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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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**SEPANZ Executive:**

**Northern/Auckland:** [Sally Wilkinson, Blomfield Special School \(Secretary\)](#)

**Central:** [Barry Wickens, Tauranga Special School \(2016 NZEI Rep.\)](#)

[Diane Whyte, Fairhaven Special School \(Treasurer\)](#)

**Southern:** [Graeme Daniel, Allenvale School \(Past President\),](#)

[Janine Harrington, Halswell College](#)

**PRESIDENTS NEWSLETTER** **May 27<sup>th</sup> UPDATE , 2016**

Tēnā koutou katoa. Greetings to you all. I have spent five of the last six working days in Wellington on your behalf and I would like to offer feedback and keep you up to speed concerning the various working groups I am involved with.

**Budget**

A synopsis of Budget implications for the Education Sector was provided to participants of the Cross Sector Forum prior to the Budget announcement.. As a result, we were in “Lock-Down” until the Budget announcements. This was a brave initiative by Hon Hekia Parata and I think we all appreciated her gesture.

I understand that what we received in the “Cross Sector Forum Pack” is/will be available on the MOE website. You will have received NZSTA – Lorraine Kerr’s email as well. What we know for certain is that more Students with Special Education requirements will be supported as a result of this budget. It does underline the Minister’s commitment to the Special Education sector.

Some of the pertinent changes include:

**In class support (Teacher Aide support).** Extra \$15.3m for in-class Teacher Aide hours.

**On-going Resourcing Scheme** Increases by \$16.5 m over the next four years. This includes increases to Specialists (SLT etc.), additional Teacher Time and extra Teacher Aide support. The number of Students involved increases from 8,335 to 8,600+.

**Operational Grant** Increase to Schools to support Students most at risk of not achieving (these will be assessed using “social investment factors”. This doubles (approx.) from \$6.177m in 2016/17 to \$12.271 in 2019/2020. One assumes our Schools will benefit.

This “extra support for most-at-risk students” replaces the old “Operation Grant increases” as far as I can tell. The current Ops Grant funding to schools remains as is and this new scheme will be additional. It is also probably the response to the Decile system issues. I understand that those schools with such identified Students will receive an extra \$43.2 m over four years – this reaches about 150.000 students. The target group I understand will have social challenges such as long-term benefit dependence. Obviously our Students will count within this new funding mechanism. As yet though, I don’t have further detail.

### **Funding Review:**

As published I am representing SEPAnz in this project. It is longitudinal – expected to take four+ years, so nothing will dramatically change over-night. It is a review of how education is funded in New Zealand and therefore must be very carefully considered and planned and discussed with the sector.

### **Understanding Behaviour – Responding Safely working group:**

Hamish Allan-Caney (Allenvale) and I are members of this working group. The resource under development is a set of Guidelines and Best Practice and includes Positive Behaviour Support strategies. The write-up is nearing conclusion, then a “trial” will be conducted across schools. The final resource will be introduced to schools later this year – probably upon invitation, and will be readily available on the MOE Website.

What is important about this whole body of work is that no longer will “seclusion” be accepted – seclusion being the shutting away of a child from the learning programme – eg: in a room, in a secluded area – from which the child cannot leave. It IS NOT a ‘calm space’ in the classroom, or a safe place where a Child might choose to go – and can leave when they choose.

The practice around “restraint” is also about absolute necessity in order to keep everyone safe – when all other measures have been employed. Or when there is no other alternative eg: a Child is about to run onto a road.

Because our schools have their unique challenges, the resource cannot address every conceivable situation we might find ourselves in. Therefore there will be the opportunity to attend workshops facilitated by “training personnel” who are conversant with our special circumstances.

There are mandatory reporting aspects and Policy/procedures that everyone would be wise to develop if not already in place.

Best regards to all,

Judith