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“It’s not where, it’s how”  
“Ehara I te wāhi ko te tino take, engari me pēhea”

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## PRESIDENTS NEWSLETTER

APRIL 2015

Tēnā koutou katoa

Greetings to you all.

There are a significant number of developments in the education sector at this point in time. Not least of all is the special education update that is being implemented in a particularly short time frame. The intent of the Ministry of Education is to engage with Ministry staff, parents, whanau, schools, education and disability sector partners to gather representative views that will inform the high-level design of future improvements to the Special Education system that will be presented to Cabinet in July this year. Interestingly I see shades of the UK Model of Support and Aspiration (The Green Paper Reforms) in the discussion topics promulgated by the Ministry. In particular, early identification and assessment, giving parents greater control, flexibility of resources, agencies working together and a single assessment process and Education, Health and Care Plan.

Please attend all opportunities in your area to participate in these discussions.

Issues that are currently in focus by your executive include:

- The recognition for special school principals in regard to the staffing and students in the [Outreach Service](#) and the need to have principals remunerated appropriately. This matter is being pursued through the NZEI Principals’ Council.
- [SESTA Hui](#). A meeting is to be held on the 14<sup>th</sup> May with the Ministry of Education SESTA team for a report on the progress made to implement the recommendations from the 2014 SESTA Review.
- [Social Workers in Schools](#). Peter Hughes, David Wales and Jim Greening have confirmed to me at a recent meeting in Wellington that the Ministry has now changed its position that Special Schools are excluded from accessing the SWiS provision. Special Schools Decile 1 – 3 will be eligible for SWiS. This will be staged in over the next twelve months as budget and other (Decile Review) commitments allow.

- [Section 9s](#). The review of the Section 9 Agreement had stalled. The matter will be progressed by the Ministry. Section 9s need only be formally reviewed in the year a student turns eighteen years of age.
- [Satellite costs](#). I have had discussions with Peter and David to consider developing a standardised payment across the county potentially on the basis of a fixed cost per student. It has been suggested that the Ministry, NZPF and SEPAnz undertake a piece of work to establish robust guidelines around additional expenditure and transfer of funding to host schools for students in satellite classes. This work to be completed by year end.
- We are developing a [SEPAnz website](#). This will have a link to ClickSpecialED and vice versa. Having an independent website will enable the association to have links from Ministry publications.
- We have representation on the [Ministry working group](#) 'Illustrating Progress and Achievement in expanded Level One of the New Zealand Curriculum.
- [Special Schools Professional Development](#). Louise and I are to meet with Ministry and NZSTA to plan the PLD day (to be held in Auckland – all expenses paid by NZSTA) with principals and board chairs in regard to expectations of reporting on achievement for our population including charters. The PLD day is to be in Auckland on Monday 17<sup>th</sup> August. Invitations to principals, board chairs and one board member will be sent closer to the time.
- The Ministry has agreed that there is a need for agreed design specifications and protocols for the use of [Safe Rooms](#). This work will be completed by the end of June and will include SEPAnz representation. This will be a welcome development.
- [ORS Reporting](#). I have raised the issue of ORS Reporting as a low trust model and a double up with audited accounts. The Ministry agreed they would look at this issue as part of the SE Update.
- [Specialist Service Standards](#). I have discussed the issue of the reviews being focused on process rather than outcomes and the variable experiences among our sector. I suggested that ERO should undertake this role and noted that there is no figure identified in the Special Education Sector Expenditure (within the BIM). The Ministry agreed that this suggestion will be fed into the SE Update.
- [School Resourcing Forum Meeting](#). The PPTA invited SEPAnz representation to a forum on School Resourcing, one of Minister Parata's foci for 2015. Representative of the major education sector groups met on 15<sup>th</sup> April to discuss the principles that should underpin school resourcing changes and school resourcing delivery. A number of principles were agreed that we will promulgate to you in due course for discussion and feedback.

## **MENTAL HEALTH/EXTREME BEHAVIOUR.**

I have raised this issue with Peter Hughes and David Wales in regard to an increasing number of these student in our schools and the challenges we often have in supporting them. The Ministry is aware that this same issue is faced by the regular education sector.



Peter has asked that our sector compile case studies to progress this matter with Ministries of Social Development and Health - **I have attached a template that you might like to use as a guide. Please have these case studies to me by the end of May. Ideally keep to one page.**

#### **SPECIAL EDUCATION UPDATE.**

You will be aware of the SE Update. I recommend that you access the Briefing to the Incoming Minister (BIM) *Success for All Special Education* that describes the current situation. **Attached to this email is some further information:** Pre Reading and Discussion Topics. Please read these and ensure you attend all opportunities to attend meetings that the Ministry of Education offer. The Ministry of Education 'Inclusive Education Capability Building Project' (IECBP) Sector Advisory Group (SAG) will be holding its own review meeting and Louise Doyle and I will be attending.

The shape of the future of delivery will change.

I wish you well for the rest of the term.

A handwritten signature in blue ink, appearing to read 'Graeme H Daniel', with a long horizontal flourish extending to the left.

Graeme H Daniel

President

