



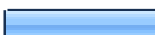





1. U Size of Schools

		Response Percent	Response Count
U1		9.7%	40
U2		8.3%	34
U3		14.1%	58
U4		27.7%	114
U5		24.3%	100
U6		11.4%	47
U7		1.5%	6
U8+		2.9%	12
answered question			411
skipped question			11

2. Decile

Decile 1	32
2	40
3	39
4	43
5	46
6	42
7	38
8	40
9	49
10	43
	412

3. Does your school host any type of special needs unit(s)? If yes, please describe it, otherwise leave it blank

	Response Count
	152
answered question	152
skipped question	270

4. Do you manage and lead an RTLB Service? If yes, please record the number of RTLB's you lead, otherwise leave it blank

	Response Count
	123
answered question	123
skipped question	299

5. How many children in your school are identified with Special Needs?

	Response Average	Response Total	Response Count
Moderate to Severe Needs Children	19.71	7,668	389
	answered question		389
	skipped question		33

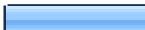

6. How many ORS children do you have enrolled currently? (0 - ...?)

	Response Average	Response Total	Response Count
Number of ORS	4.67	1,561	334
	answered question		334
	skipped question		88

7. How many full time equivalent (FTE) support staff does the school currently employ for these children?

	Response Average	Response Total	Response Count
Support staff numbers	2.98	898	301
	answered question		301
	skipped question		121

8. Are you satisfied with the level of funding including all sources, available for your ORS children?

		Response Percent	Response Count
Yes		22.5%	64
No		77.5%	221
	Please comment		224
	answered question		285
	skipped question		137

Inadequate funding.

Of the 106 respondents who attached comments to their answer, the majority – 83% - expressed dissatisfaction with the level of funding available for their ORS children. Other specific concerns which were raised included the lack of support around sensory needs, behavioural needs, speech language, assistive technology application, moderate needs students, students transitioning to school, and students requiring full-time monitoring but only being funded for limited hours.

School makes up shortfall.

72.6% of those who commented indicated that their school covers the ORS funding shortfall from their SEG grant, Operational funding, bulk funding, community fundraising, and even ACC coverage. Reasons cited for doing this included ORS funding not covering enough hours for the students to successfully engage with the curriculum whilst ensuring their safety and the safety of other students and staff; and ORS not funding enough experienced support staff (and not taking their collective agreement into account). A further few schools claimed to be resisting “MOE pressure” to take on ORS students for more hours because the funding and/or staffing is not there to cover them, and the school is not willing to pay the shortfall.

Unverified children not supported.

8.5% of commenters believe that they have children who should be receiving ORS funding but do not have access to it due to high criteria and/or a difficult verification process. A number of these unsupported students are funded directly by their school.



Funding reduced.

6.6% of commenters note that their ORS funding has been/is being reduced, when they believe the need for it remains.

Adequate funding.

8.5% of commenters, most of them identifying themselves as special schools or receiving support from special schools, affirmed their satisfaction with the ORS funding.

9. Are you satisfied with the support and advice (key workers, therapists, etc), your school receives from MoESE?

		Response Percent	Response Count
Yes		40.1%	119
No		59.9%	178
Please comment			221

Short-staffed/high turnover

19.4% of feedback indicated that staffing is an issue. This includes short staffing of key workers, specialists, and support staff; high turnover of staff; and workers having high caseloads and limited resources. On the high turnover, one school noted, "If a key worker leaves MOE it can be a long time before someone else picks up the case."

Infrequent contact/hard to access

Some 43.9% (95) saw a long time elapse between visits, if they saw MoESE staff at all outside IEPs. Some attributed this to geography, the lack of severity of the students' needs, short staffing, incompetence, or the lack of specialists in specific areas.

Not enough practical support

24.1% of the feedback said that the MoESE personnel did not provide enough practical or "hands on" support to go with their advice, much of which was impractical in a mainstream classroom/school setting. The restrictions around use of specialists were described as "prohibitive".

Lack of necessary expertise/experience

8.3% believed there is a problematic lack of skills, expertise, professionalism and/or (due to the high turnover of staff) experience, in MoESE personnel. Commenters asserted variously that some advice given was impractical and lacked understanding of "the whole school picture"; key workers provide few management strategies; MoESE are little or no help with adapting the curriculum; and some key workers are neither qualified for their position nor required to upskill.

Focus on closing, not on helping

7.9% respondents believed that the MoESE "rules and red tape" were detrimental to their service. In their experience, MoESE staff are more focused on "filling in forms and trying to tick off outcomes" than helping the students, often try to terminate the service prematurely, and/or push for inappropriate options to fulfill MoE requirements.

Use private/special school

4.6% (10 commenters) use alternatives to MoESE, such as the local special school or private specialists. Several noted that the GSE withdraws their funding or workers if parents or the school bring in anyone private, or if the students seem to be doing well.



Satisfactory

21 respondents, or 9.7%, were satisfied with the MoESE services. According to this feedback, MoESE staff in their experience are "skilled and knowledgeable and engage in positive relationships", "respond to requests for advice and support in a timely manner and have very practical solutions to problems", and "regularly follow up with teachers and students".

answered question	297
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skipped question	125
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10. Are you satisfied with the timeliness of the response your school receives from MoESE?

		Response Percent	Response Count
Yes		50.0%	148
No		50.0%	148
		Please comment	160

answered question	296
skipped question	126

Delays of weeks to years

46.7% of those schools who commented reported delays in MoESE responses ranging from weeks to months; in one extreme case a school waited nearly three years for property modifications to accommodate a student’s physical needs (another waited for over a term).

Isolated areas have long delays

A small number of respondents (2.6%) felt disadvantaged by their geographical location, as MoESE personnel physically cannot reach them in a timely manner, and most MoESE staff are based in central locations.

Inconsistent/depends on school’s persistence

16.2% reported inconsistent timing, varying between departments, workers, and even communication mediums (e.g. email and phone). Many noted that the promptness of MoESE’s response often depends on how persistent or how much of a “squeaky wheel” the school is in following them up.

Short staffing causes delays

8.4% attributed delays in the MoESE response time to them being “understaffed and overworked”, and to many staff working part time. It was also noted that specialists such as speech therapists and psychologists are “thin on the ground”.

Usually or always prompt

22.7% respondents were satisfied with MoESE’s prompt responses.

11. Please add any general comments about the strengths of the OR Scheme

**Response
Count**

165

answered question 165

skipped question 257

Qualitative Summary – Q 11

Funding

23 of 143 respondents, or 16.1%, commented on the funding. The two main sentiments around ORS funding seemed to be that 1) it is insufficient for true inclusiveness, but 2) it is reassuring to have what funding there is attached to each ORS-verified child be relatively secure, rather than being up for annual review.

Helpful workers

37.1% (53/143) noted that the quality of the personnel they deal with, from MoE workers to specialists to support staff, is a strength of the OR Scheme.

Security

40 respondents (27.9%) highlighted as a strength the security of having ongoing support for ORS children, since annual case reviews were dropped. There were a number of reasons given for this being positive, such as that it enables schools to plan for the future, reassures whanau, gives a sense of continuity, and saves time on the review process.

12. Please add any general comments about the weaknesses of the OR Scheme

	Response Count
	199
answered question	199
skipped question	223

Qualitative Summary – Q 12

Access / eligibility

Of the 152 who commented on the weaknesses of the ORS, 59 (38.8%) highlighted the inaccessibility of the OR Scheme due to the difficult application process and the high criteria. Many schools believed that children who almost, but don't quite qualify, are then left without recourse or the resourcing they need.

Policy / process

37.5% or 57 out of 152 commenters criticised some aspects(s) of the ORS policy and/or processes. Some views which recurred include the following:

- inclusion/integration without sufficient support disadvantages ORS students and their mainstream peers
- special education funding is partially to fully left to the school to cover
- the complexity of the application, review etc. processes take up time and discourage reapplications
- the variety of needs in ORS and non-ORS students is not met by an overgeneralised approach

Funding / resource

72 respondents (47.4%) addressed funding as a weakness, most viewing the level of ORS funding as inadequate for high needs students in the mainstream. Several experienced funding decreases each year, despite the non-review clause.



13. How many children do you have recorded with moderate to severe learning needs, who are NOT ORS?

	Response Average	Response Total	Response Count
Number of children	18.34	5,228	285
	answered question		285
	skipped question		137

14. How many FTE support staff does the school currently employ for these children?

	Response Average	Response Total	Response Count
Support staff numbers	2.66	733	276
	answered question		276
	skipped question		146

15. Are you satisfied with the level of funding including all sources, available for your non-ORS special needs children?

		Response Percent	Response Count
Yes		5.1%	14
No		94.9%	259
	Please comment		206
answered question			273
skipped question			149

Not enough or no funding/support

182/199, or 91.4% of those who commented, indicated that they had either no sources of funding for non-ORS students, or inadequate amounts. Often this was a follow-on effect of the SEG being spent on inadequately-funded ORS students; and/or the SEG being too small, in their opinion, for their needs.

School and/or parents cover funding shortfall

26.6% (53 schools) were funding their non-ORS special needs students themselves (from non-SEG funds and other funds allocated for special needs); and/or parents were partially funding the shortfall.



SEG per pupil/decile weighting flawed

10.5% specifically criticised the per pupil and decile based allocation of SEG funding. They believed that small schools and high decile schools with high proportions of special needs students are unfairly shortchanged by this funding system.

Application process/criteria unreasonable, RTLB not enough

18.6% considered the difficulty of access to secure funding, either through time-consuming application and verifications processes or overly high criteria, unreasonable; it was noted a number of times that RTLB LSF funding is too short-term and unstable to be considered a viable funding source, though a few schools are using it as a stopgap measure.

16. Are you satisfied with the support and advice your school receives from the RTLB service?

		Response Percent	Response Count
Yes		53.7%	146
No		46.3%	126
		Please comment	
		answered question	272
		skipped question	150

Qualitative Summary – Q16

Workload / staffing

16.2% noted the RTLB’s high workload, and/or commented on the staffing levels. Many respondents said the RTLB are short-staffed, while others complained of too many RTLBs for each school where before they only dealt with one.

Resource / access

Of those who commented, 19. 9% focussed on the resources available through the RTLB, and/or their ability to access them.

Professionalism / expertise / experience

80 of the responses (41.8%) focussed on individual RTLB performance, variously praising their professionalism or condemning their lack thereof; likewise their level of expertise and experience. Many commenters believed that the quality of the service depended greatly on the skill of the workers involved.



Regularity / impact

40.8% of the comments addressed the regularity and timeliness of RTLB contact and communication, and the impact they had. Some complained that RTLB meetings and contact were not regular enough, while others believed they were too regular for their relative lack of impact. The reported overall impact of the RTLB was mixed, with many respondents taking a position that the RTLB either had positive, or negligible, impact.

Policy and processes

25.1% addressed the current policies and the processes used to achieve them. Many expressed concern about the transformation’s effect on the RTLB service and its efficacy; a number criticised the move away from direct intervention with the student to a focus on advising the teacher.

17. Are you satisfied with the timeliness of the response your school receives from the RTLB service?

		Response Percent	Response Count
Yes		63.0%	172
No		37.0%	101
Please comment			149
answered question			273
skipped question			149

18. Please add any general comments about any challenges you face supporting these children

	Response Count
	197
answered question	197
skipped question	225



19. How many children do you have recorded with moderate to severe behaviour needs, who are NOT ORS? (This may include students who were counted under Learning)

	Response Average	Response Total	Response Count
Number of children	7.21	1,853	257
answered question			257
skipped question			165

20. How many FTE support staff does the school currently employ specifically for these children?

	Response Average	Response Total	Response Count
Support staff numbers	1.32	320	243
	answered question		243
	skipped question		179

21. Are you satisfied with the level of funding including all sources, available for your children with moderate to severe behaviour needs?

		Response Percent	Response Count
Yes		16.1%	37
No		83.9%	193
	Please comment		145
	answered question		230
	skipped question		192

Qualitative Summary – Q21

Insufficient

50.7% considered the funding for their students with behaviour needs to be insufficient.

Insecure

22.8% found the available funding sources to be insecure - short-term interim measures or cut by MoE - while they believed funding should be ongoing for best results.

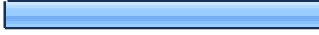

Sufficient

10.7% reported that their funding for behaviour was sufficient.

Access

15% had trouble accessing funding or support, due either to the prohibitively long/difficult process, or criteria excluding their students.

22. Are you satisfied with the support and advice your school receives from the RTLB service for children with moderate to severe behaviour needs ?

		Response Percent	Response Count
Yes		50.5%	112
No		49.5%	110



Please comment

119

answered question 222

skipped question 200

23. Are you satisfied with the timeliness of the response your school receives from the RTLB service?



		Response Percent	Response Count
Yes		61.6%	133
No		38.4%	83
	Please comment		77
	answered question		216
	skipped question		206

24. Please add any general comments about any challenges you face supporting these children



	Response Count
	122
answered question	122
skipped question	300

PB4L

25. Have you heard of this initiative?

		Response Percent	Response Count
Yes		91.9%	250
No		8.1%	22
	Please comment		52
	answered question		272
	skipped question		150

26. Are you a PB4L School? (You will know if you are...)

		Response Percent	Response Count
Yes		19.6%	53
No		80.4%	217
If you are a PB4L School, please comment on its impact			42
answered question			270
skipped question			152

Cannot access

26.9% of those who responded were unable to access the initiative, many due to their decile. One school applied three times and failed.

Approve of initiative

26.9% approved or had heard positive feedback about the initiative, for example that it “works well for the middle of the road learner”, “offers ... money to carry out initiatives”, and is “good for schools that have culture/behaviour issues”.

Critical of initiative

13.46% were critical or had heard criticisms of PB4L, such as that it “looked like an American product” (from a school who hadn’t used it) and was “[n]ot particularly tailored for [a] NZ setting” (from one who had). Also questioned were its effectiveness, the need for it, and why it had not been first implimented in the high needs area of the far north.

Currently using PB4L

17.3% of respondents are currently using the scheme.

IWS

27. Have you heard of this initiative?

		Response Percent	Response Count
Yes		83.4%	226
No		16.6%	45



Please comment

47

answered question 271

skipped question 151

Qualitative Summary

Critical of IWS

34.0% of commenters had heard negative feedback or had negative experience themselves with IWS.

Little information

21.3% had heard little, or been given inadequate explanations.

Inaccessible

25.5% could not access IWS, or perceived it as inaccessible.

28. Do you currently have or have you had, students with IWS funding?

		Response Percent	Response Count
Yes		14.9%	40
No		85.1%	229



Please comment on its impact

54

answered question 269

skipped question 153

29. Is truancy an issue for your school?

		Response Percent	Response Count
Yes		32.5%	88
No		67.5%	183

If yes, please comment on Truancy Support in your area

82

answered question

271

skipped question

151

Qualitative Summary

Truancy is minor

26.8% of those responding considered truancy a minor issue in their school.

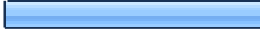

Satisfied with truancy services

25.6% were happy with their current truancy services or processes, having experienced positive outcomes and efficient service.

Critical of truancy services

45.1% were dissatisfied with their truancy service; many of them had recently changed, or been changed by the MoE, to new systems/agencies, and were unhappy with the results.

30. Is transience an issue for your school?

		Response Percent	Response Count
Yes		41.3%	111
No		58.7%	158
If yes, please comment eg. number of students			85
answered question			269
skipped question			153

Qualitative Summary

Small or no transience issue

33.7% of schools responding had a transience rate of 5% or less, or less than 25 individuals per year.

Transience an issue

53.48% of schools responding had a transience rate above 5%, or more than 25 individuals per year.



Negative effects of transience

8 commenters highlighted the negative effects of transience; including low achievement, and school staffing issues.

Explanation suggested

14/86 , or 16.3%, ventured an explanation for transience in their school; these included local dairy farming contracts, a nearby caravan park, the Christchurch earthquake, the 90-day work law, exchange with Australia and trips north and south, and renting families moving out of zone.

31. Have you had experience with children's cases being managed by a GATEWAY collaboration?

		Response Percent	Response Count
Yes		23.8%	64
No		76.2%	205

If yes, please comment on the impact.

54

answered question	269
skipped question	153

Qualitative Summary

Positive Gateway experience

6 respondents out of 54 (11.1%) had a positive experience with a Gateway collaboration.

Negative Gateway experience

31, or 57.4%, reported negative experiences with Gateway.

Lack of communication / follow-up

14 (25.9%) experienced a lack of feedback or follow-up after their Gateway experience.

Just started / waiting to hear

16 (29.6%) commenters had just started with Gateway at the time of completing the survey, or they were are still waiting to hear from them (either because it was too soon or because of a lack of communication/follow-up (see above)).

32. Final comments

	Response Count
	120
answered question	120
skipped question	302

Qualitative Summary

Funding / resource allocation

51.2% of the respondents used their final comments to talk about funding and resource allocation. The overwhelming majority deemed current funding inadequate and/or disagreed with its allocation. A significant number called for funding to go directly to schools rather than through agencies.

Critical of inclusion policy

9.7% expressed criticism of either the concept of inclusion, or its current implementation, e.g. "Inclusiveness is not the answer for every child."

Increasing student need

16.3% of commenters believed that there are a growing number of students with special needs coming into schools. Areas which were identified as "growing" included:

- premature babies
- poverty
- speech difficulties
- ADHD
- ODD
- Conduct Disorder
- Allergies
- Autism (especially Aspergers)
- Anger problems

Critical of policy / process

73 or 59.3% of the final comments reiterated criticisms of Special Education policies and/or processes.

Directly address Review

13.8% of the closing comments directly addressed the authors of the survey or the NZPF, either saying thanks for the opportunity to have a voice, or criticising the survey. Ken left his number; he'd like to talk.