

Combined Deaf Education Centres

CHARTER 2018



Contents

Introductory Section	1
Our Mission – Our Vision	2
Resourcing	4
Our Services	5
School	5
Residential	6
Regional Services	7
Resource and Technical	8
Early Childhood.....	9
Habilitation	10
Priority Learners	11
Strategic Plan 2018-2021.....	13
National Learner Profile.....	25
KDEC Regional and School	27
van Asch Regional and School	28
Annual Section.....	29
Operating Context:	29
van Asch and Kelston Deaf Education Centres – Curriculum Annual Plan	30
Sector Co-operation	31
Guiding Documents	32
Appendix 1 – Exit Achievement Level and Destination – van Asch Deaf Education Centre	35
Appendix 1 – Exit Achievement Level and Destination – Kelston Deaf Education Centre	36
Appendix 2 – Analysis of Variance 2017 – van Asch Deaf Education Centre.....	39
Appendix 2 – Analysis of Variance 2017 – Kelston Deaf Education Centre	45
Glossary – Technical Terms	57
Learners	60

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 just 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. Over 2000 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 outreach roles include

- New Zealand Sign Language, (NZSL) Tutors
- Specialist Resource Teachers
- Habilitationists

Specialist service provisions including

- Resource Teachers of the Deaf (RTDs)
- Hearing Aid Technician/Audiology/ASSIST staff
- Communicators/Educational Interpreters
- Specialist Services Team KDEC Day School



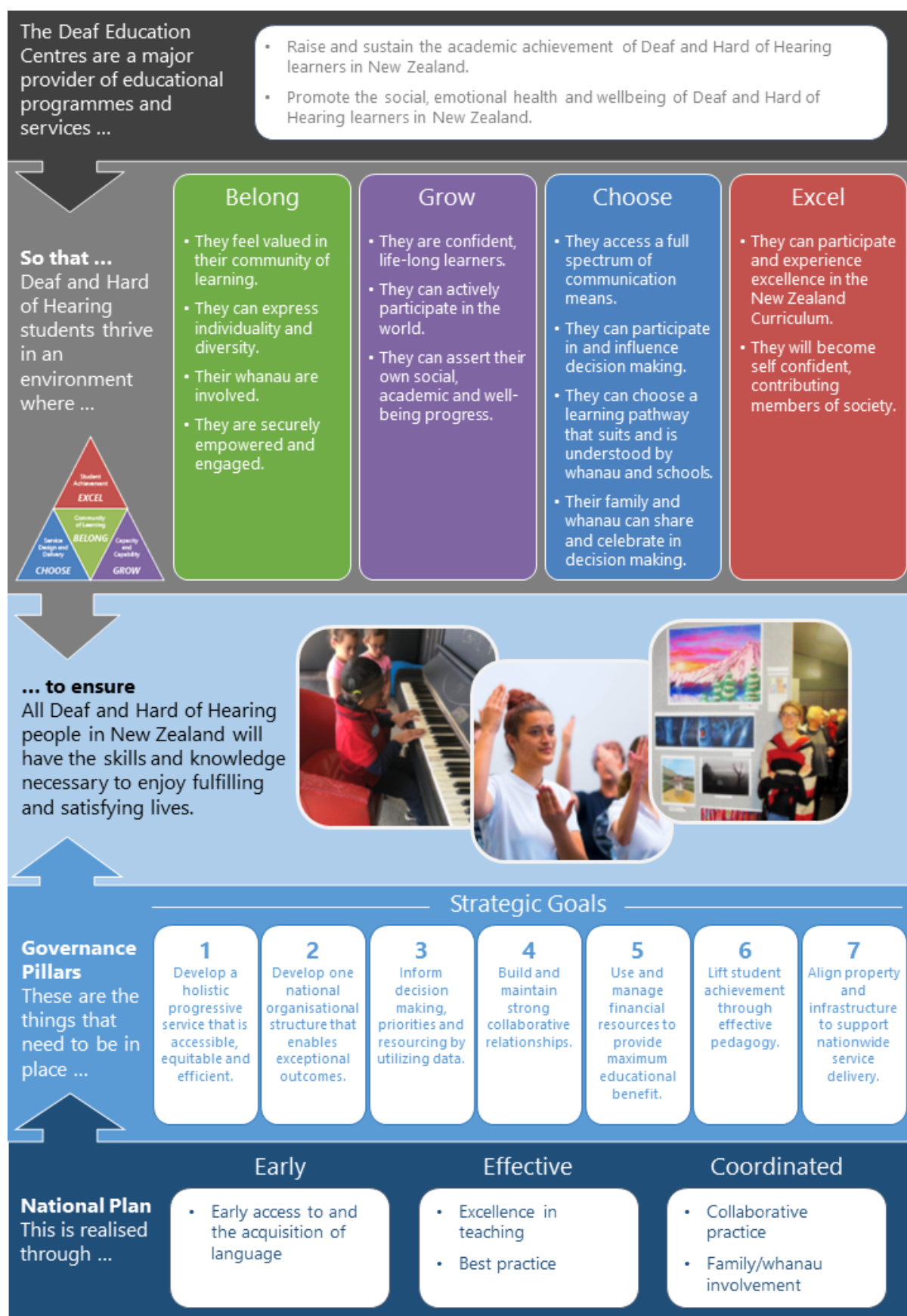
Equal rights to primary and secondary education

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)

Our Mission – Our Vision



Strategic Goals full version see page 12.

VISION

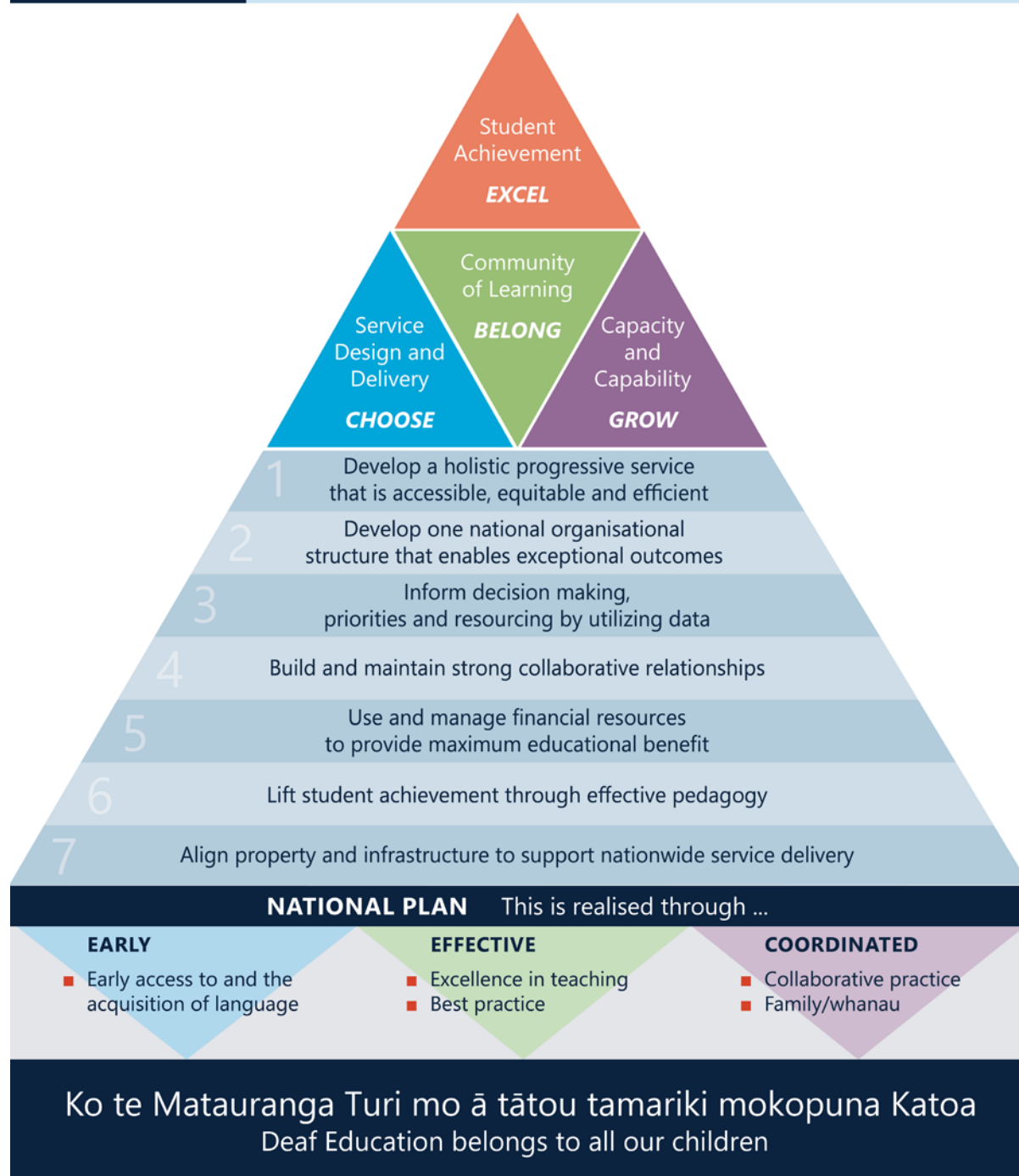
All deaf and hard of hearing in New Zealand will have the skills and knowledge necessary to enjoy fulfilling and satisfying lives.

This is accomplished through early access to and the acquisition of language, excellence in teaching, family involvement, collaboration and best practice.

MISSION

To ensure that our students learn in an environment where they:

Belong, Grow, Excel and Choose



Strategic Goals full version see page 12.

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 decisions.



Our Services

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 Wharenui 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.



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>



Priority Learners

Te Rautaki Maturanga Maori – Maori 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 Maturanga Maori.

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

In recognizing the unique position of Maori 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 Maori learners.

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

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

A Specialist Resource Teacher, Maori/Kaitakawaenga supports learning opportunities in the Core School and supports engagement and consultation with Maori 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 Maori 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 Maori 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 Maturanga Maori.



STRATEGIC 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 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. Build and maintain strong, collaborative relationships with the Deaf community, including external stakeholders.
5. Use and manage financial resources to provide the maximum educational benefit for our learners within budget and contractual frameworks.
6. Lift student achievement through effective pedagogy for all of our Deaf and hard of hearing learners.
7. Align property and infrastructure to support a nationwide service delivery model.

Strategic Plan 2018-2021

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2017 EOY Comments
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	<p>a. Board, Management and teaching staff use the data to inform decisions, priorities and resourcing.</p> <p>b. Contribute to development an Annual National Data set</p>	<p>i. Provide access of KAMAR to teaching staff.</p> <p>ii. Implement full training of KAMAR according to user protocols</p> <p>Align Annual National dataset and DEC's fields</p> <p>c. first pull in April 2018 and Board reporting 2018</p>	<p>Identified database administrators</p> <p>DECs Curriculum Leaders</p> <p>SAFs</p> <p>Principals</p>	Term 1	KAMAR national student database is developed so it is fit for purpose		<p>Agreed to KAMAR hosting July 2017</p> <p>Joint Assessment Policy agreed to July 2017, Board expense additional cost to host in the cloud Kamar joint training Oct</p> <p>Further training planned for staff 2018</p> <p><u>2017 Goal</u></p> <p>Deaf student's achievement levels, targets and progress are measured consistently and reported transparently.</p>

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2017 EOY Comments
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	Implement a National Assessment Policy	i. An agreed language assessment framework is ratified by Board ii. Draft and trial assessment schedules across the DEC's to line up with Board reporting	For those enrolled at & receiving services from Curriculum Leaders SAFs Teachers	Terms 2 - 4.	DHH language progress and achievement is able to be recorded in DEC's database - Trends and patterns are reported on and inform type of service needed		Working group summarised current status - Aug SAF meeting Oct 30 future framework recommendations presented. Nov 27 – SAF meeting progress recommendations.
		b. Outcomes for Maori & Pasifika are described	Trial OMT tool with some Māori/ Pasifika cohorts and report this to the Board Provide achievement levels/ information for Maori and Pasifika as part of curriculum reporting to the Board.	DECs Curriculum leaders Maori & Pasifika Cultural Advisers SAFs Principals	Term 2	Understand the patterns and trends around Māori Deaf and Pasifika Deaf achievement levels to inform a nationwide Strategic Plan for lifting the cultural responsiveness and capabilities for all teachers		Maori Deaf Learners BOT Curriculum reports Oct 2018
		c. Student's engagement patterns are described	Identify key groups of DHH students to report Presence, Participation and Learning (OMT).	DECs Curriculum Leaders Principals DEC's - Enrolled students and RTDs students	Term 2-3	Engagement patterns and trends are identified to inform resourcing and service delivery		Explore OMT assessment tool

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2017 EOY Comments
6.	To lift student achievement through effective pedagogy for NZSL users	a. for Deaf Learners whose primary language is NZSL a Deaf Bilingual philosophy and practises are agreed to across Bi-bi settings	i. NZSL@Schools VA pilot studies continued Otago, Wgtn, Southland ii. Core Schools Defining the role of the tutor across school settings iii. Training is provided for the NZSL Student assessment kit	Senior Leaders J Townshend HOSS HOSs VA F Gordon KDEC M Carr Krista Clifford	Term 1-4	Practises and philosophies across regional and Deaf school settings are established to ensure successful NZSL progress.		NZSL student assessment NZSL Pilot studies progress Oct Curriculum report
		c. Students have opportunity to develop their deaf identity, culture and sign language alongside fluent role models and peers.	“Turi Whare Rama” curriculum document shared and considered Nationally. Continue Trial Curriculum within van Asch region for NZSL Immersion weeks/ days and K.I.T days.	Senior Leaders J Townshend, S de Heer, KDEC L Guy; M Carr SRTs Teachers NZSL tutors		Students have opportunity to develop their deaf identity, culture and sign language alongside fluent role models and peers.		provide summary of work in 2017 Annual report Trial curriculum 2018 Draft shared VA Middle Leaders T 3
		A plan to develop Educational and Residential staff proficiency in NZSL is made.	i. Set NZSL standards ii. Educational and residential staff NZSL skills are assessed and specific action plans for personal development in NZSL are made. iii. Carry out internal PLD including Personal Development plans in NZSL.	Residential and Core School Leaders Heads of School/Curriculum SLPI trainers Educational staff. Non-teaching staff		Staff develop their fluency in NZSL so students language, identity and culture are fostered in all appropriate settings.		Goal ongoing since 2016 Inconsistent practice with this – needs strengthening in 2018

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2017 EOY Comments
6.	To lift student achievement through effective pedagogy	Develop and share knowledge of effective Social Emotional Learning strategies	DECs working group is convened to prepare and implement a team inquiry as a pilot to inform future social and emotional wellbeing strategies for all DHH students nationally.	DECs – Core Ed Sarah de Heer SEL Project Group		The wellbeing and sense of belonging for DHH students is understood across a range of learners		Centrally funded PLD C Butler facilitator Core Ed. SEL Report Submitted to Board July 28 Project group met Nov 15 - SAFs and Curriculum leaders attended.
		Build teacher capability to accelerate student learning through inquiry based foci	i. Introduce a national team-based inquiry approach. ii. Introduce the new Code of Professional Responsibility to all teaching staff. iii. Strengthen moderation practices that support a team based inquiry approach across the two centres.	SAFs and curriculum leaders Principals, Senior and Middle Leaders Curriculum leaders		Consistent practices are established Establish an inquiry focused appraisal approach Consistent overall teacher judgement practices are established.		
		Provide specific tutor training opportunities to ensure Teachers of the Deaf graduate with adequate level of technical skill	Mentoring programme provided by DECs nationally	DECs – MoE Joy Creet - Mentor		TOD graduates are competent to carry on teacher practice independently		Applications for 2018 are open. 10 study awards. Changed to 6 year one study awards Nov 7 8 study awards provided Nov 13

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2017 EOY Comments
6.	To lift student achievement through effective pedagogy	Negotiate 2019 new Specialist teaching contracts	Work with MOE to ensure that a NZ Teachers of the Deaf training programme is sustained beyond 2019.	DECs/MoE/Unis Principals		Ensure the preservation and improvement of a dedicated training programme for NZ Teachers of the Deaf.		Contract renewal 2020. Make case to MoE for more focus on Specialisation and technical skills. Oct 1 MoE mtg Sensory schools flagged training a work matter as priority in 2018. MoE agreed to include DECs in contract discussions.
1.	Create a Holistic progressive Service for DHH learners that maximises educational, social and emotional outcomes and is accessible, equitable and efficient in its delivery	Understand how MoE Learning Support Delivery plan impacts on DECs services to schools.	Regional Leaders engage with Regional Directors to share VA Services and understand impact of local LS Delivery plan	PrincipalsRegional Leaders		DECs Service delivery Linkages are described for schools, Regional MoE and whanau		
			COLs concept to be further explored by the Sensory Schools	Sensory School Principals		Sensory Schools are able to work collaboratively on student outcomes at a National level.		
		Understand how MoE NZSL Action Plan impacts on DECs services to schools.	MoE to share 10-year Action Plan re NZSL Work programme at SAG meeting	Board Chair/Delegate Principals	Term 1	DEC work priorities and NZSL funding are clarified		

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2017 EOY Comments
1.	Create a Holistic progressive Service for DHH learners that maximises educational, social and emotional outcomes and is accessible, equitable and efficient in its delivery	ASSIST scope of practice is agreed within MoE formula.	i. Set up approach to prioritise Advice and Guidance service for students receiving services from the DEC's ii. Maintain and extend current ASSIST staff skill set	Senior Leaders – Assist Assist staff Principals		The ASSIST service is available to all DHH students nationally at equitable levels based on agreed MoE formula		2017 Goal Consolidate the sector shift to the AODC focus on Early years and DEC agreed service provision for years 4 onwards. (ASSIST programme).
5.	Use and manage financial resources to provide the maximum educational benefit	Work with MoE to resource ASSIST to meet needs as demonstrated on annual dataset. Term 1 - 2018	Resourcing notice funding for Assist staffing and costs are reviewed based on MoE formula.	Principals Board		The Assist service is available to all DHH students nationally at equitable levels		Assist –AODC Governance meetings Resourcing notice negotiations Oct 2017
7.	To align property and infrastructure to support a nationwide service delivery model	a) Property: ChCh Satellite Transition Programme rebuild at Hagley Community College	Master planning to complete in partnership HCC & MoE	B Mulcahy F Gordon				CSR funds released for this. HCC Board given verbal approval. HCC send letter to DEC Board. Scoping meeting held with VA & MoE Oct.

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2017 EOY Comments
7.	To align property and infrastructure to support a nationwide service delivery model	Property for ChCh Satellite High School Programmes Yr 7-13 rebuilt at Hillmorton High School	Master planning to complete in partnership HHS & MoE	B Mulcahy F Gordon				CSR funds released for this. HHS Board given verbal approval. HHS send ltr to DEC Board. Scoping mtg held with VA & MoE Oct.
		<u>Sensory Resource Centre upgrades</u> VA: Nelson, Gisborne, Dunedin, Wellington, Manawatu KDEC: Taupo, Whangarei, Rotorua	Scoping On hold Master planning Costing Costing	N Pouwels M Anderson L Guy				<u>May 2017 MoE stakeholder mtg.</u> Agreed to set up national dataset to inform property infrastructure planning and to consider language pathways. <u>Sept 2017 BOT</u> start reviewing service pathways
		<u>PODs review/set up</u> Nelson, Wellington, Manawatu, Dunedin Gisborne	In partnership with Regional MoE office and Schools set-up or review PODs	Regional Senior Leaders N Pouwels M Anderson	2018			
		<u>National Deaf Campus Network</u>	National Service delivery model is explored for students enrolled at the DEC's	Principals				
		a) IT Infrastructure	Set up one IT service provider	E.O. Resource Centre				

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2017 EOY Comments
7.	To align property and infrastructure to support a nationwide service delivery model	IT Infrastructure	Set up Office 365 as the one cloud-based IT environment and utilise the 365 suite of products	Resource Centre				
			Redesign a new logo, website and intranet	Resource Centres/Com. Eng. Officer				
			Set up one online file management system	Resource Centre/HR/IT provider				
			Set up one shared digital communication system – video, telephone, etc.	Resource Centre IT Provider				
		b) Financial Infrastructure	Set up Credit Card Management system	M Koning E.O.				
			Set up Invoice Scanning software	M Koning E.O.				
			Set up Bank Accounts	M Koning E.O.				
			I.R.D number etc.	M Koning E.O.				
			Financial team structure	LSM				
		c) Administration Infrastructure	Telephone contact	M Koning E.O.				
			Address contact	M Koning E.O.				
			Branding - Stationery	Resource Centre				

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2017 EOY Comments
7.	To align property and infrastructure to support a nationwide service delivery model	d) HR Infrastructure	Appoint CEO Senior Leadership team Consider deaf leadership	LSM				
			Scope set up of HR Software systems	HR Senior Leaders/LSM				
			Policies/Procedures					
4.	Build and maintain strong, collaborative relationships with the Deaf community, including external stakeholders.	Deaf Community & stakeholder groups	Create an effective <i>national</i> database of key stakeholders comprising:- Students (school, residential, regional, ASSIST). Parents/Caregivers/Whanau DEC staff Schools/teachers (mainstream, satellite/provisions/campus, EIC/ECE) Deaf Community Parent Groups Other stakeholder organisations e.g. SCIP/Hearing House Combined Board of Trustees MoE	Com. Eng. Officer/Principals	2018	Parents will be more informed and involved. DEC's will have greater access to key stakeholder feedback. Improved partnership working with key stakeholders	Database incomplete /not current	

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2017 EOY Comments
4.	Build and maintain strong, collaborative relationships with the Deaf community, including external stakeholders.	DEC staff	Produce one national staff information bulletin each fortnight.	Com. Eng. Officer/Resource Centres (VADEC - lead partner)	2018	Staff across both DEC's will experience communication that is timely and equitable. Staff can access BOT updates as well as external news	progressing	
		Stakeholder groups/parents/whanau	Produce and distribute a monthly newsletter for parents/stakeholders comprising a summary of the monthly Board meeting as well as appropriate information from the staff monthly bulletin.	Com. Eng. Officer/Board Secretary	Term 4 & 2019	Parents receive current and regular information about our services as well as Board communications. Parents can also find contact information for key staff, providing them with a regular information channel. As a result, parents are better informed and can contribute to the decisions which affect them/their kids and will feel valued.	On hold at present	

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2017 EOY Comments
4.	Build and maintain strong, collaborative relationships with the Deaf community, including external stakeholders.	Parents/whanau/ staff	Produce one National Deaf Education Yearbook	Com. Eng. Office Resource Centres (KDEC - lead partner)	Terms 3 & 4	Enables greater communication 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.	Pre-design gathering content	
			Establish forum for internal/external communication	Com. Eng. Officer, Board Chair/Principals Parent group reps./Deaf Group Reps.	Term 4	Builds relationships and Promotes communication with key stakeholder groups. Maximises resources and information sharing		
		Parents/whanau/ staff	Com. Eng. Officer to attend the AGM of NZ Federation for Deaf Children. Also, AGMs of established parent groups. (9 parent groups). Meet with other stakeholder groups as appropriate	Com. Eng. Officer		Creates a clear and regular channel for feedback from groups to the Board and promotes communication with stakeholders.	Starting term 2	

Goal No.	Strategic Goal	Target	2018 Actions	Who	Time frame	Outcomes	Current Status	2017 EOY Comments
4.	Build and maintain strong, collaborative relationships with the Deaf community, including external stakeholders.		Produce a guide for parents to support children through transitions	Lead by Com. Eng. Officer/Sue Lawless. Moderated by L. Guy/M. Carr, S de Heer/ F Gordon	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	On hold	
		Parents/whanau/ staff	Co-ordinate stakeholder survey every 2 years. Give feedback and support Dept. action plans.	Com. Eng. Officer Senior leaders	Planning Stage term 4	Increased opportunities for stakeholders to influence policy and procedures. Promotes greater responsiveness to Stakeholder views/comments. Raised awareness of Board Strategic direction.		
			Carry out consultation with stakeholders on the Board's Strategic Plan	Com. Eng. Officer Principals	Planning Term 4	Supports Board and managers with evaluation of Strategic Plan. Satisfies obligation to consult on strategic direction. Promotes good practice and collaboration.		

National Learner Profile

The Combined Board has prioritized the development of an accurate National Picture of the DHH learner population.

The table below shows the distribution of DHH learners enrolled at or receiving services from the Deaf Education Centres by region:

The first column - *Average % DND 2010-2014* – shows the percentage of DHH children notified to the Deafness Notification Database on average over the past five years.

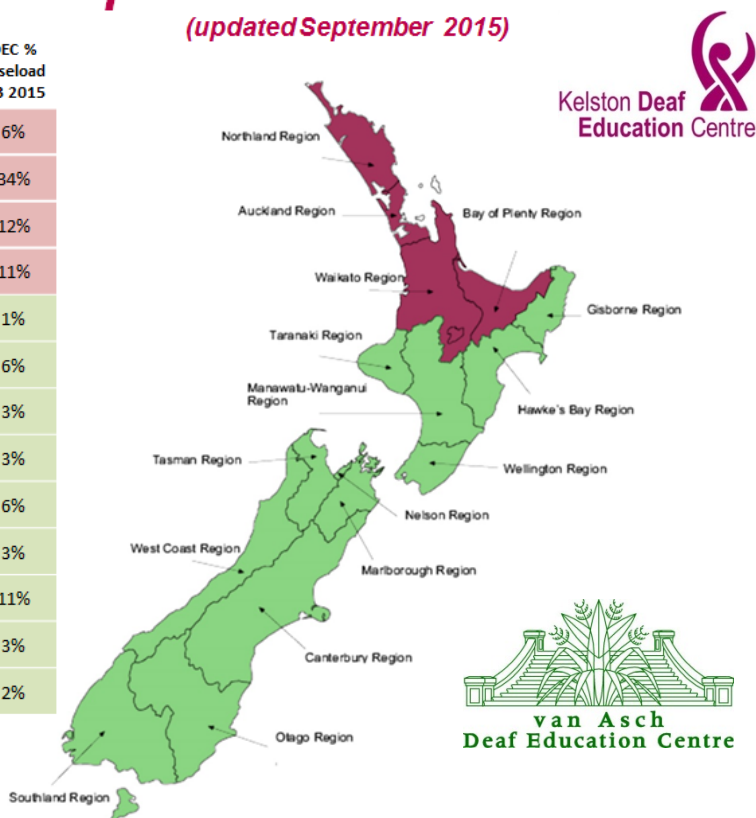
The centre column - *Average % DND 2016* – shows the percentage of DHH children notified to the Deafness Notification Database on average over the past five years.

The third column - *% Pop <20 2013* – indicates the percentage of the population of New Zealand aged under 20 years as recorded in the 2013 Census.

Learners receiving services due to changing roles and responsibilities of Resource Teachers and Advisers have been recorded in this profile (the final phase of the sector shift commenced in July 2015).

Population Distribution (updated September 2015)

Region	Average % DND 2010-14	% Pop <20 2013	DEC % Caseload Q3 2015
Northland	7	4	6%
Auckland	23	36	34%
Waikato	7	9	12%
Bay of Plenty	9	7	11%
Gisborne	2	1	1%
Hawkes Bay	4	4	6%
Taranaki	3	2	3%
Manawatu - Wanganui	4	5	3%
Wellington	13	10	6%
Nelson –Marlborough - West Coast	4	4	3%
Canterbury	18	12	11%
Otago	3	3	3%
Southland	3	3	2%



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.

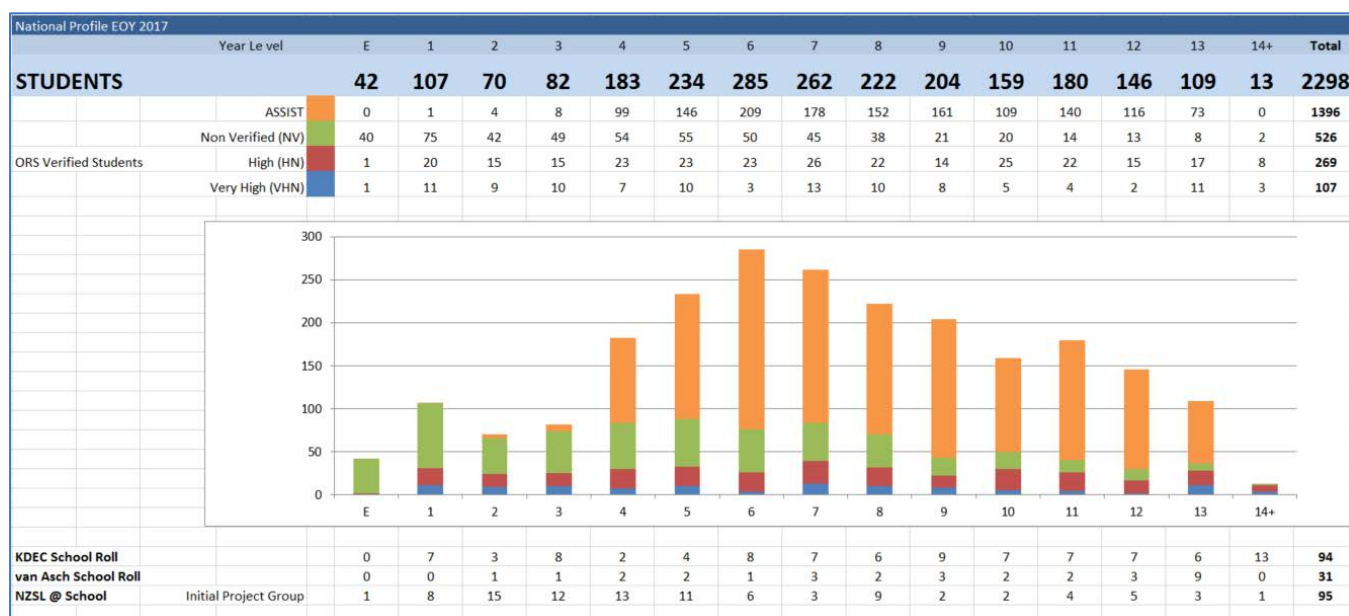
Learners use a wide variety of amplification – *Technology* – this includes Cochlear Implants (CI); Cochlear Implant and Hearing Aid (CI/HA) and Hearing Aids (HA).

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.

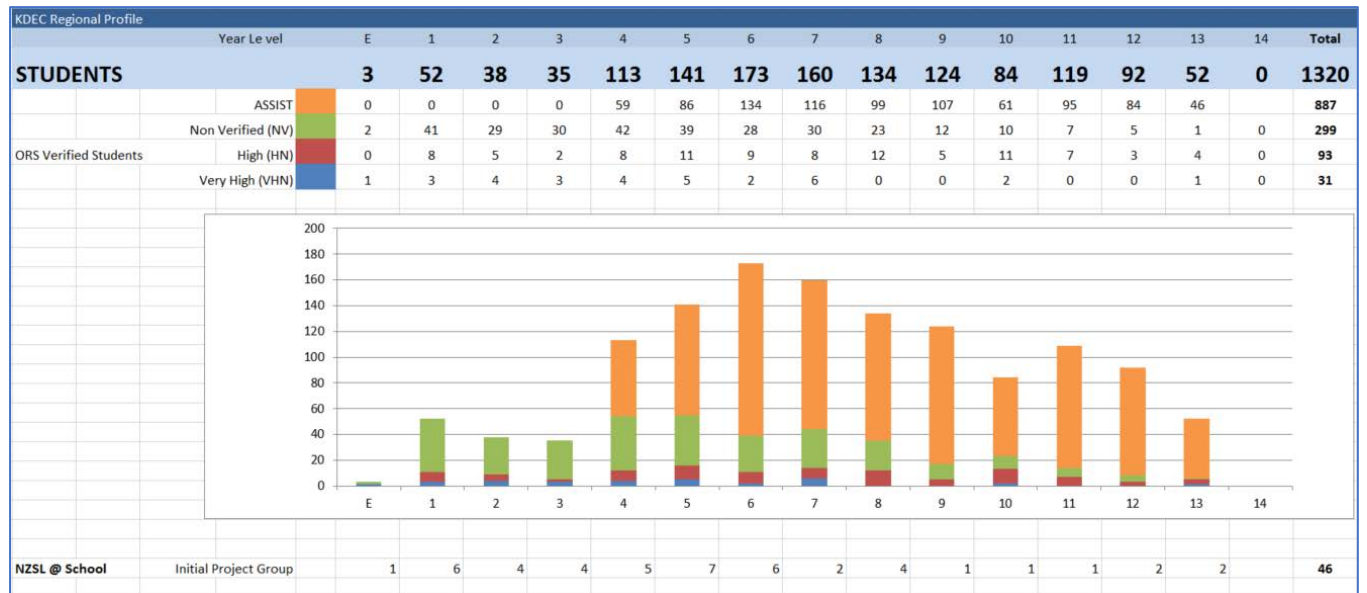
The table also indicates the overall national – *Ethnicity of Learners* - using Ministry of Education Categories: NZ European; Maori; Pasifika; Asian, and Middle East, Latin America and African (MELAA).

National Profile as at 30/12/17

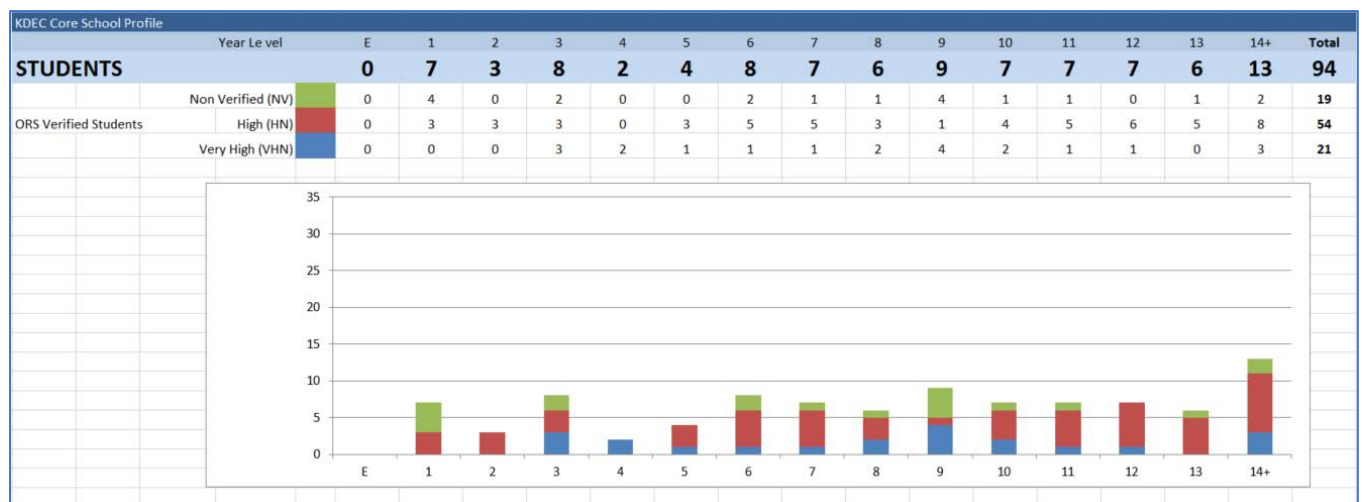


KDEC Regional and School

Regional Learner Profile



Core School Learner Profile



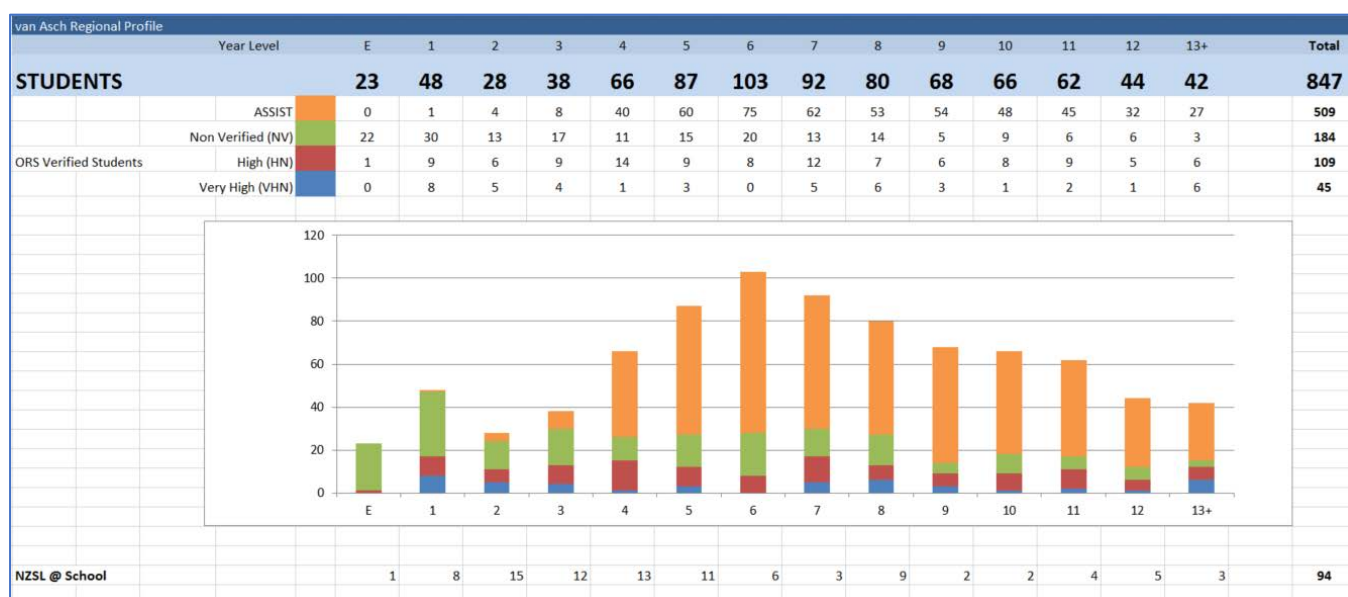
van Asch Regional and School

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.

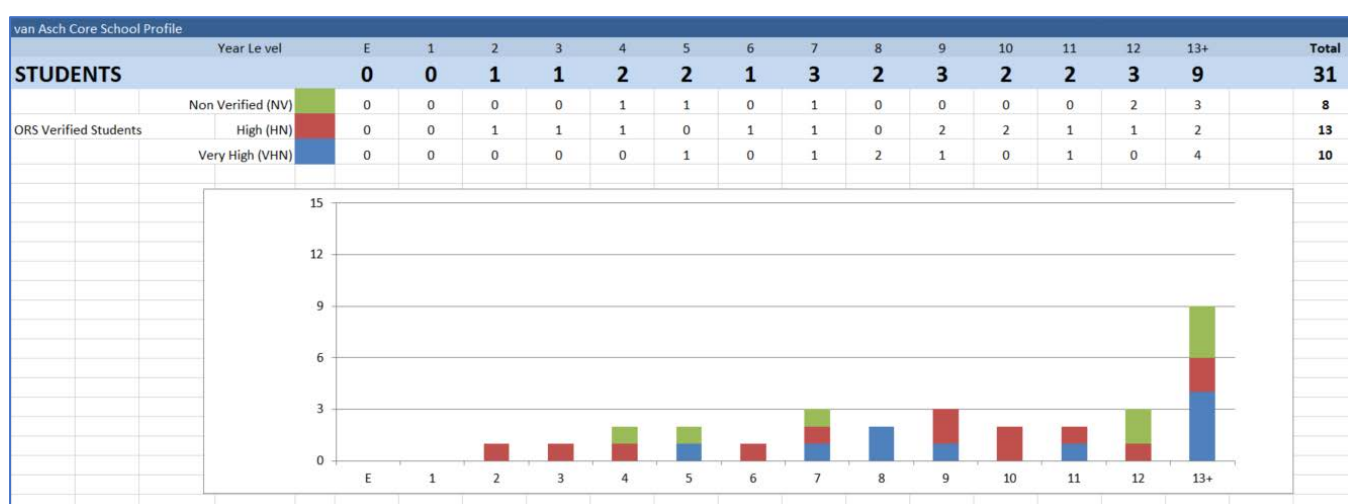
Today, it is both a coeducational composite special school and a national resource centre, having responsibility for the support of Deaf and Hard of Hearing children and learners throughout the South Island and lower half of the North Island.

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



Annual Section

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. 2018 van Asch and Kelston DEC Consolidated Budgets
2. The Centre's Core School and Regional curriculum
3. The Core School Annual Plans 2018
4. Residential Homes Management Plans 2018
5. The Regional Services Annual Plans 2018
6. Resource and Technical Services Annual Plans for 2018
7. Maori Learner's Achievement Strategy - Te Rautaki Maori

van Asch and Kelston Deaf Education Centres – Curriculum Annual Plan

The two Deaf Education Centres have developed for the school year 2018 a joint Curriculum Annual Plan. This national plan incorporates targets and actions that are specified in the Board's 2018 Strategic Action Plan

- see Strategic Goals 3 and 6:

Strategic Goal 3:

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

Strategic Goal 6:

To lift student achievement through effective pedagogy

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.

Achievement Targets are to be developed for Priority groups - NZSL users, Maori and Pasifika Deaf Learners,

The Curriculum Leaders are working closely with the MoE SAFs to develop a national evaluative approach that is based on a Teacher inquiry model. Professional Learning to implement the new Assessment Policy and Team based Inquiry model is to be designed.

Sector Co-operation

*Sharing Responsibility
for National Delivery*



Universal
Newborn
Screening
and Early
Intervention
Programme

Early language
acquisition

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 2018 include:

- ASSIST - consolidation of the sector shift to the Advisor on DHH Children focus on the Early Years for DHH and hard of hearing children and deployment of agreed service provision to the two DHH Education Centres. Learner numbers involved in the ASSIST programme have increased significantly since 2015. Current resourcing cannot meet this demand. The Ministry advise they are using the 2017-2018 budget process to address staffing and funding resourcing challenges. The regional teacher staffing formula has not been updated since 1998 and this is an agreed area of work for 2018.
- NZSL@School – Implementation of this service approach is now embedded in DEC operational practices. It is one of Government’s NZSL responses to the 2013 Human Rights Commission report, *A New Era in the Right to Sign*, on Government implementation of the New Zealand Sign Language Act 2006.

Strengthening the NZSL@School initiative to become an integral part of service delivery in line with the Human Rights Commission report, *A new era in the right to sign* in the following ways;

- NZSL Regional Hubs/Campus sites have been explored by each Centre. The Ministry wrote a business paper to support this strategy for learners using NZSL in 2016. In 2017 the Ministry instead focused on gathering data on DHH learners via a National Dataset Snapshot. The DEC’s will contribute to this snapshot. Trends and patterns are expected to be summarised in 2018. This data and Service delivery redesign will inform Property Master Planning at a national level
- consideration of NZSL competency assessment, bilingual pedagogies, and approaches for online and remote services.
- supporting DHH learners to interact and learn together via a range of immersion activities.
- provision of NZSL tutoring and interpreting.
- Interpreter funding for DHH staff –The MoE investment is consistent with sector guidance through the position statement, *New Zealand Sign Language in Education*. In 2018 Board will continue to work with MoE and MSD to identify actual costs for each Centre. These two funding sources will then clarify the interpreter activities they have responsibility for. Resourcing will then be reviewed based on actual costs.
- Following the 2016 ERO joint review of the Deaf Education Centre, the Board will work with ERO and the Ministry to strengthen its governance role in relation to Learner achievement of all DHH learners enrolled at and receiving services from the two Centres. An improvement plan will be developed.
- continued strengthening of the national network of services, including Regional Teaching Services and early childhood outreach, to:
 - support sector relationships, including with regular schools, the Advisors on Deaf Children, cochlear implant programmes, Deaf Aotearoa and Deaf Children New Zealand.

- align learner need, workforce capability and capacity, and service design and delivery.
- develop an agreed framework for: data collection; resource development, storage and access; pedagogy and assessment; IT systems and Human Resource and Payroll management; and technical service provision

Investing in Outcomes

This Resourcing Notice further records each Centre's resourcing for the 2018 school year. It outlines the basis of the resourcing received, sets the purposes for which it can be used and explains the payment cycle and processes.

1. The Ministry and Combined Board will meet twice yearly to discuss progress and performance, new directions, emerging opportunities, alternative use of resources and proposals which have the potential to improve the responsiveness and targeting of services to students, their families and their schools, including where such proposals may require review of resourcing approaches, processes or quanta within available resourcing.
2. The Centres are expected to operate within available funding and deliver services as specified in this contract for a six month period, 1 January to 30 June 2018.
3. The student outcomes the Ministry of Education (the Ministry) expects are:
 - Presence: Children and young people with additional learning needs are present and welcome in early learning and Kāhui Ako/kura/school settings.
 - Participation: Children and young people with additional learning needs participate and engage in early learning and Kāhui Ako/kura/school settings.
 - Wellbeing: Children and young people with additional learning needs feel supported, have good emotional and social skills and a sense of belonging in early learning and Kāhui Ako/kura/school settings.
 - Progress and achievement: Children and young people with additional learning needs progress and achieve in early learning and Kāhui Ako/kura/school settings.
4. The Ministry seeks to understand the value gained from its investment. This funding is to support the Centres to lift education outcomes for all students they support. The Centres' annual planning and reporting will be the basis for addressing the accountabilities relating to this resourcing.
5. The DEC Board will report, using an agreed template, approximately one month prior to each of the Ministry and Board twice yearly strategic planning meetings - in its Annual Report and in an interim milestone report. The Ministry of Education will work with the Centres in late 2017 to test and refine the required reporting, including the template to be used.
6. Reporting will address matters related to this Resourcing Notice, including narrative and quantitative data on:
 - Student outcomes: Presence, Participation, Progress and Achievement and Wellbeing.
 - Direct and indirect service provision (students 'enrolled at' or 'receiving a service from').
 - Operational matters.
 - Progress on strengthening the national networks of sensory services.
 - Use of existing infrastructure, including property, transport and technology.
7. Further information on reporting is provided in Annexure 1 to this Notice.
8. Kelston Deaf Education Centre (KDEC) and van Asch Deaf Education Centre (VADEC) (the Centres) are established under Section 98 of the Education Act 1964 as special schools. The Centres have day school and residential functions, early involvement, and a range of national services including regional teaching, specialist services, resource centre and technical service roles, professional learning and development, and separate early childhood services.
9. The Governments' policy under the Education Act is that all students, regardless of any disabilities they may have, are entitled to enrol at their local, regular school. All New Zealand children and young people are entitled

to a rich and balanced education. Whatever their circumstances, they should have the same opportunities to learn, make progress, and achieve their full potential.

10. The national network of deaf education services needs to support educational outcomes for the full range of students who are Deaf and Hard of Hearing Deaf, including opportunities to work together where this supports their learning.

The Centres' purpose is to support students to access the curriculum, with a focus on ensuring learning for those students enrolled at or receiving a service from them. Some of these students may also have additional learning support or accessibility needs.

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 2017 van Asch Enrolled Students

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 1 and 3 is taught by van Asch DEC teachers in the satellite classroom.

NCEA Subjects at Partner Schools

Level 1: Maths, English Literature, Wood Technology, Visual Arts, NZSL.

Level 2: Chemistry, Classics, English, Geography, Photography, Design, Maths, Food and Nutrition, Hospitality, Future Directions

Year 11 (2 students)

- One student achieved 38 Level 1 credits
- One student achieved 44 Level 1 credits

Year 12 (3 students)

- One student completed NCEA Level 1, gained 14 Level 2 credits
- One student completed NCEA Level 1 with merit endorsement for Visual Arts
- One student completed NCEA Level 1, completed NCEA Level 2 with merit endorsement for Chemistry and Classics

Year 13 (1 students)

- One student achieved 20 Level 1 credits

Year 13+ (3 students)

- One student completed NCEA Level 2 with excellence endorsement for Photography
- One student achieved 42 Level 3 credits and 39 credits towards Service Industries Vocational Pathway
- One student achieved 16 Level 1 credits with merit endorsement for Design

School leavers Exit Achievement Level, Destination and Focus:

Student	Year	Achievement	Destination
A	Y13+	NCEA Level 1 and 2	Otago Polytechnic, Arts and Design study
B	Y13+	NCEA Level 1 and 2 Hagley Certificate in Dance	Seeking employment in their home town
C	Y13+	Trades Academy Certificate in Carpentry Stage 2 & 3	To begin employment as a carpentry apprentice

Appendix 1 – Exit Achievement Level and Destination – Kelston Deaf Education Centre

KDEC School NCEA Qualifications gained in 2017

Information:

- NCEA achieved with Merit or Excellence requires at least 50 of the 80 credits to be achieved at these levels
- NCEA course endorsements –14 or more credits required in each course at Merit or Excellence.
- National certificates - 40 plus credits required in subject areas.

The data below is based on those students that NZQA describe as “participants”, meaning that these students have enough credits and/or are on a pathway that potentially they will achieve NCEA levels 1, 2 and 3. All students in years 11 – 13 are involved in gaining credits towards an NCEA qualification or National certificates. Some students having a highly adapted programme (who would not be considered participants by NZQA) are still able to gain some credits in areas they have skills and/or an interest in.

Year 11

In 2017 two out of five students gained NCEA level 1.

One student achieved 117 credits but requires 3 more Literacy and numeracy credits to gain the qualification. Two further students gained 76 and 77 credits respectively one needing 7 numeracy and the other 10 numeracy

Year 11	1 student	Level 1	NCEA	Achieved
	1 student	Level 1	NCEA	Achieved
		Level 2 Art Design – endorsed with Merit		

(5 Year 11 participants NCEA Level 1)

Year 12

In 2017 three out of three year 12 participants gained a qualification. Our four other students in year 12 have gained credits in NCEA in areas of interest to them including New Zealand Sign Language Achievement standards and English Language Unit standards

Year 12

1 student	Level 2	NCEA	Merit
Level 2 Mathematics			endorsed with Merit
Level 2 Biology			endorsed with Merit
Level 2 English			endorsed with Merit
Level 2 Chemistry			endorsed with Merit
Level 2 History			endorsed with Excellence

National Certificate Level 1 Mathematics

1 student	Level 1	NCEA	Merit
	Level 2	NCEA	Achieved
	Level 2 Photography		endorsed with Merit
	National Certificate in Fitness Level 2		

1 student	Level 2	NCEA
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(3 participants for level 2)

Year 13

In 2017 there were no students considered as participants for achieving NCEA level 3.

Of the seven students in year 13, 2 gained Level 2, while five students gained credits in levels 1, 2 & 3 in areas of interest that will assist them in the future.

Year 13	2 students	Level 2 NCEA	Achieved
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(0 participants for Level 3)

NZQA National Expectations:

2

All Students at the age of 18 years and over who have achieved Level 2 NCEA KDEC School:

	<u>2015</u>		<u>2016</u>		<u>2017</u>	
Participation based:	90%	9/10	91.6%	11 /12	8/8	100%
Roll based:	39.1%	9/23	47.6%	10 /21	8/17	47%

Participation based: Those on an NCEA pathway and potentially can gain level 2

As can be seen by the data above we are meeting National expectations for students on an NCEA pathway.

Roll based students include students who have enrolled into KDEC from overseas and have not acquired a first language, those with additional needs and those students requiring a highly adapted programme throughout their schooling.

School Leavers 2017		Exit achievement Level	Destination
A	M	NCEA Level 1 with Merit Level 2, Level 3 National Certificate in Maths Level 1 & 2 Course Endorsements: Art L2 Merit Design Technology L1 Merit	Victoria University
B	E	NCEA credits L1 = 89 L2 = 28 L3 = 18	Employment
C	P	NCEA Credits L1, L2, L3 in NZSL, Maths and outdoor recreation	Supported employment at Disabled Citizens
D	M	NCEA Credits at L1, L2, L3	Employment Barista Fairfax Media
E	O	NCEA Credits at L1	Employment Construction Industry

We have 5 leavers in 2017. One student achieved Level 3. Student B achieved many credits and over 3 years and gained some literacy and numeracy credits. She decided not to return to school as she was seeking employment. Student C was on an adapted programme and was able to gain credits in areas that were of interest to her. Student D showed independence, perseverance and a level of increased maturity after a successful work experience gaining further training and then employment from her placement. Student E came from overseas three years ago with no language. His programme was highly adapted and the focus was language development. He has full time employment.

Appendix 2 – Analysis of Variance 2017 – van Asch Deaf Education Centre

School Name:	van Asch Deaf Education Centre	School Number:	519
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Strategic Aim:	To raise and sustain the academic achievement of our Deaf and Hard of Hearing learners
Annual Aim:	van Asch School achievement challenge question: How do we increase opportunities for conversation with parents about student learning so that student outcomes in Maths are accelerated?
Target:	Our target is to increase student achievement in Maths by engaging in more effective learning conversations with parents.
Baseline Data:	Baseline data was collected from our four Hubs. Standardised assessment tools were used Primary cohort had 11 students - Used NumPA assessment. Ten students, 90%, were at level one of the NZ Curriculum, one student, 10%, was at level 2. Secondary cohort had 16 students- Used the e - asTTle Maths assessment tool. Seven students, 44% were at Level 2 of the NZ curriculum. Eight students, 50% were at Level 3 of the NZ Curriculum. One student, 6%, was at Level 5 of the NZ Curriculum.

<p>The second newsletter talked about what had happened since the first newsletter, in the Maths programme. It also talked about what was coming up in the Maths programme. There were also ideas for Maths games and information about the second Maths open day.</p> <p><i>Maths open sessions</i></p> <p>Two open days were held. One day had two sessions, the other day had an after school single session. During the open days there was a focus on sharing the Maths routines of each classroom as well as the games that the students used in the class.</p> <p><i>Digital platforms for parent engagement</i></p> <p>One classroom used Seesaw, the other classroom used Storypark, in the Primary setting. In the secondary</p>	<p>Parents attended open Maths sessions at the Primary Hub.</p> <p>Out of a group of 12 students, 5 parents attended. No parents attended the after school open session, however one parent made contact to apologise and made another time to visit the classroom.</p> <p>Parents who attended engaged with Maths activities and games. Parents were able to see the learning environment and how the students interacted.</p>	<p>Parents were invited and students were asked to encourage their parents to attend. It was an opportunity for the parents to see inside the classroom, and spend time with their children in the learning environment. Teachers observed students were proud and eager to share their work with their parents.</p> <p>Parents expressed appreciation and enjoyment from using the apps. Parents engaged with the apps, commenting and liking the pictures. The majority of parents were making specific comments to the posts. The students were taking time to compose their posts. Parents also gave feedback about the students enjoying showing their families their</p>	<p>pathway. Feedback from teachers indicated that the e-asTTle assessment was limited and difficult to show small step achievement. Feedback from teachers indicated that NumPA was a useful tool to use and provides valuable information for teachers to target specific learning areas.</p> <p>Some of our teachers personal inquiries were linked to team inquiry. This made it difficult to determine which intervention made the difference.</p> <p>This intervention had short time frame, of two terms. We would like to be able to have a longer time frame for intervention in the future.</p>
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<p>setting one Hub used Seesaw and the other used Storypark.</p>	<p>These digital platforms were used to share individual student learning with parents and whanau. Students and parents were encouraged to make comments specific to Maths learning.</p> <p>There was positive feedback from parents about the Storypark and Seesaw digital platforms.</p> <p>Anecdotal reporting from teachers showed that senior students took more responsibility to explain their Maths learning to their parents.</p>	<p>work via the apps. The use of the apps then spread into other learning areas as well as Maths. Some parents were able to independently access the app while other parents needed some support to access them.</p>	
<p><i>Innovative teaching strategies</i></p> <p>One teacher created homework that targeted Maths and students engaging with his/her family.</p>	<p>Homework was targeted at Maths and the student engaging with a caregiver for example- go home and count with someone, count all the coins that Mum/Dad has in her/his wallet.</p> <p>The newsletters were written by the students with the support of the</p>	<p>All of the children regularly completed their homework, and for the most part it is clear that someone at home has discussed with and worked with them to complete the work.</p> <p>The students were motivated to learn as the content was related to their individual learning pathways.</p> <p>Teachers were able to see a 'big picture' of school partnerships.</p>	

<p>Two high school hubs worked with their students to create individual student newsletters.</p> <p><i>Research</i></p> <p>The teachers at one hub read a document from Ministry of Education called “Successful Home School Partnerships”.</p> <p><i>Survey of parents</i></p> <p>One hub surveyed parents to ask about preferred methods of communication.</p> <p><i>Parent evenings</i></p> <p>Term 1- survey of parents present asking how they like to be contacted and what they thought of the engagement with school so far.</p>	<p>teachers. The newsletter talked about the areas of learning in general and Maths in relation real life activities e.g. cooking, shopping, budgeting.</p> <p>This gave the teachers a deeper understanding of the purpose behind parent engagement. The teachers also worked collaboratively to answer guiding questions about setting up home school partnerships.</p> <p>This helped the teachers to target their engagement.</p> <p>Term 1 and 3 parent evenings approximately 12 parents attended each meeting.</p>	<p>Teachers were able to understand what suited the parents of their students and why.</p> <p>Parent meetings were planned to coincide with IEP meetings. Parent of Residential students are funded to attend one meeting per year. The Teaching Team took advantage of having out of town parents onsite.</p>	
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Term 2- teachers gave feedback about the digital platforms they were using. There was then a facilitated discussion about strengths and weaknesses.			
Planning for next year:			
Continue to focus on parent engagement, particularly effective conversations about learning, to raise and sustain the academic achievement of our Deaf and Hard of Hearing learners			

Appendix 2 – Analysis of Variance 2017 – 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:	<p>All students in years 9 and 10 will make progress towards meeting the National standard in Mathematics</p> <p>Maori students years 1 – 8 will make accelerated progress towards meeting the National standard for Mathematics</p>		
Baseline Data:	<p>Analysis of assessment data in 2016 for year 9 and 10 students showed that all students were achieving, but this was not reflected in any significant progress towards the meeting the National Standard. The data was gathered, graphed and analysed from assessments. This also involved talking with teachers sharing outcomes and observations. From this, students were identified as not meeting progress targets as expected.</p> <p>Data for Maori students showed that over 80% were one year or more below the expected curriculum level</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 Looked strategies that worked for Deaf students Reinforced the need to use the NZSL lexicon to ensure consistency of signs Continued to use GLOSS Encouraged teachers to share successful strategies 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: of 15 students for nine there was no measureable change and six students 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. For our Maori students (9), in years 1 – 8 one student made three years progress while the other 8 made up to 1 years progress. This was across all provisions. 	<ul style="list-style-type: none"> The students were in a new environment and programmes and learning opportunities were different to what they had been exposed to before. The different environment affected how students reacted to different situations and this was reflected in some behaviour that affected students learning and learning opportunities. Targeted strategies and flexible programming addressing student needs The increase was in part due to consistency and 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. Students in the new environment have settled well in 2018 and any negative effect of a new school and programme should be greatly reduced.
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 9 and 10 2018. Continue to use the Maths lexicon and a variety of tools and resources to support teaching and students' learning <p>Look at research world - wide for Deaf & hearing impaired students accessing the language in Mathematics when they are 10 years old and over</p>			

School Name:	Kelston Deaf Education Centre	School Number:	503
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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
Baseline Data:	The data from NCEA statistics for KDEC and analysis of achievement of our students who were leaving, it was ascertained that there needed to be an increase in the number of students leaving school with NCEA levels 1 & 2. In 2016, 5 out of 6 students (83%) left school with with NCEA level or higher. This is participation based including students who are on an NCEA pathway. The roll based statistic was 5 out of 9 students (55%). 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. Tu Kokiri is a programme that can vary in length depending on the needs of the students from six months to two years. This programme which focusses on preparing students for further study and/or employment.

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 • Students encouraged to take responsibility for their own learning and monitor their credits • Senior Secondary teachers (from all the Deaf Provisions met once a term to share and discuss requirements for the following term • Senior teachers had ongoing contact with parents throughout the year • The KDEC Principal's nominee met regularly with Senior teachers looking at progress, pathways and outcomes for each student 	<ul style="list-style-type: none"> • One out of five students gained NCEA level 3 • 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. • Having students across three different Secondary schools means requirements and subjects available vary making consistency of practise for Deaf students sometimes a challenge • Senior teachers kept parents and students informed of requirements 	<ul style="list-style-type: none"> • One student gained many credits over three years including some literacy and numeracy she decided in year 13 to seek employment and in 2018 has a full time position • Another student was on a highly adapted programme and was able to gain credits in areas of interest for her, • A fourth student showed independence, perseverance and a level of increased maturity after a successful work experience gaining further training and then employment from her placement. • Student five came from overseas three years ago with no language. His programme was highly adapted and the focus was language development. He has full time employment. 	<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, that their programme allows this to occur. • 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
Planning for next year:			
<ul style="list-style-type: none"> • Continued regular meetings with Senior Secondary across the four sites • Provide ESAA access to NZQA website so teachers can monitor progress and ensure entries have been entered • Continue with the IEP process and ongoing discussions with parents and students • Appropriate Professional Development • To look at ways to provide collaboration across secondary sites • Continued involvement with the Careers Advisor and school counsellor 			

School Name:	Kelston Deaf Education Centre	School Number:	503
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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 that they require assistance in.
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. This involved approximately 70% of students and needed to be addressed. Students often lost their password to access their results on NZQA framework and would get the teachers to follow up rather than follow it up themselves

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"> Professional development was held for teachers on how students can access the information themselves off the NZQA website. Teachers shared strategies for students being encouraged to be independent 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 	<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 and wanted this more often 	<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 	<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"> More regular secondary meetings required – Previously one a term – this needs to be increased Continue with the strategies including bringing in Deaf role models Continue to encourage independence Liaise with mainstream teachers to ensure students can access information 			

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 written language for School enrolled students
Target:	All students in years 5 and 8 will make accelerated progress towards meeting the National standard for writing.
Baseline Data:	Data showed that progress for our Deaf and hard of hearing learners was at a slower pace than would normally expect when compared to a hearing peer group. For students in years 5 and 8 in particular the data showed that 85% of students two or more years below the expected curriculum level for their peer group in writing. Teacher observations showed that those 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"> • There were 10 students altogether four in year 5 and six in year 8 • Three year 8 students made no measureable progress in writing. • One year 8 student made 1 year or more progress • The remaining six students made up to 6 months progress • It was observed that using the strategies mentioned engagement was increased for all students. 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"> • The three students have made progress and measureable by observation. Engagement and Inquiry have enabled them to be involved in their learning. • The new learning environment has impacted on our learners being able to manage how they learn in a different way to previous years • In keeping with the partner school's, timetabled literacy time it has meant a reduced amount of time being spent on focussed reading and writing programmes • 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 • Professional development is also required on moderation to ensure consistency of judgments • Professional development will be provided for teaching as enquiry learning

Planning for next year:

Written Language will continue to be a focus for all students years 1 – 13.

Professional development for teachers – teaching as enquiry learning.

Review of IEPs and learning outcomes for students

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 60% of Pasifika students progressing in writing a year or more. The trial with the Expanded curriculum will be extended to all students working at pre level 1 of the curriculum.

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 Literacy for all School enrolled students		
Target:	All students in years 2, 4 and 8 will make accelerated progress towards the National standard for reading.		
Baseline Data:	Data showed that in years 1 – 8 progress for the majority of our learners was minimal in 2016. Students in year 2, 4 and 8 in particular showed that up to 80% of learners were two or more years below the expected curriculum level for their peer group in reading.		

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 on a trial basis. • The e – learning Leader worked with teachers and shared strategies to support Reading 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 	<ul style="list-style-type: none"> • Three students in year 8 made no measureable progress however there were shifts in reading behaviours and confidence. One student in year 4 was pre level one (due to cognitive and learning delay) and experienced success with the introduction of the expanded curriculum. Her vocabulary progressed from little or no vocabulary to knowing explaining and using 15 words in context • The remaining seven students progressed, to nearly a years reading age which is significant for a Deaf learner 	<ul style="list-style-type: none"> • The year 8 students were in a brand new environment which challenged their learning behaviours. • In keeping with the partner school's, timetabled literacy time it meant a reduced amount of time being spent on reading programmes • It is important that more discussion is held on where and how students do their learning Looking at the balance between using teacher of the Deaf teaching strategies and supported learning in mainstream classes 	<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 is required for teachers to support their reading programmes • Professional development will be provided for teaching as enquiry learning
Planning for next year:			
<p>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 50% of students progressing in reading a year or more. The trial with the Expanded curriculum will be extended to all students working at pre level 1 of the curriculum.</p>			

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 Pasifika students
Target:	All Pasifika students in years will make accelerated progress towards the National standard for reading and writing.
Baseline Data:	<p>Data showed that progress for the majority of our Pacific learners was minimal in 2016. Pasifika students in particular when compared to students of other ethnicities showed that up to 60% of learners were two or more years below the expected curriculum level for their peer group in reading and 30% one year or more below the expected level.</p> <p>Teacher observations showed that Pasifika students in general were reluctant to join in activities that involved reading.</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 introduced on a trial basis. • The Pasifika team Leader worked with teachers and shared strategies to support Reading and 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 • Reading recovery .4 was utilised across two provisions • There was an emphasis on Language experience linked with student learning inquiry and IEP goals 	<ul style="list-style-type: none"> • Two students made no measureable progress in either reading or writing however there were shifts in reading behaviours and confidence. The remaining seven students progressed, to nearly a years reading age which is significant for a Deaf learner • In Reading two Pasifika students made one year or more progress with a further four making some progress • In writing six students made up to 6 months progress • Families became increasingly engaged with good outcomes from IEPs. 	<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 	<ul style="list-style-type: none"> • Extend the trial of the expanded curriculum • 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 is required for teachers to support their reading and writing programmes • Professional development will be provided for teaching as enquiry learning
Planning for next year:			
<p>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 60% of Pasifika students progressing in writing a year or more. The trial with the Expanded curriculum will be extended to all students working at pre level 1 of the curriculum.</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
Wharenui 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