



## Briefing Note: Masterton Primary Principal's Group and Autism Wairarapa meeting on 25 June 2021

<b>To:</b>	Hon Jan Tinetti, Associate Minister of Education		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	22 June 2021	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1262884
<b>Drafter:</b>	Georgina Muir	<b>DDI:</b>	9(2)(a)
<b>Key Contact:</b>	Pamela Cohen	<b>DDI:</b>	
<b>Messaging seen by Communications team:</b>	Yes	<b>Round Robin:</b>	No

### Purpose

This briefing note provides information, speech notes, and reactive Q&As to support your meetings with the Masterton Primary Principal's Group and Autism Wairarapa on Friday 25 June 2021.

**Annex 3** provides speech notes, and reactive Q&As for your meeting with the Masterton Primary Principal's Group.

**Annex 4** provides suggested responses to questions submitted by the Masterton Primary Principal's Group.

**Annex 5** provides speech notes, and reactive Q&As for your meeting with Autism Wairarapa.

**Agree** that this briefing note will be proactively released.

**Agree** / Disagree.



Pamela Cohen  
Acting Associate Deputy Secretary  
Sector Enablement and Support



Hon Jan Tinetti  
Associate Minister of Education

22/6/21

22/06/2021

## Background

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1. On Friday 25 June 2021 you are attending two meetings in the Wairarapa, organised by your Ministerial colleague Kieran McNulty, MP for Wairarapa. We understand that Kieran McNulty will accompany you at both meetings. **Annex 1** provides you a list of attendees who have confirmed their attendance for each respective meeting.

### **Masterton Primary Principal's Group meeting**

2. Your first meeting (12:00pm - 2:00pm) is with the Masterton Primary Principal's Group at Hadlow Preparatory School.
3. The Masterton Primary Principal's Group has requested information on:
  - The Learning Support Action Plan 2019 – 2025 priorities, with a focus on improving education for ākonga at risk of disengaging (Priority 6 of the LSAP).
  - Budget 2021 investment for learning support (attendance and behaviour).
  - Refresh of the national curriculum – update and progress.
4. **Annex 2** provides you with relevant background information on the schools with principals who are members of the Masterton Primary Principal's Group.
5. **Annex 3** provides speech notes, and reactive Q&As for your meeting with the Masterton Primary Principal's Group meeting.
6. The Masterton Primary Principal's Group has also submitted questions that they would like you to respond to. **Annex 4** provides you with the questions submitted and suggested response.

### **Autism Wairarapa meeting**

7. Your second meeting (2:30pm - 3:30pm) is being hosted by the Autism Wairarapa Charitable Trust (Autism Wairarapa) at 157 Queen Street, Masterton.
8. Autism Wairarapa has requested information on:
  - Early intervention support and services for pre-school aged ākonga with autism.
  - Support and services for school-aged ākonga with autism and other learning needs.
  - National review of support available for ākonga with the highest level of need.
9. **Annex 5** provides speech notes, and reactive Q&As for your meeting with Autism Wairarapa.

### **Background information on Autism Wairarapa**

10. Autism Wairarapa is a charitable trust that provides support and information to those who live and work with individuals with autism in their community.
11. In October 2020, Autism Wairarapa was a recipient of the Masterton District Council's Community Wellbeing Grant to support a Lego Club for autistic children with a focus on participation and community wellbeing.

12. An ongoing concern for Autism Wairarapa is the level of support available for ākonga with autism and support for families and whānau.
13. On 4 April 2021, you received a letter from Kieran McAnulty on behalf of Autism Wairarapa outlining their concerns on the resourcing of education programmes for ākonga with autism and asked for a response to the following questions:
  - How many ORS funded children are there in the Wairarapa?
  - How many applications for funding have been declined in the past two years?
  - How many students are the RTLB currently supporting?
  - Why does the Wairarapa not have another early intervention service?
14. A copy of the 12 May 2021 response is attached as **Annex 6**.

### Masterton Primary Principal's Group – issues of interest

#### **Learning Support Action Plan 2019 - 2025 (LSAP) priorities**

15. The LSAP sets out the Government's vision for an inclusive education system where every child feels a sense of belonging, is present, makes progress, where their wellbeing is safeguarded and promoted, where learning is a lifelong journey, and where children and young people with learning support needs get the right support at the right time.
16. A summary of work underway to progress key actions of the LSAP's six priorities includes:  
**Priority 1 – Learning Support Coordinators (LSCs)**
  17. The first tranche of 623 LSCs has been rolled-out to 124 clusters of schools, kura and early learning services around the country.
  18. There are ten LSCs in the Wairarapa area. The RTLB service works closely with them and is running an Incredible Years Teacher course for six schools.
  19. A three-phase evaluation of the LSC initiative is taking place. Phase 1 has been completed and has contributed to fine tuning the role expectations, clearer messaging to the sector, and ensuring that sufficient support is in place for LSCs.
  20. Phases 2 and 3 of the evaluation will have a greater emphasis on the contributions of the LSC role for the Learning Support Delivery Model (LSDM) and Ka Hikitia | Ka Hāpaitia. There will also be a greater focus on Māori medium, and the experiences of the LSC role for ākonga Māori and Pacific learners.
  21. The evaluation will help us to better understand how the LSC role supports ākonga with mild-to-moderate, neurodiverse, or high and complex learning support needs to receive appropriate help when they need it.
  22. The evaluation will also add to our understanding of how LSCs are supporting ākonga transitions between and within schools, kura and early learning services me ngā kōhanga reo and beyond schooling.

## **Priority 2 – Screening and early identification of learning support needs**

23. Tools to help with the identification of dyslexia, dyspraxia and giftedness have been updated and made available to all LSCs, schools and kura.

## **Priority 3 – Strengthening Early Intervention**

24. Work is ongoing to reduce waiting times for existing early interventions services.
25. We have co-designed and delivered with Te Kohanga Reo National Trust an awareness campaign to ensure that kaiako, parents and whānau are aware of and confident to access learning support particularly for behaviour needs and autism spectrum disorder.

## **Priority 4 – Flexible supports for neurodiverse ākonga**

26. Existing materials and resources on dyslexia, guidance on teaching neurodiverse ākonga, and positive behaviour guidance have been updated and made available.
27. Work is under way to progress the review of supports for ākonga with the highest levels of need, including the Ongoing Resourcing Scheme (ORS), to ensure they are meeting the needs of ākonga, and delivering the intended outcomes.

## **Priority 5 – Meeting the learning needs of gifted ākonga**

28. We have implemented an initial package of support for gifted ākonga. This includes establishing study awards to allow gifted ākonga to undertake extension study and projects, and study awards to build teacher capability in gifted education.
29. We have extended current supports for gifted ākonga to early childhood education services, including the transition into primary school and have increased access to One Day Schools or similar and mentored online opportunities where One Day Schools cannot be accessed.

## **Priority 6 – Improving education for ākonga at risk of disengaging**

30. The Ministry worked with the sector, ākonga and whānau in 2019 to co-design a new system for providing education to at-risk ākonga.

31.

**9(2)(f)(iv)**

32. The Government remains committed to change and will look to undertake incremental change to bring us closer to the ideal state. The focus for the rest of this year will be on changes to the referrals process, and the Ministry will work closely with the sector on this.
33. A \$19.5 million package of wellbeing support to help students in alternative settings and those at-risk of disconnecting from their learning to stay engaged in education and training is being implemented to the end of 2021.

34. The package includes \$6.9 million for an Enhanced Wellbeing Fund to help manage any learning and wellbeing needs for students enrolled in Alternative Education, Activity Centres, Teen Parent Units, and through Te Kura's at-risk gateway programme.
35. A further \$6.2 million provides support for young people transitioning from alternative settings to training, employment or further education.

**Budget 2021 investment for learning support (attendance and behaviour)**

36. Substantial investment in learning support has been made in recent years, around a billion dollars in new funding since 2018. Ākonga are now supported with more staff and specialists, and we are rolling out a comprehensive programme of changes and improvements under the LSAP.
37. Budget 21 adds a further \$67 million, with a focus on preventing ākonga from disengaging from their learning, with \$37 million of that supporting our most vulnerable and at-risk ākonga:
  - \$20 million over four years to enable the Attendance Service to provide 7,500 more ākonga places, and to address cost pressures within the service.
  - \$17.7 million over the next four years will support up to 95 more ākonga annually to respond to requests from principals for more support for ākonga experiencing distress and whose behaviours are challenging for others. Additional psychologists and facilitators will enable an expansion of the Intensive Wraparound Service (IWS). This will allow for a 23% increase on the current number of ākonga supported.
  - \$4.4 million will be used to maintain education provision for the most at-risk ākonga while the system of support for at-risk ākonga is redesigned. Funding can be used flexibly by providers to help to meet the costs of essential resources and supports, such as access to quality teaching and learning experiences; learning resources; access to health, mental health and broader social services; enrichment activities; transport costs; and other basic wellbeing needs. The funding will be available from 1 July 2021.
  - \$24.2 million provides departmental funding to maintain learning support services for 34,500 of our most vulnerable ākonga. The focus is on assisting learners with additional learning needs and includes services such as communication, behaviour, and early intervention services. It also includes the Incredible Years programme for ākonga with autism and supports ākonga with poor language skills, blind and deaf ākonga, and others with complex health needs.

## **Refresh of the national curriculum**

38. The work to develop the Numeracy and Literacy strategies to strengthen the teaching and learning of literacy and maths as part of the New Zealand Curriculum refresh has been underway since last year. It began with the compilation of background material to inform wider discussion, largely taking place in an environment where COVID-19 prevented the Ministry from engaging with the sector as much as they would have liked.
39. So far this year the Ministry's literacy and maths strategy development teams have conducted seven workshops around the country to gain face-to-face input, and also facilitated employer and industry hui, met with the Disabled People's Organisation Coalition (DPO Coalition) and with the Curriculum Voices Group. In total close to 150 people attended the workshops, and the response was positive, and affirmed that there is general agreement with the areas the Ministry had identified for attention.
40. Next steps include the synthesis of the information gathered in time for an update to Ministers in July, and further advice by the end of September.
41. Curriculum is a focus of current investment. Budget 21 has provided:
  - \$110 million to establish a new Curriculum Centre within Te Mahau that replaces the Education Service Agency (ESA) working title to progress an ambitious curriculum work programme. This is part of the reforms of Tomorrow's Schools, and it is about the Ministry taking an active role to ensure the right balance of local and national influence in learning.
  - a. \$10 million to deliver targeted supports for ākonga in literacy and numeracy and te reo matatini me Pāngarau for those preparing to sit the new NCEA requirements from 2023 onwards. This includes professional support and growing capability in teachers to ensure the sector is well-placed to achieve these new standards.

## **Period products rollout**

42. On 15 June 2021, you visited Auckland Girl's Grammar School to announce the start of free period products being delivered to schools and kura.
43. Around 90 percent of ākonga estimated to have periods are at schools and kura that have opted-in to the initiative. As at June 2021, there were 1,619 schools and kura who have opted-in to receive free period products through the initiative.
44. Phase one of this initiative will see product delivery to schools and kura that opted-in to the initiative by the end of Term 2. Schools and kura that have not yet opted-in to the initiative can still do so. As schools and kura continue to opt-in and place orders, product will be progressively distributed to them.
45. The Ministry is working with other organisations that already provide period products to schools to ensure a smooth transition to the Ministry initiative and mitigate any supply issues.
46. Phase two of the access to free period products in schools' initiative will look at refining the distribution model, for example student direct orders, bulk supply distributed through a trusted adult and dispenser units in bathrooms.



## Autism Wairarapa – issues of interest

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47. Learning support in education is based on understanding the strengths and needs of ākonga within the context in which they learn, rather than a diagnosis. A range of options are provided according to the needs of ākonga for universal, targeted or more intensive and individualised supports.
48. When ākonga reach school age, there are several ways they might receive learning support. What this looks like and who delivers that support will depend on the needs of the child and their whānau and the educational setting they are in.

### Early intervention support for preschool aged ākonga with autism

49. For preschool aged ākonga, learning support includes the Early Intervention Service which anyone can request, provided they have the permission of the parents. The support can be provided by the Ministry of Education or a contracted provider.
50. The Early Intervention Service is tailorable and can provide specialist support for ākonga who have an identified need, from birth until they start school. Needs can include developmental delays, disabilities, behavioural difficulties and/or communication difficulties that significantly affect their ability to participate and learn at home or in an early learning service setting.
51. The Ministry has a close working relationship with Autism New Zealand and has contracted them to deliver the Tilting the Seesaw initiative. The Ministry also contracts 11 Early Intervention Specialist Service Providers to provide support for preschool aged ākonga with high needs.
52. Two Incredible Years® programmes offered by the Ministry are specifically designed for parents and teachers of ākonga aged from 2 to 5 on the autism spectrum. Ākonga do not need to be enrolled in early learning services for their parents or teachers to receive this support.

### Support and services for school-aged ākonga with autism and other learning needs

53. Specialist support can be provided by Ministry and specialist teachers such as RTLB and Resource Teachers, Literacy. Ministry employed specialists include psychologists, occupational therapists, physiotherapists, speech-language therapists, learning support advisors, Kaitakawaenga (cultural advisors), and advisors on deaf ākonga.
54. For ākonga with high and very high ongoing needs, they may qualify for ORS funding. In the Wairarapa, as of June 2020, there were 99 ORS ākonga enrolled in schools and kura.
55. Last year the Ministry worked with Autism NZ to develop online training for LSCs, who are a new role in the education system. The online training helps LSCs to better understand how to meet the learning needs of ākonga with autism, using universal design and other techniques. LSCs can work with classroom teachers to apply the techniques and support ākonga with autism in their learning.
56. Many schools choose to have a Special Education Needs Coordinator (SENCo) as part of their staffing. Schools use SENCo to identify the learning and wellbeing needs of ākonga and look at ways those needs can be met, both in the classroom and at home. They work alongside teachers, kaiako and whānau to plan for appropriate supports.

57. Initiatives that are implemented at a service-wide, class-wide or school-wide level provide supports to all ākonga, including ākonga with autism. Positive Behaviour for Learning (PB4L) provides schools and kura with a way to consider both learning and behaviour across the whole school, and student by student. The new Ready to Read Phonics Plus literacy resources provide teachers with guidance on tailoring the intensity of support and additional strategies for specific needs.
58. Two new curriculum resources have been developed for early learning services and early years schooling 'He Māpuna Te Tamaiti' and 'Talking Together, Te Kōrerorero'. These resources support building oral language and social and emotional skills for all ākonga, a strong foundation for their future learning and development, well-being and social outcomes.

#### **National review of support available for ākonga with the highest level of need**

59. Parents, whānau and kaiako have ongoing concerns about the adequacy of learning support, who can access these supports, how they are funded and provided, and how long the support is provided for.
60. In response to this, the Ministry is undertaking a review of supports for ākonga with the highest levels of need, including the ORS, to ensure they are meeting needs of ākonga, and delivering the intended outcomes. This is a commitment set out within Priority 4 of the LSAP.
61. The Ministry is currently working to engage with a diverse group of education sector stakeholder groups alongside Treaty partners in the first stage of the Review to co-design the scope and Terms of Reference.
62. Following consideration by Cabinet in August 2021, the Review will then focus further on wider engagement and information gathering.

#### **Proactive release**

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63. We recommend this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

#### **Annexes**

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- Annex 1:** List of attendees for each respective meeting
- Annex 2:** Background information on the schools where the principals are members of the Masterton Primary Principal's Group
- Annex 3:** Speech notes and reactive Q&A for the Masterton Primary Principal's Group
- Annex 4:** Questions submitted by the Masterton Primary Principal's Group and responses
- Annex 5:** Speech notes and reactive Q&A for Autism Wairarapa
- Annex 6:** For reference: copy of 12 May 2021 response to MP, Keiran McAnulty



## Annex 1: List of attendees for each respective meeting

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Masterton Primary Schools Principals' Group meeting attendees:

Principal Name	School Name
Darren Kerr	Whareama School
Dave Finlayson	Opaki School
Gareth Sinton	Douglas Park School
Gene Bartlett	Wainuioru School
Janine Devenport	Fernridge School
Kim Lupo	Mauriceville School
Mark Bridges	Solway Primary School
Simon Couling	Tinui School
Tim Nelson	Lakeview School
Andrew Osmond	Hadlow Preparatory School
Russell Thompson	Masterton Intermediate School
Sue Walters	Masterton Primary School
Steve Wheeler	St Patrick's School Masterton
Pip Rimene	Te Kura Kaupapa Māori o Wairarapa

Autism Wairarapa meeting attendees:

Name	Role
Wendy Lowe	Support Coordinator Autism Wairarapa
Amanda Taylor	Trustee Autism Wairarapa
Sally Chamberlain	Trustee Autism Wairarapa
Ange Compton	Trustee Autism Wairarapa
Tracey van der Raaij	Trustee Autism Wairarapa

## Annex 2: Background information on the schools where the principals are members of the Masterton Primary Principals' Group

1. This section details Government initiatives underway at schools in Masterton.

### **Ka Ora, Ka Ako | Healthy school lunches programme**

2. Currently the following schools are part of the Ka Ora, Ka Ako | Healthy school lunches programme where Trust House is the food provider:

- Makoura College
- Lakeview School
- Masterton Primary School
- Te Kura Kaupapa Māori o Wairarapa

### **Free Period Products**

3. These schools have opted-in to the programme but have not yet ordered products:

- Makoura College
- Lakeview School
- Masterton Primary School
- Te Kura Kaupapa Māori o Wairarapa.

### **Urgent Response Fund (URF) applications**

4. A total of \$307,241.60 has been approved and allocated for Masterton schools. Around 63 percent of the allocated funding (\$193,165.20) is allocated to primary schools. The table below shows the amount of URF funding approved and allocated for Masterton schools:

School Name	Allocated URF funding
Chanel College	\$ 4,830.00
Makoura College	\$ 52,180.00
Wairarapa College	\$ 57,066.40
Douglas Park School	\$ 3,705.00
Fernridge School	\$ 32,704.90
Gladstone School (Masterton)	\$ 18,000.00
Hadlow Preparatory School	\$ 3,000.00
Lakeview School	\$ 33,732.00
Masterton Intermediate	\$ 30,750.80
Masterton Primary School	\$ 23,336.00
Mauriceville School	\$ 5,385.00
Opaki School	\$ 16,742.50
Solway School	\$ 10,000.00
Tinui School	\$ 6,975.00
Wainuioru School	\$ 3,634.00
Whareama School	\$ 5,200.00
<b>TOTAL</b>	<b>\$ 307,241.60</b>

### Ongoing Resourcing Scheme COVID-19 Response Fund

5. A total of \$104,700.83 has been approved and allocated for Masterton schools. All schools that applied for the ORS COVID-19 Response Fund are primary schools and were successful in applying for the fund. The table below shows the amount of funding approved and allocated for Masterton schools:

School Name	Allocated ORS-URF
Douglas Park School	\$ 22,912.37
Fernridge School	\$ 7,830.81
Lakeview School	\$ 35,383.66
Masterton Primary School	\$ 18,561.92
Mauriceville School	\$ 3,480.36
Opaki School	\$ 1,740.18
Solway School	\$ 8,700.90
St Patrick's School (Masterton)	\$ 4,350.45
Tinui School	\$ 1,740.18
<b>TOTAL</b>	<b>\$104,700.83</b>

### Placement of excluded students

6. Principals are reluctant to enrol excluded students, and there is an expectation that we will provide transition funding to help support schools. Schools are vocal that often these students come with challenging behaviours that add to their workload. We are working through these issues and trying to balance supporting schools with a child's right to education.

7.

9(2)(g)(i)

### Status of Learning Support in the Whakaoriori (Masterton) Kāhui Ako

8. The Masterton (Whakaoriori) Kāhui Ako was one of two clusters in the Wellington region who were scheduled to connect to the Te Rito platform in Term 2. This is now paused, and the schools have been notified. The schools are disappointed with this further delay and may share this frustration with you.
9. The Kāhui Ako have a well-established and updated learning support register that has assisted with understanding the patterns of need across the cluster. This register is used across the cluster and by individual schools to assist with knowledge of trends and patterns including locations, year levels, and needs of children.
10. The Masterton cluster received an allocation of 10 LSCs that work across all schools regardless of their membership in the Kāhui Ako. The LSCs meet regularly as a group and their work programme is coordinated by Janine Davenport, Principal of Fernridge School.



11. The Ministry's Learning Support team works well within the Learning Support Delivery Model. This work has included extensive capability building across all early learning services and schools. The team has also maintained no waitlist for two years.
12. We have been working with Solway School to establish a primary satellite class of Kimi Ora Specialist School. This would enable ORS verified children from the Wairarapa to access supports and services.

#### **Refugee and Migrant Programme**

13. Masterton was selected as an area for refugees under Immigration New Zealand's Refugee Resettlement Strategy. The Strategy is an all of Government strategy to support refugee settlement. The first families were due to arrive there in May 2020, but this has not happened due to the COVID-19 outbreak and travel restrictions. There are also three to five families who were expected to settle in Masterton.
14. Immigration New Zealand will be responsible for the resumption of the program and placement of families will be assessed through them.
15. There are 101 students who are currently receiving ESOL funding within Masterton Schools.

#### **Available property information on Masterton schools**

16. Following is the most up-to-date information we have on the status of the primary school properties:
  - **Douglas Park School** – A project has just been approved that will provide safe parking and drop-off for a SESTA total mobility van. The project also includes accessibility ramps and improved fencing. Work to repurpose a space to accommodate a LSC is included in a wider project to alter the school's admin area.
  - **Fernridge School** - The main school building has been replaced with a new building in the past 2 years. A project to provide suitable LSC accommodation is in procurement, and the project is combined with School Investment Package-funded work to create classroom breakout spaces. Another project to provide non-scalable fencing to the rear boundary is planned. There has been some delay due to contractor availability and supply constraints.
  - **Gladstone School** – The school's Project Manager is scoping and planning for a new universal high dependency bathroom and non-scalable boundary fencing.
  - **Lakeview School** – A Central Regional Health School satellite classroom is hosted at Lakeview. A project is being developed to relocate the satellite classroom from the existing room to the former Speech Language Therapy clinic which is better located and a preferred facility. This will be funded through our Learning Support Property Modification stream and the health school's SIP funds.
  - **Solway School** – The school's buildings are being reviewed to understand their weathertightness and determine what is needed to address any issues, and planning is proceeding for the delivery of two new roll growth classrooms. Design work is also underway to provide suitable accommodation for an LSC and Learning Support Property Modifications were completed early this year to erect non-scalable boundary fencing.

- **Masterton Primary School** – Delivery is in progress to improve lighting and acoustics in classrooms and to provide outdoor learning areas to support play-based learning. A suitable space has been identified to be repurposed for an LSC office. 9(2)(g)(i)  
9(2)(g)(i)
- **Mauriceville School** - Construction of a new universal high dependency bathroom was completed this year. Due to structural issues this required reconstruction of a significant area of the school building. Visibility modifications and other safety improvements were included in the scope of this project. Subsequently another student enrolled that required non-scalable fencing for their safety. These fence and gate improvements have now been completed.
- **Opaki School** - Suitable existing space has been renovated to provide an office to accommodate an LSC.
- **Tinui School** - Non-scalable boundary fences have recently been erected for the safety of a new student. Construction is due to start on a new universal high dependency bathroom. A project to upgrade the former dental clinic to accommodate an LSC has also been approved recently.
- **Wainuioru School** - A project has recently been completed to upgrade wastewater, drinking water and stormwater infrastructure. Designs have been completed to alter the administration space to create suitable LSC accommodation.
- **Whareama School** - A contractor is currently being procured to alter the administration area to create suitable LSC accommodation.



Annex 4: Questions submitted by the Masterton Primary Principal's Group and responses

	Question submitted by principals	Name of Principal	Response
1	SIP (School Investment Package) funding was a god send, could this be continued or integrated into future 5YA funding.	Mark Bridges - Solway School	<p>The School Investment Package was a one-off, two-year initiative intended to accelerate school property projects that would otherwise be deferred due to funding constraints. More than 2,000 schools have benefitted from this fund over the last 18 months.</p> <p>After SIP concludes at the end of 2021, schools will be able to manage their property needs through 5YA funding. Where condition issues necessitate greater intervention, the Ministry will continue to work with schools to identify solutions.</p>
2	Property: please can we have recognition that investment for roll growth requires more than just classrooms- staff rooms, carparks and other infrastructure also need to be addressed.	Mark Bridges - Solway School	<p>Each year the Ministry undertakes roll growth projects at hundreds of schools across New Zealand. As population grows, schools need to grow to accommodate their expanding rolls.</p> <p>Given the levels of demand, it is important that we prioritise delivering quality learning environments to schools that need them. All ākonga deserve a comfortable place to learn, which is why we focus our funding on delivering classrooms, rather than undertaking other works such as carpark reconfigurations.</p> <p>Where a significant number of roll growth classrooms is delivered at a school, the project triggers expansion of other school facilities, such as staff rooms and gymnasiums. An example of this is the project at Mt Aspiring College, where we are delivering a \$36.5 million condition and expansion project.</p> <p>Essential work to upgrade infrastructure is incorporated in the roll growth project. Under local planning regulations, some roll growth or expansion projects trigger additional car parks, which the Ministry will deliver as part of the programme.</p>

3	Chronic shortage of Educational Psychologists, is this being addressed?	Mark Bridges - Solway School	<p>The Wellington region has 20 FTE of psychologists which is the most it has ever had. There is only one vacant psychologist role across the region, which is in Masterton. We have appointed to the role, but the candidate is based overseas and has been trying to get to New Zealand since February 2020. He has now secured a place in MIQ and will be starting work with us in Term 3, 2021. Traditionally we have struggled to fill specialist roles in Masterton however this has changed over the last 18 months.</p> <p>To grow the profession, we also currently have five intern psychologists in Wellington who, provided they pass their internships will be able to practice from next year. We will continue providing support to between four and six interns each year.</p>
4	Staffing and unit review to match secondary	Janine Devenport – Fernridge School	<p>Entitlement staffing settings are an important lever in ensuring schools can support all learners and deliver a diverse and modern curriculum. However, there are other significant drivers of success in schooling, at the school level and across the system. Any review of existing staffing settings will need to consider a breadth of potential solutions, as well as broader considerations such as workforce implications, efficacy and cost.</p> <p>In terms of salary units, any potential changes to current settings would need to be considered as part of the collective bargaining process.</p>
5	What external reviews / indicators are used to determine the effectiveness for students in Kahui Ako	Susan Walters - Masterton Primary School	<p>The last formal evaluation of Kāhui Ako was completed in 2017. It confirmed that Kāhui Ako were all in different stages of development, that the new teaching roles were beginning to show some promise in changing practice in pockets, and that people in Kāhui Ako were generally optimistic about the potential of collaboration. Kāhui Ako no longer have any formal evaluations.</p> <p>With the removal of National Standards many Kāhui Ako have set achievement challenges that use a range of different indicators and measures that make it very difficult to compare between Communities of Learning and nationally.</p> <p>Development maps are available for all Kāhui Ako to use to self-assess their development across a set of domains. These are:</p> <ul style="list-style-type: none"> <li>Improving teaching practice and capability</li> </ul>



			<ul style="list-style-type: none"> <li>• Leadership Development</li> <li>• Data collection and management</li> <li>• Integrating the learning pathway</li> <li>• Partnering with families, employers, Iwi and community</li> <li>• Building a thriving Community of Learning   Kāhui Ako</li> </ul> <p>While voluntary, the Ministry is aware of a number of Kāhui Ako that use these to measure their development, determine areas for improvement and assess next steps.</p> <p>Ultimately each Kāhui Ako develops their own set of locally contextualised challenges. They set goals and the measures they intend to use to determine their progress in achieving those goals and then use the available resources to tackle those challenges.</p>
6	What is being done to make teacher training more effective, relevant and adequate to ensure that there are sufficient literate and numerate teachers in Years 1 - 8?	Susan Walters - Masterton Primary School	<p>The Teaching Council sets the standards for initial teacher education (ITE) programmes. In 2019, the Council released new requirements for ITE programmes with the intention of ensuring that all ITE programmes adequately prepare their graduates to teach, right from the beginning of their careers.</p> <p>Changes include a new requirement for ITE providers to ensure that ITE candidates pass literacy and numeracy competency tests, before they are accepted into an ITE programme. Providers must ensure that the pass level in literacy and numeracy is no lower than the equivalent to University Entrance in literacy and numeracy.</p> <p>The new requirements also strengthen the expectation for providers to partner with schools, kura and early learning services to design and deliver their ITE programmes. This is to ensure that ITE programmes focus on preparing graduates for what they need to know and do as beginning teachers, and to better connect their learning to the daily practice of teachers.</p> <p>To support ITE providers to meet the new requirements, the Government increased the funding for ITE qualifications in Budget 2019.</p>

			The Council is currently in the process of approving programmes under the new requirements. All ITE programmes will need to meet the new requirements by 2022.
7	Teacher Aides/Assistants can make a very positive impact towards student learning & behaviour as well as providing valuable tautoko to class teachers. Would you consider a roll-based allocation such as 1 per 100 students to enable this support?	Russell Thompson - Masterton Intermediate	<p>School leaders, other educators, unions and parents have identified various limitations with the way schools are currently funded for teacher aides. As part of the Teacher Aide Pay Equity Claim Settlement Agreement and the Accord signed between the Ministry of Education, NZEI Te Riu Roa and PPTA Te Wehengarua, Accord partners agreed to review how schools are funded for teacher aides.</p> <p>A sector reference group has been established which includes principals, teacher aides, a school leader of learning support, and Ministry and union staff, with the Honourable Tracey Martin as independent chair. The SRG will develop, test and refine policy options and possible improvements and support the development of recommendations for the Accord Governance Group and the Minister of Education. The SRG will also ensure there is meaningful engagement with the education section through the review.</p> <p>This is significant and complex funding policy work; if changes are agreed, the earliest possible implementation date would be 2024.</p>
8	The Wairarapa is excluded from the NEGP ( <a href="#">link here</a> ). Northern Kāpiti is recognised with growth of just 64 students...is there an actual plan for the Wairarapa given the growth we are experiencing? New classrooms are being built, enrolment schemes are being looked at...but is it part of a wider plan, or just ad hoc?	Gareth Sinton - Douglas Park School	The national education growth plan was developed at a point in time and recognises the highest growth areas across the country. Although Kāpiti's growth was small between 2018 and 2020 significant growth is projected. New housing developments are underway that will bring thousands of new residents to the Kāpiti Coast. With improved transport links through the Kāpiti Expressway, Transmission Gully and more train services, coupled with relatively more affordable housing we anticipate the Kāpiti Coast to attract more families. The Wairarapa isn't projected to have development of this scale, but we do recognise that it is growing. There is a network plan for growth in Masterton (the National Education Network Plan NENP) but this is yet to be announced.
9	ORS funding (in particular) and other funding for children. <i>Why is there a shortfall</i>	Gareth Sinton - Douglas Park School	ORS has three components – a specialist teacher component (0.1 Full time equivalent if verified High Needs and 0.2 Full Time Equivalent if verified Very High Needs), a specialist support component (provided by speech-language



	<p><i>between what is funded and the reality? ORS hours are capped at 13 hours (High) and 20 hours (Very High). DPS is open for 6 and a ¼ hours each day, 5 days a week. Some of our children need full time, 1:1 care...effectively the school funds the difference in hours. I now have 10 ORS students (and a range of High Health, ICS etc). The difference in terms of funding for all learners...between a school of my size with no ORS children, and DPS with 12 is financially significant. How is this equitable?</i></p>		<p>therapists, occupational therapists, physiotherapists, education psychologists, advisors on Deaf Children) and a teacher aide component.</p> <p>The average funded hours of teacher aide support have increased by 3 hours to 13 for High and 20 for very high students this year. While the Ministry has national guidelines for teacher aide allocation, schools and regions can apply these hours differently depending on the needs of the student (identified through their Individual Education Plan), the school and other schools in the region.</p> <p>Each student gets a unique mix of resources because students have access to different levels of other resources depending on the school they attend and the different levels of whānau or caregiver involvement with the programme. If you feel you don't have sufficient support, I recommend you discuss this with your regional office as they may be able to help further.</p>
10	<p>Have you seen the NZEI's report - Pūaotanga? Is there going to be any actions around the recommendations?</p>	David Finlayson - Opaki School	<p>Yes, I have seen Pūaotanga, NZEI's independent review into primary school staffing. The recommendations in this report will be taken into account when priorities to improve learning support are being considered, alongside feedback and recommendations from other education and disability sector groups, ākonga, parents and whānau.</p>
11	<p>When will the new behaviour restraint guidelines become available?</p>	Tim Nelson - Lakeview School	<p>Changes to the legislation on the use of physical restraint in schools came into force in August 2020. Since then, the Ministry has been working with an advisory group to update the rules and guidelines on physical restraint to align with these changes, and to provide clear guidance to schools on preventing and managing situations where physical restraint may be necessary to prevent imminent harm. The Physical Restraint Advisory Group includes representatives of parents, the education sector and disability communities. The Ministry will be consulting more widely on draft updated rules and guidelines within the next few months to ensure that they meet the needs of diverse schools, kura and communities across New Zealand.</p>

12	Is there opportunity for more flexibility for funding allocated to a school? For example, there could be money in one bucket where there isn't a huge need, yet a significant need in another area, but not sufficient funding to meet it.	Tim Nelson - Lakeview School	<p>Schools receive three main sources of funding from the government: entitlement staffing, operational grant and property funding.</p> <p>Schools' operational grant is made up of several different formulaic components which allocate cash for schools to spend flexibly at their discretion. This is the main way in which we provide schools flexibility through government funding. The operational grant makes up a significant portion of schools' funding (in 2019, \$1.5 billion was allocated via schools' operational grant). This means, while operational funding for schools is broken into components, these are not 'tagged'. This provides schools with flexibility over what the operational grant is used for based on their unique circumstances and needs.</p> <p>Banking staffing is also a tool which provides schools with flexibility to manage their annual staffing within their allocated entitlement.</p> <p>Existing funding settings enable a high level of flexibility for schools, and there are currently no intentions to change existing funding settings.</p>
13	Curriculum Refresh doesn't sound like a refresh - with the timeline in place - how will this be implemented effectively into our schools? How will this be rolled out?	Andrew Osmond - Hadlow Preparatory School	<p>The National Curriculum for schooling will be refreshed over the next five years to make Te Marautanga o Aotearoa and The New Zealand Curriculum clearer, more relevant, easier to use, and more explicit about what learners need to understand, know and do.</p> <p>During the next five years, each learning area in The New Zealand Curriculum will be refreshed beginning with Aotearoa New Zealand's histories in the Social Sciences learning area this year, followed with the content for Mathematics, English and Science learning areas in 2022.</p> <p>The refresh will review the large number of achievement objectives currently in the curriculum and aim to provide greater clarity about progress across the curriculum to ensure all learners are reaching the milestones they need to.</p> <p>The phased approach over five years will help to make it more manageable for teachers and leaders to implement the refreshed curriculum. An extensive</p>



			<p>package of supports, including professional development, will be designed in collaboration with educators so that teachers can successfully put the changes in place.</p> <p>There are plenty of opportunities for you to take part in this refresh. You can get involved by signing up to test draft curriculum content in your school, starting with the social sciences draft content later this year. Visit the education website, <a href="https://education.govt.nz">education.govt.nz</a>, for more information.</p>
14	<p>Teacher training - (following on from Sue's question) What is the plan to attract young teachers to the profession? With the average age of a NZ teacher being in the late 50s - I'd imagine this is an issue the government is taking seriously.</p>	<p>Andrew Osmond - Hadlow Preparatory School</p>	<p>The domestic teacher supply outlook is positive, and the school workforce continues to grow. In the last three years for our regular school teaching workforce we have seen 3,000 more teachers join our school classrooms. At around 62,600 this workforce is the largest it has been since at least the early 2000's.</p> <p>COVID-19 has affected teacher demand and supply in a number of ways. We anticipate even higher teaching retention rates, more ITE graduates, more qualified teachers interested in returning to the workforce (including those returning from overseas).</p> <p>We remain focused on increasing the numbers of New Zealand trained teachers by making it easier for people to get into, return to and stay in the profession. As well as targeted marketing campaigns to encourage people into teaching, particularly returning teachers and career changers, we have also:</p> <ul style="list-style-type: none"> <li>• awarded 465 scholarships each year to people training to be teachers</li> <li>• up to 100 student places every year through the Teach First NZ employment based initial teacher education programme</li> <li>• supporting 12 Iwi to develop scholarship and support packages for te reo Māori teacher career pathways</li> <li>• funded more than 2,900 enrolments in the Government's Teacher Education Refresh programme since October 2020 helped over 90 teachers find and relocate to new schools, kura and early learning services across New Zealand</li> <li>• given grants to schools and kura to help them induct, train and mentor 395 beginning teachers starting out in their first roles</li> </ul>

			<ul style="list-style-type: none"> <li>approved 134 grants to schools making it easier for them to recruit staff in shortage subjects and isolated areas who have Limited Authority to Teach but no teaching qualification.</li> </ul>
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Proactively Released