



5 March 2021

[Redacted]

Dear [Redacted]

Thank you for your email of 16 December to the Ministry of Education requesting the following information:

Part one

- 1. Total number of Ongoing Resourcing Scheme (ORS) funding applications submitted to the Ministry over the period 2017-2020.*
- 2. Total number of successful ORS funding applications in the same period*
- 3. Total number of unsuccessful ORS funding applications in the same period.*

Can I please have this information broken down by financial year.

Can I also have the information broken down into regions.

Part two

In addition to this, for the period 2012-2020 can I please have information regarding the:

- 1. Reasons for the rejection of ORS applications, broken down thematically, and by financial year.*
- 2. Total number of reviews requested on unsuccessful applications, broken down by financial year*
- 3. Total number of appeals (under section 10 of Education act) on unsuccessful ORS funding applications made to the Secretary of Education, broken down by financial year.*
- 4. Outcomes of all ORS application reviews requested, and reasons for decision.*
- 5. Outcomes of all ORS application appeals made to Secretary of Education, and reasons for decision.*

Your request has been considered under the Official Information Act 1982 (the Act).

Learning support funding is organised into roughly three tiers that reflect the varying needs of children and young people, and of early learning services and schools in supporting them.

The supports include:

Universal or school-wide supports

Schools receive a range of universal learning supports designed to develop their inclusive practice capability and ability to provide positive learning environments. For most children and young people, their needs are fully met within their early learning service or classroom through responsive and flexible teaching, and a positive environment. Examples include the Special Education Grant that all schools receive, and the Positive Behaviour for Learning School-Wide initiative.

Targeted supports

For a proportion of children and young people, or groups of children and young people, targeted learning support is needed to enable them to be present, to participate, learn and achieve. For example, the provision of braille reading materials for blind students and ESOL funding.

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Intensive, individualised learning support

For a small proportion of students, their disability, disadvantage, behaviour, or progress needs are complex and require intensive, individualised or specialist interventions and supports. Examples include the Intensive Wraparound Service (IWS), ORS, and Residential and Day Special Schools.

Children and young people who receive ORS support will often have extreme or severe difficulty with learning, speaking, hearing seeing, communicating socially and/or movement.

The sorts of specialist assistance provided could include a speech-language therapist, an occupational therapist, a physiotherapist, a psychologist, an advisor on deaf children or a special education advisor. ORS also provides additional teacher time, teacher aide support, and a small consumables grant. ORS funding is in addition to teacher funding an operational grants paid to schools.

My response to your individual questions is set out below:

Information provided below is for calendar year and at a national level. Data on the ORS scheme not held by financial year or on a regional basis. As such, we are providing this information by calendar year at a national level and refusing financial year and regional data under section 18(g) as the requested information is not held.

Part one

Q1 - Q3. Ongoing Resourcing Scheme (ORS) funding applications submitted to the Ministry for the period 2017-2020.

Year	Total Number of applications	Successful applications	Unsuccessful applications
2017	1529	1002	527
2018	1566	1114	452
2019	1616	1133	483
2020	1895	1281	614
Total	6,606	4,530	2,076

Part two

Q1. Reasons for the rejection of ORS applications, broken down thematically, and by financial year.

The only reason an application is unsuccessful is because it does not meet the ORS Criterion. The ORS criteria and guidelines can be found here <https://minedu.cwp.govt.nz/school/student-support/special-education/ors/apply-for-ors/>

Q2. Total number of reviews requested on unsuccessful applications, broken down by calendar year for the period 2012-2020.

Year	Number
2012	109
2013	95
2014	121
2015	141
2016	149
2017	148
2018	149
2019	127
2020	219
Total	1,258

Q3. Total number of appeals (under Section 47 of the Education and Training Act 2020) on unsuccessful ORS funding applications made to the Secretary of Education, broken down by calendar year for the period 2012-2020.

2020-2020 Section 47 Appeals	
Year	Appeals
2012	6
2013	4
2014	1
2015	6
2016	9
2017	5
2018	6
2019	3
2020	5
Total	45

Q4. Outcomes of all ORS application reviews requested, and reasons for decision for the period 2012-2020.

	2012	2013	2014	2015	2016	2017	2018	2019	2020	Reason for decision
Successful (placed into ORS)	52	46	53	66	42	52	57	46	55	Meet the ORS criterion
Unsuccessful	57	49	68	75	107	96	92	81	164	Did not meet the ORS criterion
Total	109	95	121	141	149	148	149	127	219	

Q5. Outcome of all ORS application appeals made to Secretary of Education, and reasons for decision.

Outcome of applications	Number of appeals	Reasons for decision
Overtured (successful)	14	Meets the ORS criterion
Upheld (unsuccessful)	22	Does not meet the ORS criterion
Withdrawn	6	
		1- outside appeal period 1- new information submitted at arbitration hearing and arbitration suspended
Other	2	
Pending	1	
Total	45	

Please note, the Ministry now proactively publishes OIA responses on our website. As such, we may publish this response on our website after five working days. Your name and contact details will be removed.

Thank you again for your email. You have the right to ask an Ombudsman to review this decision. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely



Katrina Casey
Deputy Secretary
Sector Enablement and Support