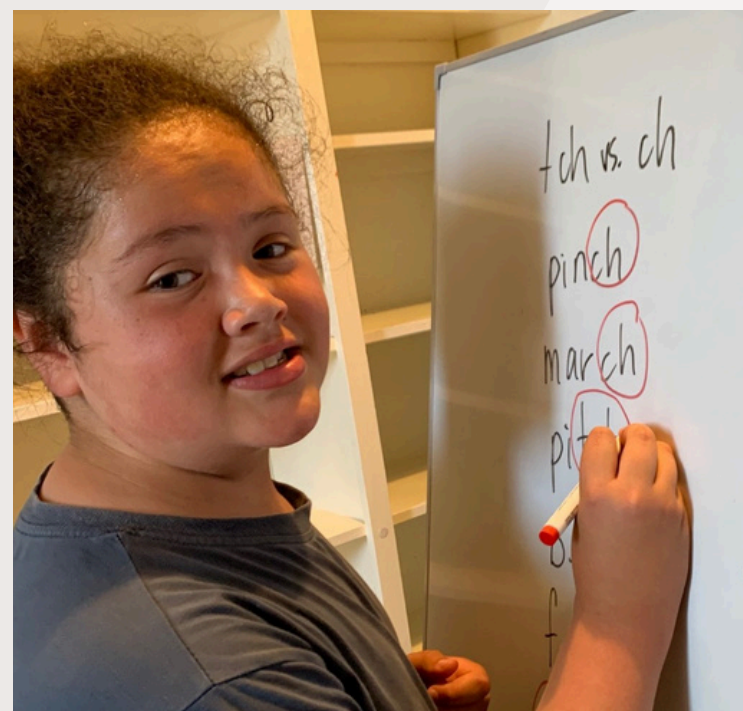
Contextual Overview

Education plays a critical role in promoting and supporting the wellbeing of children and young people. Access to quality education can also enable children to reach their potential and aspirations and address broader inequities.

In order to ensure the intergenerational wellbeing of tamariki and whānau it is important that they are provided with equal opportunity and are able to thrive and confidently engage in meaningful and quality education.

Core to education, literacy is both a key learning area in its own right as well as an enabler for educational outcomes across the curriculum and students' lifelong learning journey.

Literacy rates in New Zealand are a key concern, with a 2020 report from UNICEF finding 35.4% of fifteen year olds struggle to read and write.[1] People with lower literacy are more likely to have lower income and worse health outcomes, while conversely, high levels of literacy are associated with better health and economic prosperity.[2]

Tui Trust, a charity founded in 2003 that is focused on supporting initiatives that improve educational, environmental, social and cultural development outcomes for children, has therefore identified literacy as a key focus area. Tui Trust is determined to improve literacy rates across Waikato, with a particular focus on neurodiverse, dyslexic and struggling students.

Through supporting teachers with resources and professional learning as well as funding for targeted literacy support to students in need, Tui Trust is seeking to ensure the next generation do not face the same literacy challenges as those before them.

As well as being committed to improving literacy in their region, Tui Trust is also

committed to understanding their impact, and has therefore partnered with social impact measurement agency Huber Social since 2022 to measure the effectiveness of their literacy interventions. From 2023-24, Huber has worked with Tui Trust to collect data and has already completed a baseline and an interim report that has been utilised internally to understand the needs of the young people the trust is supporting as well as the impact that the work is achieving.

This final report is the culmination of the partnership, and presents combined results from data collected in 2023 and 2024. Tui Trust can use this report to both demonstrate the impact of their work as well as to inform refinement of their approaches.

The report paints a picture of an organisation that is working at both the structural and personal level to improve literacy in the Waikato.

To support educational, environmental, social and cultural development with a particular emphasis on providing this support for the benefit of children.

About Tui Trust

Tui Trust is a Waikato-based charity focused on supporting initiatives that improve educational, environmental, social and cultural development outcomes for children. Through targeted intervention projects, Tui Trust strives to create a future where every child, regardless of their background, has the resources and support to thrive and reach their full potential. Their projects are developed in line with the following purpose, function and principles.

Purpose

To support the wellbeing of children using a holistic approach, which includes the uplifting of their cultural identity, the alleviation of poverty, and a reconnection with the environment.

Function

To interrupt the inter-generational cycle of disadvantage by ensuring that all children have access to quality education and opportunities, developing long-term leadership and self-reliance.

Principles

Tui Trust acknowledges that the Treaty of Waitangi is the founding document of Aotearoa/New Zealand and their work is consistent with the United Nations Convention on the Rights of the Child.

Literacy - A Key Focus

As part of their commitment to improving literacy for struggling students, Tui Trust specifically promotes the use of a structured literacy approach to education. Structured literacy is an instructional approach designed to effectively teach reading and spelling, particularly for students with reading difficulties.[3] It emphasises systematic, explicit teaching of foundational language concepts such as phonics (sounds and letters), and spelling and writing patterns. It builds skills progressively, supporting reading comprehension with a range of texts. The goal is to develop automatic, fluent reading abilities, helping students gain confidence in their literacy skills.

In order to progress the use of structured literacy in the Waikato and improve the literacy of struggling tamariki, Tui Trust undertakes the following activities:

- **Improving the System:** Recognising that literacy education is part of a broad and complex education system, Tui Trust takes a broad approach to improving literacy outcomes for tamariki. This includes working directly with schools to provide teachers with additional resources and professional development to support higher quality literacy education, as well as physical resources such as iPads and computers where they are required. The trust also hosts conferences to bring together experts in the field to highlight effective approaches to improving literacy.
- **Tamariki sponsorship:** Contributing to the cost of a child's education, in particular, supporting those who struggle with literacy, including neurodiverse or dyslexic students, to access specialist tutors who use a structured literacy approach and have proven their ability to achieve strong educational outcomes for students.

The long-term goal is to continue to support these same children to succeed throughout their entire educational journey, enabling them to contribute positively to their communities and to create generational change.

How to Read
This Report

Throughout this report you'll see scores and % increases referenced. Here's how to read them:

How to read scores

Passions and Interests

4.52

Having things that they are passionate about

Title of the factor measured.

Description of factor measured.

The average score for a factor, **on a scale of 1-5.**

How to read shifts

Hope

+15%

Believing good things will happen in their future

The **average % difference "shift"** between the start and end of tutoring, or the start and end of the school year.

Strength

A factor that scored highest on average from respondents, indicating feelings of confidence in these areas.

Challenge

A factor that scored lowest on average from respondents, indicating opportunities for improvement in these areas.

Priority Need

A factor that is both a predictor of wellbeing and low-scoring. Focusing on it will more likely improve wellbeing among the community.

Statistical significance

Refers to how sure we can be that a shift or relationship is not due to chance. Findings throughout this report were found to be statistically significant ($p<0.05$), meaning we are confident that 95% of the time an observed difference in these factors is true, unless otherwise specified in the text or footnotes on the page.

Other Key Terms

Wellbeing	A person achieves wellbeing when they are in the best position to fulfil their potential and live a life they value. Huber Social uses wellbeing as a lighthouse measure to understand how a person is doing overall, using a globally recognised satisfaction with life scale.[4]
Outcomes	Outcomes are a necessary condition to achieve wellbeing. Tui Trust hopes to achieve certain outcomes for tamariki and whānau by building capabilities and providing access to opportunities across holistic areas; these are laid out in the Impact Thesis (page 11).
Factor	Underlying elements that make up each outcome. E.g., the outcome *Holistic Wellness* includes factors such as self-worth, self-acceptance and emotional intelligence. Each survey question corresponds to one factor in the Impact Thesis.
Predictor of Wellbeing	A factor with a significant, predictive relationship with people's overall wellbeing (identified through statistical analysis). A positive change in a predictor of wellbeing is more likely to lead to an increase in overall wellbeing.

Why Measure Social Impact?

Huber Social has been engaged to measure the social impact of Tui Trust on the wellbeing of tamariki and their whānau. The aim is to better understand the programme's areas of strength and to identify opportunities for Tui Trust to better direct its resources to maximise its impact on tamariki and whānau wellbeing.

1. Measure

To measure the impact of Tui Trust's programme, Huber Social measures the shift in overall wellbeing and outcomes for enrolled tamariki and their whānau.

Measurement provides a data-driven approach for Tui Trust to articulate their social impact to their stakeholders and to contribute data about the needs of children who experience difficulties in accessing a quality education to inform collective action and policy.

Why Wellbeing?

Measures overall progress and supports the systematic solving of social issues

Ultimately, the goal of all social impact is to put people in the best position to fulfil their potential and achieve wellbeing. It is therefore important to measure wellbeing to ensure that overall, programs are having a positive impact. To measure social impact, Huber Social therefore measures a shift in overall wellbeing and the specific program outcomes that contribute to it.[*]

Taking a wellbeing approach also provides a whole-of-life understanding of a person's needs. Instead of starting with the issue at hand, which tends to focus on the crisis end of a problem and place artificial limitations on the needs of people, strengthening wellbeing supports building a person's capability and opportunity to fulfil their potential, thus working to systematically address social issues.

2. Maximise

Beyond a focus on outcomes, Huber Social's approach considers the holistic needs of a person to be in the best position to fulfil their potential.

Through this measurement approach, opportunities are identified for improved resource allocation to maximise the potential impact that Tui Trust can have on the overall wellbeing of neurodiverse tamariki and their whānau in Waikato.

Tui Trust Impact Thesis

The Impact Thesis outlines Tui Trust's impact on tamariki and whānau wellbeing. Through measuring each level of impact, Tui Trust can use a data-driven approach to demonstrate what works and what is needed to maximise impact and outcomes.

Impact Statement

Tui Trust seeks to improve the holistic wellbeing of tamariki by ensuring they have access to quality education opportunities and systemic barriers to their educational achievement are addressed.

Outcomes

Tui Trust achieves this impact by building capabilities and providing access to opportunities:

Outcomes for tamariki:
- Holistic wellness
- Strong, confident and resilient tamariki
- Learning engagement which enables the achievement of developmental and learning outcomes
- Sense of belonging and inclusiveness enabling tamariki to thrive across their education journey
- Coordinated access to services, relationships and advocacy to support tamariki holistic needs

Outcomes for whānau:
- Holistic wellness
- Understanding of their child's diagnosis and needs
- Active partnership in their child's learning
- Resilience
- Safe and stable environment
- Access to services and structures

Outputs

Tui Trust delivers the following outputs:

For tamariki:
- Achievement of learning outcomes
- Student attendance
- Learning engagement
- Developmental outcomes

For whānau:
- Financial support to attain a diagnosis for their tamariki
- Financial support for education related needs

Activities

The above outputs, outcomes and impact are achieved through the following activities:

- Fundraising
- Reviews of applications for funding from community organisations
- Funding of initiatives to improve educational, environmental, social, and cultural development outcomes for tamariki
- Development and provision of pedagogical and curriculum resources

- Tamariki sponsorship
- Brokerage agreements
- Advocacy
- Mediation
- Case management
- Education programs
- Community engagement activities

Resources

The above activities require the following resources::

- Staff
- Funding
- Board of Trustees & Associates
- Financial, cultural and education advisors
- Pedagogical & curriculum resources
- Relationships with iwi
- Relationships with primary & intermediate schools
- Relationships with teachers and specialist tutors

- Relationships with Hamilton & North Waikato communities, community groups & organisations
- Relationships with external service providers
- Relationships with government agencies
- Relationships with key stakeholders
- Cultural knowledge and lived experience
- Office/infrastructure
- Case management tools

Measurement
Findings
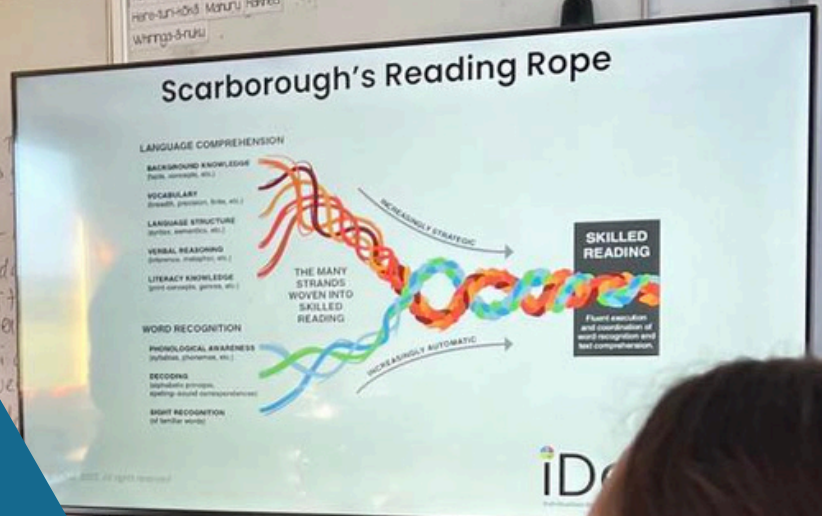
Measurement Approach

To assess the social impact of Tui Trust's literacy activities, Huber Social measured the overall wellbeing and levels of capability and access to opportunities (outcomes) of tamariki and whānau. In 2022, a co-design workshop was held to identify outcomes critical for inclusion.

Participants
Measurement groups include both tamariki (students) and whānau (their families). Tamariki are obviously those directly impacted by the activities, but whānau were also included in measurement to understand if the work had additional implications for families.

Tamariki were English class students from a participating Kura Kaupapa Māori intermediate high school, as well as young people receiving tutor support from two specialist tutors. Included whānau were the families of these students.

Resource Development and Ethics Approval
A survey tool was developed based on the agreed scope of measurement in the Impact Thesis (page 11) as based upon Huber Social's Wellbeing Framework (page 37).

The measurement was submitted to the Huber Social Ethical Review Board for ethical assessment (Committee No. EC0047773). It was granted approval on August 10 2022.

To ensure the survey questions were culturally and ethically appropriate, surveys were tested and validated with representatives from Tui Trust and the participating school.

Data Collection
Data collection proved more difficult than envisaged in our planning, which assumed a greater number of schools participating. While the participating school was included in the co-design process, the process of collecting surveys was a challenge and the number of

participating students was lower than hoped. Participation from tutors groups was strong, with 81% of students completing surveys.

Engaging with whānau proved particularly difficult, with only whānau of tutor students participating in measurement. The sample size for this group is therefore quite small.

Final tamariki survey numbers were:
- 47 baseline surveys completed (either when a student started tutoring or the start of the school year)
- 54 shift surveys completed (either when they finished their tutoring or at the end of the school year)

Note: if a student participated in the English class for the full two years, their first year baseline and second year shift were included.

Final whānau survey numbers were:
- 9 baseline surveys
- 6 shift surveys

Additionally, teachers were asked to complete a short survey to gather reflections on literacy skills and perception of Tui Trust. Two teachers completed this survey.

Limitations
Given that sample sizes were lower than initially hoped, statistical confidence in the results is also lower. In measurement, the goal is to achieve statistical power of 0.8, which was not achieved for either group.

Overall results for tamariki achieved statistical power of 0.7, while school and tutor specific results reached 0.52 and 0.32 respectively. For whānau 0.14 was achieved.

This means we cannot rule out chance from affecting the results, and findings should be therefore be treated as indicative only.

Tamariki
Demographics

This page outlines the demographics of the tamariki who participated in the survey. The available demographic data for children for this report included age and whether they were part of a school or tutor group.

Age

78% of tamariki survey respondents were aged between 13 and 18 years.

Tamariki Respondents, by Age
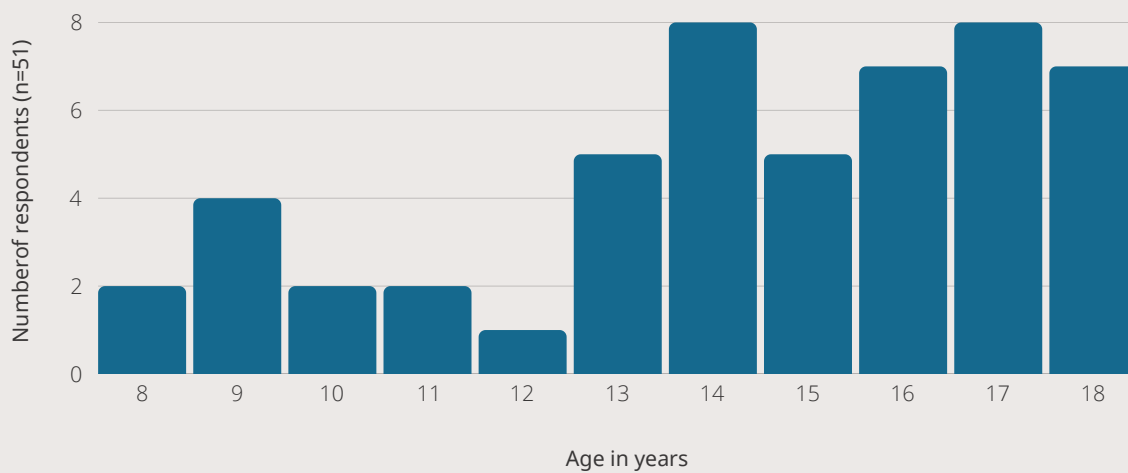
School and Tutor Groups

Of unique respondents, 55 were students at the participating school and 13 were tutor students. Of the tutor students, eight were part of the Raglan Tutor Group (Whāingaroa) and five were in Tutor Group One.

(n=68)

Tutor students 19%

School students 81%
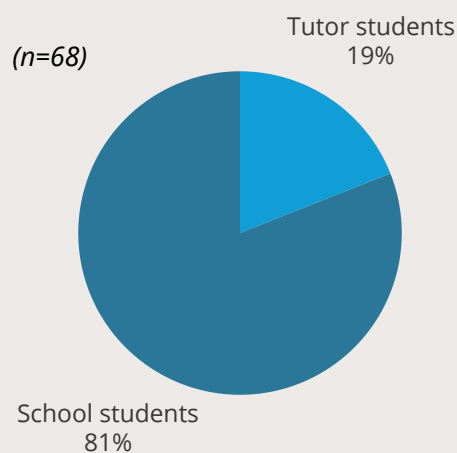
Whānau
Demographics

The following provides an overview of the demographic data collected from eight unique whānau respondents. All participants in this cohort identified as female.

Age

The majority of whānau respondents were aged between 35-44 years.

Whānau respondents, by age
(n=8)

25-34 years
12.5%

45-54 years
25%

35-44 years
62.5%
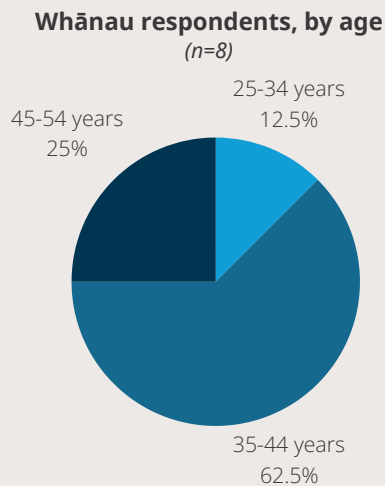
Cultural Heritage

Four identified as Māori, and five identified as New Zealand European. Respondents were able to select more than one cultural heritage.

Whānau respondents, by cultural heritage
(n=8)

Cultural heritage groups

Māori

New Zealand European

0% 10% 20% 30% 40% 50% 60% 70%

% of Total Respondents
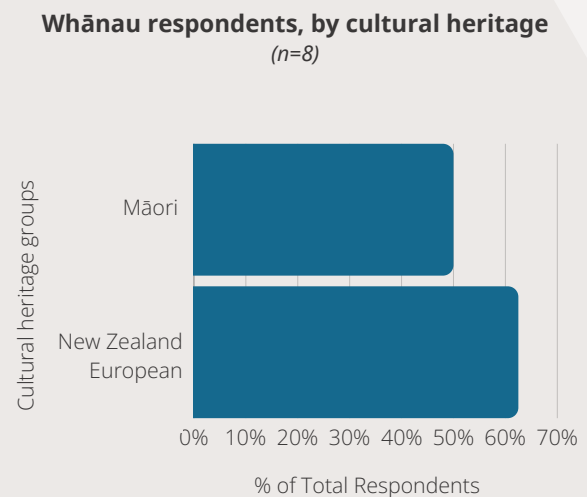
Employment

Three respondents worked full time and five worked part time. Of the part-timers, one reported they were also studying and one was self-employed.

Whānau respondents, by employment
(n=8)

Full time
37.5%

Part time
62.5%
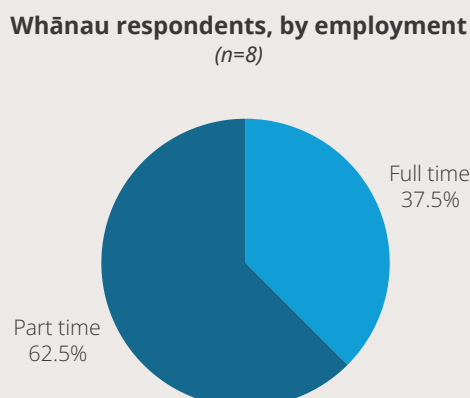
Additional Demographic Data

Education
- Three respondents reported that they have postgraduate qualifications, one has an undergraduate degree, while four have a certificate level or technical college qualification.

Disability
- Three respondents reported that they were living with a disability, injury or health condition.

Living Situation
- Five were living in the home they own, with the remaining three renting.

Key Findings

1. Wellbeing is maintained for both tamariki and whānau

For both tamariki and whānau, wellbeing was maintained across the measurement period. Typically, wellbeing trends down during the teenage years and so this result suggests that literacy education is supporting the wellbeing of young people.is encouraging that literacy education likely supports the wellbeing.

2. Tamariki have improved literacy

Reflection data from school teachers and assessment data from tutor students shows that literacy improved among students as a result of Tui Trust's support. 100% of teachers agreed that their students' literacy, phonics and spelling ability had increased, while tutor students saw consistent improvement across their time with their specialist tutors. Tui Trust is clearly achieving one of its key goals - improving the literacy of the young people they support.

3. Tamariki and whānau alike value their improved literacy

In addition to wellbeing and academic data, qualitative responses from tamariki and whānau were also analysed, with the results showing clearly that both groups see the impact of the work. Tutor students were particularly strong in their praise, with one stating, "It's changed my life because it helps me learn and it's encouraged my learning." Similarly a parent wrote that the tutoring session "has taken [our child] from being unable to write full sentences to confidently writing paragraphs, and reading whole stories! Our child has definitely been empowered by their improved literacy skills."

4. Teachers and tutors feel supported by Tui Trust

100% of teachers and tutors agreed that they had felt supported by Tui Trust across the last two years, showing that it is not just about the resources and training provided, but also the way the work is carried out that is appreciated by partners.

5. Whānau More Knowledgeable of Support Services

The majority of shifts observed for whānau cluster around the outcome of access to structures and services, with families showing increased understanding of how to access support for their child's needs. Due to the small sample size, these shifts did not meet the standard for statistical significance. Despite this, it is still encouraging to see results heading in the right direction around key areas for whānau and their ability to support their tamariki.

Tamariki
Findings

Wellbeing is Maintained Among Tamariki

Overall wellbeing is measured using a robust and established satisfaction with life scale to understand how respondents feel about their life overall.[4] The average wellbeing score among tamariki respondents remained relatively high, rising from 3.86 at baseline to 3.99 at shift measurement (on a scale of 1-5). This change was not statistically significant, indicating that wellbeing remained stable among participants.

Given the age range of the majority of participants, maintaining wellbeing can be considered a positive outcome in itself, as research shows that wellbeing typically declines during adolescence. [5] [6]

Average Wellbeing Across All Respondents
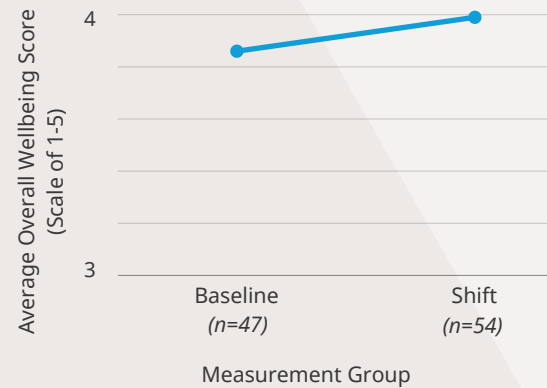
Holistic Wellness and Belonging Predict Tamariki Wellbeing

Analysis was conducted to determine which of all 36 factors measured had the strongest relationship with wellbeing. Young people who score highly in these factors are more likely to experience higher overall wellbeing. These factors are referred to as 'Predictors of Wellbeing.'

Below are the top five factors* identified as the strongest predictors of wellbeing for tamariki. Of these predictors, four clustered around the outcome of holistic wellness, with one aligning to the outcome of belonging and inclusiveness. This aligns with Tui Trust's holistic approach to supporting young people.

Self-worth

I am proud of my life

Emotional Intelligence

I have strategies and tools. to help me manage my emotions

Self-acceptance

I like who I am

Communication Skills

I find it easy to share my thoughts and feelings with other people

Self-efficacy

I am able to have a positive impact on the world

Outcomes

■ Holistic wellness

■ Sense of belonging and inclusiveness

All above factors have a moderate and positive relationship with wellbeing p<0.001. Pearson correlation coefficients (r) of the factors listed range from 0.692 to 0.626. See Appendix 4: Significance Tables for a complete list of Predictors of Wellbeing.

Improvements for Tamariki Across a Range of Outcomes

In part due to the small sample size, there were a limited number of statistically significant shifts*, although Tutor students experienced greater increases than School students. Interestingly, results showed positive shifts in both groups in the factor relating to participating in ākonga Māori activities, and Tutor students experienced a positive shift in their ākonga Māori identity. This provides encouraging evidence that increasing English proficiency does not have a negative impact on Māori identity.

Positive Shifts for Tutor Students

Access to Cultural Opportunities

+16%

Opportunities to learn and participate in ākonga Māori activities and kinship including songs, stories and history

Attitudes held towards ākonga Māori culture*

+14%

Being proud of their ākonga Māori identity

Enjoyment*

+11%

Enjoying life and having fun

Community Connection

+9%

Feeling part of their school community

Positive Shifts for School Students

Access to Cultural Opportunities*

+10%

Opportunities to learn and participate in ākonga Māori activities and kinship including songs, stories and history

Access to Nutrition

+8%

Having healthy food to eat at home and at school

Determination

+8%

Feeling that they are determined

*Factors marked * were found to be statistically significant (p≤0.04), while other factors showed positive trends.*

Tamariki are Strong in their
Identity and Self-Confidence

The six factors highlighted here were those that scored the highest at shift measurement, indicating the areas in which tamariki are feeling the most confident. Respondents reported feeling strong in their cultural identity, purpose in life and belief in themselves.

In addition, several tamariki strengths were factors beyond the impact thesis that were included in measurement because there were concerns that they might be hindering the success of the Trust's efforts. These included access to transport, safety at home, and access to internet. Encouragingly, these results suggest that these factors are not holding tamariki back, and so interventions such as those undertaken by Tui Trust are able to succeed.

Attitudes held towards Ākonga Māori culture

4.59

(scale of 1-5)

Being proud of their Ākonga Māori identity

Access to Transport

4.56

(scale of 1-5)

Their family can use transport that gets them to where they need to go

Access to Safe and Stable Shelter

4.54

(scale of 1-5)

Feeling safe in their home

Sense of Purpose

4.31

(scale of 1-5)

Feeling that their life is important

Access to Technology

4.28

(scale of 1-5)

Having access to the internet

Self-belief

4.25

(scale of 1-5)

Believing in themselves

Tamariki Face Challenges with Connection and Learning Support

Alongside the encouraging positive shifts, there were two areas in which students experienced negative shifts, although only one of these shifts was statistically significant*. These areas were common challenges for both Tutor and School student groups, and related to the outcome of belonging and inclusiveness.

Sense of Belonging

-18% Tutor Students

-13% School Students

Feeling that people in their class like them for who they are

Communication skills

-18% Tutor Students *

-10% School Students

Finding it easy to share their thoughts and feelings with other people

Sense of belonging (shift score 3.67, scale of 1-5) and communication skills (shift score 3.43) were both within the five lowest-scoring factors overall at shift measurement. This indicates that at the end of the programme, tamariki are feeling less confident in these areas compared to most other factors, offering an opportunity for improvement. This finding is more relevant to Tui Trust's partnering schools and tutors, who are aware that students continue to face challenges with communication and acceptance in the classroom.

Learning Support

3.51

(scale of 1-5)

Feeling that people understand what help they need with their learning

Learning Support Remains a Priority Need

Learning support was identified as a priority need for tamariki. A priority need is a factor that is statistically correlated with high overall wellbeing, but which scored low among survey participants at baseline. Addressing this need is more likely to lead to an increase in overall wellbeing compared to other factors.

No significant changes were observed in this factor when comparing baseline and shift results. Considering additional support to help students feel understood regarding their learning needs may enhance their overall wellbeing.

* Shift in communication skills was found to be statistically significant (p=0.03) for Tutor students only. Other shifts indicate trends.

Literacy Results

In addition to students' self-reported assessments, measurement also considered the literacy results of students. Tutor group data was obtained from assessments, with each tutor using different tools; however, the participating school was unable to share assessment data. As an alternative, participating teachers and school staff were asked to reflect on the students' results to determine whether academic results had increased. Improvements were observed in key literacy areas across the school and within both tutor groups.

School Students

Literacy	Phonics	Spelling
100%	**100%**	**100%**
of teachers agreed students' literacy had increased since Tui Trust started working with the school	of teachers agreed students' phonics knowledge had increased since Tui Trust started working with the school	of teachers agreed the quality of students' spelling had increased since Tui Trust started working with the school

"For many of our students whose second language is English, the useful spelling tips and activities had the most impact. We did have a lot more students willing to give the Spelling Bee a try this year due [to] this."

- Teacher, participating school

Literacy Results (continued)

Whāingaroa Raglan Tutor Group

The collated results for the eight students in the Raglan tutoring cohort demonstrate consistent progress in spelling and nonwords (nonsense words used to assess students' ability to decode unfamiliar words). While the averages for reading accuracy and reading rate showed a slight decrease at the most recent assessment, this was primarily due to three students being assessed with authentic year-level texts, which were more complex and challenging than the decodable texts (designed for early readers with simpler, phonetic patterns) used in earlier assessments. Below results are presented from the initial 'Mini Literacy Assessment' and then regular 'Learning Updates.'

Collated Assessment Data, Raglan Tutor Group

● Mini Lit   ● LU1   ● LU2   ● LU3   ● LU4
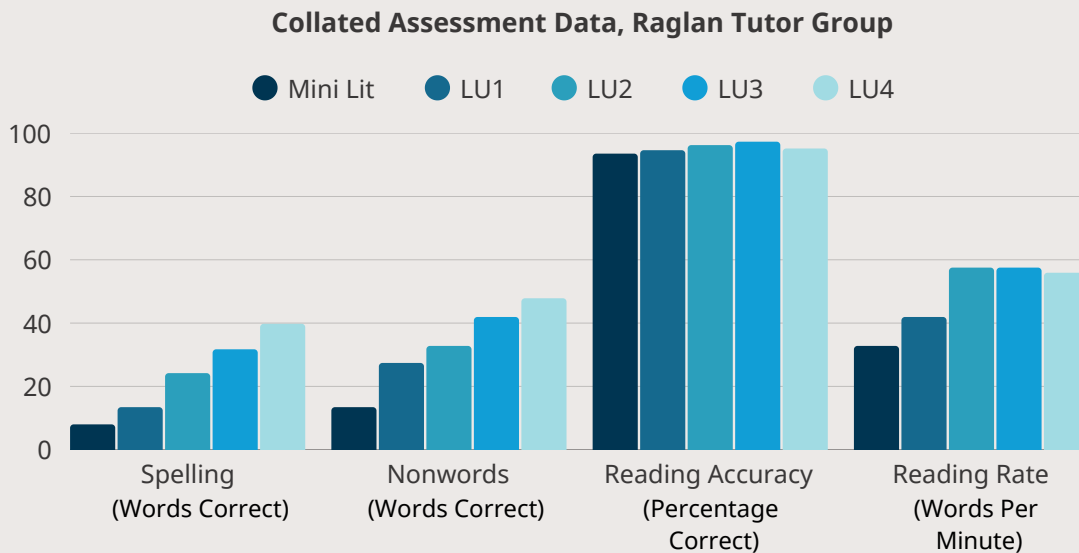
Tutor Group One

The graphs below show the collated literacy data for the five students in tutoring cohort one. The results show clear improvement from when students started with the tutor to the end of year assessment. These findings highlight how the programme has effectively supported students in improving their skills across key learning outcomes. This tutor also received feedback from their students' classroom teachers that the students had improved in the classroom. P.A. stands for phonological awareness, while A.P. stands for alphabetic principle.

Collated Assessment Data, Tutor Group One

● Baseline   ● End of year
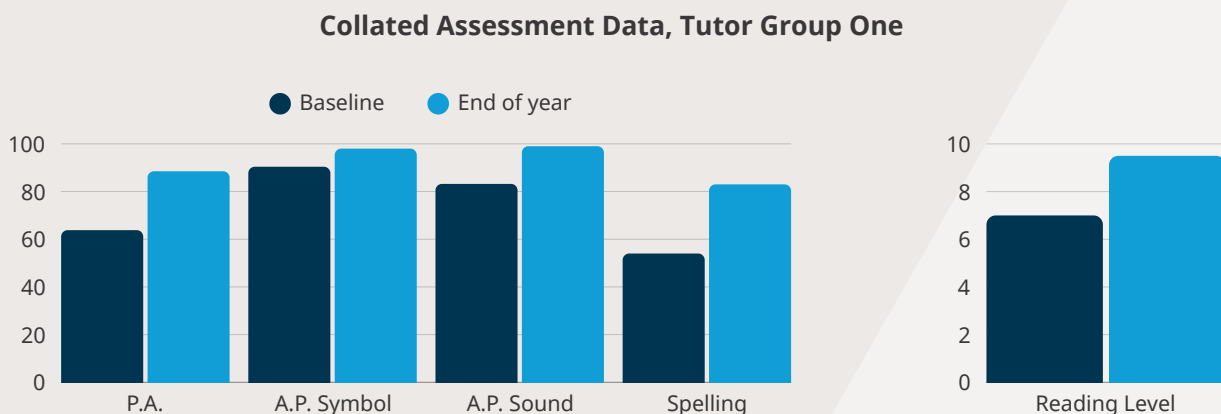
Students Value
Increased Literacy

In addition to quantitative results, feedback was collected from students for qualitative analysis. Students were invited to reflect on how changes to their English class or their literacy tutoring had impacted their lives.

School Students

The majority of feedback from school students was positive, with many highlighting how the classes had taught them a lot and helped them learn new skills.

"I have learnt how to spell hard English words."

"Having a good support system such as my teacher. Her making a good safe space where I can be myself and benefit my learning."

"Taught me how to use words properly when writing essays."

- School students. not pictured

Some students were unaware of changes to their class and therefore didn't feel comfortable commenting. An even smaller number of students felt that there had been no meaningful change or expressed frustration with the class.

Tutor Students

Tutor students were even more enthusiastic in their praise, with almost all reporting improved reading and writing skills, and most affirming that it had a positive impact on their school life.

"Helpful in learning, reading books at my house is easier."

"It's changed my life because it helps me learn and it's encouraged my learning."

"It has made my reading and writing better and my spelling. It has helped me through my life at school."

- Tutor students. not pictured

Parents See the Change
in their Children

Although no surveys were completed by whānau of school students, feedback from whānau of tutor students was gathered both through surveys and directly from tutors. Whānau were effusive in their praise for the tutors and the positive impact on their children's progress.

"Our child's reading, writing and spelling has improved immensely! The flow of his reading and expression in his reading is so much better now."

"I think for us it's just been so incredible how much [our child] has grown in their reading and writing confidence - they can read messages now, look up new ideas online and engage in more activities that require reading more willingly - like cooking recipes! They also write messages on birthday cards and are generally more engaged and willing to tackle things more independently when reading and writing is involved. It's opened up another whole world for them and boosted their confidence so much. They told me writing is now their favourite subject. Being a single income family means this kind of tutoring would not have been possible for us without the funding support."

"After two terms of funded sessions, my child is more confident with the code and concepts which they have revised, and understands better how their brain learns... We are grateful to have had this opportunity for our child this year."

"Our family is so grateful for the generous funding of the specialised literacy sessions that our child has been a beneficiary of. [The tutor is] highly knowledgeable and has taken [our child] from being unable to write full sentences to confidently writing paragraphs, and reading whole stories! Our child has definitely been empowered by their improved literacy skills. These are invaluable skills that are impossible for a classroom teacher to be able to target for individual students in a busy classroom environment. We have been incredibly grateful that they have been able to attend these sessions during school time, at school. Thank you again Tui Trust!"

Teachers and Tutors Feel
Supported by Tui Trust

Teachers and tutors were also given the opportunity to reflect on their experience of working with Tui Trust across the two years. Feedback was universal that Tui Trust had been supportive and valuable to work with. This was clear in both quantitative and qualitative feedback.

Teachers are Supported with New Skills and Resources.

100%

of teachers agreed that they felt supported by Tui Trust

"[Tui Trust] have been so supportive and understanding."

"Lee has been outstandingly supportive throughout the entire process."

100%

of teachers agreed that they had learned new skills since Tui Trust started working with their school

Teachers highlighted that the support had increased their skills and access to effective teaching resources.

"It has been helpful to have access to so many online resources and a support person coming in."

"Has been an extra resource for us and professional development."

Tutors are Enabled to Provide a More Equitable Service

Tutor feedback emphasised that the funding from Tui Trust enabled them to provide more equitable services, offering support that would otherwise be inaccessible to the students they worked with. This has had a positive impact not only on the students, but also on the tutors, who have been able to deliver the service they feel is most important, while also sustaining their businesses. The tutors' only request for programme improvement is additional funding to extend support to more students in need of assistance with literacy.

"My students would not have had the opportunity to access Tier 3* personalised structured literacy instruction without the incredibly generous funding from Tui Trust."

"Because of Tui Trust, I have been able to reach students that would have been unable to access the support I offer. This has deeply impacted me as a person as I have been supported to provide a more equitable service while supporting my own family."

"I only wish there was more money to help more students!"

"Thanks to Tui Trust, I attended the Literacy Symposium in Auckland last year, which resulted in increased professional learning for me."

"Thanks to Tui Trust, I had access to additional resources including readers that my students loved and games that they wanted to take home to share with their families. I want Tui Trust to be more widely known so that more students can benefit from its funding."

"Thank you Tui Trust for supporting so many students and teachers."

*Tier 3 refers to literacy interventions are more individualised and intensive, requiring highly qualified, experienced teachers to deliver evidence-based strategies tailored to the student's needs.
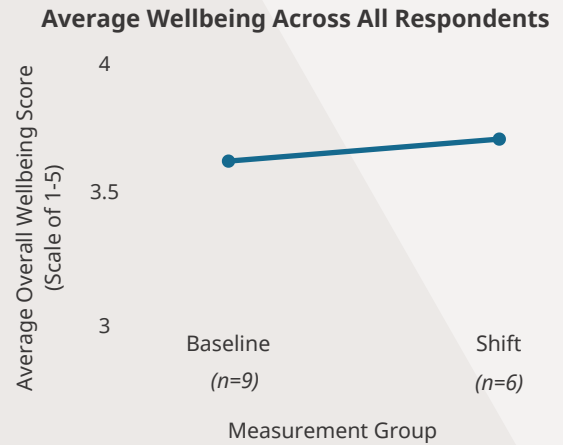
Whānau
Findings

Wellbeing Remains Consistent Among Whānau

Overall wellbeing was maintained for whānau across the duration of the project. The average wellbeing score among whānau respondents increased slightly from 3.59 at baseline to 3.67 at shift measurement (on a scale of 1-5), however this change was not statistically significant.

This score aligns with the average wellbeing score of 3.67 found in a broader survey of Waikato community members.[7] This suggests that this sample of whānau participants are experiencing similar levels of wellbeing to other adults in the Waikato region.

Average Wellbeing Across All Respondents

Average Overall Wellbeing Score (Scale of 1-5)

4

3.5

3

Baseline
(n=9)

Shift
(n=6)

Measurement Group

Access to Supportive Relationships Predicts Whānau Wellbeing

Analysis was conducted to determine which of all 30 factors measured had the strongest relationship with wellbeing for whānau respondents. Whānau who score highly in these factors are more likely to experience higher overall wellbeing.

Below are the top six factors* identified as the strongest predictors of wellbeing for whānau. These predictors aligned with a range of outcomes - namely, a safe and stable environment, active partnership in their child's wellbeing, and holistic wellness.

Access to People who Understand

There are people in my life who understand the challenges I am experiencing

Relationships - Acts of Service

I have people in my life who do things for me and show me they care

Communication Skills

I find it easy to share my thoughts and feelings with others

Help-seeking Behaviour

I ask for help when I need it

Feelings of Stress

In the past month, how often have you felt stressed or overwhelmed?

Feelings of Anxiety

In the past month, how often have you felt anxious?

Outcomes

■ Safe and stable environment   ■ Active partnership in their child's learning   ■ Holistic wellness

Access to people who understand has a strong positive relationship (r=0.814) with wellbeing, p <.001. Other factors have a moderate positive relationship with r-values ranging from 0.658 to 0.538, p<0.03. See Appendix 4: Significance Tables for a complete list of Predictors of Wellbeing.

Help-Seeking and Overwhelm are Priority Needs for Whānau

Of all factors measured, there were two factors identified to be priority needs for whānau. The ability to ask for help when needed and feelings of overwhelm were both statistically correlated with high overall wellbeing, but were low-scoring among whānau respondents when compared to other factors. The following scores represent baseline measures, with no significant changes observed between baseline and shift results.

Help-Seeking Behaviour

3.25

(scale of 1-5)

Asking for help when needed

Feelings of Overwhelm

3.25

(scale of 1-5)

Feeling overwhelmed by the amount of information I am given about my child's learning needs

Improvements in these areas are more likely to contribute to increased overall wellbeing compared to other factors. To enhance wellbeing for whānau, Tui Trust could consider prioritising the promotion of help-seeking behaviours and providing further support for parents in navigating the information they receive to help reduce feelings of overwhelm.

Whānau More Knowledgeable of Support Services

The majority of shifts observed for whānau cluster around the outcome of access to structures and services, with families showing increased understanding of how to access support for their child's needs. Additionally, respondents reported a reduction in feelings of anxiety, which as noted earlier, has been identified as a predictor of wellbeing for whānau (see page 28).

Given the small sample size, these shifts did not meet the standard for statistical significance, and should therefore be considered indicative only. Despite this, it is still encouraging to see results heading in the right direction around key areas for whānau and their ability to support their tamariki.

Access to Financial Support

+15%

Knowledge of how to access financial support for education related needs if required

Reduced Anxiety

-13%

Reduced frequency of feeling anxious in the past month
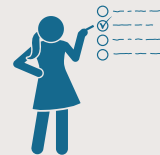
Knowledge of Available Services

+10%

Understanding the different services available to support their child's education

Access to Transport Services

+8%

Access to transport that gets them where they need to go

Access to Support for Navigating Systems

+8%

Having someone to go for help with navigating support for their child's needs

Whānau Believe in The
Potential of their Tamariki

The average score for whānau across all factors measured was 4.02 (on a scale of 1-5) which makes this group a relatively high-scoring cohort.

Similarly to tamariki, some of the factors identified here as strengths, such as access to a safe home and healthy food, were included in measurement to ensure they were not unmet needs that would affect the success of Tui Trust programmes.

It is particularly encouraging to see so little stigma about neurodiversity, with whānau feeling strong in their belief that neurodiverse children are full of potential. However, it is worth noting that participants who responded to the survey are likely to be the most engaged and supportive parents, meaning that they may not be representative of all whānau.

Access to Technology
5.00
(scale of 1-5)

Access to the internet

Access to Transport Services
5.00
(scale of 1-5)

Access to transport that gets them where they need to go

Safety at Home
5.00
(scale of 1-5)

Feeling safe in their home

Access to Nutrition
4.83
(scale of 1-5)

Having access to healthy food

Reduced Stigma
4.67
(scale of 1-5)

Believing that neurodiverse children are full of potential

Health Management - Knowledge
4.33
(scale of 1-5)

Understanding that lifestyle, including sleep, nutrition, and exercise can influence their health

Mental Wellness and Asking for Help Remain a Challenge

The following factors were the lowest-scoring at shift measurement for whānau respondents. Given that this cohort was relatively high-scoring on average, these scores are not particularly low, however these factors represent the areas where whānau rated themselves as feeling the least confident compared to other factors.

The most notable challenge identified was help-seeking behaviour, which was found to be a priority need (see page 29). Three of the other lower-scoring factors - feelings of anxiety, stress/overwhelm, and communication skills - were also among the top predictors of wellbeing for whānau. Encouragingly, whānau reported a reduction in feelings of anxiety at shift measurement (see page 30), although this change was not statistically significant. Future measurement with a larger sample size could offer further insights into the challenges still remaining for whānau.

Help-Seeking Behaviour
3.17
(scale of 1-5)
Asking for help when needed

Feelings of Anxiety
3.17
(scale of 1-5)
Frequency of feeling anxious in the past month

Feelings of Stress and Overwhelm
3.17
(scale of 1-5)
Frequency of feeling stressed or overwhelmed in the past month

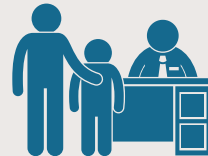**Communication Skills**
3.17
(scale of 1-5)
Finding it easy to share thoughts and feelings with others

Trust in System
3.17
(scale of 1-5)
Trust in the education system to provide the best learning environment for their child

# What's Next

Reflections and Recommendations

Tui Trust takes a multi-pronged approach to improving literacy in Waikato. This report considers the impact of both their work to strengthen education systems, specifically through providing additional training and resources to a public school, as well as a direct intervention to support struggling students through funding specialist tutoring.

Logistical challenges in measurement have led to some limitations being placed on the results, with a more representative dataset being achieved for tutor students. The difficulties of measurement are also reflective of the different challenges Tui Trust are tackling. It is easier from both a programmatic and measurement perspective to support individual students who have challenges with literacy, than it is to try and influence the complex system that is public education. Yet in the long run, if literacy education practices improve more broadly, it is likely this work will have a bigger impact in the long run.

Encouragingly, the findings in this report provide evidence that both approaches are having a positive impact. Teachers agree that Tui Trust's support for their school has led to enhanced literacy outcomes, and both tamariki and their whānau can see the change that improved literacy education is having in their lives.

Tui Trust may want to engage in further measurement to strengthen these findings and create a stronger dataset to affirm them. However, the organisation can be confident that their work is already having a positive impact in the community.

With the New Zealand Government's current focus on improving literacy across the country, Tui Trust is providing a strong complement to these national efforts, ensuring that no one falls through the cracks along the way.
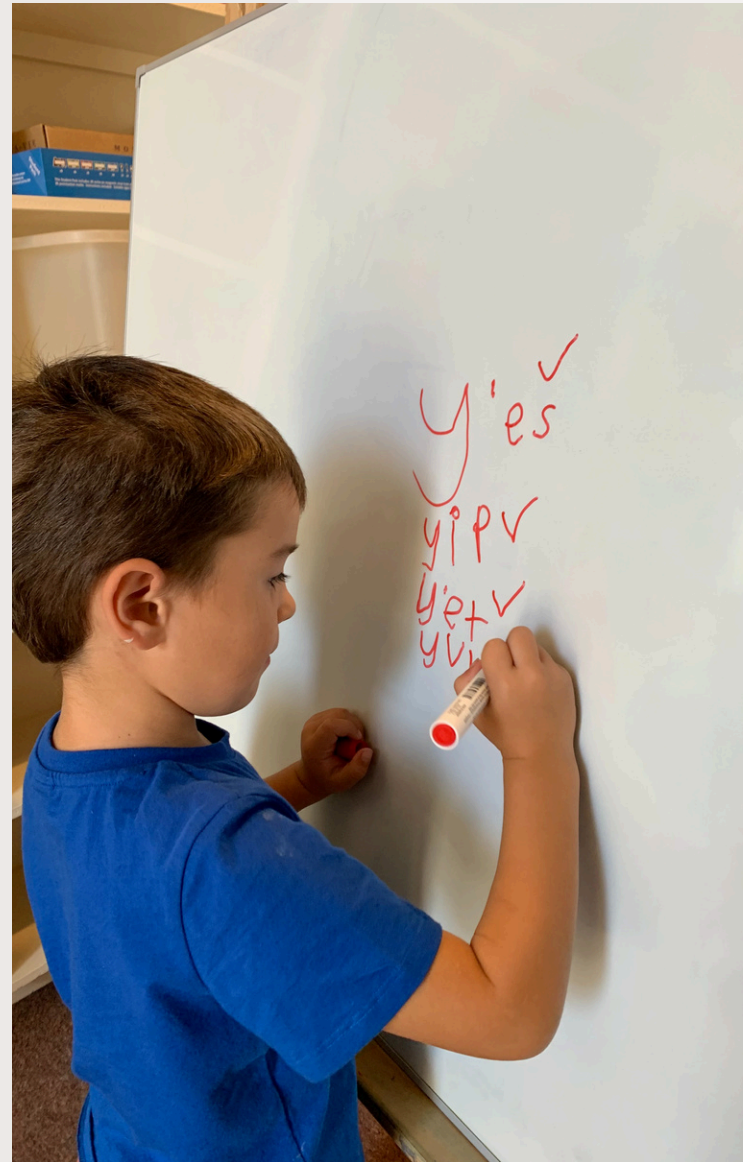
"It has helped me to learn to read and write which has significantly helped my school life."

*- Tutor student
(not pictured)*

Get in Touch

Tui Trust

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Huber Social

Huber Social is an independent third party and expert in social impact measurement. Recognising the goal of all social impact is the wellbeing of people, Huber Social has developed a universally applicable framework that measures not only overall wellbeing but also the driving factors to maximise it.

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Report Appendices

1. Huber Social
Wellbeing Measurement Framework

To be able to fulfil their potential and achieve wellbeing, each individual needs to have the capability and the opportunity to do so. Everyone has different needs within these categories depending on their context.

When it comes to measuring the social impact of a service, Huber Social measures the 'shift' the service creates in terms of wellbeing and the specific program outcomes achieved to create this. Results are then consolidated at a sector, community and global level.

Longitudinal measurement monitors effectiveness of programs to meet these needs; ensuring resources are directed to have the greatest impact. The vision is a wellbeing measurement system that delivers us the whole picture, to put each of us in the best position to achieve wellbeing and leave no one behind.

The goal for each of us is the same; wellbeing. The part that differs are our individual needs.

The Huber Social Wellbeing Measurement Framework

IMPACT

Wellbeing

To be in the best position to fulfil your potential and live a life of value. The overall goal for all services working with people.

OUTCOMES	OUTCOMES
Through building	and providing
Capability	**Opportunity**
Resilience	Resources
Life skills	Self development
Wellness - mental, physical and spiritual	Societal structures
	Relationships

2. Data Transparency Page

To ensure the integrity of findings always, Huber Social includes a Transparency Page for every project. This ensures both the rigour of evidence and rigour of analysis is clear for each project, across every stage of the data lifecycle.

DATA LIFECYCLE 1. Design → 2. Data Collection → 3. Cleaning → 4. Analysis → 5. Reporting

| Phase		Questions on the Treatment of the Data	Points Allocated	Yes or No
Design	BASELINE	Baseline inferred from time in program (e.g. 1 vs. 3 years)	1	
		OR Baseline measured pre-intervention	2	Y
	CONTROL	Control group was measured (independent of the intervention)	1	
	ACCESSIBILITY	Elements of the project (tools, methods, etc.) have been designed and tested to be accessible for all eligible study participants in the given population	1	Y
	INCLUSION	Details of people specifically included (or excluded) in the measurement: *All Tui Trust supported students invited to participate*	N/A	N/A
Data Collection	SURVEY DISTRIBUTION	Online surveys		Y
		OR hard copy surveys		
		Data collection supervised by Huber Social consultant	1	N
		Translations or guidance provided	1	Y
		Details on translation or guidance if provided: *Relevant staff trained in how to deliver survey to tamariki*	N/A	N/A
	SAMPLE	Sample size has achieved 80% statistical power with a medium effect size of Cohen's $d = 0.5$ (t-test) *or* $d = 0.25$ (ANOVA)	1	N
Data Cleaning	CLEANING	Partial responses removed or no partial responses	1	Y
		Details of any responses removed: *Surveys with less than 50% of responses filled removed*	N/A	N/A
Analysis	SHIFT MEASUREMENT	Calculated on group average	1	
		OR Calculated based on paired scores	2	Y
	TEST APPLIED	Basic analysis	1	Y
		Statistical Correlation Test	2	Y
		Details on statistical analysis: *Spearman's and Pearsons correlations*	N/A	N/A
	STATISTICAL SIGNIFICANCE	Statistical significance cut off at p<0.1 for all findings presented	1	N
		OR Statistical significance cut off at p<0.05 for all findings presented	2	N
Reporting	REFERENCING	Understanding findings in the context of prior research/literature (either HS or external)	1	N
		Details on external sources referenced: *Insert details if required*	N/A	N/A
	DEVIATIONS	Details on any deviations from the original measurement approach, as delineated in the Measurement Plan, and their potential effect on data and findings: *Sample collected much smaller than originally planned based on changing intervention*	N/A	N/A
	REPORTING	Client commits to sharing findings internal to the organisation	1	
		OR Client commits to sharing findings internally and with stakeholders external to the organisation	2	
		OR Client commits to sharing findings internally, with stakeholders and the general public	3	Y
RIGOUR SCORE: LOW (1-9); MED (10-14); HIGH (15-18)			13	MED

3. Predictors of Wellbeing

To inform organisations on how to best address the actual needs of their beneficiaries, correlation analysis is used to identify which factors measured have a significant relationship with peoples' overall wellbeing; these are known as predictors of wellbeing.

The predictors of wellbeing can be found listed in the following table in order of statistical strength. The stronger the relationship between an outcome and overall wellbeing, the more confidence there is that a change in the outcome will correspond with a change in wellbeing.

Relationship strength is based on both the statistical significance (p-value) and beta coefficient value (r). All predictors listed are statistically significant to $p < 0.001$ (unless otherwise noted), meaning there is 99% confidence that the relationship identified between the predictive outcome and wellbeing is true, rather than produced due to sampling error or chance. The beta coefficient (r) describes how closely each outcome and wellbeing are likely to move together in relation to each other.

For the purposes of this study, a strong relationship between an outcome and overall wellbeing is defined as any outcome with a beta coefficient value greater than 0.7; a moderate relationship is between 0.699 and 0.4; a weak relationship less than 0.4. Even though a relationship may be weak, there is still a significant association between the outcome and overall wellbeing.

The following page presents all predictors of wellbeing that have a significant relationship with overall wellbeing for the populations included in measurement.
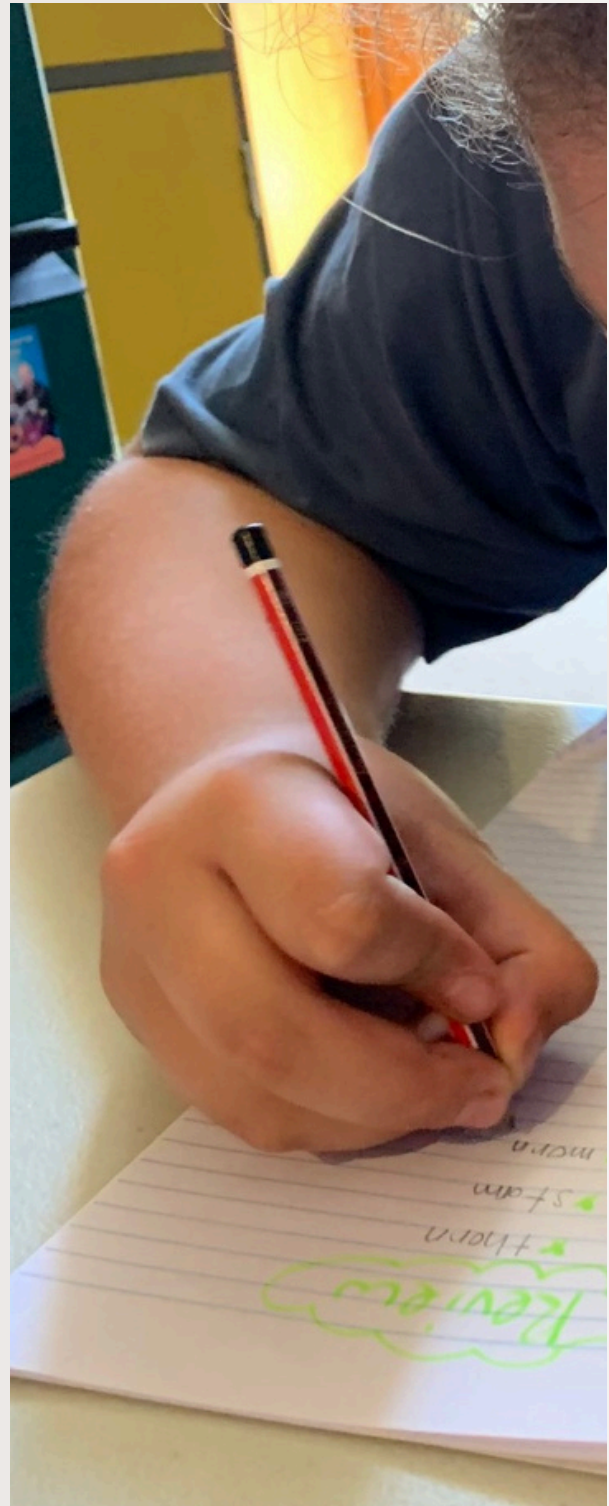
4. Significance Tables

Table 1. All Predictors of Wellbeing - Tamariki

Indicator	R	p-value	Direction and Strength
I am proud of my life	0.692	< .001	Positive, Moderate
I have strategies and tools to help me manage my emotions	0.674	< .001	Positive, Moderate
I like who I am	0.644	< .001	Positive, Moderate
I find it easy to share my thoughts and feelings with other people	0.633	< .001	Positive, Moderate
I am able to have a positive impact on the world	0.626	< .001	Positive, Moderate
My life is important	0.572	< .001	Positive, Moderate
I enjoy life and have fun	0.571	< .001	Positive, Moderate
There are people in my life who understand if I am having a hard time	0.562	< .001	Positive, Moderate
People in my life give me praise and encourage me	0.545	< .001	Positive, Moderate
My house and school have healthy food to eat	0.54	< .001	Positive, Moderate
If I feel frustrated, angry or worried I know where to go to get help	0.533	< .001	Positive, Moderate
I find it easy to make friends	0.53	< .001	Positive, Moderate
People in my class like me for who I am	0.522	< .001	Positive, Moderate
I feel accepted by my school community	0.512	< .001	Positive, Moderate
I feel part of my school community	0.487	< .001	Positive, Moderate
I feel safe in my home	0.484	< .001	Positive, Moderate
I believe in myself	0.472	< .001	Positive, Moderate
People understand what help I need with my learning	0.45	< .001	Positive, Moderate
I can bounce back if I experience hard times	0.436	< .001	Positive, Moderate
I feel free to be myself around other people	0.433	< .001	Positive, Moderate
I am proud of my ākonga Māori identity	0.425	< .001	Positive, Moderate
My opinions are heard and respected by others	0.419	< .001	Positive, Moderate
I have opportunities to learn and participate in ākonga Māori activities and kinship, including songs, stories, and history	0.417	< .001	Positive, Moderate
I am determined	0.41	0.001	Positive, moderate
I like learning new things on my own	0.361	0.005	Positive, weak
People are kind to me at my school	0.356	0.005	Positive, weak
I am working towards my own goals for learning. For example, goals that you might set yourself for reading, writing, maths, or other things you learn at school.	0.342	0.008	Positive, weak
I have people in my life who do things for me and show me they care	0.339	0.008	Positive, weak

4. Significance Tables

Table 1. All Predictors of Wellbeing - Tamariki (continued)

Indicator	R	p-value	Direction and Strength
My family can use transport that gets us where we need to go	0.3	0.02	Positive, weak
I am excited to learn new things	0.291	0.024	Positive, weak
I believe good things will happen in my future	0.288	0.027	Positive, weak
I ask for help with my learning when I need it	0.268	0.038	Positive, weak

Table 2. All Predictors of Wellbeing - Whānau

Indicator	R	p-value	Direction and Strength
I ask for help when I need it	0.602	0.014	Positive, Moderate
I believe good things will happen in my future	0.504	0.046	Positive, Moderate
In the past month, how often have you felt anxious?	0.538	0.026	Positive, Moderate
In the past month, how often have you felt stressed or overwhelmed?	0.599	0.011	Positive, Moderate

5. Reference List

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