

Board of Trustees

Report for Term 1, Week 3, Wednesday 14th February, 2018

Special Needs

During Term 4, 2017, when Paul became the principal, information and documentation about the school's current special needs' systems, was shared and discussed with him.

A process of informal self-review commenced with identifying the place of students' needs within the school's systematic approach towards special needs.

Paul has been:

Developing senior leaders and teachers' understanding of where special needs fits within a school's responsibilities towards its students.

Using reference to:

- the National Administration Guidelines, within the National Education Guidelines
- educational research
- his own qualifications within, and knowledge of special needs
- the experience he brings from the principal roles he has undertaken
- student agency, student voice and student equity
- fostering student motivation for learning
- valuing teachers' knowledge, skills and experience and how this can be reflected within the school's overall approach and understanding of students' needs

Identifying the priorities for change within the special needs' systems.

Utilising funding and resource applications and referrals to; and advice and guidance from, external agencies and professionals to aid the school's management of students with special needs.

Placing more teacher ownership and responsibility for collaborative team decision-making and resourcing learning opportunities that best meet students' needs.

Working to build schoolwide teacher collaboration to better cater for children with special needs and their families.

Strengthening the parent partnership for learning by actively inviting parents/whānau into school to develop stronger relationships and trust in the school and to discuss their children's needs.

Communicating with senior leaders and teachers about the importance of data / evidence as a basis to establish student needs across the school.

Developing school systems that require teachers collate, analyse and make decisions about students' needs based on data; including improving teacher capability to inquire into data more deeply to track and monitor student progress.

Enabling collaborative decision-making and consultation with staff to establish leadership roles and leadership teams that are focused on students' needs.

Balancing teacher control and student autonomy, in order to foster student construction of personal learning contexts and outcomes.

Providing opportunities for students to be leaders and manage their personal behaviour choices through becoming mediators, showing responsibility and supporting other students to learn self-management.

- Fostering a student-led, schoolwide approach towards children's behaviour needs
- Strengthening the use of the tuakana teina model across the school

Placing a focus on teacher professional learning and development in targeted areas:

- Build leaders' and teachers' content knowledge and pedagogy in assessment and digital literacy to shift student outcomes – and – enable students and teachers to become 21st century digital learners

In conclusion (no reira)...

We are on our way to achieving the following aims and more through the process of self-review and improvement which is focused on strategic, systematic schoolwide practices.

Student self-efficacy, motivation for learning and building their capacity to be lifelong learners, enables students to have confidence in themselves as learners and have more control over their learning needs and learning outcomes.

Teachers' capacity to effectively use data / evidence to identify students' needs and respond in ways that align with current, high quality practices.

Parent partnerships for learning and their contribution towards their own children's needs give more strength to the school's special needs' systems.

A focus on strategic, positively directed change in the school's student support systems are having an ongoing effect on leadership decisions, teacher pedagogy, practice and collaborative, collegial support across the school.

Special Needs covers – for example:

Ministry of Education (MoE) Speech Language Therapists Occupational Therapists Physiotherapists	Resource Teachers: Learning and Behaviour (RTLB) RTLB Cluster 5: Auckland West RTLB School Liaison	Ongoing Resource Scheme (funding) (ORS)
School High Health Needs Funding (SHHNF)	Gateway: Tamariki Oranga – Ministry of Education – Ministry of Health – RTLB	Teacher Aide support

Community of Learning (CoL) Priority Learners	English Speakers of Other Languages (ESOL)	Resource Teachers of Literacy (RTLit)
Resource Teachers of the Deaf	In Class Support (funding) (ICS)	Transition Early Childhood Intermediate
Referrals to Professional Services: Educational Psychologists	Professional Development: Teachers Teacher Aides	Parent Education

English Speakers of Other Languages ESOL

Prepared by Deborah Shaw, Deputy Principal, Special Needs Co-ordinator, Syndicate Leader, Aroha (Year 5/6)

Diploma of Teaching; Higher Diploma of Teaching; Diploma in the Education of Students with Special Teaching Needs; Bachelor of Education; Post Graduate Diploma of Education

Matipo Primary:

Special Needs – System and Management of...

In-School Intake Meetings – 2018

Terms	Week – Day – Time – Venue	Week – Day – Time – Venue
Term 1	Week 5 – Wednesday 28/2 – 3.00 – 5.00pm – Media Suite	Week 9 – Wednesday 28/3 – 3.00 – 5.00pm – Media Suite
Term 2	Week 3 – Thursday 17/5 – 3.00 – 5.00pm – Media Suite	Week 7 – Wednesday 13/6 – 3.00 – 5.00pm – Media Suite
Term 3	Week 3 – Thursday 9/8 – 3.00 – 5.00pm – Media Suite	Week 7 – Wednesday 5/9 – 3.00 – 5.00pm – Media Suite
Term 4	Week 3 – Thursday 1/11 – 3.00 – 5.00pm – Media Suite	Week 7 – Wednesday 28/11 3.00 – 5.00pm – Media Suite

- Term 1, Week 4 – Monday 19/2 Syndicate meetings – Tuesday 20/2 Staff meeting – Wednesday 21/2 SLC date – Thursday 22/2 SLC date
- Term 2, Week 3 – Wednesday 16/5 BoT meeting
- Term 3, Week 3 – Wednesday 8/8 BoT meeting
- Term 4, Week 3 – Wednesday 31/10 BoT meeting