



22nd September 2016

Tēna koutou katoa / Greetings to you all

It was great to see so many families and friends at the concert. The students and the staff had worked hard to make this event the success that it was. In addition our kapahaka group performed at the recent Burnside Cluster of Schools Cultural Festival. They performed extremely well and were very well received by the audience. We are very proud of their accomplishments as you should be also.

We have recently had a visit from the **dental service** who will be here on site next term with their mobile dental bus for screening of our students aged 13 years and under. They may consider screening of older students. Any student requiring dental treatment will be referred to clinics or to the hospital.

We also have a regular **paediatric clinic** at school. If you would like your child to be seen on site here with a paediatrician, please contact Paula Syme, head of specialist services at Allenvale.

During the Para Olympics, the Christchurch City Council held a **Track my Charity event** in each of their fitness centres. They were supported by Concept Fitness who offered three prizes to the three organisations who had been nominated to be recipients of these. Namely, Parafed, St John of God Trust and Allenvale School. The participants in the fitness centres were able to place a token in favour of one of the organisations. There were over five thousand tokens with the difference between each of the three nominated recipients being 43 tokens. We received a bronze award of a high quality exercycle that is just perfect for our school.

Website: We now have a new website. Please go online and take a look.

Tony Palmer, deputy principal has accepted a secondment to Aranui Primary School for term four as the school transitions to the new Aranui Haetu Campus. Linda King will be acting deputy principal in his absence.

We have had resignations from Sandra Carter and Janet Barclay from the end of this year. Both have given great service to Allenvale School over many years. Sandra is currently on leave this year travelling and intends to continue travelling next year, Janet is retiring from full time employment. Jenny Gosney our IT Coordinator, has accepted a teaching role at the Waitaha Rolleston Satellite. Jenny too has given great service to Allenvale School.

We have recently appointed, Rebekah Carlsen, Kate Sanders, Heather Taylor, Helen Jackson and Sonja Smith to permanent teacher positions commencing 2017.

\$ On the 2nd June, two cash payments of \$75 were paid into the school's bank account at the Northlands branch of the ASB. There was no reference for these on the fast deposit bag so we are unable to allocate these deposits to the correct account. If you paid these into the school bank account, please contact our executive officer Chrissy Brook.

There are a significant number of **changes occurring in the education sector**. These changes include the Update of the Education Act 1989, the Funding Review, the Professional Learning and Development Review, the Communities of Learning (COL) and the Special Education Update (now called the Learning Support Update).

Of these two in particular are of importance to our sector, the Learning Support Update and the Funding Review. The Special Education Principals Association New Zealand Executive is engaged in advisory groups with the Ministry to ensure our voice is heard.

Learning Support

The following is extracted from the Ministry of Education website.

On 19 August 2016 the Minister of Education Hon. Hekia Parata announced the Ministry's next steps to modernise a fully inclusive education system that puts the progress and achievement of all children and young people at its very heart.

Previously called "special education", the Ministry is working with sector partners to modernise how "learning support" is delivered across the education sector.

No two children are the same, so we're looking at individual approaches rather than ones that have categories or criteria that children or young people have to match to get support. That way the progress and success of each child and young person is what counts and is at the heart of teaching and learning.

The focus will be on teaching and learning that supports each child's particular goals and potential – instead of relying on limitations or medical diagnoses to be able to get support.

We know demand for support is rising and we want to make the best use of funds across the system so we get the best value for money spent.

Improving accountability, investments, services and language:

- *Changing our Ministry language from "special needs" and "special education", as it can act as a barrier to developing a fully inclusive education system*
- *We need ways to measure how learners are doing and whether the money we're spending is going to the right places.*

We are continuing to work with others as we look at making changes in these four key areas across the system:

- *Measuring individual and system performance and improving accountability through a stronger outcomes framework*
- *Improving investment decisions with a focus on three priorities:*
 1. *reviewing the Ongoing Resourcing Scheme to ensure the most effective support for students, particularly those between 18 - 21 who are transitioning out of school*
 2. *streamlining Communication Services so we reap the benefits of early intervention*
 3. *clustering Behaviour Services for greater learning support flexibility*

- *Improving and modernising the Ministry's own specialist services, and*
- *Changing our Ministry language from "special needs" and "special education", as it can act as a barrier to developing a fully inclusive education system*

Any and all changes will be transitioned carefully with children at the heart of future support arrangements. No one currently receiving Ministry support will be disadvantaged by any future changes to come.

We'd like to reassure parents that older children will continue to get the support they need.

This is our assurance:

- *Older children will absolutely continue to be funded based on their need for services.*
- *We want to get more help to children when they are younger, as the evidence is this will make a big difference in their lives. We plan to do this by changing the way we provide our services.*
- *Over time, we expect this will lead to lower demand for services amongst older children.*
- *Funding for learning support services for older children will only fall if children in those age groups no longer need those services because earlier intervention has been successful.*

What are the implications for Allenvale School?

There will be no immediate impact. There will be no disruption to current services and programmes. One area under consideration is a review of the ORS for students aged 18 years plus. If there are changes this is likely to be over time with no immediate change.

Recently the three special schools met with the Ministry to consider this age group of students. We discussed what we are doing currently and what might change in the future. There appear to be three cohorts of students. Those with profound disability, those with significant impairment and associated challenging behaviours and those students who are able to access the community for either, employment, supported employment, further education or other community programmes. It could well be that in the future that there may be a central hub for this third cohort of students and one or two outreach facilities. These would be available for all students requiring transition support.

Early Learning Centre:

In spite of the efforts to progress this initiative it is proving to be very challenging. The challenge is threefold. The first barrier is the difficulty of licensing as the centre would be totally independent from Allenvale School as the Minister of Education retracted her view that board of trustees would be able to hold licences for ECEs, the second is the challenge of generating sufficient funding for staffing, infrastructure and leasing and the third the difficulty of finding suitable premises. The light at the end of the tunnel may be the Minister's determination to increase early intervention for children who require learning support. In the UK and in Australia, specialist schools can enrol children from the age of three years.

Specialist Services Review.

The Ministry of Education Specialist Service Review took place on the 13, 14 and 15th of June. The final report has been received. The report is very positive with most standards met or partially met. The team noted the positive culture evident in the school as a whole and the relationships they observed between the staff and the students.

Enjoy the holiday break with your children. We look forward to their return on the 10th October.

Ngā mihi nui

A handwritten signature in blue ink, appearing to read 'Graeme H Daniel', with a long, sweeping underline that extends to the left.

Graeme H Daniel
Principal