

External Review of the Specialist Service Standards Report for Papatoetoe High School 28 – 30 July 2015

This report is for Papatoetoe High School and the Ministry of Education. It has been prepared in accordance with the procedures for conducting external reviews approved by the Manager Assurance and Eligibility, Sector Enablement and Support, Ministry of Education.

2.1 This review

2.1.1 Evaluated specialist services provided to students on the Ongoing Resourcing Scheme (ORS).

2.1.2 Evaluated the extent to which Papatoetoe High School’s Richards Centre meets the Service Expectation for each of the eight steps of the Service Pathway and how this leads to quality outcomes for the students.

4.1 Strengths identified during the review:

The reviewer found that the Richards Centre has a holistic and relational approach to working with students their family and whanau, which mirrors the position the Richards Centre occupies within the wider Papatoetoe High School community.

As it was Maori Language Week and in acknowledgement of the participation of the school in Kia Eke Panuku and the Richards Centre’s use of the Te Whare Tapa Wha model, the findings are presented using Maori principles.

These principles are implicit in the Richards Centre’s practice for all students.

4.1.1 Kaupapa

All students transitioning from the Richards Centre will have a good life as self-determining young adults in their community.

4.1.2 Kawa

The Richards Centre has well developed policies and procedures which guide practice to ensure that it is effective and relevant to the students, family and whanau. There is a robust self-review process which includes annual reviews of policy and procedures.

4.1.3 Whakapapa

Management and therapists acknowledge and accept who students are, and the strengths and diversity they bring to the learning experience at the Richards Centre and to the wider Papatoetoe High School community.

The Richards Centre considers “the litmus test of the quality of our service provision is about effective transitions”. Management and specialists maintain this focus from day one.

One parent commented “it was reassuring to discuss (my daughter’s) future and transition into tertiary placement from the first meeting here”.

4.1.4 Whanaungatanga

Respectful engagement begins the process of forming strong, positive relationships at the Richards Centre.

One specialist said “Our priority is rapport building and establishing a relationship with the family.”

One parent said “I work together with the people here. I am happy with that. They are good to me. (My daughter) is happy here.”

One teacher said “Everybody gives information openly and holistically. It is a very good team environment. The therapists are amazing, incredible.”

4.1.6 Ako

Learning at the Richards Centre is a dynamic process which involves the whole team around the student. Therapists and management have a holistic approach to student learning that is responsive and flexible.

Reflection is embedded into specialist’s daily practice. Specialists regularly record their observations of the students’ progress and wellbeing in SOAP (Subjective, Objective Assessment and Plan) notes. Specialist reflections about students are shared on-line and at daily staff meetings.

Students discuss their future plans and goals at weekly mentoring sessions.

Management and specialist’s create opportunities for student participation within the wider school context for example dance and drama, kapa haka and media studies.

Students are engaged in community based and tertiary programmes to facilitate seamless transitions.

One teacher said “the specialists have a holistic approach. They look at how the student manages in the environment, what is realistic on a daily basis”.

4.1.7 Mahi Tahi Rangatiratanga

Student agency in the IEP process is promoted by encouraging them to:

- Complete a self-evaluation of their skills and document their progress
- Propose and discuss new goals
- Actively participate during IEP meetings

Student and family/whanau agency is understood to be crucial to successful transition planning. Students, and families/whanau are supported to make informed choices and their decisions are respected.

Students’ aspirations are acknowledged and facilitated.

4.2 Meeting the Service Expectation for each step of the Service Pathway

The Richards Centre met the Service Expectation for each step of the Service Pathway. No requirements or recommendations were needed.