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## PRESIDENTS NEWSLETTER

MARCH 2015

Tēnā koutou katoa

Greetings to you all.

I trust the term is going well for you.

The executive is meeting at the end of this month in Wellington. If you have items you wish to raise, please contact your regional representatives.

I acknowledge the recent death of Jann Carvell, former principal of Fairhaven Special School in Napier. Jann Carvell was a long serving member of the SEPAnz Executive and made significant contributions to the special education sector.

### 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 will report back to me on SWIS during the school vacation in April.
- Section 9s. A meeting was held in Wellington to review this process. Agreement was reached that Section 9 agreements will be reviewed in the year a student turns eighteen. The expectation is that schools would informally review a student's placement at IEP/ILP/ITP meetings.
- The Ministry is investigating the cleaning costs that our schools are faced with when satellite provisions are negotiated with a regular school. I have discussed this matter

with National Office personnel following my submitting your cost information to the National Office at my regular meetings with Ministry personnel. This work is yet to be completed.

- We are intending to develop 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.
- The executive have met with the Ministry and NZSTA to develop workshops with principals and board chairs in regard to expectations of reporting on achievement for our population. Workshops are scheduled to be held mid-year
- The 'Update' on Special Education.
- Transfer of staffing to special schools from the sensory schools.
- Protocols around the use of safe rooms/quiet rooms.

Success for All 'Special Education' Briefing to the Incoming Minister.

[http://www.minedu.govt.nz/theMinistry/PublicationsAndResources/~/\\_media/MinEdu/Files/TheMinistry/PolicyAndStrategy/BIMs2014/SuccessForAllSpecialEducation.pdf](http://www.minedu.govt.nz/theMinistry/PublicationsAndResources/~/_media/MinEdu/Files/TheMinistry/PolicyAndStrategy/BIMs2014/SuccessForAllSpecialEducation.pdf)

I suggest you might like to download this document (dated 19<sup>th</sup> September 2015) for your interest. In regard to the 'Update' (p30) there has been some thinking beyond this statement. David Wales informed me that the Update will consider how the various components that make up what we refer to as special education (\$530m) can work more effectively and efficiently in the wider education system to offer a better system to students and their parents. The Update is not primarily about resources and services.

Minister of Education's Cross Sector Forum Friday 13 March

Some points made by the Minister.

- 2,500 schools, 767,000 students, 200,000 children ECE & 53,300 teachers
- Continuous improvement across the sector with the objective of 85% of students achieving NCEA Level 2 by the age of 18 years is in sight.
- Māori students increased achievement (NCEA Level 2) by 2.4% from 2013.
- Transitions across the sector are fragile and require a focus
- Seamless transitions will enhance collaboration across the sector
- Communities of Learning (Schools) is moving forward with 500 Expressions of interest received, 14 approved out of a total of 70 communities available for 2015.

Government Priorities 2015 – 2018

1. Communities of Schools – maintain the momentum
2. Special Education provision – resources and systems - \$530 million
3. What does the ideal practitioner expert teacher look like ( PLD focus)
4. Review of Funding
5. Review of Legislation



## Katrina Casey - Deputy Secretary Special Education Update 2015

- This is not a review of Special Education – it is an update.
- Systems level – the system is fragmented and frustrating for the sector
- High and complex students well served ( \$220m of the total \$530m)
- Students with moderate needs not well served
- Service delivery is reliant on particular 'buckets of money'.
- Schools are having to seek support from other providers
- ORS applications are currently driven by parents – it is the Ministry that should be supporting parents to develop a plan of support for their child.
- Ministry works closely with children with SEND up to their fifth birthday then less so.
- Funding may be directed to community of schools for decision making
- The process of engagement will be through focus groups in the community facilitated by regional directors of education.
- SEPAnz will be engaged by the Ministry

I wish you well for the rest of the term.



Graeme H Daniel

President

