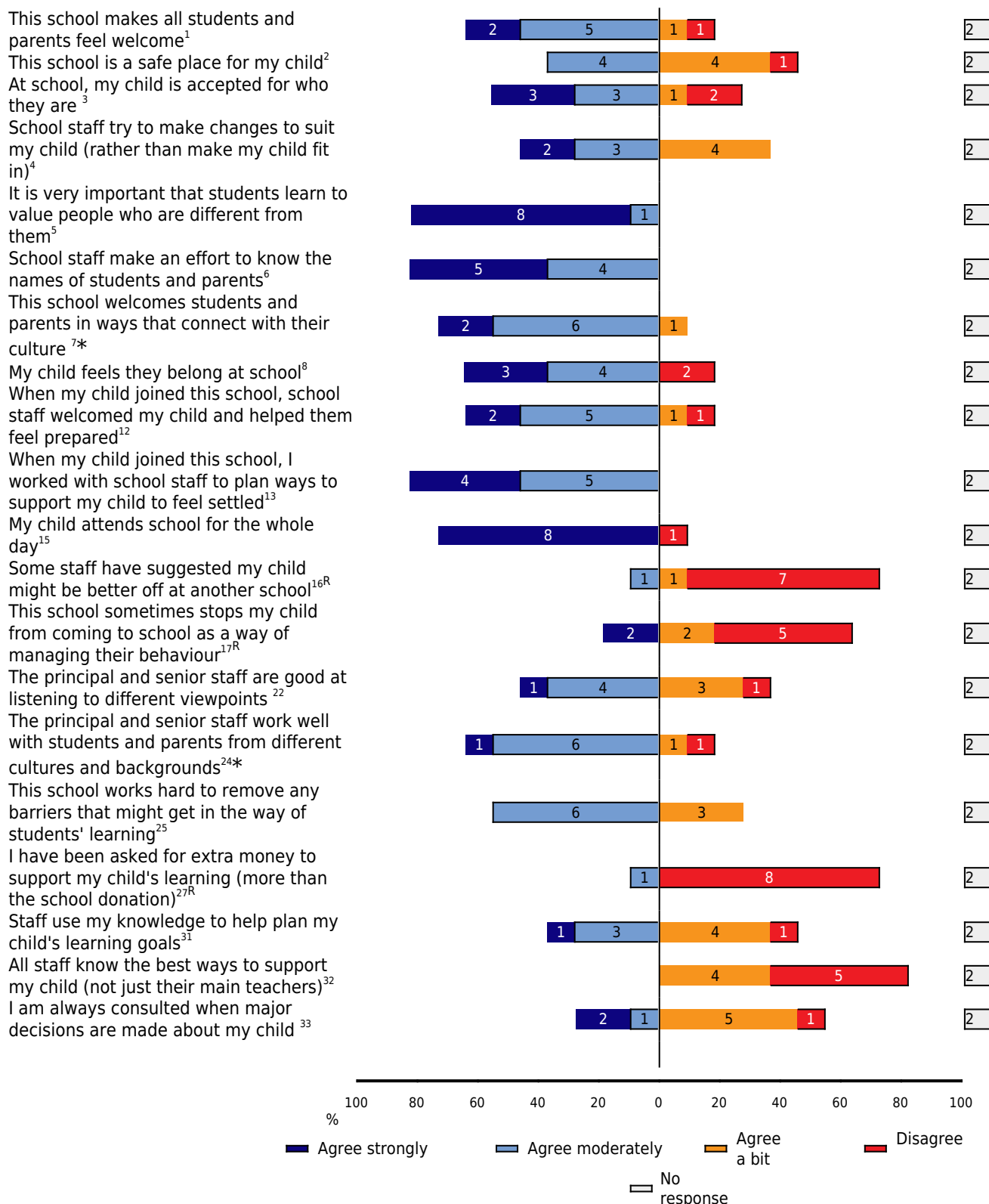




### Presence

Parents of students with extra support



\* = Respecting Cultural Identities



### Participation

If needed, the school will arrange specialists to support my child (e.g., speech language therapist, psychologist)<sup>40</sup>

This school is very keen to get parents involved in students' learning<sup>47</sup>

School staff respect the knowledge my child has about their interests and learning<sup>49</sup>

Sometimes I feel pushed by school staff into accepting decisions I do not think are best for my child<sup>50R</sup>

I have a clear idea about the progress my child is making at school<sup>51</sup>

The school regularly contacts me to share my child's successes<sup>52</sup>

Any concerns I have about my child's learning or behaviour are listened to<sup>53</sup>

The learning my child does at school is at the right level of challenge<sup>56</sup>

My child's learning connects to their interests and strengths<sup>57</sup>

My child's learning is planned by their main teachers (not other staff like a teacher's aide)<sup>58</sup>

My child does lots of learning activities with classmates<sup>59</sup>

Most of my child's time at school is spent with their classmates (although they may also have extra support or quiet times)<sup>60</sup>

My child is encouraged to take part in dance, music, sport, leadership, and cultural activities<sup>64</sup>

My child is always included in school events like dances or camps<sup>65</sup>

Staff treat students and family with respect<sup>68</sup>

At school, students learn how to manage relationships and deal with conflicts<sup>69</sup>

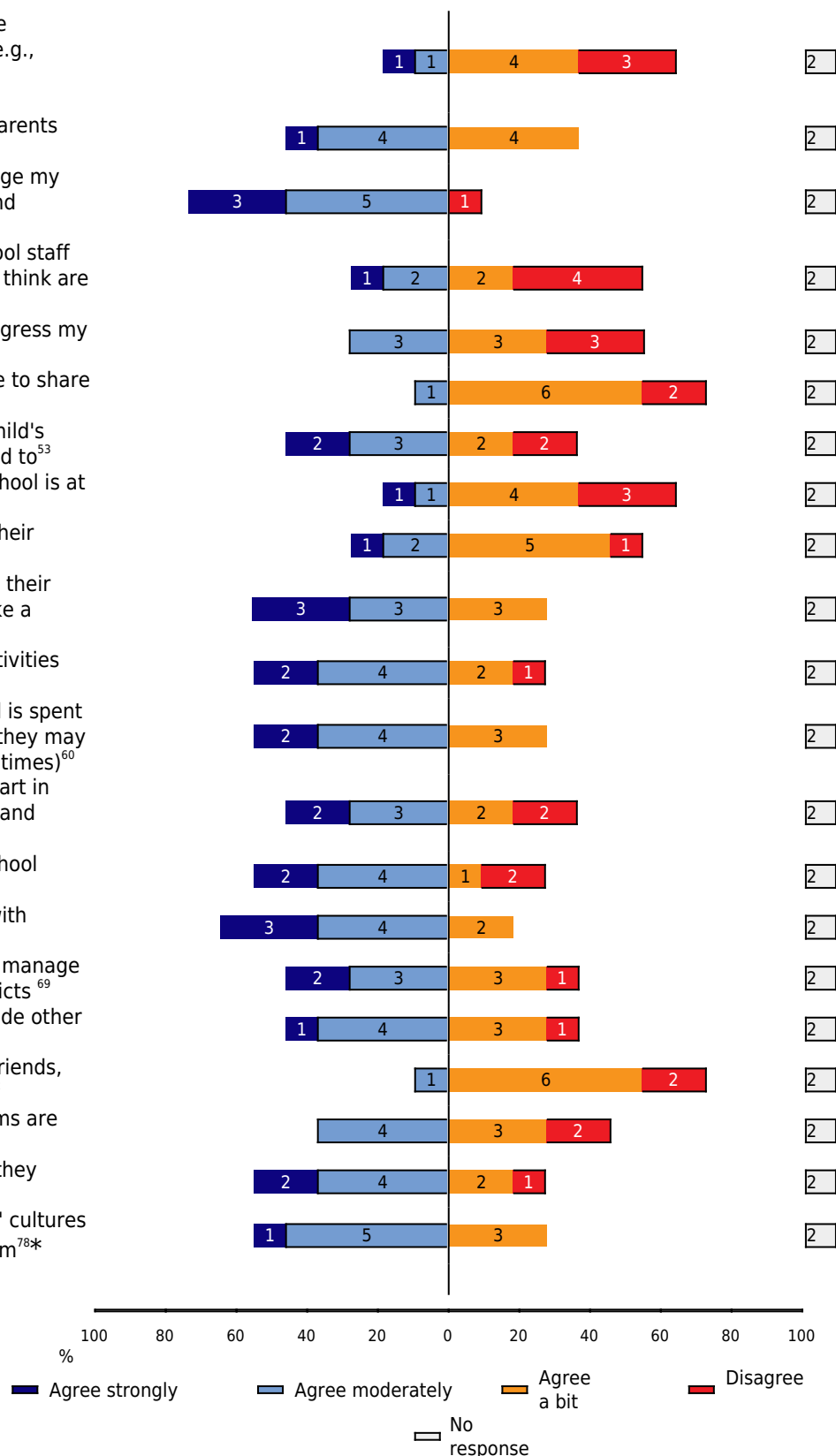
Students are taught how to include other students and help them learn<sup>70</sup>

If students find it hard to make friends, staff find ways to support them<sup>72</sup>

All teachers make sure classrooms are caring and respectful places<sup>76</sup>

All teachers make my child feel they belong in class<sup>77</sup>

Teachers make links to students' cultures and backgrounds in the classroom<sup>78\*</sup>



\* = Respecting Cultural Identities





### Learning

Parents of students with extra support

At school, students learn how to respect different viewpoints and ways of doing things<sup>79</sup>

At school, students learn it is important to treat others fairly and with respect<sup>80</sup>

All teachers believe that **every** student can learn and do their best<sup>84</sup>

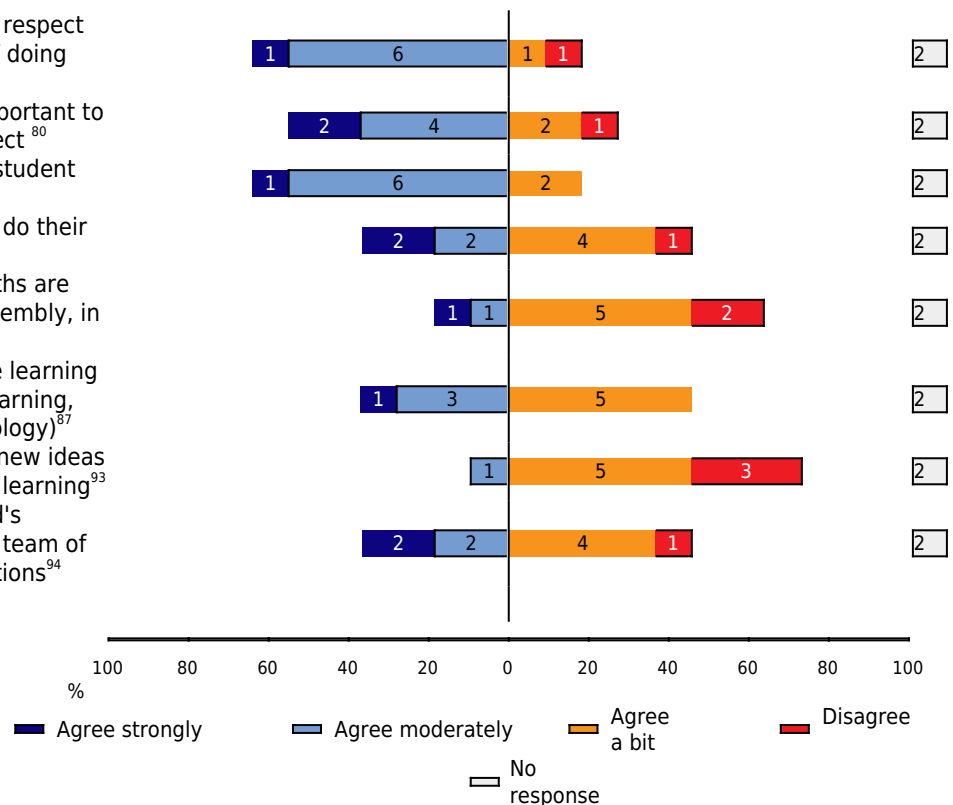
This school supports my child to do their best in lots of different areas<sup>85</sup>

My child's successes and strengths are celebrated at school (e.g., in assembly, in school newsletters)<sup>86</sup>

My child can show what they are learning (e.g., through describing their learning, through photos, or use of technology)<sup>87</sup>

School staff are up-to-date with new ideas about how to support my child's learning<sup>93</sup>

If I am concerned about my child's learning or behaviour, there is a team of staff I can work with to find solutions<sup>94</sup>



\* = Respecting Cultural Identities



### Comments

*Parents of students with extra support*

- This survey is flawed. There is no option for {}does not apply{}
- The school needs to follow up on an actionable learning plans tailored for each student, across the entire range of needs. I know this isn
- I feel the principal and some teachers {}make the right noises{} when I bring up areas of concern about my child, but very little practical and individual work is done with my child. There is a level of inconsistency that my child finds frustrating. I feel my child would work better with more individual, one-on-one work with someone experienced working with similar children. There have been some positive work done, but my child needs extension in some areas, and support in other areas (such as inclusion in class). There seems to be little if any concern given to the high anxiety that many children at the school feel due to ongoing earthquake stress, school merging, new culture of the school, new modern learning environment. I believe anxiety is an underlying cause of many of the behavioural issues at both sites of the school. I feel the principal is not as open as she should be about decisions she makes. Some of the teachers and teacher aides are absolutely wonderful but the culture of the school is not. As a parent of a special needs child I do NOT feel supported by the school and I do not feel my child is considered to be a valued member of the school.
- There are a few individual staff members that have the best interests of my son at heart and have taken the time to understand his Aspergers. He has been officially diagnosed through the local hospital system and as we learned how to work with it, teachers like Liza Rossie and Dinah Wallis have been very supportive and also taken the time to learn about it. Unfortunately his needs are not currently being met. He isn
- I would like to start to see some focus on achievement and attainment of measurable outcomes. Inclusion is not simply being present in the classroom, it needs to be accompanied by engagement, participation and quantifiable results. My child is not sent to school to decorate a chair, my expectation is that the environment will not only accomodate special needs children by allowing them to be in the classroom, but dare I ask that it educate them also! One last note, more support is required to develop the teachers and teacher aides, how can they be expected to deliver education to special needs children when they have not been appropriately or adequately equipped to do so - they do an outstanding job, but they could do so much more if they were supported both in the classroom and with further development.
- Unfortunately, the current strategies to manage bullying in the school are not working. The staff are always available to listen to concerns, which is much appreciated, and strategies and restorative justice practices are actioned but the bullying problem continues.~Current behaviour management strategies in the classroom or lack of successful ones, are having a negative impact on learning for some children.
- I feel that the welcoming nature and inclusivity of the school are more a result of existing culture and efforts by individual teachers rather than flowing from the new school culture. My impression is that the merged school is becoming less inclusive rather than more.
- I think all teachers need to know how to recognise learning difficulties and how to manage learning for that child to match their learning needs.
- no

