



The Champion Centre
T A M A R I K I T O I O R A

Annual Report
of the
Christchurch Early Intervention Trust
CC22708

Building Futures for Children with Special Needs
July 2014-June 2015

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Our Mission Statement

The Champion Centre is committed to providing high quality family and whānau based early intervention services for children/tamariki with multi-faceted developmental delay. In partnership with our local rūnanga (Te Ngāi Tūāhuriri), The Champion Centre will educate about early intervention and act with parents/mātua of children/tamariki with developmental delay as advocates for adequate and appropriate community services for them and their children/tamariki.

Tuia te rangi e tu iho nei

Tuia te papa e takoto nei.

Carol Bellette
Chairperson of the Board of Trustees of the
Christchurch Early Intervention Trust, governance board of
The Champion Centre



Over 1,700 children and their families have been supported by the Champion Centre since the 1970's. We are thrilled to celebrate the achievements of our children and the courage they and their families bring to meeting the challenges they face.

From small beginnings with founder Dr. Patricia Champion, supported by a small team of dedicated volunteers, we now have a team of over 60 professional staff.

The vision of building futures for children with special needs endures through the generous support of our many donors who supplement the base funding the government provides. Your donations enable us to provide holistic integrated support for children from birth through to transition to school.

Special thanks this year to the Todd Foundation for their multi-year support and also to SJ Charitable Trust, Dublin Street Trust and Lesley Nesbit. We are also pleased that the Canterbury District Health Board has continued their support for us at the Burwood campus.

Thank you to all our parents and whānau for trusting us to work alongside you in supporting and helping your child reach their full potential in these critical early years. Our dedicated team of professionals continues to have a positive impact for children and their families and whānau through our family-centred programmes. We recently completed a cultural review as part of our ongoing journey and dedication to reflective practice and ensuring our services are tailored for all children.

The profile of the Champion Centre has been enhanced through the ongoing generous support of The Press and the work of the Champion Foundation Trust. The positive outcomes for children that our talented team achieves continue to receive recognition both nationally and internationally.

Finally I would like to thank and acknowledge the efforts of Susan and our wonderful team of staff.

Ngā mihi nui

Meet the Board of Trustees of the Christchurch Early Intervention Trust

Carol Bellette (Chairperson)

Carol is a finance professional with governance experience in both the not-for-profit and commercial sectors. Her current role is Group General Manager Shared Services for Te Runanga o Ngāi Tahu. Carol has been associated with the Christchurch Early Intervention Trust since 2006 as both a parent and a Trust Board member. Carol is also a board member of Leadership New Zealand, Family Planning Council and Cathedral Grammar School.

Barbara Stewart (retired November 2014)

Barbara is a director of SKOPE Industries Limited, a Christchurch manufacturing company employing approximately 400 people. In addition to serving on the trust board of the Champion Centre, she is on the Cholmondeley Foundation, Chairman of the Court Theatre fundraising campaign and Co-Patron of the Diabetes (Christchurch) Society. She was involved as a local body, elected representative for 15 years, including three years on Waimairi District Council, three years as a community board member for the Fendalton ward of Christchurch City, and nine years as a city councillor for the Fendalton ward of the Christchurch City Council.

Graeme H Daniel

Graeme has been a principal in special education settings for over twenty five years. He is currently Principal of Allenvale School, was principal of Halswell Residential College and has worked for the Education Review Office. He is currently the president of SEPAnz and is a member of several education advisory boards at a national and local level.

David Kerr

David has worked as a General Practitioner in Christchurch for over 30 years. He was the founding Chair of Pegasus Medical Group, and was the Clinical leader for Mental Health for this organisation for many years. He is Chair of Ryman Healthcare Ltd, Deputy Chair of Pharmac and Chair of EcoCentral Ltd, and a Director of Forte Hospital and NZMA Services. He is also an Advisor to the CDHB.

David Lang (Deputy Chair)

David is a partner in the law firm of Saunders & Co, working principally in the fields of commercial and property law. He is the Deputy Chairman of the board and Chairman of the Finance and Audit Subcommittee for The Nurse Maude association. David recently retired after 12 years on the Complaints Committee and a Standards Committee of the New Zealand Law Society, and is the honorary solicitor for a number of Charitable Trusts.

Andrew Hall

Andrew is the parent of a child who attended the Champion Centre. He is currently Senior Business Analyst with the information services Group of the Canterbury District Health Board. Previously he was the Software Manager at the electronics manufacturer Dynamic Controls and prior to that he was the CEO of New Zealand Spinal Trust. Andrew is now on the Board of NZ Spinal Trust as well as a consumer representative on the Ministry of Health's National Ethics Advisory Committee.

Dr. Susan Foster-Cohen
Director of The Champion Centre

It is my pleasure to present this report organized under the two goals of the current Strategic Plan 2015-2020, which is presented elsewhere in this report.

Goal 1: To provide long-term sustainability of The Champion Centre service for infants and children with disabilities

As we have had either zero or negligible increases to our government grants despite rising costs, I am relieved to report that this has been a good year from the point of view of private donations. For the first time in several years, the audited accounts show that we have been able to report a positive balance at the end of the financial year, with funds in hand to take us into the new year. This position was made possible by the **immense generosity of many**

donors, particularly The Canterbury Community Trust, The Todd Foundation (whose partnership funding commitment is for five years), The Dublin Street Trust (whose confidence in our work has seen them increasing their initial support for the Computer Supported Learning Programme to include the Family Support Team as well), and the SJ Charitable Trust and Lesley Nesbit (whose generous donations have contributed to the Learning Through Music Programme). The full list of donors is contained in the annual accounts and I am immensely grateful to everyone for their support.

The Champion Foundation Trust has been very active this year in getting the name of the Champion Centre out to many new people who had not heard of us, our work, or our need for funding. We are immensely grateful to all the trustees and fundraising task force members who have given of their time to help us raise sustainability funding. We have welcomed many high profile individuals from the Canterbury community to the Centre during the year and are always keen to show people what we do, if it will help support our children and families. A couple of new initiatives are shortly to get underway aimed at supporting our arguments to government and the private sector for additional funding, and I hope to be able to report on their success next year.

The core of our **service effectiveness** is the skill and dedication of the more than 60 staff members who make up our team. My sincere thanks to all of them for their highly skilled wrap-around support of the families and children. I also applaud them for working so hard to ensure that, as professionals, they stay informed of the latest evidence-based practice, and play their part in ensuring that the high reputation of the Champion Centre is sustained. Affordable professional development opportunities are seized upon and eagerly participated in, and there is commitment to ongoing learning among all staff.

An important aspect of learning and growing our practice this year has been the completion of a **cultural review** funded by the Ministry of Social Development and carried out under the auspices of He Oranga Pounamu (Ngai Tahu) by Gilbert Taurua. This review made several recommendations that we are now actively working on in order to ensure that we are able to offer the best service possible to our Māori clients, and thereby all our clients. So far, we have created and approved a Treaty of Waitangi policy, begun to increase our use of te Reo Māori and our understanding of Tikanga, and begun to increase our connections with our local rūnanga (Tūāhuriri).



We are grateful to Hemi Hoskins for helping us develop a welcome mihi for the Centre (used for the first time to welcome the Ministry of Education Specialist Service Standards review team), part of which is as follows:

Nau mai ki te whare o Tamariki toiora, Nau mai hoki ki te rohe o Ngāi Tūāhuriri, te mana whenua e manaaki ana i a tātou. He mea hanga tēnei whare, hei āhuru mōwai, hei wāhi āta tuitui, i ngā aho o te taura, e taea ai, te tamaiti te piki ake, ki tōna rangi tūhāhā. Ko ngā aho o tēnei taura, he aroha, he mātauranga, he pukenga, he tautoko, ko tēnei taura, ka tuitui i te tangata, ka tuitui i te ao.

[Welcome to The Champion Centre, Welcome also to the lands of Ngāi Tuahuriri, the mana whenua that hosts us in this region. This whare was established as a place of calm for our whanau. It is a place where the threads of love, knowledge, skill and support are woven together into the figurative rope to allow the child to ascend to their place of enlightenment, their place of realising their potential.]

This year has seen important developments in our relationship with the **Canterbury District Health Board**. We have had an opportunity to document for the CDHB our important role in the health landscape of the region; have received a commitment to keeping the costs of our CDHB-owned building within an affordable limit for us as an organisation; and have welcomed onto the board a new member from the CDHB (Kathy O'Neill) to be formally approved at the AGM. I have also served the first of two years on the CDHB's Disability Support Advisory Committee, which has given me greater insight into the important efforts by the CDHB to support the inclusion of all people with disabilities in Canterbury.

Closer collaboration with the CDHB has also been generated by the challenges of the **Burwood Hospital rebuild**. This has seen all the services within and around our building (electrical, heating, plumbing, weatherproofing, carparking, etc.) affected by the rebuild. Despite a seemingly constant stream of workers through the building at all hours of the day and night, the project office and CDHB maintenance team have kept us informed and consulted and I have huge respect for the thoughtfulness and care with which we have been treated through changes to the Burwood landscape that have not been easy for anyone (and are not over yet!).

We receive government funding from several sources and each comes with expectations of accountability at various levels of detail. This year we have provided important **evidence of outcomes** for children and families in reviews by both Child Youth and Family and the Ministry of Education Special Education, and have received very positive recognition for our work. Some of our outcomes are presented in the research section of this report. We have also received high praise from Dr. Carolyn Blackburn of Birmingham City University (UK) who spent almost three weeks with us on a Winston Churchill Travelling Fellowship expressly targeted at understanding our relationship based approach to service delivery. Some of the feedback from her visit is included later in this report.

Goal 2: To advocate for all children with disabilities through training and research

Dr. Blackburn's visit clearly expands the impact of the Champion Centre, and this impact will be augmented by my **delivery of lectures** there in June 2016 (as a Visiting Fellow) before I head to the International Society for Early Intervention where Robyn Ritchie (Occupational Therapist) and I will be presenting a **symposium** focusing on the Champion Centre model, the work of the Relating and Communicating Programme (authored by Robyn and Clinical Practice Manager, Jan Murphy).

I delivered two **workshops** under the banner of the Mental Health Research Centre (MHERC) here in Christchurch on "Developmental Delay: Overview and Pathways". These have gone very well and were attended by a wide range of people working in early childhood, counselling, and youth supports.

As documented in the list of **publications and presentations** by Champion Centre Staff later in this Annual Report, we have also been involved in training other professionals on the consequences of prematurity, on the value of visual supports for children with disabilities, and on an important alternative to behavioural training for children on the autistic spectrum.

This year saw the publication in an **international peer reviewed journal** of the results of a project funded by the Wayne Francis Charitable Trust and the J R McKenzie Trust completed a couple of years ago. This project involved the design and implementation of a visuals support programme in primary schools. We have also completed and are now disseminating a 'how to' manual for schools who are interested in learning from our experiences and would like to put a similar programme in place themselves.

This year my ongoing research study of the progress that infants and children attending the Champion Centre make over time has begun to yield important insights. Some of these are detailed in the section on research at the Champion Centre later in this report. Importantly, these results are making their way into international peer reviewed journals and conferences, which increases the **visibility of the Champion Centre model of practice**.

Dr. Susan Foster-Cohen, PhD, Director

Susan H. Foster-Cohen.



THE CHAMPION CENTRE: A CENTRE OF EXCELLENCE IN EARLY INTERVENTION 2015-2020

The Champion Centre provides specialist early intervention to infants and young children with disabilities and their families through a centre-based multi-disciplinary approach that:

- Is based on the very best scientific understanding of child development and disability.
- Supports family and whānau to foster and encourage their child's development through playful relationship-based activities.
- Works holistically with infants and children to support all areas of development: social, intellectual, physical, emotional.
- Advocates with other agencies and individuals on behalf of children and their families/whanau.
- Is proactive in supporting a bi-cultural approach with all families and whānau.

This strategy document makes the following assumptions:

- 1) That **sustainability** of the Champion Centre involves:
 - a) Maintenance of a staff to client ratio that sustains the provision of a best-practice service.
 - b) Hiring and retention of suitably qualified therapy and support staff who are fairly remunerated and adequately supported.
 - c) Ongoing partnership with all client families at all levels of the service.
 - d) Maintenance of physical facilities capable of supporting the programme.
 - e) Actively working with donor organisations and individuals to attain appropriate levels of funding.
- 2) That the **advocacy** role of the Champion Centre for all children with developmental disabilities involves:
 - a) Dissemination of the Champion Centre model of practice to other professionals through training.
 - b) Public education including of policy makers and others with power over children's lives.
 - c) Engagement in appropriate research both local and nationally.

Goal 1: To provide long-term sustainability of The Champion Centre service for infants and children with disabilities		
Objectives	Key actions	Measures of progress
Maintain service effectiveness	Maintain appropriate ratios between staff and client numbers Maintain appropriate distribution of staff expertise Work towards market rates for all staff Ensure succession of senior and junior staff Maintain high professional standards of all staff Maintain effective partnership with all client families Maintain and develop connections with other providers Enhance bicultural and multicultural effectiveness Exploit outcome data collection and tracking systems to support the work of the Centre	A clear succession plan Strategic provision of practical training for students and staff Outcome data shows clear evidence of the impact of the programme and is shared as widely as possible in professional and general publications and on-line. Maintenance of appropriate staff numbers and expertise distribution Successful reviews by all the quality assurance bodies that govern the Centre's activities
Goal 2: To advocate for all children with disabilities through training and research		
Objectives	Key actions	Measures of progress
To expand the impact of the Champion Centre both regionally and nationally	Increase understanding among early intervention professionals of how to meet the needs of children with disabilities Increase understanding among teachers of how to include children with disabilities in mainstream education Increase understanding among child welfare professionals of how to meet the needs of children with disabilities	Delivery of face-to-face and on-line training, where possible generating an income Participation in national and international symposia and conferences.
To expand the advocacy role of the Champion Centre through training.	Work to change public perceptions of young children with disabilities and to encourage them being valued by the community To help government and policy makers to understand the effectiveness of the Champion Centre model of service To actively support initiatives from government and private sources most likely to support better outcomes for children with disabilities	Positive media coverage Development and maintenance of collaborative relationships with other organisations.
To engage in appropriate research projects	To engage in appropriate research in collaboration with local, national and international universities and other research units. To develop the infrastructure to support research at the Centre To collect new data and exploit existing data held by the Centre	Developed responses to tender invitations. Publication of results.

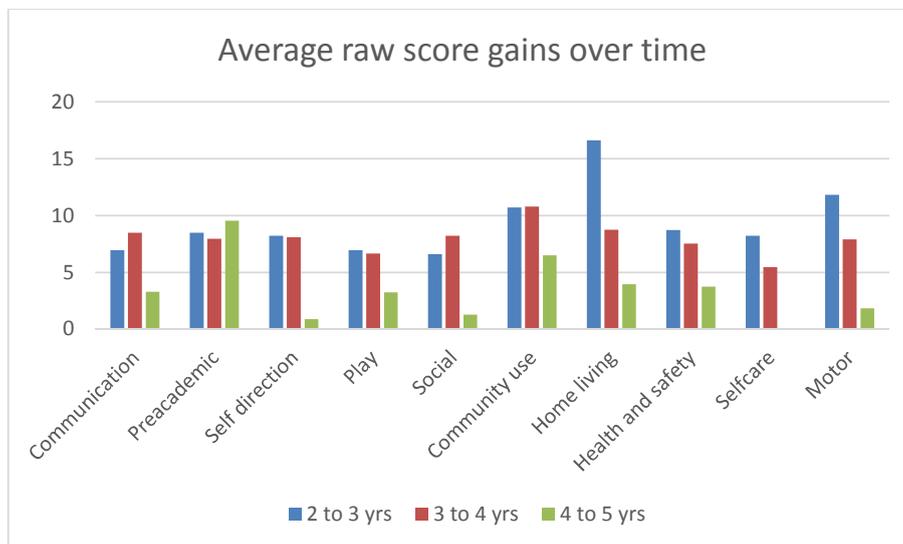
The Champion Centre has been gradually building a database of children’s development as recorded by their parents over time through the use of a series of questionnaires including the ABASII. The ABASII has 241 questions across 10 areas of everyday functioning: Communication, Community Use, Functional Pre-Academics, Home living, Health and Safety, Play, Self-Care, Self-Direction, Social, and Motor development.



We have been asking parents to complete the ABASII, several times over the course of their time with us and are building up developmental trajectories of children with a range of disabilities including cerebral palsy, Down syndrome, global developmental delay, and Autistic Spectrum Disorder.

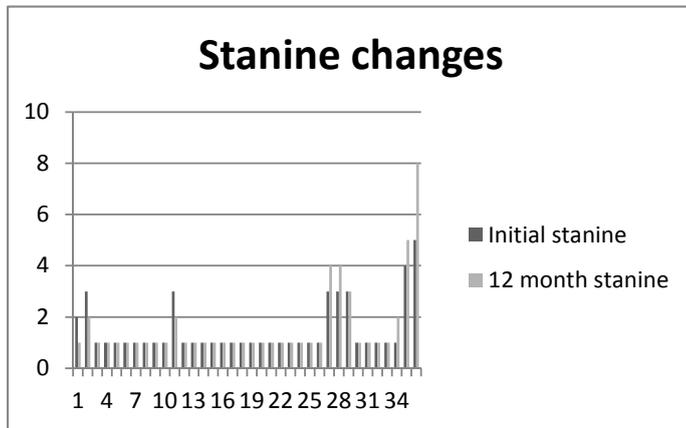
By comparing the raw scores on this questionnaire over time, we can build up a qualitative picture of the progress each child makes relative to their earlier selves. This is important because it is this development that shows the impact of early intervention and of the efforts of children and their families to learn.

The graph below represents the average gains in raw scores made from age 2 to 3, 3 to 4 and 4 to 5 in each of the areas addressed by the ABASII when we pool all the children for whom we can compare the scores at these ages (18 children from 2 to 3; 23 children from 3 to 4; and 20 children from 4 to 5).



Although one must be very careful interpreting raw scores such as these, the data suggests that children make the greatest gains in their motor development in the 2 to 3 year period; that the same period is one in which children tend to make gains in beginning to participate in the routines of everyday living at home; that the most gains in their social skills occurs in the three to four-year-old period; and that gains in pre-academic skills are greatest as children approach going to school. These results are not surprising, as we would expect similar outcomes for typically developing children. What they do show, therefore, is that with support from the Champion Centre and their families, children make important gains year on year.

We can also explore the changes children make relative to typically developing children the same chronological age by examining scaled scores on the ABASII. Given that the children who attend the Centre develop more slowly than typically developing children, we would expect the gap between them



and their same age peers to increase over time. However, our research is suggesting that most children remain a constant distance behind their same aged peers, which is evidence that the programme is effective.

This result is reflected in the graph of stanine changes, which shows that most children remain at the same stanine point from one year to the next.

Research Publications and Presentations by Champion Centre staff in 2014 and 2015

- Bennetts, L. and Foster-Cohen, S. Working with Visuals. Workshop for Specialist Teachers in Training, University of Canterbury. (July 2015)
- Carpenter, S. Impact of micro-enterprise on communication and social networks of a young adult AAC-user. Presentation at Agosci conference, (Brisbane May 2015)
- Foster-Cohen and van Bysterveldt, A. K. (in press) Assessing the communication development of children with language delay through parent multi-questionnaire reporting. *Speech, Language and Hearing*.
- Foster-Cohen, S. and Mirfin-Veitch, B. (2015) Evidence for the effectiveness of visual supports in helping children with disabilities access the mainstream primary school curriculum. *Journal of Research in Special Educational Needs*. (early online March 2015)
- Foster-Cohen, S. and van Bysterveldt, A. A challenge to hope: Uneven trajectories in children with developmental disabilities. Paper presented to the 11th Early Childhood Convention, Rotorua, NZ. (October 2015)
- Foster-Cohen, S. and van Bysterveldt, A. K. (invited submission under review) Early Childhood Inclusion in Aotearoa New Zealand. *Infants and Young Children*.
- Foster-Cohen, S. and Wong, T.P. (in press) "Intervention at the interface: Semantic-Pragmatic Strategies for facilitating conversation with children with developmental disabilities" in *Drawing a line – perspectives on the semantics-pragmatics interface*. Springer series Editors: Ilse Depraetere & Raphael Salkie
- Foster-Cohen, S. It's hard to be weird: Why modifying parent language is pragmatically difficult. Presentation to the Speech Sciences Department seminar, University of Auckland, (October 2015).
- Foster-Cohen, S. Modifying child-directed speech: A relevance theory analysis of clinical interaction strategies. Presentation to NZILBB seminar series (August 2015).
- Gray, A. and Bracken, H. The impact of premature birth on infants and young children. Workshop for professionals (October 2014)
- Gray, A. Assessment and Monitoring of Children Born Premature. Presentation to the national conference of the Infant mental Health Association of Aotearoa New Zealand (April 2015).
- Gray, A. Prematurity and its Effect on Children's Development. Presentation to the Family Help Trust. (February 2015)
- Murphy, J. and Ritchie, R. Building relational face-to-face intimacy and engagement in young children with disorders of relating and communicating. Presentation to the Department of Communication Disorders, University of Canterbury. (March 2015)
- van Bysterveldt, A., Gillon, G. and Foster-Cohen, S. (2014) A phonological awareness intervention case study of a child with Down syndrome. *Speech, Language, and Hearing* 17(1): 25-36.

JANELLE'S STORY

My name is Janelle Olley. I am 21 years old and still at Papanui High School at Kimi Ora Unit. This is my last year there.

When I was a baby my parents took me at Champion Centre where my therapy started. I had therapy for speech language, cognitive and occupational which helped me a lot to where I am now. From Champion Centre, I moved to Allenvale School until I was 9 years old, and then transferred to Parkview school. I had 3 years there and had my intermediate at Chisnallwood for years 7 and 8.

I started high school at Marian College and finished my year 13. I was going to have another additional year there but after first term, I got accepted at Papanui High School with help from Gary Endacott. While at Marian, we suffered a lot of interruptions when the earthquake hit as it destroyed our school. There was a time when we have to share with St. Bede's College and that was really stressful. I had lot of good memories though. My dad passed away at the end of 2012 and that was very hard on me.



Now at Papanui High School, I have been doing work experience at Station One café since last year. I clear the tables and put the dirty dishes away in the dishwasher. I also clean the windows and put the sugar, salt and pepper shakers in the table. I work Monday and Friday for an hour each. I get paid for my Friday work. I love my job.

Last year I visited Kurashiki, Japan as an exchange for people with disabilities and we really valued and treasured what we had experienced. Kurashiki is the sister city of Christchurch.

I also worked at Champion Centre for the 1st and 2nd term of this year. I did, scanning, laminating and other light office duties. I also helped the children in the playroom. Paddy who used to be my speech therapist is still working there. Thank you so much to all the staff and the director Susan Foster Cohen for giving me a chance to experience working there. Now I'm working at Beacon House, doing some light office work and cleaning toys. I love and enjoy doing my job.



My social activities include going to UPP Club every other Friday with different activities each time with friends. I'm also involved in JOLT for dancing every Monday. We do perform shows every year. I remembered when I did the role as the Paperbag Princess. That was so cool.

This year I'm finishing high school and looking forward to an exciting and busy next year and the years ahead.

OUR CHILDREN; OUR SERVICES

Of the 162 children currently in the service, there are 61 girls and 101 boys. 22 of our current clients identify as Māori, 6 as Pacific, 7 Asian and 2 'other'. 125 are New Zealand European (or simply 'New Zealand'). Not all parents have reported their home status, but at least 13 children are being raised by solo parents, and 5 are fostered. 29 families come from areas of Canterbury outside Christchurch and 133 from Christchurch.



The largest group of children by diagnosis are those born prematurely. 97 were born anywhere from 2 to 15 weeks early with birthweights as low as 530 grams. These children are on the Assessment and Monitoring programme and a number are at risk of significant developmental delay. Of the remaining 65 children 21 have Down syndrome; 6 have an Autism Spectrum Disorder; 29 have a diagnosis of developmental delay of unknown cause; 2 have a primary diagnosis of cerebral palsy; and the remaining 7 have diagnoses of specific syndromes or conditions resulting from other causes.

Children attend individualised programmes with others at their same age and/or developmental stage. In these programmes each child/family has one-on-one time with each therapist/specialist as well as group time for music and kai. 20 children are in programmes for babies, 29 in what we call 'middle years' programmes and 30 are preparing for school in our 'transition' programmes. A further 7 are currently in our Relating and Communicating programme, but are expected to move into the appropriate multi-disciplinary programme before transitioning into school. 76 children attend our assessment and monitoring programme.



We have served 1,703 children since the programme began and our graduates range in age from 6 to 39 years old. Most have gone on to surprise and delight their families and teachers with skills and contributions that would not have been thought possible when they were first born or diagnosed.

TESTIMONIALS

It has been our very great pleasure this year to host Dr. Carolyn Blackburn of Birmingham City University (UK) as a Winston Churchill Travelling scholar. Carolyn spent two and a half weeks with us and interviewed a wide range of families and staff, as well as observing the programme alongside the children. She will share her final report with us in due course, but her initial observations are as follows:

The evidence and argument for relational pedagogy is robust internationally, especially in early childhood. The relational approach in the Champion Centre Model is the most consistent thread throughout the programme and observable in therapy sessions, in conversations between professionals, between professionals and families, professionals and children and extends to visiting researchers. Outstanding and distinctive features (that are different to previously observed early childhood education/intervention models) include:

- *The range of therapeutic /educational approaches (the inclusion of music and intensive computer time especially) and the delivery of these all under one roof with parents as full and equal participants, sometimes following therapists, sometimes leading therapists alongside their child;*
- *The integration of these different approaches to the extent that sometimes they are jointly delivered where this is perceived to be beneficial for the child/family/particular target, This means that there is a consistent approach whereby there is a common culture/language whilst individual specialisms are respected and maintained;*
- *The natural conversations during everyday communications and interactions between staff of different disciplines and with families that are beneficial for consistency of delivery and continuation of the programme within the home setting;*
- *The respectful and reflective approaches from professionals towards each other, to children, families;*
- *The time given in therapy/education sessions for parents to talk and be listened to, this was especially important in the monitoring programme for children born prematurely where the Psychologist intuitively knew to allow silent moments and time for parents to think about what they wanted to say;*
- *Dedication and enthusiasm of staff for the programme that goes beyond a desire to work with young children and extends to caring about the long term sustainability of family structures and processes;*

Feedback from parents in interview has been extremely positive and reflects all of the above comments as well as respect for the highly skilled professionals who have shared their journey/about to share their journey, the baby programme that helps parents start their journey and the transition programme are especially valued by parents.

*Dr Carolyn Blackburn
Research Fellow, Faculty of Health, Education and Life Sciences
Birmingham University UK*

Carolyn is now taking her experiences back to the UK, where she says there are no programmes offering anything like what she has seen here.

Comments from our parents 2014/15

The following comments come from a variety of sources, including our annual consumer feedback form, exit questionnaires, and spontaneous cards and letters.

"Our transition to life in New Zealand and school has been made so much easier through your help and support, our time with you has been short but our love for you and the work that you do is strong.

Thankyou for your love dedication and support ... you are world class and I know it."

"To all our friends at the Champion Centre, You are all wonderful people that are so committed to supporting our beautiful children, we are so grateful for all your kindness and love and support over the time that we have been coming , God Bless you all"

"You all do a fantastic and often thankless job caring for our special children. We are huge fans of your wonderful facility and _____ is doing so well Absolutely due to your early intervention Thankyou all"

"Our grateful thanks for your care and guidance on _____'s development. That rocky start we had 4 years ago is a distant memory, Thankyou all for your good work"

"Many heartfelt thanks for your hard work and dedication to your vocation. Your interest and love for _____ will be remembered for ever alongside the progress that he made Thankyou

"Everything (has been valuable). Our journey began with support directed at our developing understanding of our son's unique challenges and this evolved into therapies which have been the key support for the integration of both his and the families learning". "Our biggest challenge was when he moved into the transition to school group, it felt like a huge gap and a steep learning curve for all of us, but what a perfect place it ended up being, all challenges are a necessary part of growth"

"The personal service and education from Paddi, Deborah and Alison has been invaluable in our journey. We have been made aware of age appropriate milestones and how we can support this development at home. We value the therapists and their specific contributions to our lives and their sincere interest in our son's progress, thankyou all so much, you do a wonderful job – we are so blessed."

"A place were little kids with big needs should be; an outstanding place, outstanding teachers, outstanding growth; we would have been lost without the Champion centre's help. You have made my kids grow and be a part of a wonderful programme. We love the Champion Centre. Keep up the outstanding work because it does work"

FUNDING

The Champion Centre is sincerely grateful for the generous support of our community, through donations of time, energy and funds during the financial year ending June 2015.

We thank the following Champion Supporters of the Champion Centre:

Abrahamsom J & M	Lower Shotover Women's Institute	Todd Foundation
Air Rescue Services	Loyal Riccarton Lodge	Toothill DM
ANZ NZ Staff Foundation	Lucas R	Un Cadeau Charitable Trust
Atkins N	Mackenzie Charitable Trust	Williams P & S
Adrienne Lady Stewart	Mainland Foundation	Winstone J
Barry Connor Design	Marshall T & S	Wright MA
Bishopdale Burnside Rotary	Maurice Carter Charitable Trust	
Blackwell W J	ME James QSM Charitable Trust	
Burdon R A	Mitchell S	
Burrows Charitable Trust	Mora AK	
Busch M	Mortlock S & B	
Canterbury Branch of NZFGW Trust	Moseley AJ	
Canterbury Community Trust	Murphy SP & MJ	
Chambers F E	Nesbit Ms L	
Chesney A & T	NZ Charitable Foundation	
Christchurch City Council	New Zealand Lotteries Grant Board	
Christchurch North Lions Club	Pinney JM	
COGS	Pon Dr J	
Cowie A	NZ Premier Wines	
Curry PA & CS	Proctor T	
Daniel GH	Pub Charity	
Dove Charitable Trust	Redwood Physio	
Dublin Street Charitable Trust	Riccarton Inner Wheel	
EB Millton Charitable Trust	Robbies Bar and Bistro	
Elizabeth Ball Charitable Trust	Robert and Barbara Stewart Charitable Trust	
	Trust	
Ewing R	Roberts G & L	
Farina Thompson Trust	Robertson RW	
First Sovereign Trust	Rotary Club of Christchurch North	
George Sevicke Jones Charitable Trust	Rothera GP and Bellette CR	
Goomes MW	S J Charitable Trust	
Gostomski P Fry C	Save The Children NZ	
Guides New Zealand	Shannon MC	
Harcourts Foundation	Simmonds R	
Hurford LC and BR	Simons N & M	
Hutchison M	Simpson JA	
IHC Foundation	Somerville LM	
Ilott Trust	St Kentigerns Burwood	
J & M Ferrier Charitable Trust	Steel K and Kirkness L	
Jones Foundation	Stewart SA	
Keir J	Stock DJ and Stock H	
Kilbride M	Sullivan A & J	
Kirby Trust	Te Anawai Trust	
Kofoed P & A	Te Pou	
Latz PW & KA	The Beacham Foundation	
Lions Club of Woodend	The NZ Music Foundation	
Lobblinn Farms	The Philip Brown Fund	
Lois McFarlane Charitable Trust	The Trusts Community Foundation	
Lothian F	Threefold Foundation Ltd	