

Combined Deaf Education Centres

CHARTER 2019



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Introductory Section

Who are we?

A Community of learning around the child



The provision of services for Deaf and hard of hearing (DHH) children in New Zealand is the responsibility of two Centres.

Kelston Deaf Education Centre (KDEC) provides services across the upper North Island including metropolitan Auckland while van Asch Deaf Education Centre (van Asch), covers the South Island and lower part of the North Island.

Equal rights to primary and secondary education

Under the Education Act 1989, all children have the right to enrol at their local school:

“... people who have special educational needs (whether because of disability or otherwise) have the same rights to enrol and receive education at State schools as people who do not”

Education Act 1989 s(8) (1)

Over 2700 DHH children throughout New Zealand are enrolled at or receive services from the Deaf Education Centres. Together we employ nearly 400 staff who are employed by the Combined Board of Trustees.

Both Centres were established as special schools and operate a core/day school and residential facility and provide Early Childhood Services. They also offer a range of courses and services for parents/caregivers, schools and other professionals.

Specialist regional outreach roles include New Zealand Sign Language Tutors, Specialist Resource Teachers, Habilitationists, Audiologist, Hearing Aid technician.

Other Specialist services provided in local areas include Resource Teachers of the Deaf (RTDs), ASSIST staff, Communicators/Educational Interpreters.



Resourcing



Investing in the right support early on will help raise the achievements of our learners and improve their emotional and social wellbeing. Our work is underpinned by the National Plan Government's Learning Support guiding principles which aim to:

- Remove barriers to learning
 - Become involved earlier
 - Provide quality services
 - Monitor and evaluate our work and build a strong evidence base to improve what we do
-
- Build and sustain productive partnerships with parents, whanau, schools and other professionals.

As a result, "Every day, children will learn and succeed because of the work we do."

Each year the Ministry of Education provides funding to the Combined Board so that each Centre can offer a range of services to support DHH and hard of hearing learners. The schools are funded in line with the principles that resource all schools. The additional early involvement, regional, specialist, resource centre and technical support services are funded on a yearly contract within the Resourcing Notice.

Working closely with the Ministry of Education, the Board strives to make the best use of its available resources to meet an ever-increasing demand on our services and the expectation of high achievement.

Data on Learner Demographics Needs, Achievement and the outcomes of specific programmes will inform resourcing



Our Mission and Vision

The Deaf Education Centres are a major provider of educational programmes and services to ...

- Raise and sustain the academic achievement of Deaf and Hard of Hearing learners in New Zealand.
- Promote the social, emotional health and wellbeing of Deaf and Hard of Hearing learners in New Zealand.

So that ... Deaf and Hard of Hearing students thrive in an environment where they...

Belong

- They feel valued in their community of learning.
- They can express individuality and diversity.
- Their whanau are involved.
- They are securely empowered and engaged.

Grow

- They are confident, life-long learners.
- They can actively participate in the world.
- They can assert their own social, academic and well-being progress.

Choose

- They access a full spectrum of communication means.
- They can participate in and influence decision making.
- They can choose a learning pathway that suits and is understood by whanau and schools.
- Their family and whanau can share and celebrate in decision making.

Excel

- They can participate and experience excellence in the New Zealand Curriculum.
- They will become self confident, contributing members of society.

... to ensure All Deaf and Hard of Hearing people in New Zealand will have the skills and knowledge necessary to enjoy fulfilling and satisfying lives.



STRATEGIC GOALS | 2019



1. Develop a holistic progressive service for Deaf and hard of hearing learners that maximises educational, social and emotional outcomes and is accessible, equitable and efficient in its nationwide delivery.
2. Develop one new national organisational structure that enables excellent educational outcomes for Deaf and hard of hearing learners New Zealand wide.
3. Inform decisions, priorities, and resourcing by utilising data, evidence based best practice and research that underpin child centred values of Excel, Choose, Grow and Belong.
4. Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways.
5. Build and maintain strong, collaborative relationships with students, family/whānau, the Deaf community, the wider education community and other external stakeholders.
6. Use and manage resources to provide the maximum educational benefit for our learners.
7. Align property and infrastructure to support a nationwide service delivery model.

Our Services

Early Childhood

van Asch Deaf Education Centre

An Early Intervention Centre on-campus programme is provided for local families. The E.I.C. has a sessional license for up to 21 children per session and provides group parent and child sessions. Weekly individual parent-child communication sessions are also offered. The Centre follows the Te Whaariki Curriculum with an emphasis on communication development.

The E.I.C. is also accessed by families from across the region through Preschool Residential Courses that are provided throughout the school year. Ten courses per year are offered. Up to three families can attend each course.

The E.I.C. staff work closely with the AoDC, CI Habilitationists and First Signs Facilitator to provide a collaborative service for families.

Kelston Deaf Education Centre

Te Kura Maatua o Kerehana mo nga Tamariki Turi

Pre-school

The pre-school programme supports the development of spoken language and New Zealand Sign Language (NZSL) in a bilingual and inclusive setting.

Those enrolled are children who are DHH their hearing siblings, Children of DHH Adults (CODAs), those with a connection to the adult DHH Community and children living in the local community.

The curriculum draws on the individual experiences of each child and their family to deliver a diverse cultural and linguistic programme consistent with the national Early Childhood Education (ECE) curriculum – Te Whariki. The programme is supported by adults who are fluent in English and New Zealand Sign Language, who work alongside children to promote confidence and competence in all languages.



Habilitation

van Asch Deaf Education Centre	Kelston Deaf Education Centre <i>Te Kura Maatua o Kerehana mo nga Tamariki Turi</i>
<p>Van Asch is funded to employ Habilitationists. Habilitation services for children with cochlear implants are provided through a contract with the Southern Hearing Charitable Trust.</p> <p>Habilitationists are based at the Southern Cochlear Implant Programme in Christchurch and Wellington. They also provide an outreach service to children's home areas and professional support to Teachers of the DHH and associated professionals who provide weekly habilitation.</p>	<p>Under a joint venture agreement through the Northern Cochlear Implant Trust, The Hearing House and KDEC are funded for habilitation staff to contribute to the delivery of ongoing monitoring, advice and guidance for cochlear implant recipients, between the ages of 5 – 18 years old.</p> <p>While the joint venture has been in place for 10 years the contract for service is renewable annually.</p>



School

The DHH learners enrolled at the Schools of van Asch and Kelston range in age from 5 -21 years.

Both Schools are the Specialist Service Provider for the ORS verified learners enrolled in the Schools. This designation enables the Board to provide specialist and paraprofessional staff to serve the needs of learners enrolled in the school.

van Asch Deaf Education Centre	Kelston Deaf Education Centre <i>Te Kura Maatua o Kerehana mo nga Tamariki Turi</i>
<p>Satellite classes operate at Hagley Community College, Hillmorton High School and Wharenuī Primary School in Christchurch. Core school enrolments come from throughout the region served by the Centre.</p> <p>Some school subjects are provided in the Satellite Unit by van Asch Teachers and in partnership with Te Kura. Some school subjects are accessed via the Host School class programmes where the Teacher of the DHH and support staff provide access and adaption support.</p> <p>All satellite and High School transition programmes integrate our Local Curriculum: Language, Literacy and Deaf Culture within the New Zealand Curriculum. The van Asch Deaf Education Centre School Curriculum January 2013 outlines the programmes provided.</p> <p>Every learner has unique needs so parents, caregivers, teachers, the learner, and specialists, where appropriate, meet biannually to review and develop goals for Individual Education Plans (IEPs).</p> <p>We are an Accredited provider for NZSL NCEA standards. Teachers of the Deaf based at the satellite units teach the standards to enrolled learners and hearing learners within the partnership agreement parameters.</p> <p>The Transition programme offers flexible programmes to meet learners specific educational and vocational needs while fostering independence and self-advocacy.</p>	<p>The KDEC School operates as a network of provisions in partnership with regular schools across the city of Auckland. The last of these provisions was opened on 7 February 2017.</p> <p>Learners in the KDEC School, partake fully in the New Zealand Curriculum. The teaching focus is on access and adaptation of the curriculum.</p> <p>The rebuild of the Archibald Road complex, which includes the Residential Hostel is now complete.</p> <p>A linked campus approach operates with partner schools in West Auckland: Kelston Boys High, Kelston Girls College, Kelston Intermediate and Kelston Primary.</p> <p>Likewise, a parallel campus approach exists in Auckland's South East at Ormiston Primary School, Ormiston Junior College and Ormiston Senior College.</p> <p>Oteha Valley School provides a partner Primary school on the North Shore of Auckland.</p> <p>Tu Kokiri provides a transitional programme for senior learners preparing for further study or employment.</p> <p>KDEC is NZQA accredited to teach and guide learners in the High School programmes at Kelston Boys, Kelston Girls, Ormiston Senior and Tu Kokiri successfully partake in NZQA learning pathways.</p>

Residential

Each Centre has residential facilities to cater for those learners whose overall personal, social and educational needs cannot be met in their home area/local school.

Residential programmes enable up to 43 DHH learners to live in a safe and challenging environment that promotes their learning, development and independence through an integrated educational and residential programme.

At all times both Centres comply with the Education (Hostels) Regulations 2005.

van Asch Deaf Education Centre	Kelston Deaf Education Centre <i>Te Kura Maatua o Kerehana mo nga Tamariki Turi</i>
<p>The hostel license allows for up to 20 learners to be enrolled.</p> <p>Residential homes are also used for assessment visits of regional learners and in-service and training programmes for parents/caregivers and associated support persons.</p> <p>Regional learners use the residential facilities when attending short-term Immersion courses.</p> <p>When not required for the Centre's own use, the facilities are used, on a cost recovery basis, for other education in-service or family programmes.</p>	<p>The KDEC hostel license allows for up to 23 learners to be enrolled.</p> <p>The opening of the new Residential hostel has enabled KDEC to re-establish short term residential courses during 2017.</p> <p>The admission criteria for full time enrolment are that the learner's IEP identifies that their education needs will best be met by residential placement, and that a suitable placement is available. Specific obligations are outlined in the KDEC Resourcing Notice.</p>



Regional Services

Specialist Teaching\Advice and Guidance

The Centres' Regional Services are subject to special education policy and are available to DHH learners with moderate needs and those verified under the Ongoing Resource Scheme (ORS).

ORS specialist teacher components previously with the mainstream schools, are now incorporated into the regional specialist teaching services. This resource is reviewed and allocated on an annual basis.

A range of specialist support is provided via the RTD and Assist services:

RTD:

- Direct RTD Specialist inclusive teaching support
- Advice and guidance
- Regular monitoring to check progress is being maintained

ASSIST:

- Advice and guidance
- Regular monitoring to check progress is being maintained

Between 2013-2015 a sector shift was agreed to enable the Advisor on Deaf Children to focus on the Early Years for DHH and Hard of Hearing children and agreement for extended service provision by the two DECs. Progressively since 2013 the Assessment and Involvement of a Specialist Teacher (ASSIST) has been the DECs responsibility from year 4 onwards for non-verified learners, year 1 onwards for verified learners.

van Asch Deaf Education Centre	Kelston Deaf Education Centre <i>Te Kura Maatua o Kerehana mo nga Tamariki Turi</i>
<p>The Regional Services are funded to provide Specialist Teaching and Advice and Guidance to DHH learners enrolled in a mainstream, attached satellite Unit or Special School across the South Island and lower half of the North Island.</p> <p>Specialist Teaching service is allocated to learners meeting the criteria for literacy, language support in an inclusive setting. This service is provided either by a Resource Teacher of the Deaf or qualified teacher based in the learner's local area. Both RTDs and staffing transfer teachers receive outreach/professional support from the Specialist Resource Teachers of Literacy, Sign Language and Speech-Language. NZSL tutors provide Sign Language tuition and awareness of Deaf Culture.</p> <p>All regional learners who receive services from the Centre are eligible for Assist Services that provide advice and guidance in relation to IEPs, transition, and hearing aid management and classroom strategies.</p>	<p>The Centre will deliver the specified range of advice and service options to eligible learners enrolled in state funded mainstream settings, to family/whanau, and the schools they attend.</p> <p>The Centre provides administrative and operational support for staff working regionally.</p> <p>Staff delivering the services, provide data to profile learner needs and to demonstrate service effectiveness.</p> <p>Staff liaise with other providers of services to eligible learners, and provide training and professional development to regional services staff involved in the provision of services to learners, their families, caregivers, whanau and schools.</p>

Resource and Technical

van Asch Deaf Education Centre

van Asch's resource and technical services provide services for DHH pre-schoolers and learners from the time of diagnosis to the end of their compulsory education. These services are available to the families and whanau of DHH children and the staff in regular schools.

- The Centre maintains a media centre and library that provides curriculum support, extension resources, virtual learning and in-service training.
- van Asch provides Audiological assessment for learners enrolled in the school and learners attending assessment in residential programmes. Outreach paediatrics Audiological support to local audiologists is also offered. Ongoing access to assistive listening services (including hearing aids and FM systems, plus the related fitting, repair and maintenance). The Audiologist works alongside the EIC and Specialist Resource teachers. Outreach support is provided to DHB Audiologists working with pre-schoolers and learners.

Kelston Deaf Education Centre

Te Kura Maatua o Kerehana mo nga Tamariki Turi

Resource and technical services are provided to DHH pre-schoolers and learners enrolled in the compulsory education sector. These include:

- On-going access to assistive listening services (including hearing aids and FM systems), plus the related fitting, repair and maintenance and technical support.
- Curriculum support and extension resources for learners, their families and whanau as well as the staff in regular schools.
- Residential and in-service training for the families and whanau of DHH children and staff in regular schools.

KDEC is funded to provide audiology services for learners enrolled in the day school and to maintain a resource centre and library. Both these facilities are available to families and whanau of DHH and hard of hearing children as well as the staff of regular schools throughout New Zealand.



Priority Learners

Te Rautaki Mātauranga Māori – Māori Achievement Strategy

The Treaty of Waitangi is a founding document of New Zealand. As such, the Treaty is a crucial driver for the way the Board delivers services and engages with Tangata Whenua, Learners, Whanau and Iwi. The Board acknowledges that Iwi and Hapu have a constitutional interest in the effectiveness of service delivery to DHH learners. In order to meet its obligations and responsibilities under the Treaty of Waitangi, the Board has developed, adopted and implemented Te Rautaki Mātauranga Māori.

van Asch Deaf Education Centre *Te Kura o van Asch mo nga Tamariki Turi*

In recognizing the unique position of Māori culture and language in New Zealand, van Asch Deaf Education Centre continues to enhance procedures and practices within all aspects of the Centre to raise achievement for Māori learners.

Through professional leadership and training, teaching and residential staff are reflecting on culturally responsive practices to engage the Māori Learner.

All Core School learners including Māori will be provided with opportunities to take part in Māori Tikanga, Te Reo and Māori Art activities.

A Specialist Resource Teacher, Māori/Kaitakawaenga supports learning opportunities in the Core School and supports engagement and consultation with Māori families of enrolled learners and those receiving services from across the van Asch Region.

Kelston Deaf Education Centre *Te Kura Maatua o Kerehana mo nga Tamariki Turi*

Te Rautaki Māori provides the overview, initiatives, steps, and actions through which the Chief Executive and his Senior Management Team continue to identify and implement culturally responsive outputs that support Māori learners enjoying educational success and access to the rich cultural heritage of Aotearoa.

Ruaumoko Marae provides a cultural focal point for the delivery of Te Rautaki Mātauranga Māori.



STRATEGIC ACTION PLAN



At the end of 2017, after extensive consultation with parents, staff and students, the Combined Board agreed on 7 strategic goals to direct our work. These new Strategic Goals represent an exciting new phase in developing Deaf Education Services throughout New Zealand. The Board's 7 Strategic Goals are:

1. Develop a holistic progressive service for Deaf and hard of hearing learners that maximises educational, social and emotional outcomes and is accessible, equitable and efficient in its nationwide delivery.
2. Develop one new national organisational structure that enables excellent educational outcomes for Deaf and hard of hearing learners New Zealand wide.
3. Inform decisions, priorities, and resourcing by utilising data, evidence based best practice and research that underpin child centred values of Excel, Choose, Grow and Belong.
4. Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways.
5. Build and maintain strong, collaborative relationships with students, family/whānau, the Deaf community, the wider education community and other external stakeholders.
6. Use and manage resources to provide the maximum educational benefit for our learners.
7. Align property and infrastructure to support a nationwide service delivery model.

STRATEGIC ACTION PLAN Cont'd

Goal No.	Strategic Goal	Target	2019 Actions	Who	Time frame	Outcomes	2018 EOY Comments
1.	Develop a holistic progressive service for Deaf and hard of hearing learners that maximises educational, social and emotional outcomes and is accessible, equitable and efficient in its nationwide delivery	See Pathways within Curriculum Annual Plan section	Set up a national Teacher Inquiry approach. Review local curriculum at a national level.	Principals/ Senior and Middle Leaders	Term 1-4 2019 Term 1-4 2019	Educators will lift their capability in team and individual Teacher Inquiry approach. Coherent philosophy and practices are described and communicated to DEC staff/schools/parents/whanau	These actions are recommended by ERO and SAFs.
3.	Inform decisions, priorities, and resourcing by utilising data, evidence based best practice and	See Pathways within Curriculum Annual Plan section		Principals/ Curriculum Leaders	Term 1-4	Priority students needs are better understood and supported	SAFs report on progress re ERO Student Achievement recommendations. DECs now at Implementation

Goal No.	Strategic Goal	Target	2019 Actions	Who	Time frame	Outcomes	2018 EOY Comments
	research that underpin child centred values of Excel, Choose, Grow and Belong					to engage and achieve.	stage. SAF to provide monitoring support in 2019
4.	Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways	See Pathways within Curriculum Annual Plan section					
5.	Build and maintain strong, collaborative relationships with students, family/whanau, the Deaf community, the wider education community and other external stakeholders	Parents & whanau Deaf Community and stakeholder groups	Create an effective national database of parent/whanau contacts Create an effective national database of key stakeholders	Principals/Community Engagement Officer/Senior Leaders Principals/Community Engagement Officer/Senior Leaders	Term 1 2019	Parents will be more informed and involved. DEC's will have greater access to key stakeholder feedback.	KAMAR taskforce convened to ensure database is updated and available for parent communications Database of stakeholder groups in place and updating on an ongoing basis

Goal No.	Strategic Goal	Target	2019 Actions	Who	Time frame	Outcomes	2018 EOY Comments
5.	Build and maintain strong, collaborative relationships with the Deaf community, including external stakeholders	Parents/whanau/ staff	Produce one National Deaf Education Yearbook	Principals/ Community Engagement Officer/ Senior Leaders	2019 Terms 3&4	Enables greater communication across both DEC's and between staff. Promotion of joint events/projects. Promotes the sharing of best practice. Reduction in printing costs.	Production to occur in Term 4
5.	Build and maintain strong, collaborative relationships with the Deaf community, including external stakeholders	Stakeholder groups	Establish forum for external communication	Principals/ Community Engagement Officer/ Senior Leaders	Term 2	Builds relationships and promotes communication with key stakeholders to create stronger partnerships	To occur in Term 2
5.	Build and maintain strong, collaborative	Parents/whanau/ staff	Produce one National Deaf Education Yearbook	Principals/ Community Engagement	Term 4 2019	Enables greater communication	

Goal No.	Strategic Goal	Target	2019 Actions	Who	Time frame	Outcomes	2018 EOY Comments
	relationships with the Deaf community, including external stakeholders			Officer/ Senior Leaders/ Resource Centres		n across both DEC's and between staff. Offers the potential for the promotion of joint events/projects. Promotes the sharing of best practice. Reduction in printing costs.	
5.	Build and maintain strong, collaborative relationships with the Deaf community, including external stakeholders		Establish forum for external communication	Principals/ Community Engagement Officer/ Senior Leaders	Term 2	Builds relationships and Promotes communication with key stakeholder groups. Maximises resources and information sharing	

Goal No.	Strategic Goal	Target	2019 Actions	Who	Time frame	Outcomes	2018 EOY Comments
5.	Build and maintain strong, collaborative relationships with the Deaf community, including external stakeholders		Build and maintain strong, collaborative relationships with the Deaf community, including external stakeholders	Principals/ Community Engagement Officer/ Senior Leaders	Begins Term 2	Parents have clear information to help support them in the choices they make with their children. Parent involvement is increased. DEC processes are improved	
5.	Build and maintain strong, collaborative relationships with the Deaf community, including external stakeholders	Parents & whanau Deaf community and stakeholder groups	Design and deliver Community Consultation on changes in Deaf Education. Subject to Ministry decision on proposed merger-develop system for Community	Principals/ Community Engagement Officer/ Senior Leaders	Planning Stage Term 1	Increased opportunities for stakeholders to influence strategic direction and change. Promotes greater responsiveness to Stakeholder	

Goal No.	Strategic Goal	Target	2019 Actions	Who	Time frame	Outcomes	2018 EOY Comments
			/Staff engagement on Service Model Design.			views/comments. Raised awareness of Board Strategic direction.	
5.	Build and maintain strong, collaborative relationships with the Deaf community, including external stakeholders	Students/Staff/Parents/Whanau/Deaf Community & Maori Deaf Community	Support the opening of Kelston Marae	Principals/LSM/Community Engagement Officer/Senior Leaders	Term 1	Serve the needs of local Deaf Maori, DEC students. Promotes for students, staff and visitors, an appreciation of and respect for Maori Culture and traditions.	March/April 2019
6.	Use and Manage Resources to provide the maximum educational benefit	Resource Centres services and resources are reviewed and updated.	Share with staff Hairy Lemon report. Consider and incorporated prioritized recommendations for the Resource	Principals, Resource Centre Managers, Executive Officer Senior leaders	Term 1 Term 1-6 IT strategic plan	The Resource Centres have the capacity and capability to deliver educational resources for	Hairy Lemon review report to be completed by end of 2018

Goal No.	Strategic Goal	Target	2019 Actions	Who	Time frame	Outcomes	2018 EOY Comments
		Hauora – staff wellbeing	<p>Centres into the IT strategic plan</p> <p>Staff are surveyed to understand patterns and trends re staff wellbeing status.</p> <p>A National staff wellbeing strategy is put in place to increase staff wellbeing/hauora</p>	<p>Principals</p> <p>Staff Wellbeing Committee</p> <p>Senior Leaders</p>	<p>Term 1</p> <p>Term 2-4</p>	<p>21st Century learning</p> <p>Staff wellbeing needs are understood and supported.</p>	<p>Workwell contracted to design, distribute and collate Staff wellbeing survey.</p>
6.	Use and manage resources to provide the maximum educational benefit for our learners	<p>Administrative Intranet and records management Phase 1</p> <p>Website</p>	<p>Development and rollout</p> <p>Creation of a new website</p>	<p>Principals, EO, Resource Centre Managers</p> <p>Principals, EO, Resource Centre Managers</p>	<p>Dec 19</p> <p>Dec 19</p>	<p>Essential infrastructure established</p> <p>Effective communication with stakeholders</p>	<p>On hold pending 2019 budget approval</p>

Goal No.	Strategic Goal	Target	2019 Actions	Who	Time frame	Outcomes	2018 EOY Comments
		Hearing Equipment database	Development and rollout	Principal, EO, Hearing Equipment technicians	Dec 19	Essential infrastructure established	On hold pending 2019 budget approval
		Digital Invoice scanning	Completion of rollout	EO and Finance team	Dec 19	Streamlined invoice processing with associated cost savings	

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2018 EOY Comments
7.	To align property and infrastructure to support a nationwide service delivery model	<u>Sensory Resource Centre upgrades</u> Kelston: Whangarei Rotorua Taupo van Asch: Gisborne	SRC completion MOE seeking funding Shared SRC with	Principals, Regional Managers, EO	Dec 19 2020		Progressing Pending	

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2018 EOY Comments
		Palmerston North	BLENNZ still being sought		Dec 19		Holding	
		Wellington	Shared SRC with BLENNZ due for completion		Feb 19		Progressing	
		Nelson	SRC completion		Dec 19		Progressing	
		Dunedin	Shared SRC with BLENNZ, RTLB, SHC being scoped		Dec 1		Pending	
			Shared SRC with BLENNZ, RTLB, SHC completion				Progressing	
		<u>New Sensory Resource Centre</u>		LSM, Principal, Regional Mgr, EO				
		Franklin	Registration of interest lodged with MOE					
7.	To align property and infrastructure to support a nationwide	<u>PODs review/set up</u>	In partnership with regional MoE office and Schools setup or review PODs	LSM, EO				

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2018 EOY Comments
	service delivery model			EO EO EO	Feb 19 Feb 19 Feb 19		Progressing Progressing Progressing	
7.	To align property and infrastructure to support a nationwide service delivery model	<u>National Deaf Campus Network</u>	National Service delivery model is explored for students enrolled at the DEC's					

Goal No.	Strategic Goal	Target	2019 Actions	Who	Time frame	Outcomes	2018 EOY Comments
1.	Develop a holistic progressive service for Deaf and hard of hearing learners that maximises educational, social and emotional outcomes and is accessible, equitable and efficient in its nationwide delivery		<p>Business cases to be developed for MoE about new service delivery concepts.</p> <p>Consultation of Service Delivery design concepts with staff, parents/whanau and other key stakeholders.</p> <p>Action Plan to be developed. Negotiate trials to rollout and evaluate.</p>	<p>Combined Board</p> <p>National Office</p> <p>MoE Learning Support</p> <p>Principals</p> <p>Senior Leaders</p>	<p>Term 1 2019</p> <p>Term 2-4 2019</p>	Improved accessibility, equity to students and their family/whanau	
2.	Develop one new national organisational structure that enables excellent educational		The Board and LSMs will work with National Office MoE to consider and plan for a proposed merger of	<p>Ministry of Education</p> <p>Board of Trustees</p>	2019- 2020	Deaf Education Centres services are organized to deliver services to DHH	In Dec 2018 the Board and LSMs submitted a summary of their parent and staff consultation for a proposed merger to

Goal No.	Strategic Goal	Target	2019 Actions	Who	Time frame	Outcomes	2018 EOY Comments
	outcomes for Deaf and hard of hearing learners New Zealand wide		<p>the two Deaf Educations Centres.</p> <p>Align DEC's philosophy and practices in a planned manner.</p> <p>Align and structure policy and procedures</p>	<p>LSMs</p> <p>HR Manager</p> <p>Executive Officer</p> <p>Principals</p> <p>Senior Leaders</p>		students, their educational facilities, families and whanau in a national cohesive way.	the Ministry of Education. This consultation together with stakeholder consultation will be presented to Minister Hipkins for a decision.

van Asch and Kelston Deaf Education Centres – Curriculum Annual Plan

The two Deaf Education Centres have developed for the school year 2019 a joint Curriculum Annual Plan. This national plan incorporates targets and actions that are specified in the Board's 2019 Strategic Action Plan

- see Strategic Goals 3 and 4:

Strategic Goal 3:

Inform decisions, priorities and resourcing by utilising data, evidence based best practice and research that underpin centre values of Excel, Choose, Grow and Belong

Strategic Goal 4:

Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways

The Curriculum Leaders across each Centre are working collaboratively with the MoE SAFs to develop a national evaluative approach that is based on a Teacher Inquiry model. Professional Learning to establish a coherent Leadership Inquiry approach is a key professional learning focus in 2019. These two student achievement strategic goals are the focus for the Centre's ongoing improvement and evaluative and teaching capability. Teaching Inquiry will be informed by student data and engagement with whanau and schools.

A 3 year Curriculum reporting schedule will provide the Board with evaluations on student achievement for those learners enrolled at a DEC and those receiving services from. Analysis of Variance will form a key part of the report for enrolled students and those learners receiving direct teaching services from a DEC. Presence, Participation and Engagement patterns and trends will also be reported to the Board for these groups.

Operating Context:

Annual Management Plans are prepared for each of the Centres. These plans quantify operational goals, target specific to the requirements of the Resourcing Notice and identify key learner achievement foci.

The plans contain specific references to events and activities that will contribute to advancing the strategic intentions of the Board – where this can be achieved within the existing operational staffing and funding.

References:

1. 2019 van Asch and Kelston DEC Consolidated Budgets
2. The Centre's Core School and Regional curriculum
3. The Core School Annual Plans 2019
4. Residential Homes Management Plans 2019
5. The Regional Services Annual Plans 2019
6. Resource and Technical Services Annual Plans for 2019
7. Maori Learner's Achievement Strategy - Te Rautaki Maori

Equity and Excellence Pathways 2019



Student

Know your learner

Voices / Perspectives

NZSL Student Assessment

Identify Student Language Curriculum Access needs

Identify NZSL learners who will benefit from regular face-to-face and virtual contact (PILOT)

Know what to do

Curriculum

Learning to Sign programmes Implemented

Access to Curriculum via NZSL - appropriate support/teaching resource are put in place resource Centre can support this

Plan and deliver NZSL Immersion opportunities through regional Hubs, Camps and regular virtual face to face contact

Know what to improve

Measurable target

Set NZSL skills target for individual students and cohorts

Student advocacy and school capability to provide access

Strengthen NZSL language and deaf identity - feedback through student voice, parent/whanau and staff perspectives

Know what to achieve

Outcome

Improved quality of NZSL skills

Regular and appropriate Access to Curriculum –

Increased quantity and quality of NZSL through increased exposure to deaf peers and deaf adults

Deaf Achieving Success As New Zealand Sign Language Learners

Adults

Know your people

SNAPSHOT of current Deaf bilingual provisions

PILOT

Assess NZSL Proficiency of School and Residential staff

Programme

Deaf bilingual - bicultural Philosophy & Best practice identified through research

Develop NZSL learning plans

National bi-lingual-cultural programme philosophy is outlined

Workforce Strategy

An implementation plan is made for best practice for each Deaf bilingual provision

Set relevant staff capability targets

Outcomes

Philosophy of bilingual service delivery is clear and appropriate for each age group enrolled in the Core School provisions.

Programmes are well designed

Bilingual – bicultural educators and residential staff are good language models

Equity and Excellence Pathways 2019



Student

Know your learner

Voices / Perspectives

Team based inquiries of Maori Deaf Learner school experience

Identify Maori deaf learners who will benefit from contact with their peers

Know what to do

Curriculum

Develop strategies to increase student engagement in learning

Maori deaf learner immersion opportunities are planned for

Develop partnerships with Maori/Iwi and other outside organisations for engagement of whanau and learners e.g. Ruaumoko Marae, Tuawera Wananga, local Marae

Know what to improve

Measurable target

Use Outcomes Measurement tool to identify cohorts to increase learner engagement

Increase number of Maori Deaf learner activities for Core School and regional students e.g. Ko wai Au K.I.T days

Know what to achieve

Outcome

More is understood about how to effectively engage Maori Deaf learners and whanau

learners and whanau involved in immersion activities have increased confidence in their identity

Achieving Success As Māori Deaf Learners

Adults

Know your people

Increase educators, residential and other staffs knowledge of Te Ao Maori

Programme

Tataiako competencies linked to teacher and residential staff appraisal

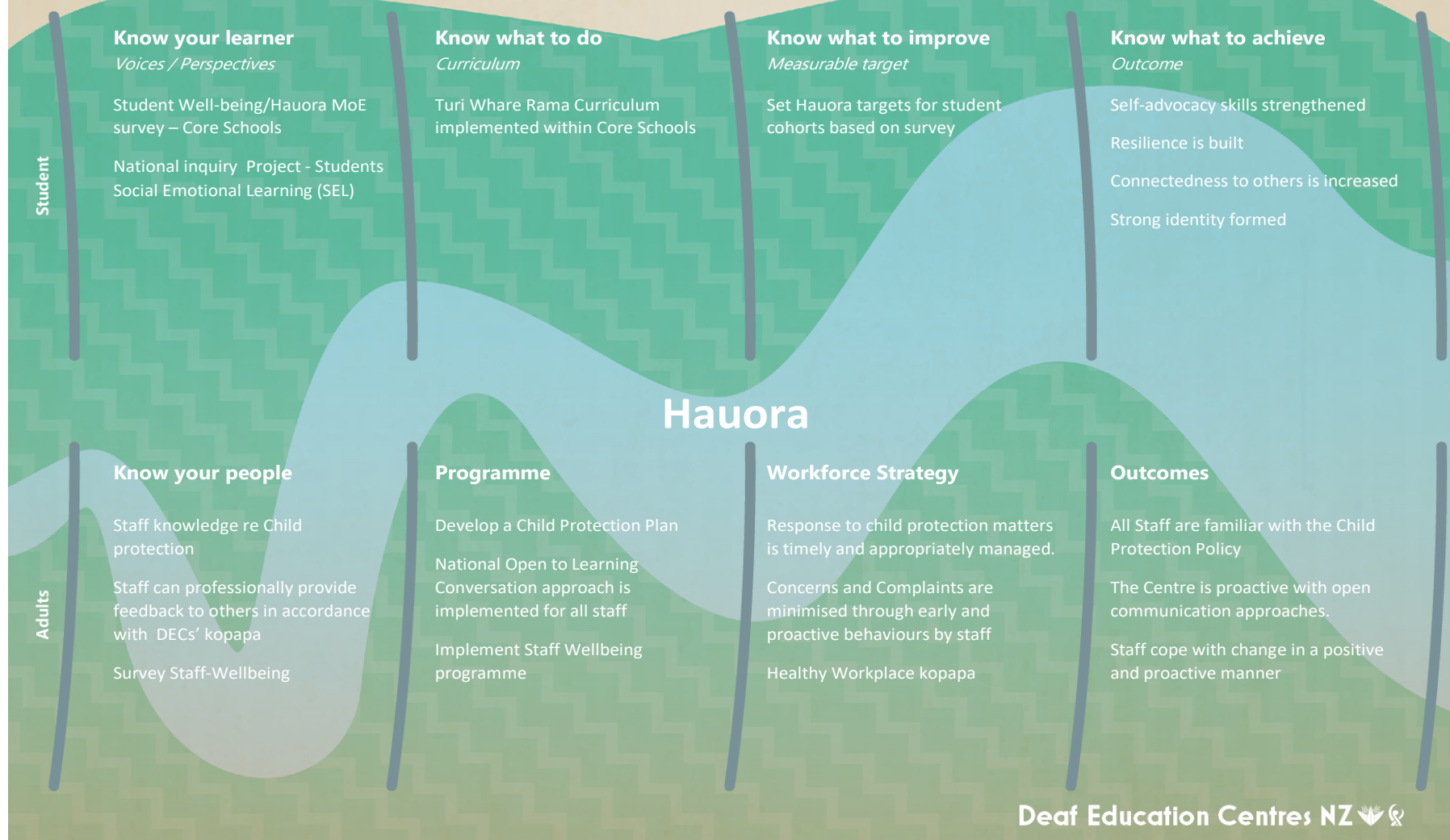
Workforce

Tikanga and Te Reo are regularly integrated into programmes and practices

Outcomes

Staff are able to demonstrate Culturally-responsive practices in their roles

Equity and Excellence Pathways 2019



CENTRES OF LEARNERS: CULTURE OF EXCELLENCE

In 2019 we intend to focus on further developing the Inquiry Mindset.

To drive this we will continue with the great work started on Leadership in 2018.

We are also committed to actively supporting the Hauora of our staff and students.

The Joint Senior Leadership Team has spent time workshoping PL Foci for next year.

*Out of these sessions, and from those of Middle Leaders,
come the concept of using the terms
Collaboration, Communication, Collaboration and Culture
to wraparound our Values Triangle.*

There will be four layers of Nationwide PLD focus in 2019:

Leadership

Aim: to increase the quantity and quality of dialogue about effective, modern leadership to support staff to feel empowered to lead and coach others.

PLD provision will come from both internal and external sources.

In January, JSLT will workshop “the Leadership Way” across both Centres, and will then role model this: cascading this “Way”, explicitly teaching it with Middle Leaders, growing a shared understanding of it.

Partnership engagement. A wide range of the teaching and learning work of Teachers of the Deaf involves close partnership with other schools and the parents of DHH learners. The skill to engage, lead

PROFESSIONAL LEARNING 2019

Across
van Asch Deaf Education Centre
and Kelston Deaf Education Centre



and facilitate others is an area that staff have had no or minimal PLD. External PLD from Megan Ellis of “What it Takes” will be provided through workshops to Leaders and teachers during the year.

Leadership succession: This will be a key focus, with particular attention to leading from the middle and deaf leadership. Internal and external PLD will be employed to facilitate leadership growth of these two groups.

Developing an Inquiry Mindset

Aim: to use what we can learn from our students, their whanau, and from evidence and research, and from within our organisation and from outside, to inform our practice and ensure it is current and student focused

PLD provision will come from hours we have been granted from CFPLD and from established internal experts. SAFs will work alongside Principals and curriculum leaders to establish shared teaching Inquiry practices

Sharing practice and showcasing Inquiry work will be invaluable.

Hauora

Aim: to actively promote healthy ways of working, and to support staff to identify and work to individual wellness

Work Well will provide initial information, and ongoing stimulus and support.

A nationwide, internal Hauora Steering group will provide ongoing ideas and resources.

It is hoped this will also support and inform student wellness.

“Turi Whare Rama” local health curriculum will be the vehicle for Social-emotional learning for Core School and Regional DHH students.

Culturally Responsive Practices

1/ NZSL Pathways

Aim: to strengthen Deaf bilingual philosophy and practice in Bilingual Provisions and for Regional Students and Deaf bilingual-bicultural practices of staff. Continuation of work already underway: NZSL Hubs, Immersion Course, Virtual Connections for NCEA NZSL delivery, NZSL tutor for students and Increased staff proficiency of NZSL. The NZSL L2 Curriculum will be aligned to the Learning Languages Curriculum so teaching programmes are developmentally appropriate for NZSL L2 Learners.

External PLD will be provided to NZSL teachers, following initial work in 2018 with International Language Exchanges and Pathways, MoE have contracted this PLD to ILEP, Auckland University.

2/ Maori Deaf Pathways

Aim: to strengthen Te Ao Maori culturally responsive practice of staff to ensure Maori learners achieve success as Maori.

Internal PLD will be provided by Cultural specialists.

Continuation of 2018 work in gathering and analysing data in order to better know the Maori Deaf Learner Experience and Needs.

National Learner Profile

The detailed learner profile below records overall learner numbers rather than percentages. The aim of the table is to provide an overview of learners according to their - Year Level - at School. Coloured bars show how many learners at each year level are ORS verified and non verified – these learners received regular timetabled contact from Resource Teachers of the Deaf. The ASSIST category is for those learners that the DEC's have responsibility to provide Advice and Guidance as a result of the agreed sector shift of service provision. The two Deaf Education Centres provide advice and guidance for DHH learners from Year 4 onwards. This shift has enabled the Advisors on Deaf Children to a greater focus on the Early Years.

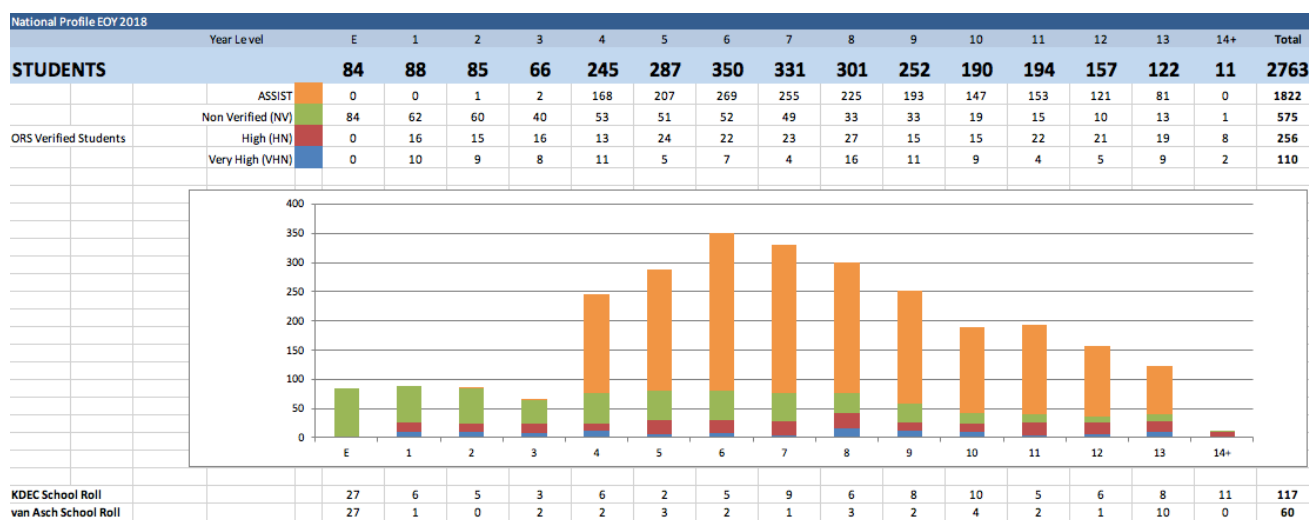
Learners use a wide variety of amplification – *Technology* – this includes Cochlear Implants (CI); Cochlear Implant and Hearing Aid (CI/HA) and Hearing Aids (HA).

A cohort of learners have been identified for inclusion in the *NZSL @ School Project*.

The sector shift to simplify AODC/RTD roles and responsibilities has been introduced systematically over the past three years. The final phase of the roll-out began in July 2015. A significant number of learners (ASSIST in the table below) who are now “receiving service from” the DEC's. This data clearly reflects the policy decision that the DEC's will take responsibility for all DHH learners from School Year 4 onwards.

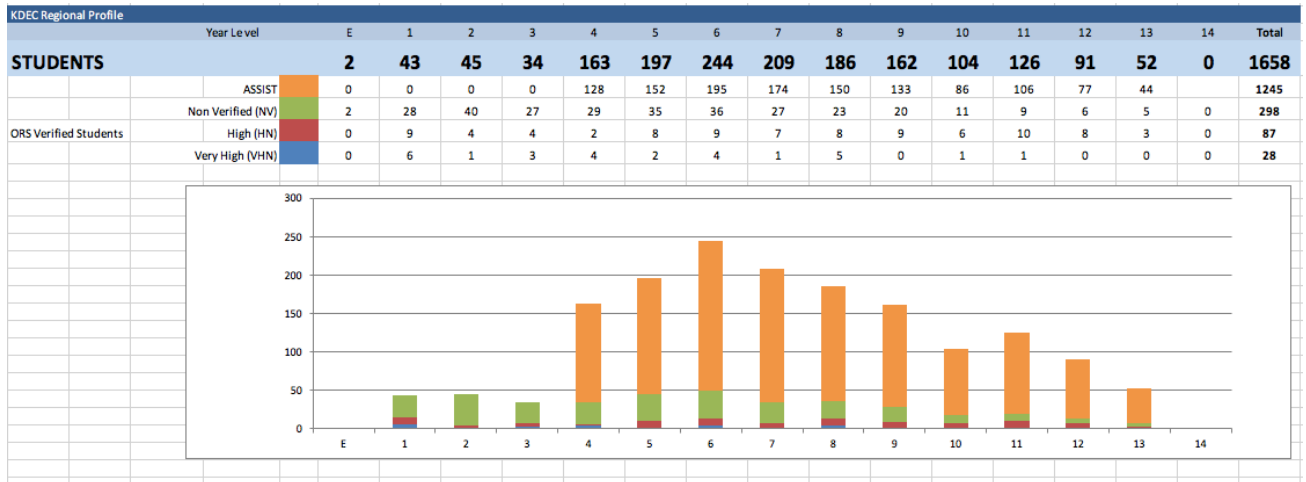
The table also indicates the overall national – *Ethnicity of Learners* - using Ministry of Education Categories: NZ European; Maori; Pasifika; Asian, and Middle East, Latin America and African (MELAA).

National Profile as at 30/12/18

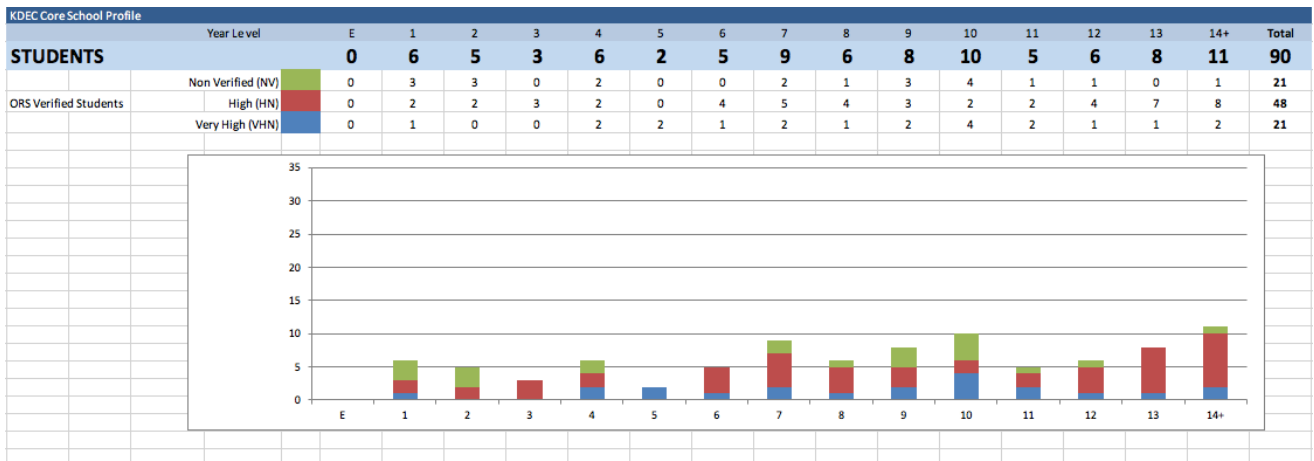


KDEC Regional and School

Regional Learner Profile



Core School Learner Profile



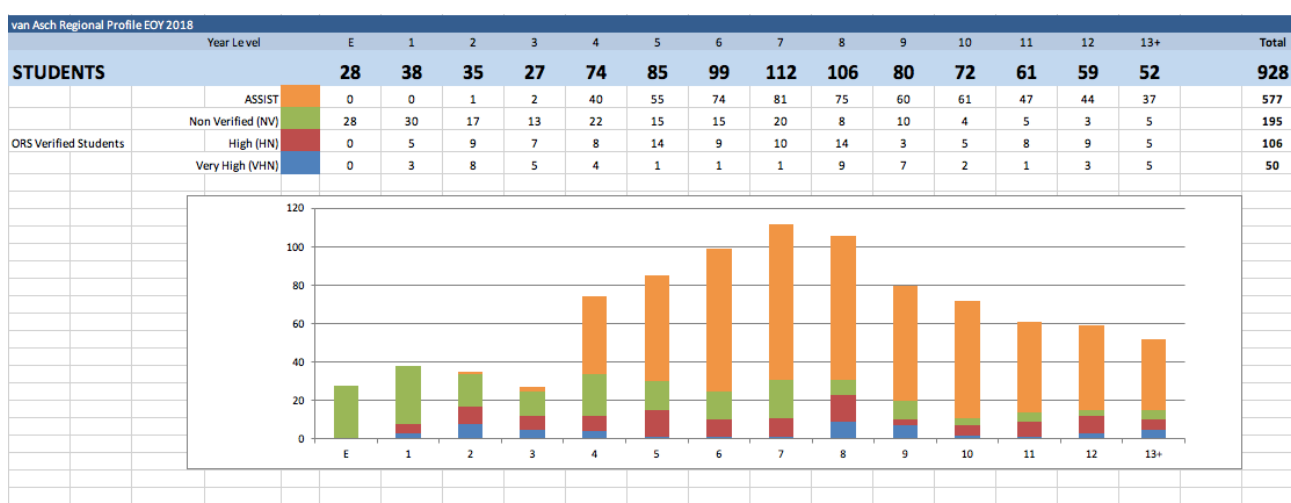
van Asch Regional and School

van Asch Deaf Education Centre, located in Sumner, a suburb of Christchurch and in the Waitahi Iwi, was established in March 1880 as a fully funded Department of Education special school.

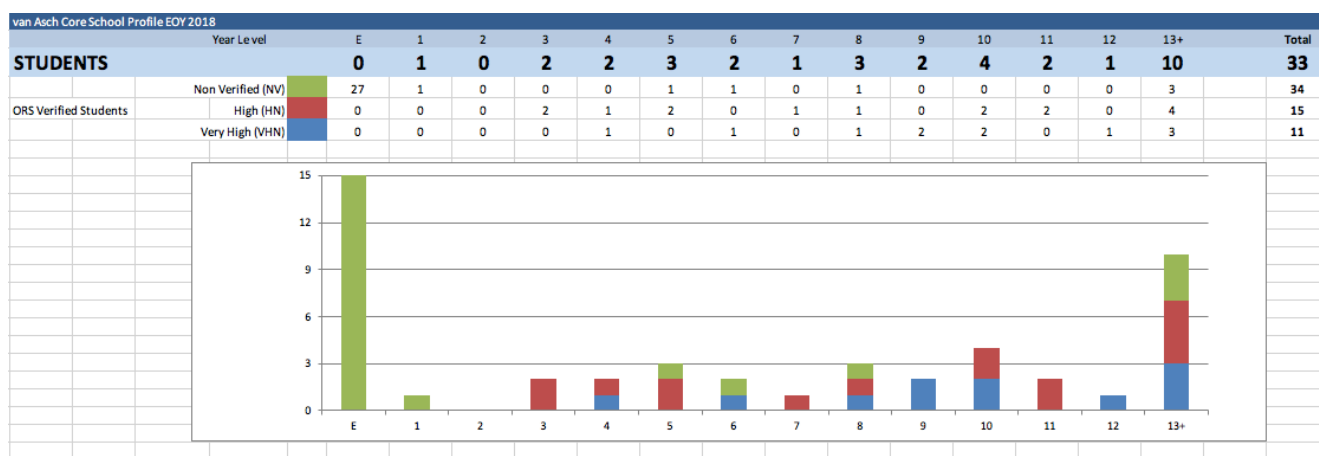
Today, it is both a coeducational composite special school and a national resource centre, having responsibility for the support of DHH and hard of hearing children and learners throughout the South Island and lower half of the North Island.

The van Asch Regional Learner Profile notes all children enrolled at or receiving services from van Asch across all parts of the region.

Regional Learner Profile



Core School Learner Profile



Sector Co-operation

*Sharing Responsibility
for National Delivery*



Universal
Newborn
Screening
and Early
Intervention
Programme

Early
Language
Aquisition

Success
in
School

Achievement
and
Transition

Confident
adulthood
Employment
Education
Training

The Combined Board is committed to success at school as its major contribution to the national strategic plan for the coming years.

Guiding Documents

Evidence Based Shifts in Practice to Lift Outcomes

The annual Resourcing Notice provides the key record of the staffing and operational resources available to the Combined Board of Trustees. The notice describes the day school and regional specialist staffing and operations entitlements as well as the payments made for early involvement, residential, specialist technical services that each Centre provides. The notice also outlines the purposes and outcomes for each service.

Since 1998 Government has agreed that these core functions, and additional services, should continue in alignment with the wider “Special Education 2000” initiatives. It was agreed that core school and residential functions at each Centre should be resourced in accordance with the principles that resource all schools, and that the additional early childhood, regional specialist and resource Centre functions should be funded transparently and separately.

Current Opportunities

The Ministry recognizes that the education sector is operating in a state of continuing change as we work together to sharpen the focus on lifting the outcomes for Government’s priority learners.

Work programme matters of particular relevance during 2019 include:

Resource notice 2019

1. Working with the Ministry and other stakeholders to develop a five to ten year plan for a national network of Deaf Education services
2. Working with Ministry to develop a staffing formula ensuring an adequate and sustainable funding model for staffing and regional service. Variables for consideration in the funding model may include:
 - population growth
 - level of learning support needed
 - whether a direct or indirect support is provided
 - degree of dispersal of students
 - opportunities for technology to support learning outcomes
 - cost of interpreters
 - overheads for a national service network
 - early involvement resourcing O DEC’s funding framework anomalies
 - back office efficiencies
3. Property
4. Support for Merger process
5. Support in Service Delivery design
 - including, but not limited to Service model trials, evaluation and implementation
 - accessing funding for designing and implementing virtual classroom
6. Support in negotiating host school agreements
7. National Dataset snapshot to inform student profiling for decision making on property infrastructure and service delivery redesign/collaboration at a systems-wide level
8. New Zealand Sign Language@Schools Allocation framework for students enrolled in their regular schools – workforce planning for access to the NZ Curriculum via NZSL, Educational Interpreters/Communicator support workers resourcing, see recommendations Combined Board NZSL Pilot Study 2018.

Additional References

The Combined Board of Kelston Deaf Education Centre and van Asch Deaf Education Centre acknowledges these guiding documents of the New Zealand Education system's principles, values and desirable achievements with particular emphasis on DHH learners.

- the **National Education Guidelines**,
- the **National Plan for DHH Education**,
- the **New Zealand Disability Strategy** and
- UN Conventions on the **Rights of Disabled People** and the **Rights of Children**
- Human Rights Commission Report **New Era for NZSL in Aotearoa (2012)**
- **Better Public Service – Goals**
- Ministry of Education **Investing in Education Success** - Focus on priority learners (2014)
- Wilson Report – **Role of the Advisor on Deaf Children** (2010)

Appendix 1 – Exit Achievement Level and Destination – van Asch Deaf Education Centre

NCEA Achievement 2018 van Asch Enrolled Student

van Asch DEC students join mainstream classes at their Partner Schools for NCEA subjects. The students are taught by Partner School Teachers, and supported by van Asch DEC staff in mainstream classes. When back in the satellite classroom van Asch DEC teachers provide pre and post teaching of the same mainstream class material.

NZSL NCEA Level 2 and 3 is taught by van Asch DEC teachers in the satellite classroom.

NCEA Subjects at Partner Schools

Level 1: Maths, Wood Technology, Motion Graphics, Maori, Design, Geography

Level 2: English, Photography, Design, Maths, Food and Nutrition, Hospitality, Future Directions, NZSL, Employment Skills, Tourism

Level 3: History, Classics, Child and Family, Design, Hospitality, Photography, English

Year 11 (2 students)

- One student achieved 35 Level 1 credits
- One student achieved 34 Level 1 credits

Year 13 (3 students)

- One student achieved 47 credits to gain Level 2
- One student achieved 41 credits to gain Level 1. Achieving 12 credits towards Level 2
- One student achieved Level 3 and New Zealand University Entrance

Year 13+ (3 students)

- One student achieved 46 credits to gain Level 3
- One student achieved 34 credits towards Level 3
- One student gained 64 credits to achieve Level 3. Design endorsed with Merit at Level 3
- One student gained 64 credits at Level 2, achieving Manufacturing and Technology Vocational Pathway 60/60
- One student gained 61 credits at Level 2
- One student gained 64 credits at Level 2

School leavers Exit Achievement Level, Destination and Focus:

Student	Year	Achievement	Destination
A	Y13+	NZQA Level 2 and 3 credits in hospitality	Employment following a successful work experience programme
B	Y13+	Construction & Infrastructure Trade, Level 2 64 credits	Seeking employment in their home town
C	Y13+	Construction & Infrastructure Trade, Level 2 64 credits	Living independently and staying in Christchurch to seek employment
D	Year 13+	Level 3 NCEA	Employment following a successful work experience programme

Appendix 1 – Exit Achievement Level and Destination

– Kelston Deaf Education Centre

KDEC School Leavers Exit Achievement Level and destination

School Leavers 2018		Exit achievement Level	Destination
A	A	NCEA Level 1 with Excellence Level 2 with Merit Level 3 with Merit University Entrance National Certificate in Mathematics Level 1 National Certificate in Mathematics Level 2 <u>Course Endorsements:</u> Biology Level 2 Merit Chemistry Level 2 Merit Dance Level 1 Excellence English Level 1 Merit English Level 2 Merit English Level 3 Merit History Level 2 Excellence Maths Level 1 Merit Maths Level 2 Merit Science Level 1 Merit	University of Auckland - Sciences
B	M	NCEA Level 1 Level 2 Level 3 National Certificate in Mathematics Level 1 National Certificate in Mathematics Level 2 National Certificate in Building & Construction Level 1 <u>Vocational Pathways</u> – Creative Industries Award <u>Course endorsements:</u> Art Design Level 3 Merit Visual Art Photography Level 3 Merit	AUT – Deaf Studies and part time employment – Deaf Club
C	M	NCEA Level 1 with Merit Level 2 Level 3 <u>Vocational Pathways</u> – Creative Industries Award	AUT – Deaf Studies and part time employment, KDEC Pre school
D	O	NCEA Level 1 with Merit Level 2	Moved to Australia - employment
E	P	NCEA Level 1 Level 2	Employment
F	M	National Certificate in Work and Community Skills Level 1 NCEA credits L1 = 61 L2 = 17	Southland Polytech – Study – Building/construction
G	O	NCEA credits L1 = 97 L2 = 58	Employment – Construction Industry

H	E	NCEA Credits L2, L3 in Outdoor Education recreation	Mapura Art Studios - Study
I	O	NCEA Credits at L1, L2, in NZSL, Outdoor Education	Altus Enterprises - Employment

We have 9 leavers in 2018. (one student having completed year 12 the remainder after years 13 – 15).

- 3 students achieved Level 3, one gaining University Entrance.
- 5/9 achieved a National Certificate in Education (Level 2 or higher)

Of the remaining 4 students who did not get a full qualification:

- Student F was enrolled with us for one year, prior to this his education had been in a mainstream setting where the focus had been on supported learning – he won a place at the Southland Polytech to pursue his chosen career
- Student G came from overseas three years ago with no language. His programme was highly adapted and the focus was language development. He achieved 25 credits in L2 NZSL and a further 9 credits at excellence. He has full time employment.
- Student H was on a highly adapted programme with a focus on the Arts. She is continuing to study at Mapura Art Studios.
- Student I Came to NZ two years ago with no developed first language. His programme focused on developing NZSL and he has secured full time employment

Appendix 2 – Analysis of Variance 2018 – van Asch Deaf Education Centre

School Name:	van Asch Deaf Education Centre	School Number:	519
Strategic Aim:	To lift student achievement through effective Deaf and Hard of Hearing pedagogy		
Annual Aim:	van Asch School achievement challenge question: How do we build teacher capability to accelerate student learning through inquiry based foci		
Target:	Our target is to increase student achievement in Writing by strengthening writing moderation practices		
Baseline Data:	Writing samples were collected as per our usual assessment schedule. Analysis was done using our Deaf Students Written English Exemplars.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Term 1 and Term 3 collected baseline data of Students New Zealand Curriculum Levels across the school Writing samples and analysis using <i>Deaf Student Written English Exemplars</i></p> <p>Writing Moderation Workshops With ChCh Resource Teachers of the Deaf and Lead Teachers at Regional / school Middle Leaders meeting</p> <p>January 2018 April 2018 August 2018 (School teachers) MLM Terms 2 MLM Term 3 Moderation across regions</p>	<p>Recorded Primary NZC levels in Writing pre and post intervention: In the Primary cohort there were 14 students, 2 students started mid-year which means there is comparable data for 12 students. 3 students, 25%, went up a Curriculum Level. 3 of the students, 25%, went up a sub-level. This means that 50% of the students had recordable movement. In the Secondary cohort of 14 students, of those 5 students moved up a NZC level, and 3 moved within a NZC level. 57% of students in this cohort made progress. Following assessment, gaps in student's learning were identified. Teaching and learning programmes were developed to teach directly to these gaps.</p> <p>Key Learning from the Workshops:</p> <ul style="list-style-type: none"> ● Moderation involves a group of teachers discussing evidence of student learning ● Assessments of the evidence are made using specific shared criteria 	<p>Teachers reported that students made measurable progress however this was not always across, rather within sublevels.</p>	<p>Both Deaf Education Centres have a 2019 focus to lift student achievement in writing. The focus will be on students working at level 1a (<i>Deaf Student Written English Exemplars</i>) to progress to level 2e, and students working at level 2c to level 3a.</p>

<p>Teacher survey (Term 1)</p> <p>Individual Teacher Personal Inquiries with a focus on writing</p> <ul style="list-style-type: none"> • Primary • Secondary • Transition Programme • Specialist Teacher 	<ul style="list-style-type: none"> • There needs to be a willingness to engage in critical debate. The ability to use evidence to challenge viewpoints, should be encouraged and valued • Teachers share their expectations and interpretations in order to clarify their understandings about what students have achieved and where their next learning steps are situated <p>Feedback from Teachers resulted in additions and alterations to the <i>Deaf Student Written English Exemplars</i>.</p> <p>Primary outcome: Intervention focused on one student, however results showed that other students working in the group showed improvement also.</p> <p>Secondary outcome: Students were more engaged when independently using a rubric to monitor their own writing.</p> <p>Transition Programme: The importance of having an authentic audience and purpose for Transition Students increased student engagement.</p>	<p>Results of all Inquiries showed the same key findings;</p> <ul style="list-style-type: none"> • Authentic and purposeful opportunities to write are required • Students ‘talk their way’ into writing. The importance of discussion and planning. • Students are more engaged when they are writing for an audience 	<p>As a group the Curriculum Leaders thought that although they were not regularly practicing writing analysis there were other benefits of us coming together as a group around this process. We noticed some differences in systems and processes, which led us to come up with preferred ways of working and examples of good practice.</p>
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<p>Curriculum Leaders across both DEC's Moderation Policy</p> <p>National Writing Moderation - Curriculum Leaders of DEC's November 2018</p>	<p>Specialist Teacher: The best practice guidelines for NZC Level 3 were completed. These included teacher findings from their inquiries.</p> <p>As part of an aligning process across both DEC's and to ensure consistent best practice, a Moderation Policy was created.</p> <p>In both DEC's the process began at the local team level. This was repeated across different regions and then finally brought together at a national meeting of the Curriculum Leaders.</p>		<p>The final moderated samples from Kelston DEC were added to an exemplar template and it was agreed that this would be followed by both DEC's in 2019. The original teacher's analysis would remain with the sample during the moderation process.</p>
<p>Planning for next year:</p>			
<p>Both Deaf Education Centres have a 2019 focus to lift student achievement in writing. The focus will be on students working at level 1a (<i>Deaf Student Written English Exemplars</i>) to progress to level 2e, and students working at level 2c to level 3a. Teaching Teams at both DEC's will take part in profession development on the Literacy Progression Frameworks (Years 1 – 10).</p>			

Appendix 2 – Analysis of Variance 2018 – Kelston Deaf Education Centre

School Name:	Kelston Deaf Education Centre	School Number:	503
Strategic Aim:	To improve the educational outcomes of our deaf students		
Annual Aim:	To improve outcomes in Mathematics for deaf and hard of hearing students		
Targets:	50% of students in years 9 and 10 will have made 6 months or more progress in Mathematics by the end of 2018		
Baseline Data:	<p>Analysis of assessment data in 2017 for year 9 and 10 students showed that:</p> <ul style="list-style-type: none">• Of 15 students for nine there was no measurable change (60%)• Six students (40%) had made up to six months progress in one year.• The students who have appeared to make little or no progress it was observed that in some areas for example basic facts they scored well and understood addition and subtraction and multiplication but struggled with Division and also problem solving where language was involved. <p>The data was gathered, graphed and analysed from assessments. This also involved talking with teachers sharing outcomes and observations.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Looked at where programmes were operating successfully Reinforced the need to use the NZSL lexicon to ensure consistency of signs Continued to use GLOSS Encouraged teachers to share successful strategies that were working for their students Encouraged the develop of key vocabulary by adding visuals and experiences that aided in the understanding of concepts Teachers of years 9 and 10 were asked to discuss with parents, programme options and look at flexibility of their programmes. Look at providing maths tuition in the provision taught by a teacher of the deaf or within a mainstream class with a teacher of the deaf to support learning 	<ul style="list-style-type: none"> For years 9 and 10 students: In 2017 40% made progress In 2018 eight out of sixteen (50%) made progress. Seven out of the sixteen making 6 months or more progress. The eighth student making just under 6 months progress The students who have appeared to make little or no progress it was observed that in some areas for example basic facts they scored well and understood addition and subtraction and multiplication but struggled with Division and also problem solving where language was involved. 	<ul style="list-style-type: none"> The majority of our year 9 and 10 students were in the KDEC provision newly established in the south. It has taken some time for students to settle and the programme has changed several times – involving mainstream and deaf provision programmes Learning opportunities were different to what they had been exposed to before. Although behaviour has settled some students are still finding the open learning environment a challenge. Targeted strategies and flexible programming addressing student needs The increase was in part due to the use of a variety of strategies to meet individual learning needs Language development and access to language appears to have an effect on the ability of students when they are older to access the more complex concepts 	<ul style="list-style-type: none"> The students have been identified that need their progress accelerated and will have individualised programmes to meet their learning needs Further targeted Professional development is required with opportunities being made available to share ideas, strategies and resources that have worked for teachers across the different provisions Opportunities should be given to teachers to allow them to observe other Teacher's Maths programmes that are successful. both internally and externally Students in the new environment have settled well in 2018 and any negative effect of a new school and programme should be greatly reduced in 2019
Planning for next year: <ul style="list-style-type: none"> Promote to teachers the concept of teaching as enquiry learning using digital technology strategies to support learning, provide professional development Review of programmes and strategies for Mathematics for years 1 to 13 2019 Continue to use the Maths lexicon and a variety of tools and resources to support teaching and students' learning Look at research world - wide for Deaf & hearing impaired students accessing the language in Mathematics when they are 10 years old and over Provide opportunities for observation internally and externally Align Mathematics programmes and teaching strategies with Core school van Asch Ensure required resourcing in place 			

School Name:	Kelston Deaf Education Centre	School Number:	503
Strategic Aim:	To improve the educational outcomes of our deaf students		
Annual Aim:	To increase the number of year 12 and year 13 students leaving school having achieved NCEA Level 2 or higher		
Target:	That 80% of school leavers will have achieved NCEA Level 2 or higher in 2018		
Baseline Data:	<ul style="list-style-type: none"> The data from NCEA statistics for KDEC 2017 and analysis of the data for school leavers highlighted an area requiring further focus. It was ascertained that there needed to be an increase in the number of students leaving school with NCEA levels 1 & 2 and level 3. In 2017, one out of five students leaving gained NCEA level 3 with no student achieving NCEA level 1 or 2. The other four leavers achieved credits in NCEA did not achieve a qualification Four out of five (80%) students were not on an NCEA pathway but chose areas of interest. Our students are deemed leavers when they either leave school for further study or employment from the secondary school they have been attending or from our Tu Kokiri programme. 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • All students years 11 to 15 have an IEP twice yearly – learning pathways are discussed including the student's and parents expectations • Parents are involved in the students' planning their learning pathway and have ongoing contact with the teachers during the year. • Students encouraged to take responsibility for their own learning and monitor their credits • Senior Secondary teachers are involved in moderation and monitoring students' achievements • At the beginning of the year the results for each student were examined and discussed. Looking at areas of need and possible solutions • The KDEC Principal's nominee met with Senior teachers looking at progress, pathways and outcomes for each student • Results entered and uploaded to SMS – PD on accessing and use of KAMAR 	<ul style="list-style-type: none"> • Three out of nine students gained NCEA level 3, one achieved with merit and gained University entrance • Altogether five out of nine students achieved NCEA Level 2 or higher • The other four leavers achieved credits in NCEA did not achieve a qualification • Four out of nine (44%) students were not on an NCEA pathway but chose areas of interest. • The target of 80% of leavers having NCEA level 2 or higher was not achieved – however the number of students achieving level 3 has increased. • Previously we measured using participation or roll based data however now achievement is measured on enrolment. Using this data - Three out of three students left having achieved level 2 or level 3 	<ul style="list-style-type: none"> • The increase in students achieving level 2 was partly dependant on the students gaining literacy and numeracy at level 1, because of this focus some students gained NCEA Level 1 and 2 in 2018. • One student was on a highly adapted programme and was able to gain credits in areas of interest. • One student was enrolled with us for one year – previously in the mainstream in a learning support programme • Two students came from overseas with no developed first language. Their programme was highly adapted and the focus was language development. They now have full time employment. • Having students across three Secondary schools means requirements and subjects available vary making consistency of practise for Deaf students at times a challenge • Often our students stay at school longer to attend the Tu Kokiri programme which means as in 2018, seven of our nine leavers were over the age of 19 	<ul style="list-style-type: none"> • If students are in Tu Kokiri and require literacy to achieve their Levels 1 & 2 NCEA before they leave, their programme will include this • Adult literacy pathway continues into years 14 & 15 • Parents are continued to be encouraged to be involved in their student's learning pathway • Professional Development for teachers in the Adult literacy unit standards and gathering evidence • Continue with the Careers Advisor and school counsellor visiting years 11 – 15 students on a regular basis across all provisions • Using the SMS would assist with teachers having access to and being able to track key students' progress • A need for consistency of tracking systems across sites

School Name:	Kelston Deaf Education Centre	School Number:	503
Strategic Aim:	To improve the Educational outcomes of our deaf students		
Annual Aim:	For Secondary and Tu Kokiri students to be independent learners		
Target:	That all students in years 11 – 13 will be responsible for monitoring their progress and be able to identify areas where they require assistance.		
Baseline Data:	It was documented by teachers that students were not taking the initiative and seeking advice and guidance on their learning pathways or progress but relying on teachers to either do it for them or contact mainstream teachers on their behalf. Approximately 70% students lost their password to access their results on NZQA framework and would get the teachers to follow up rather than follow it up themselves. The other issue that became apparent at the beginning of the year was that some students were not aware if they had achieved a qualification or not and were starting the year not able to plan a pathway therefore unable to target areas that they needed to achieve a qualification		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • IEP/parent/student meetings held to discuss pathways, progress and planning a pathway • Teachers worked with students to give them strategies to approach mainstream teachers if they have a query or wanted information on requirements for their subjects • Teachers spent time working through learning guides with students so they were well aware of requirements for each subject • Students encouraged to seek assistance from the mainstream when required and not rely on the teacher of the Deaf • Encourage students to make use of the interpreter for phone calls, and accessing the curriculum and the mainstream teacher and information 	<ul style="list-style-type: none"> • The difficulty comes when students need to contact NZQA as they are deaf and normally unable to do this by phone. • With staff new to our Secondary set up there were some challenges in learning processes and expectations of students • We received queries from parents as they were finding it difficult to understand information on the NZQA website • Teachers reported that meeting as professionals was helpful • Students appeared more independent as the year continued. The main issue appears to be students not knowing how to access their results to see what they have achieved at the end of the year. 	<ul style="list-style-type: none"> • Contact can be made via email and text but sometimes a teacher does need to call NZQA on the student's behalf • Students new to secondary in particular found it difficult to be responsible for their own learning • This happened because teachers are spread across Auckland and need more regular contact in order to collaborate and share strategies • Although there are resources in NZSL for parents to explain NCEA they are not being readily accessed • There appears to be a lack of knowledge on how NZQA works and that students should be driving their learning based on the knowledge of what they require 	<ul style="list-style-type: none"> • This goal needs to continue as it is important that deaf students learn that they can be independent in an education setting. This should lead to them being confident in the outside world as well • Further teaching and guidance on how to access the NCEA website and contact NZQA • This includes parents • The possibility of a KDEC NCEA brochure/signed resource that may support and inform parents • There is a definite need for students to monitor their credits and see what they need to achieve • Students that have achieved this are more confident in themselves also
Planning for next year:			
<ul style="list-style-type: none"> • Provide opportunities for students to access their results • Continue with the strategies including bringing in Deaf role models • Continue to encourage independence – provide strategies including using an Interpreter to access information and/or communicate • Provide students with knowledge of how NZQA operates including changes that are occurring • Liaise with mainstream teachers to ensure students can access information • Follow up with NZQA the need for a communication system suitable for Deaf students who are unable to phone if there is an issue and if they require assistance 			

School Name:	Kelston Deaf Education Centre	School Number:	503
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Strategic Aim:	To raise and sustain the academic achievement of our Deaf and hard of hearing learners
Annual Aim:	To improve Literacy for all School enrolled students
Target:	50% of students in years 1 to 8 will progress one year or more in reading.
Baseline Data:	Data showed that in years 1 – 8 progress for the majority of our learners was minimal in 2017. The data showed that students in years 1 to 8 16% of students progressed in reading a year or more and 60% made some progress

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • Current programmes were reviewed • For students working at Pre level 1 of the curriculum the Expanded Curriculum was introduced. • The Specialist services team worked with teachers on communication strategies to support their programmes • We provided professional development including staff meetings, sharing resources and strategies • Reading recovery .4 was utilised across two provisions • There was an emphasis on Language experience linked with student learning inquiry and IEP goals. This was linked to the teachers own enquiry 	<ul style="list-style-type: none"> • One student in year 2 with a developmental age of 2 years was pre level one (due to cognitive and learning delay) and experienced success with a experiential programme. Another student with a profound developmental delay experienced success through the expanded curriculum. • The 2017 data showed that students in years 1 to 8 16% of students progressed in reading a year or more and 60% made some progress • In 2018 24% (8/24) of students progressed a year (8% increase) or more and 74% (25/24) made progress (14% increase) • It was noticeable that when targeted students were linked to a teaching inquiry progress was made 	<ul style="list-style-type: none"> • One provision re organised their timetable so that more time was allocated to literacy • Focussed strategies were used including shared daily reading, ESOL strategies and reading Recovery • Teachers linked their teaching enquiry with targeted student goals in the IEP • It is important that more discussion is held on where and how students do their learning. We need to be looking at the balance between using teacher of the Deaf teaching strategies and supported learning in mainstream classes and what strategies are effective 	<ul style="list-style-type: none"> • In 2018 we will continue with reading recovery as the students on this programme showed nearly a years progress • Reading resources are required and appropriate time allocated to reading programmes • For older students the reading programmes need to be age appropriate • Further Professional development will be provided for teaching as enquiry learning
Planning for next year:			
<ul style="list-style-type: none"> • A stronger link will be made between IEP goals teacher appraisal and Professional development. This will be done through focussed enquiry for teachers. • Outcomes will demonstrate over 50% of students progressing in reading a year or more. • Observation of both internally externally of teachers successful reading programmes • Collaboration with and aligning practice with van Asch Deaf Education Centre 			

School Name:	Kelston Deaf Education Centre	School Number:	503
Strategic Aim:	To raise and sustain the academic achievement of our Deaf and hard of hearing learners		
Annual Aim:	To improve writing for Pasifika students		
Target:	All Pasifika students in years 1 to 13 will progress in writing a year or more in 2019		
Baseline Data:	<p>Data showed that progress for at least 50% of our Pacific learners was minimal in 2017. Data from 2017 showed one student progressed a year and six students made some progress</p> <p>Teacher observations showed that Pasifika students in general were reluctant to join in activities that involved writing.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • Current programmes were reviewed • For students working at Pre level 1 of the curriculum the Expanded Curriculum was implemented • The Pasifika team Leader worked with teachers and shared strategies to support writing programmes • Visiting homes and communities encouraging parents to be involved in their child's programme • We provided professional development including staff meetings, sharing resources and strategies • There was an emphasis on Language experience linked with student learning inquiry and IEP goals 	<ul style="list-style-type: none"> • Data showed that progress for at least 50% of our Pacific learners was minimal in 2017. Data from 2017 showed one student progressed a year and six students made some progress • In 2018 44% (7/16) Pasifika students made progress – two students making more than one years progress • In years 11 – 13 75% (3/4) students made progress – 50% (2/4) progressing a year or more For years 1 – 8 38% (3/8) made progress • The Pasifika Lead teacher went on sick leave and was unable to maintain her link with the community 	<ul style="list-style-type: none"> • One student has a highly adapted programme while the other had difficulty settling into a new school environment that challenged his learning behaviours • In keeping with the partner school's, timetabled literacy time it meant a reduced amount of time being spent on reading programmes • Students are experiencing success and this needs to be built on • Families became more engaged with their child's programme 	<ul style="list-style-type: none"> • Further professional development is required for teachers to support their writing programmes • Professional development will be provided for teaching as enquiry learning • Although 2018 saw progress in writing for Pasifika students it should remain a focus • Several years ago one community was very keen to start their own group – although this dissolved eventually it would be advantageous to re engage • Engagement or responsibility of a lead Pasifika teacher – as in the past .1 • Employment of Pasifika teachers to share their skills and knowledge
Planning for next year:			
<ul style="list-style-type: none"> • A stronger link will be made between IEP goals teacher appraisal and Professional development. This will be done through focussed enquiry for teachers. • Although 2018 saw progress in writing for Pasifika students it should remain a focus especially for years 1 - 8 • A focus on Teaching as inquiry • Engagement or responsibility given to someone to establish a Pasifika team to support students learning, family and whanau 			

School Name:	Kelston Deaf Education Centre	School Number:	503
Strategic Aim:	To raise and sustain the academic achievement of our Deaf and hard of hearing learners		
Annual Aim:	To improve written language for School enrolled students		
Target:	Focus: To improve outcomes for students in writing by improving moderation systems, teaching strategies and aligning practices		
Baseline Data:	Data showed that in 2017 In years 1 to 13 43% of students made progress in writing. Only three students made a progress of more than a year (5%) Teacher observations and exemplars showed that students written language reflected the language structure of New Zealand Sign Language		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • Current programmes were reviewed • Written language was based on experiences and inquiry eg What things can fly? What is flying? Students researched, created, and wrote • The developmental writing programme was used • Colour coded cards with picture, word and signs were used to support the English written language structure development • The e- Learning Leader worked with teachers and students to provide strategies for written English including using blogger • We provided professional development including staff meetings, sharing resources and strategies • There was an emphasis on Language experience linked with student learning inquiry and IEP goals 	<ul style="list-style-type: none"> • In 2017 43% of students made progress in writing. Only three students made a progress of more than a year (5%) • In 2018 54% (38/71) made progress with 15.4% (11/71) making progress of a year or more • A significant piece of data is seen in years 11 to 13 where 95% (19/20) students made progress with 45% of those students making one year or more progress. For years 1 to 8 48% (16/33) making progress • Inquiry provides the opportunities for high interest interaction with the visual environment and to express what they have discovered and learned 	<ul style="list-style-type: none"> • Engagement and Inquiry have enabled students to be involved in their learning. • A moderation policy/procedure was developed by the Curriculum change team (KDEC and vanAsch) • Professional development was held for both Deaf Centres on Moderation • Clearly defined responsibilities and procedures outlined for teachers, Lead teachers monitored by middle leaders • Sharing of writing exemplars and discussions at a senior leadership level and then sharing with teams • Students are experiencing success and this needs to be built on 	<ul style="list-style-type: none"> • Continue to use the written English Language exemplars and the written language Developmental programme • Further professional development to be provided to support teachers in using the resources effectively • Opportunities given for teachers to observe writing successful programmes • Professional development will be provided for teaching as enquiry learning
Planning for next year:			
<p>Written Language will continue to be a focus for all students years 1 – 13</p> <p>Professional development for teachers – teaching as enquiry learning.</p> <p>Review of IEPs and learning outcomes for students</p> <p>A stronger link will be made between IEP goals teacher appraisal and Professional development. This will be done through focussed enquiry for teachers.</p> <p>Outcomes will demonstrate Years 1 – 8 50% will make one year or more progress in 2019</p>			

Glossary – Technical Terms

AODC	<p>Advisor of DHH Children</p> <p><i>AoDCs work alongside children identified as DHH and hard of hearing and their families and whānau from birth to year 3 at school. They provide advice and guidance on communication and language development. They also help provide resources and programmes required to meet the developmental and educational needs of the child and their family and whānau through early childhood and into school.</i></p> <p><i>They work collaboratively with other service providers including the DHH Education Centres, the Northern Cochlear Implant Programme and the Southern Cochlear Implant Programme, and DHH Aotearoa New Zealand, among others.</i></p>
ASSIST Service	<p>Assessment involving Specialist Teachers</p> <p>Provides support for learners who are year 4 to 13 including advice and guidance and the management of Hearing Aids and FM equipment</p>
At Distance NZSL	<p>The use of videoconferencing to support the tuition of NZSL to learners, families and professionals at distance.</p>
Bilingualism	<p>Bilingualism is the ability to use New Zealand Sign Language and English Language (spoken and/or written) to communicate effectively.</p>
Biculturalism	<p>Biculturalism is the ability to move freely between DHH and hearing cultures, by adapting to, combining and blending aspects of both cultures.</p>
Bimodal	<p>Bimodal is the development and use of language in more than one modality. NZSL is a signed language and English is a spoken language (spoken and signed are the “modes” to which “bimodal” refers).</p>
CODA	<p>Children of DHH Adults</p>
van Asch Core School	<p>The school within van Asch DHH Education Centre. Learners range from Year 1 - year 13 + They are enrolled full time as learners. They are placed in either of the three hubs offsite or in the Transition Programme at the Sumner hub.</p>
KDEC School	<p>The KDEC school operates in satellite provisions in eight partner schools across the city of Auckland. As part of the school, the Tu Kokiri Programme operates for two days on the Kelston site and two days at Auckland DHH Society premises.</p>

van Asch Day Learner	A learner of the van Asch Core School who lives in the Christchurch area.
DHH Community	The DHH Community comprises those DHH and Hard of Hearing individuals who use New Zealand Sign Language, and share common experiences and values.
DHH Culture	DHH Culture is the set of social beliefs, behaviours, art, literacy traditions and values that are influenced by DHH people in New Zealand and which uses NZSL as the main means of communications.
DEC	DHH Education Centre Two DHH Education Centres (van Asch DHH Education Centre (VADEC), Kelston DHH Education Centre (KDEC)) provide services for learners who are DHH or Hard of Hearing.
van Asch EIC	The Early Intervention Centre at van Asch. Provision of education and language to children 0-5 years.
KDEC Preschool	KDEC operates a preschool service for children aged 2yrs to 5 yrs.
FM system	Equipment which enables the learner to receive the teacher's voice directly to their Hearing Aid or cochlear implant
Habilitationist	Trained professional in spoken language development
IEP	Individualised Education Plan
Immersion	A period of time where learners, usually regional learners, are 'immersed in DHH Culture, language and identity.
KIT Days	Keep in Touch Days Activities planned for mainstream learners under the Regional Service to meet with other learners from the same area. In Christchurch, Core School learners also take part in these events.
Learning and Change Network (LCN)	A collaborative team inquiry approach to support teaching and learning programmes for learners across van Asch DHH Education Centre.
NCIP	Northern Cochlear Implant Programme
NZSL	New Zealand Sign Language The main language of the DHH community in New Zealand. It became an official language of New Zealand in April 2006, alongside English and Te Reo Māori.

ORS	Ongoing Resourcing Scheme
Pedagogy	The discipline that deals with the theory and practice of education.
Regional Services	Specialist support delivered to eligible learners in Mainstream schools throughout the regions.
Residential	<i>Hostel accommodation for learners from around the regions to enable them to access the day/core schools of van Asch or Kelston. The staff that work with these learners on a roster system are also included in this term.</i>
RTD	<p>Resource Teacher of the DHH</p> <p><i>RTDs are specialist teachers who work in mainstream schools to help classroom teachers adapt the learning environment and differentiate their teaching to suit the child's needs.</i></p> <p><i>They work with teachers and families to set collaborative achievement goals in IEPs for children and learners who are DHH or Hard of Hearing.</i></p>
Satellite Unit / Hub	Classroom/s situated on the grounds of a host school. They are staffed by the DHH Education Centres (van Asch/Kelston) to provide educational services to enrolled learners.
SCIP	Southern Cochlear Implant Programme
SLT	Speech Language Therapist
SRT	Specialist Resource Teacher

Learners

Enrolled Learner	A learner who lives within the Christchurch region and is enrolled at the van Asch Core School or a learner enrolled at the KDEC school.
Van Asch:-	
Hagley Hub Learner	Year 11 - 13+
Hillmorton Hub Learner	Year 9 - 13
Regional learner	Mainstream learners from the van Asch area who are supported in school by RTDs
Residential Learner	A learner who lives within the van Asch region and is enrolled at the Core School. They reside at the Residences.
Transition Programme Learner	A learner based at the Sumner Hub. Year 12+ Several learners take part in programmes across the Sumner and Hagley Hub, and other providers eg CPIT, SIT
Wharenuui Hub Learner	Year 1- 8
Kelston DEC:-	
Oteha Valley Provision	Year 1-6
Kelston Primary Provision	Year 1-6
Ormiston Primary Provision	Year 1-6
Kelston Intermediate	Year 7&8
Ormiston Junior College	Year 7-10
Kelston Boys High School Provision	Year 9-13+
Kelston Girls College Provision	Year 9-13+
Ormiston Senior College	Year 11-13+
Tu Kokiri	Year 12-15