

Kimi News, Week 2, Term 4, 2016

In light of recent reports in the press we would like to reassure you that we do not have a seclusion room at Kimi Ora School. Our whanau/parents are highly valued and are involved in all decisions about their child and their learning programmes. If a student is finding it difficult to cope, we always talk to parents/whanau about ways in which we can support them to access learning.

We have had a great start to Term 4. The topic this term is focused on science and there has been plenty of experiments and exploration going on. One new session that has been implemented is Sound Science. This is run by Andrew Tutty, one of our Music Therapists. The students explore sound making with a range of household items. Last week a group managed to play the Star Wars theme by tuning bowls of water!

You are welcome to check out our Science exploration at Evans Bay on Thursday 17 November, more details to come.

Term Dates

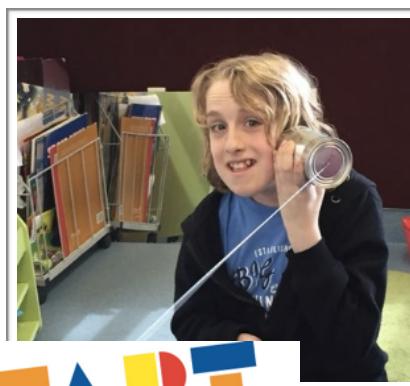
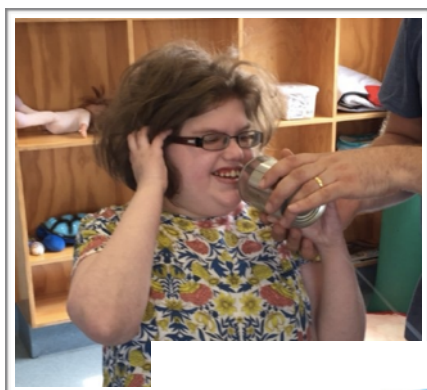
Term 4 -
10 Oct - 16 Dec

EVENTS:

Battle of the Bands
Friday 11 November

Evans Bay Science Fair
Thursday 17 November

Naenae Sports Day
Friday 2 Dec



Dates for 2017 - First day of School: Wednesday 1 February. Final day of 2017 will be Friday 15th December

Fonterra and Sanitarium partnered in February 2009 to provide a free school breakfast of Anchor milk and Weet-Bix to all New Zealand schools. The NZ Government joined as a supporter in May 2013 which enabled the programme to be extended from two days to five and it was opened up to all schools decile 1 - 10.

More than 125,000 nutritious breakfasts are served each week in over 890 schools that run their own KickStart Breakfast club.

Kimi Ora School has signed up to this programme and we now have free Weet-Bix to go with the free milk. Thanks so much to Fonterra, Sanitarium and the Ministry of Social Development for this awesome initiative.

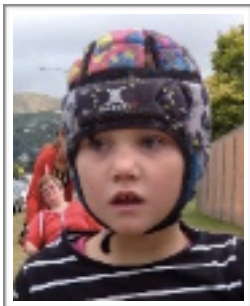
	<h1>Kimi Ora School</h1>	PO Box 35017, Naenae 5041 Ph: 567 5834 20 October 2016
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A yoga class for people with disabilities will be run on Labour Day, Monday 24 October, 4pm at Thistle Hall.



Jemma and Paul of Yoga Rhapsody invite people of all ages with disabilities to this any level yoga class with live music. Jemma will guide you through a short meditation, breathing exercises, beginner yoga postures and movements, which can be accessed from a seated or standing position. Paul will accompany the class with acoustic guitar and vocals, playing a mixture of original material and singalong songs we all know. If you are interested in trying yoga, or chilling out to an hour of music this Labour Day, then come along to this yoga class at Thistle Hall where we especially welcome anyone with a disability.

Thistle Hall has wheelchair access and a disabled toilet. All disabilities welcome – come along with an open mind and take what you wish from the experience, whether it be yoga, movement, live music, mindfulness or some rest and relaxation. Friends, family members and caregivers are also encouraged to come along and get involved!



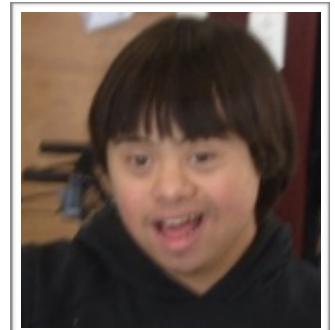
Alex - for great coordination when posting objects.

Congratulations

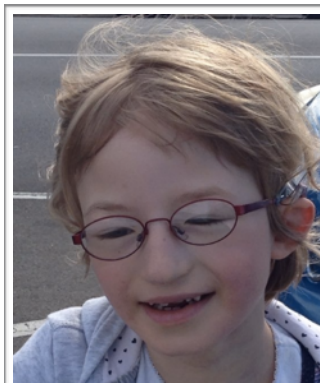
to our most recent cup winners!



Daley - for showing great initiative during cooking.



Fletcher - for biking to Avalon park and back.



Rosie C - for eating a whole teaspoon of food in one go.



Board Talk

The latest meeting was held on 20 September, 2016 in the staffroom at Naenae. We welcomed Karina Best (mother of Keelan, at Evans Bay) as a new parent representative.

Special Education Review

This Board meeting focused on the Special Education Review. Last year there was a national consultation process of both staff and parents. The Special Education update includes areas that were not mentioned at these consultations, for example, ORS funding, and the needs of 18 – 21 year olds.

There was discussion around actions that are being taken by parent and community groups in response to the perceived inadequacies of the consultation process and the current moves being undertaken by the government with the Special Education Review. For example; there is a facebook group, administered by parents in the Manawatu, VIP INC which has over 950 members. This group is for all caregivers, staff and others impacted by the current arrangements for special needs students and by the proposed changes. It is an excellent forum for staying up-to-date with what is happening and possible implications.

As a Board of Trustees representing our parents we believe it is important that we respond to proposed initiatives by the Minister of Education. At the request of the Board Chair, Alex Matheson (parent) drafted a letter to the Acting Secretary of Education from the Board asking for clarification on the Cabinet Paper submitted by the Minister of Education in July this year. Alex said he was struck by the lack of justification to reform ORS or the changes for 18 – 21 year olds. There was discussion on the use of the word 'inclusion' and the place of Special Schools in New Zealand and the purpose of the reviews. The Board agreed that the Chair send the letter after the meeting.

We did, and the Manager of Special Education, David Wales is coming to our next board meeting to discuss the issues raised.

The Board is also considering making a submission on the Amendment to the Education Act currently in select committee. Special School Principals are meeting with the Minister of Education in November.

Bulk Funding

You may have seen in the news that the MoE looking at changing funding model to schools to one of bulk funding. There is a concern that funding will end up being more narrowly linked to achievement. The NZEI and PPTA have been taking a stand against this.

Communities of Learning (COLS)

Shirley outlined what a COL is; clusters of schools coming together. For example; Naenae and Taita have a cluster of 18 schools. It was initially about working together to focus on one element of teaching and learning, and how to raise achievement in one area. Recently it has been stated in various meetings by MoE personnel that property funding, special education funding etc will come through the COL. This has not as yet been confirmed by documentation.



Community Space

Members of the Board visited Laura Ferguson Trust. The space is very suitable for our needs, with a large room, a training kitchen that we can use next door as well as a well fitted out disabled toilet with shower and hoist. We also saw the gym and met a few of the adult residents. Shirley is now discussing with Laura Ferguson Trust management how the arrangement could work financially and operationally.

Pathway to Kimi Ora School

I presented "Pathway to Kimi Ora School". This is draft paper, a summary of interviews conducted with eight Kimi Ora School parents/caregivers. on whanau experiences with transitioning into Kimi Ora School, applying for ORS funding, their previous experiences and their experiences once arriving at Kimi Ora School. This is an on-going piece of work and I would be very happy to interview any other parents whose children came to Kimi Ora after attending a mainstream school or a special needs unit.

School Policy's

1. **Child Protection** The school is in the process of further developing our Child Protection Policy in line with the Vulnerable Children's Act. I attended a workshop held by the New Zealand Trustees Association which provided useful materials for the school.
2. **Protocol for Prioritising Vacancies** We have now agreed a protocol for prioritising when a vacancy occurs.

Eligibility to attend Kimi Ora remains the same. The student must be verified under ORS and will have physical disabilities with associated cognitive impairment.

- **Physical disability** is defined as needing specialist one-to-one intervention at least weekly and/or specialist monitoring at least once a month together with daily special education support provided by others. This support must be to help with personal care or mobility and positioning.

Associated cognitive impairment Eligible students require high adaption of curriculum content and delivery. Eligible students require ongoing adult support to access the adapted curriculum. They require an individualized programme developed by teachers and specialists.

Prioritising

If there is a vacancy and a number of students requesting a place then the Leadership team (with Board input if required) will consider the following factors:

- Age and ability (where there are gaps in the school).
- Need for a sensory learning environment
- Existence of a high level of physical disability requiring the specialised services that the school can provide.
- Requirement for a protected environment for their health and safety which other alternative schools can't provide.

		PO Box 35017, Naenae 5041 Ph: 567 5834
		20 October 2016

Celebrations

Achievement Data Shirley presented the overall achievement data for our students explained how progress is monitored using Fuel/Launch indicators.

IEPs – The staff have worked hard to manage the IEP process. As a Board we value that this process is student-centered with whanau/parent input being highly valued. It reflects the knowledge the team have of each student and their desire to support ongoing development and achievements.

Dance Show – Parent feedback has been overwhelmingly positive. The Board thanked the staff for all the work and the amazing result. The school is producing a video of the performance.

Visits to other Special Needs School

I was visiting friends in Canberra last month and took the opportunity to visit two special needs schools there which were for year 7 and older. One catered for moderate to very high needs and the other for mild to very high needs. The leaving age is 18.

There are around 300-350 students in Special Needs schools in Canberra out of around 2000 students with mild to severe disabilities.

Points of Interest include:

1. There is a new Federal Government scheme the National Disability Insurance Scheme where every disabled person is allocated a planner and individualized funding to facilitate the development of a package to support needs, primarily outside of school. The main premise is on individuals having choice and control.
2. There are no therapists hired by the school. The separate government agency that was supplying therapists has been disbanded. Private providers work with parents to support the Individual Learning Plan, developed with the planner.
3. There has been the introduction of a National Curriculum. One school had just undergone the equivalent of our ERO review and was not faring well in having developed a functional curriculum for their students rather than adhering to the National Curriculum which does not provide content that captures the learning of students with multiple and severe disabilities.
4. There is special needs transport which is considered costly by the government. There are small buses which were used to transport students to any special needs school in Canberra. Restrictions are now being applied based on location.

- All students are assessed on a points scheme (rather than ORS) where 5 points is mild, 8.5 is the most severe. Once teacher is allocated for 24 Points. Four students of 8.5 points would equate to one teacher and a teacher's assistant.

I left the schools reflecting on how the team work we have between therapists, teachers, teacher's aides and parents leads to an innovative learning environment and provides learning opportunities for our students that would not be otherwise possible.


Next Meeting

The next Board meeting is on Tuesday, 29 November at 6.30pm in the staffroom at Naenae.

Board meetings are public, which means all parents are welcome to attend. The Board is responsible for school governance and the Principal for school management. If you have any issues you think are governance issues, contact Shirley or myself, pwood.nz@gmail.com or 021 1655329.

Nga Mihi,


Philippa



to look , titiro
see

Place extended right index and middle fingers, slightly apart, at corner of right eye. Move formation forward. Use directionality.

Signs we are learning...



What happened?

