

Combined Deaf Education Centres CHARTER 2020



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Introductory Section

Who are we?

A Community of learning around the child



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

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

Equal rights to primary and secondary education

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

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

Education Act 1989 s(8) (1)

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

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

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

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



Resourcing



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

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

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

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

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

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



Our Mission and Vision

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

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

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

Belong

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

Grow

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

Choose

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

Excel

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

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



Strategic Goals 2020

van Asch and Kelston Deaf Education Centres



To live our Core Values through:

Goal 1

Lifting student wellbeing and academic achievement.

Goal 2

Delivering a nationwide service which is holistic, accessible, equitable and efficient.

Goal 3

Utilising student data, evidence and research to inform high quality teaching, learning and resourcing.

Goal 4

Build and maintain strong, collaborative relationships with students, family/whānau, the Deaf community, the wider education community and other external stakeholders.

Merger July 2020: of van Asch and Kelston Deaf Education Centres

Since 2012, van Asch and Kelston Deaf Education Centres have been governed by a Combined Board of Trustees, who have been working to merge the two schools.

In 2018 Minister Hipkins gave permission for the schools to merge.
Since then much progress has been made towards this end:

- An Establishment Committee of the BOT was set up
- A Change Manager was appointed.
- A Transition Team was formed to support staff HR progress through this change [MoE and Union personnel]
- An Alignment Manager has worked to align school policies.
- An Executive Principal of the new school was appointed.
Then three Directors [Corporate Services, Resources and Communications, Teaching and Learning].
Then a Teaching and Learning Lead Team, and an HR manager.
- Consultation has occurred with students, whānau, staff and stakeholders around the name, story, and branding of the new school.
- Several Iterations of the Organisation Structure have been socialised with staff, and robust consultation entered into.
- The employment process for staff into the new school is underway and will continue for the year.
- Work to understand and align practice is underway and will continue.
- The name of the new school has been announced: Ko Tāku Reo.

Our Services

Early Childhood

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

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 *Te Kura o van Asch mo nga Tamariki Turi*

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.

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.

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

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.

While the joint venture has been in place for 10 years the contract for service is renewable annually.



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 <i>Te Kura o van Asch mo nga Tamariki Turi</i>	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>The Te Tai Tonga Programme provides vocational learning for year 11 Learners and at Massey High School year 12 and 13 Learners access vocational pathways through their Trades Academies</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 <i>Te Kura o van Asch mo nga Tamariki Turi</i>	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 <i>Te Kura o van Asch mo nga Tamariki Turi</i>	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/whānau, 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, whānau and schools.</p>

Resource and Technical

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

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 whānau 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 whānau as well as the staff in regular schools.
- Residential and in-service training for the families and whānau 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 whānau of DHH and hard of hearing children as well as the staff of regular schools throughout New Zealand.



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, Whānau 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 Action Plan 2020

van Asch and Kelston Deaf Education Centres

Strategic Goal	Project	Personnel	Intended outcome in 2020
Lifting student wellbeing and academic achievement.	Student Wellbeing Inquiry – continue, broaden, collate and analyse longitudinal data	Core School Leaders, Student Wellbeing Committee Pastoral Care staff Residential Staff	Practice in this area impacting more students Practice in this area more consistent nationwide
	Collaborative Inquiry Pathways: Hauora Maori Deaf Learners NZSL Learners other	All teaching staff. Other staff working with students: TAs, EAs, NZSL tutors. With support from Megan Peterson Evaluation Associates	Inquiries continued. Sharing of Findings Nationwide Reviewed Inquiry Goals set.
Delivering a nationwide service which is holistic, accessible, equitable and efficient.	Merger of van Asch and Kelston Deaf Education Centres, effectively and efficiently enacted.	BoT E-Committee Ko Tāku Reo SLT MoE Unions.	Ko Tāku Reo is launched – July. Term 3: practice Review Term 4: new protocols written Term 1 2021: new ways of working Beyond: continual improvement.
	Service Delivery Design projects: *Evaluative Pilot re Holistic, Agile Service in the Regions	Senior Leaders Local Teaching Teams MoE	Increased understanding of differences in practice. Recommendations for aligned practice

	*Digital Transformation	Senior Leaders, Relevant staff	E school concept explored, more students engaged electronically, trials in place, conclusions about best practice beginning to form
Utilising student data, evidence and research to inform high quality teaching, learning and resourcing.	Knowing our Learners: embedding of KAMAR, data use skills strengthened, IEP data driven, collaborative inquiry data driven.	All Teaching staff. Data support staff.	IEPs more data driven. Longitudinal data and analysis in reporting and planning of resourcing, and of high quality teaching and learning.
Build and maintain strong, collaborative relationships with students, family/whānau, the Deaf community, the wider education community and other external stakeholders.	Targeted engagement with stakeholder groups according to local learner profile and need.	BoT Senior Leaders Middle Leaders Teaching and non Teaching staff as relevant	Whānau and Stakeholders feel better understood by the DECs Whānau and Stakeholders feel more positively engaged with the DECs.
	DEC Communications with whānau about their students, learning and progress is appropriate, supportive and empowering.	All DEC staff	Whānau feel included and informed in discussion about their children, learning and progress.

Van Asch and Kelston Deaf Education Centres: - Curriculum Annual Plan:

The two Deaf Education Centres have developed for the first six months of the school year 2020 a joint Curriculum Annual Plan. This plan incorporates actions and targets which support the Boards 2020 Strategic Action plan.

The Equity and Excellence Pathways developed for the 2019 academic year will continue for the first six months of 2020 as the two DECs work to align understanding of our students, and best practice in working with our students, in preparation for the two schools to merge in July 2020:

- Deaf Achieving Success as New Zealand Sign Language Learners
- Achieving Success as Maori Deaf Learners
- Hauora

Senior Leaders, Middle Leaders and Curriculum Leaders nationwide are working collaboratively, and with external support, to continue to develop a national evaluative approach that is based on Teaching as Inquiry and the ERO Inquiry model. This process is called SALT: Student Achievement Learning Teams, and is lead by SALT Whakamana. Teachers identify their Inquiry topic based on student need, and use student data and other relevant evidence to inform their inquiry.

Regular reports to the Board provide evaluation of student achievement for those learners enrolled at a DEC, and on those receiving services from. Analysis of Variance will form a key part of reporting. Presence, Participation and Engagement patterns and trends will also be reported to the Board for these groups.

Equity and Excellence Pathways 2019



Student

Know your learner

Voices/ Perspectives

NZSL Student Assessment

Identify Student Language Curriculum Access needs

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

Know what to do

Curriculum

Learning to Sign programmes Implemented

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

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

Know what to improve

Measurable target

Set NZSL skills target for individual students and cohorts

Student advocacy and school capability to provide access

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

Know what to achieve

Outcome

Improved quality of NZSL skills

Regular and appropriate Access to Curriculum –

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

Deaf Achieving Success As New Zealand Sign Language Learners

Adults

Know your people

SNAPSHOT of current Deaf bilingual provisions

PILOT

Assess NZSL Proficiency of School and Residential staff

Programme

Deaf bilingual - bicultural Philosophy & Best practice identified through research

Develop NZSL learning plans

National bi-lingual-cultural programme philosophy is outlined

Workforce Strategy

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

Set relevant staff capability targets

Outcomes

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

Programmes are well designed

Bilingual – bicultural educators and residential staff are good language models

Equity and Excellence Pathways 2019



Student

Know your learner

Voices/ Perspectives

Team based inquiries of Maori Deaf Learner school experience

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

Know what to do

Curriculum

Develop strategies to increase student engagement in learning

Maori deaf learner immersion opportunities are planned for

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

Know what to improve

Measurable target

Use Outcomes Measurement tool to identify cohorts to increase learner engagement

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

Know what to achieve

Outcome

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

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

Achieving Success As Māori Deaf Learners

Adults

Know your people

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

Programme

Tataiako competencies linked to teacher and residential staff appraisal

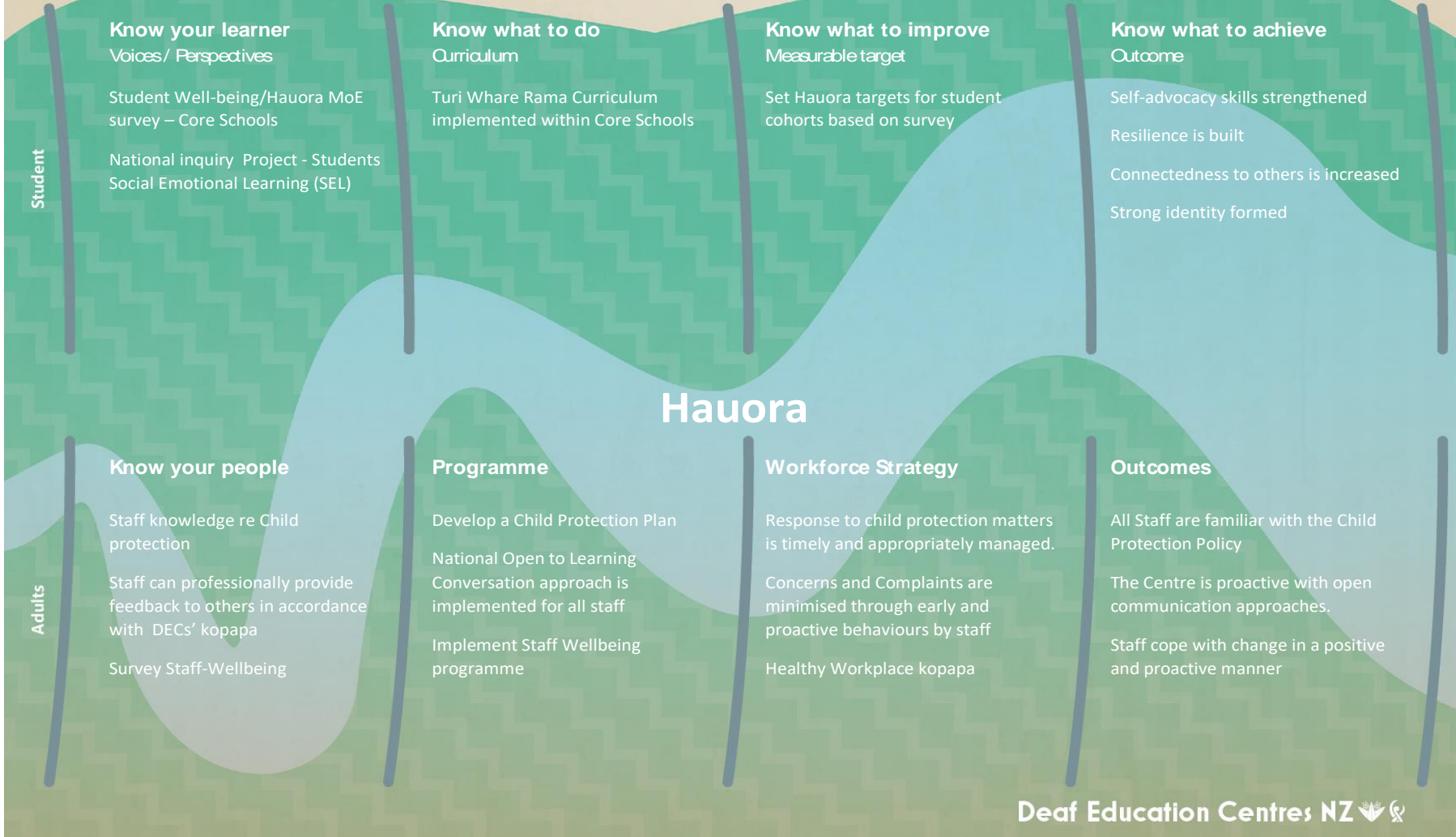
Workforce

Tikanga and Te Reo are regularly integrated into programmes and practices

Outcomes

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

Equity and Excellence Pathways 2019



National Learner Profile

The detailed learner profile below records overall learner numbers rather than percentages. The aim of the table is to provide an overview of learners according to their - Year Level - at School. Coloured bars show how many learners at each year level are ORS verified and non verified – these learners received regular timetabled contact from Resource Teachers of the Deaf. The ASSIST category is for those learners that the DECs 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 DECs. This data clearly reflects the policy decision that the DECs 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 2019

National Profile																
Year Level	E	1	2	3	4	5	6	7	8	9	10	11	12	13	14+	Total
STUDENTS	81	97	75	86	245	261	277	327	322	261	222	161	161	123	8	2707
ASSIST	0	0	0	1	169	193	197	254	253	201	171	123	123	93	0	1778
Non Verified (NV)	76	76	48	63	51	47	50	43	42	22	24	13	14	7	0	576
ORS Verified Students																
High (HN)	2	10	19	13	17	11	25	19	22	22	16	14	20	16	6	232
Very High (VHN)	3	11	8	9	8	10	5	11	5	16	11	11	4	7	2	121
KDEC School Roll	0	4	6	4	2	5	2	8	9	8	9	10	7	7	8	89
van Asch School Roll	0	2	0	1	1	1	3	3	1	3	3	3	4	6	0	31
Technology																
CI	9	27	20	13	16	17	20	19	8	14	9	10	7	12	4	205
CI & HA	1	2	3	0	1	1	2	6	5	3	6	3	6	6	1	46
HA	19	46	44	64	48	74	73	75	65	54	48	39	33	17	3	702
NZSL @ School																
Initial Project Group	1	11	14	15	13	13	5	8	5	10	6	3	2	3	0	109

KDEC Regional and School

Regional Learner Profile

KDEC Regional Profile																	
Year Level		E	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
STUDENTS		9	55	39	44	147	155	167	212	193	150	131	82	92	56	0	1532
	ASSIST	0	0	0	0	105	120	124	171	164	123	110	68	75	50		1110
	Non Verified (NV)	8	46	26	41	33	29	32	32	22	15	12	7	7	1	0	311
ORS Verified Students	High (HN)	0	4	9	3	6	2	9	7	6	7	9	5	10	5	0	82
	Very High (VHN)	1	5	4	0	3	4	2	2	1	5	0	2	0	0	0	29

Technology	CI	3	18	10	4	8	6	8	8	3	9	5	4	6	4		96
	CI & HA	1	2	3	0	1	0	1	3	1	1	2	1	3	2		21
	HA	5	34	26	40	32	27	34	29	25	16	14	8	8	0		298
NZSL @ School	Initial Project Group	1	5	6	4	4	5	1	4	3	2	3	1	0	1		40

Core School Learner Profile

KDEC Core School Profile																	
Year Level		E	1	2	3	4	5	6	7	8	9	10	11	12	13	14+	Total
STUDENTS		0	4	6	4	2	5	2	8	9	8	9	10	7	7	8	89
	Non Verified (NV)	0	1	2	2	0	1	0	0	2	2	3	2	3	1	0	19
ORS Verified Students	High (HN)	0	1	3	1	2	2	0	5	5	4	3	4	2	3	6	41
	Very High (VHN)	0	2	1	1	0	2	2	3	2	2	3	4	2	3	2	29

Technology	CI	0	2	1	1	2	2	1	2	1	2	1	5	0	3	4	27
	CI & HA	0	0	0	0	0	1	0	1	2	0	3	2	2	2	1	14
	HA	0	1	5	3	0	2	1	4	6	5	5	3	5	2	3	45

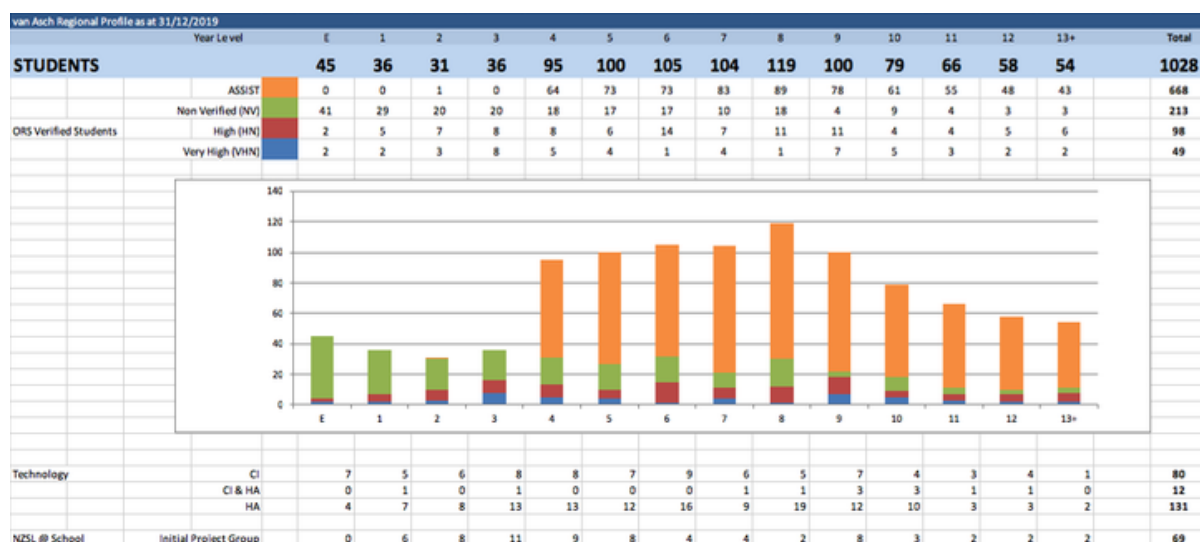
van Asch Regional and School

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

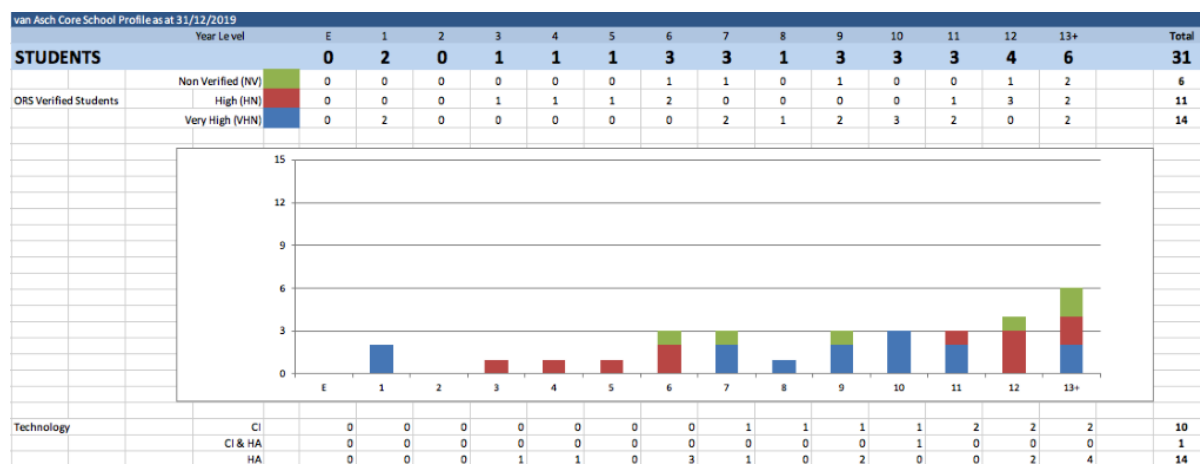
Today, it is both a coeducational composite special school and a national resource centre, having responsibility for the support of DHH and hard of hearing children and learners throughout the South Island and lower half of the North Island.

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

Regional Learner Profile

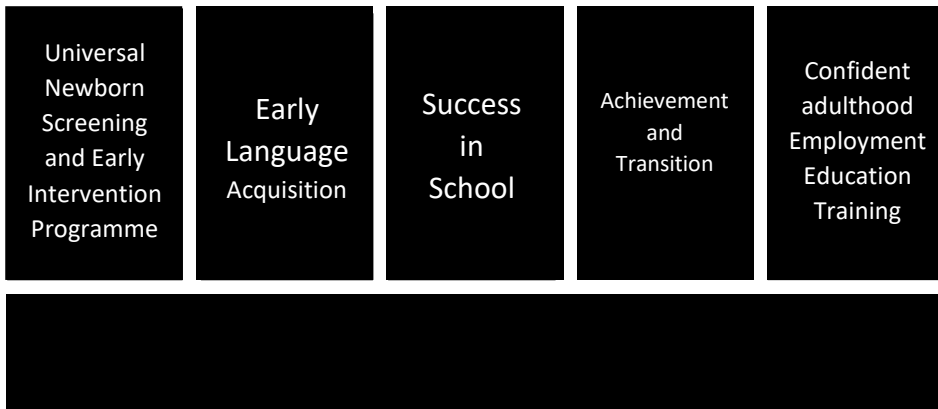
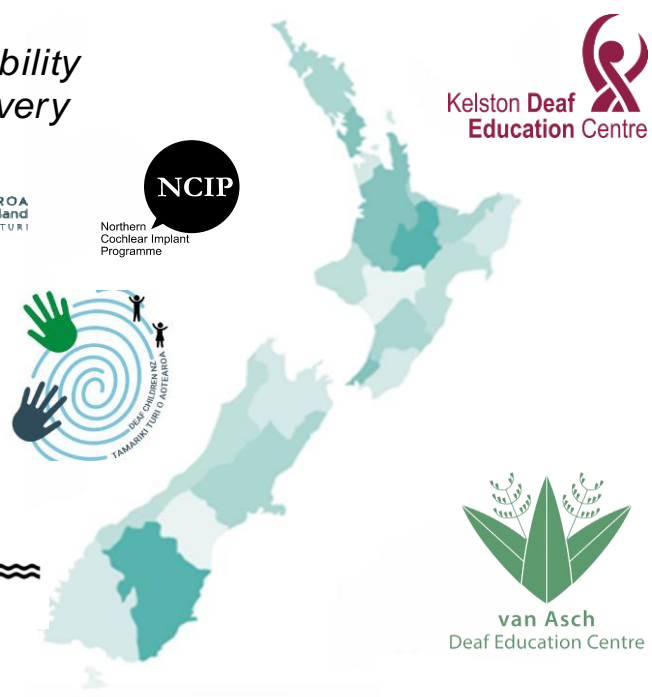


Core School Learner Profile



Sector Co-operation

*Sharing Responsibility
for National Delivery*



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 2020 include

1. Working within the MoE Learning Support Delivery Model and Learning Support Action Plan.
2. Working with Ministry to develop a staffing formula ensuring an adequate and sustainable funding model for staffing and regional service. Variables for consideration in the funding model may include:
 - population growth
 - level of learning support needed
 - whether a direct or indirect support is provided
 - degree of dispersal of students
 - opportunities for technology to support learning outcomes
 - cost of interpreters
 - overheads for a national service network
 - early involvement resourcing DEC’s funding framework anomalies
 - back office efficiencies
3. Property
4. Support for Merger process
5. Support in Service Delivery design
6. Support in negotiating partner school agreements
7. National Dataset snapshot to inform student profiling for decision making on property infrastructure and service delivery redesign/collaboration at a systems-wide level
8. New Zealand Sign Language@School’s Allocation framework for students enrolled in their regular schools – workforce planning for access to the NZ Curriculum via NZSL, Educational Interpreters/Communicator support workers resourcing, see recommendations Combined Board NZSL Pilot Study 2018.

Additional References

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

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

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

NCEA Achievement 2019 van Asch Enrolled Students

Most 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 Provision classroom van Asch DEC teachers provide pre and post teaching of the same mainstream class material.

In 2019 a new initiative was the collaboration at the Hillmorton Provision with the Learning Support Class. The van Asch Teachers work in partnership and teacher alongside the HHS teacher to deliver a programme where students can achieve NCEA credits following the Supported Learning Programme. Three van Asch students have taken part in this class.

NZSL NCEA Levels 1, 2 and 3 is taught by van Asch DEC teachers in the Provision classrooms and at distance. The student at distance attends a mainstream school that has a Memorandum of Understanding with van Asch DEC to provide the delivery of NZSL NCEA Level 3.

One student was dual enrolled, taking part in a part time Trades Course at Ara Institute of Canterbury.

NCEA Subjects at Partner Schools

Level 1: English Literature, Science, Textiles Technology, Art, Hospitality, Mathematics - internally assessed, Automotive Engineering, Technology Engineering, Technology Wood, Physical Education, Mathematic – numeracy, Child and Family

Level 2: Mathematics - general, Painting, English – bridging, Outdoor Expeditions, Early Childhood Education, Creative Writing, English, Science,

Level 3: Child and Family, Design, Chemistry, Leadership Laboratory, Outdoor Expeditions, Early Childhood Education.

Year 11 (3 students)

- One student achieved 68 Level 1 credits (Learning Support Class)
- One student achieved 53 Level 1 credits (Learning Support Class)
- One student achieved NCEA Level 1 with merit

Year 12 (4 students)

- One student achieved NCEA Level 2
- One student achieved NCEA Level 1
- One student achieved NCEA Level 1
- One student achieved 45 Level 1 credits (Learning Support Class)

Year 13 (3 students)

- One student achieved 19 Level 1 credits, 40 Level 2 credits
- One student achieved 6 Level 2 credits, and 64 Level 3 credits to achieve NCEA Level 3
- One student gained 60 credits at Level 2, towards Construction and Infrastructure Vocational Pathway

Year 13+ (3 students) Lachlan, Olivia, Violet, Cha'nel

- One student achieved NCEA Level 2 and achieved 12 Level 3 credits
- One student achieved 2 credits Level 2 and 42 Level 3 credits
- One student gained 20 Level 3 credits in NZSL
- One student achieved NCEA Level 3

School leavers Exit Achievement Level, Destination and Focus:

Student	Year	Achievement	Destination
A	Y13+	NCEA Level 2 Project SEARCH Graduate	Seeking employment in their hometown
B	Y13+	NCEA Level 3	Part time study Level 5 ECE
C	Y13+	NCEA Level 3	Study at Victoria University / Part time work
D	Year 13+	NCEA Level 2	A former Residential Student now living independently and employed
E	Y13+	NCEA Level 3	Full time study at Victoria University

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

NCEA Achievement 2019 Kelston DEC Enrolled Students

KDEC School NCEA Qualifications gained in 2019

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.

NZQA have made changes to how data is reported – starting with the NCEA data for 2018. The NCEA data now is based on school enrolment. NZQA have said “Nationally we will count all domestic students in years 11 – 13 aged less than 19 enrolled for one day or more during the year.”

For the purposes of this report the data covers all students y11 – 14 involved in a secondary school programme in one of our three secondary provisions at any time during the year. All students in years 11 – 14 are involved in gaining credits towards an NCEA qualification. Some students having a highly adapted programme are still able to gain some credits in areas they have skills and/or an interest in.

Year 11

In 2019, 9 students were in Year 11

Student	ORS	Ethnicity	Literacy	Numeracy	NCEA	Pathway
A	VH	Maori	Yes	Yes	L1 achieved	Massey High School - Trades Academy
B	VH	MELAA	No	No	23 credits	Y12 Tu Kokiri transition programme
C	H	Maori	Yes	Yes	61 L1 credits 6 L2 credits	Y12 full L2 programme
D	H	MELAA	No	No	67 L1 credits 9 L2 credits	Y12 full L2 programme plus literacy and numeracy focus
E	H	Asian	Yes	Yes	L1 achieved	St Kentigern College
F	Non	PI	No	No	26 credits	Y12 mixed L1/L2 programme

G	Non	Maori	No	Yes	39 L1 credits 20 L2 credits	Y12 mixed L1/L2 programme
H	VH	Maori	No	No	35 L1 credits	Y12 mixed L1/L2 programme
I	VH	MELAA	No	No	35 L1 credits	Y12 mixed L1/L2 programme

Year 12

In 2019, 6 students were in Year 12

Student	ORS	Ethnicity	Literacy	Numeracy	NCEA	Pathway
A	Non	PI	Yes	No	68 L1 credits	Massey High School – Trades Academy
B	VH	Asian	Yes	Yes	L1 Merit endorsement L2 achieved	Y13 full L3 programme
C	Non	Maori	No	No	51 L1 credits	Y13 mixed L1/L2 programme
D	VH	European	No	No	45 L1 credits 14 L2 credits	Massey High School – Trades Academy After school literacy programme
E	H	European	Yes	Yes	L1 achieved	Y13 Full L2 programme
F	H	Maori	No	No	75 L1 credits 72 L2 credits 2 L3 credits	Massey High School – Trades Academy After school literacy programme

Year 13

In 2019, 4 students were in Year 13

Student	ORS	Ethnicity	Literacy	Numeracy	NCEA	Pathway
A	VH	Maori	Yes	Yes	L1 Merit endorsement L2 achieved	Y14 full L3 programme
B	VH	PI	No	No	76 L1 credits 112 L2 credits 24 L3 credits	Y14 L3 programme with focus on achieving L1 literacy and numeracy

C	H	Maori	Yes	Yes	L3 achieved	Massey High School – Trades Academy
D	H	MELAA	Yes	Yes	L3 achieved	Tu Kokiri transition programme

Year 14

In 2019, 2 students were in Year 14.

Student	ORS	Ethnicity	Literacy	Numeracy	NCEA	Pathway
A	H	Asian	Yes	Yes	L1 achieved L2 achieved	Y15 Tu Kokiri transition programme
B	H	Maori	No	Yes	85 L1 credits 78 L2 credits 19 L3 credits	Left during Term 3 2019. We are still in contact with her family to try and get her to Tu Kokiri. She needs 4 more Literacy credits to achieve L1 and L2

KDEC Leavers:

Student	Highest qualification	Where to?
A	NCEA Level 2	Building apprenticeship in the Waikato
B	4 Literacy credits short of achieving NCEA Level 2	Trying to get her into Tu Kokiri. MoE has turned down the taxi application. We are still in conversation with her family about alternatives
C	61 Level 1 credits 29 Level 2 credits 6 Level 3 credits Needs Literacy and Numeracy	Enrolled full time at MIT

D	NCEA Level 2	Enrolled full time at AUT
E	NCEA Level 2	Enrolled full time at AUT
F	No qualification	Left school to work for a family member
G	NCEA Level 1	Moved to St Kentigern College, now under Regional Service
H	NCEA Level 2 Registered with Geneva Elevator VHN Service	Moved to Melbourne
I	NCEA Level 2 Completed Certificate in Construction at UNITEC	Returned to Northland, looking for construction apprenticeship
J	Not on a qualification pathway	Part time supported employment (3 days per week) at Disabled Citizens
K	NCEA Level 3	Left during the year for full time employment



Appendix 2 – Analysis of Variance 2019 – van Asch Deaf Education Centre

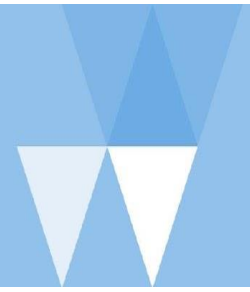
School Name:	van Asch Deaf Education Centre	School Number:	519
Strategic Aim:	To lift student achievement through effective Deaf and Hard of Hearing pedagogy		
Annual Aim:	<p>van Asch School achievement challenge question:</p> <p>How do we build teacher capability to accelerate student learning though collaborative inquiry ?</p>		
Target:	<p>Our target is to increase student achievement in Writing by ...</p> <p>The focus will be on students working at level 1a (<i>Deaf Student Written English Exemplars</i>) to progress to level 2e, and students working at level 2c to level 3a. Teaching Teams at both DEC's will take part in profession development on the Literacy Progression Frameworks (Years 1 – 10).</p>		
Baseline Data:	<p>NZC writing levels were recorded from a cohort of 29 students. Curriculum levels (and sub levels) were assessed using the <i>Deaf Student Written English Exemplars</i>.</p> <p>Due to the fact there was a very small number of students working at the targeted level, it was decided that the intervention would be aimed at all students.</p>		



MINISTRY OF EDUCATION

Te Tākahu o te Mātauranga

Tātaritanga raraunga





Analysis of Variance Reporting

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Primary Provision</p> <p>Student Achievement Learning Team (SALT) was formed to take part in collaborative Inquiry</p> <p><u>Targeted Intervention</u></p>	<p>8.3% Students made progress within the NZC level (sub levels)</p> <p>SALT met, using the ERO Inquiry model to start collaborative discussions</p> <p>Students would refer to the video clips as pre-planning for writing.</p>	<p>It became clear that other factors needed to be taken into consideration when determining the success of the intervention e.g: language level of student, number of ESL students, length of intervention, range of writing assessment tools used, method of recording data - how can we record anecdotal data that shows progress?</p> <p>Timetabled staff meetings were held. New strategies and interventions were tried, research investigated and shared in the team. Changes in practice occurred, however it is not clear if these changes are now embedded in practice.</p> <p>For learners whose first language is NZSL, they were able to record ideas for pre-planning in their main</p>	<p>Investigate a more holistic approach to reporting student achievement in Writing that takes other factors into consideration.</p> <p>Continued development on the understanding of best practice in collaborative inquiry to impact the teaching and learning of individuals and a wider group</p> <p>Continue to focus on the process of writing. Intentional discussion with</p>

<p>Intentional focus to teach writing process, rather than a focus on the end-product</p> <p>Students generating ideas for writing and then recording either spoken English or NZSL before writing.</p> <p>Generating experiences for students to write about</p>	<p>Students were observed to be engaged in the writing process.</p> <p>Students were able to independently access pre-planning clips to support their writing.</p> <p>Students recorded ideas in English sentence structure.</p> <p>Teachers provided video feedback.</p> <p>Students were observed to have an increased confidence in the writing process</p> <p>Students were motivated to write and exposed to a wider vocabulary.</p> <p>Following experiences students requested to write about it</p>	<p>communication mode. This made the process connected to their first language which underpins learning English as a second language.</p> <p>By revisiting a brainstorm provided in a visual language, it promoted success.</p> <p>Teacher feedback provided in first language. This also showed models of written English.</p> <p>Students enjoyed the personalised feedback which was fully accessible.</p> <p>Students were exposed to new experiences outside of the usual class programme. They often included events/locations that were of a high interest to the students. The experiences were integrated into the classroom programme.</p>	<p>students to talk about the writing process and be able to describe at what stage of the process they are at and next steps for learning.</p> <p>Use the Tuakana/ Teina model to promote collaboration between older and younger students, by providing feedback.</p> <p>Continue to use the videos as a pre-planning tool.</p> <p>Continue to develop independence in the students to complete the task.</p> <p>Continue to target learner specific goals through use of video planning.</p> <p>Continue to timetable and plan language experiences as an integral part of the class writing programme.</p>
<p>Middle/High School Provision</p>	<p>17.6 % Students made progress within the NZC level (sub levels) 5.8% made progress to the next NZC level</p>	<p>This Middle /High School Provision operates in a highly collaborative model. The teachers work closely with the mainstream teachers to</p>	<p>Continue working collaboratively with mainstream teachers and within the Provision.</p>

<p><u>Targeted Intervention</u> Investigated how to adapt the mainstream Year 9 Writing programme for our Deaf/HH learners. Developed a 2 year programme to prepare students for NCEA English Level 1.</p> <p>Employed an Educational Interpreter to work with students in classroom settings to ensure equal access to information. The EI provides an extended NZSL vocabulary which enhances learning.</p>	<p>Collaborated with partner school English department to;</p> <ul style="list-style-type: none"> • Identify topics taught in Years 9 & 10 • Use recommended resources and material • Guidance on how to provide feedback to D/HH students <p>In response to student need an Educational Interpreter was employed to support students in the D/HH Provision Year 9 & 10 class.</p>	<p>successfully mirror the Year 9/10 programme. Improved access to NZSL and exposure to a wider vocabulary than the students would otherwise have had led to greater engagement, confidence and achievement for a few.</p> <p>It became clear that other factors needed to be taken into consideration when determining the success of the intervention e.g: language level of student, number of ESL students, length of intervention, range of writing assessment tools used, method of recording data - how can we record anecdotal data that shows progress?</p> <p>Planning was adapted and modified to best suit Deaf/HH learners to enter a Year 9 English programme in a mainstream setting. Collaboration with mainstream colleagues around the effective feedback strategies for Deaf/HH learners.</p> <p>The use of the E.I provided D/HH students with access to richer language. This also prompted quality class discussion for all students</p>	<p>Collaboration across Deaf Bilingual Provisions to;</p> <ul style="list-style-type: none"> • share information about student's learning needs in preparation for a transition to high school. • Develop expectations for Year 9 students beginning high school, including pre-requisite skills. <p>Strategic planning to include resourcing for more Educational Interpreters across the School.</p>
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	demonstrating improved critical thinking skills.	
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Planning for next year:

Both Deaf Education Centres have a 2020 focus to lift student achievement in writing. Professional learning about the Learning Progression Framework (Writing) and use of the PaCT tool to inform teacher practice.
Review of Educational Interpreter job description and role of how to best support students and staff
Continue to reflect and review teacher practice through ongoing collaborative inquiry.
Continued moderation of writing assessments

Appendix 2 – Analysis of Variance 2019 – Kelston Deaf Education Centre

School Name:	Kelston Deaf Education Centre	School Number:	503
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Strategic Aim:	Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways
Annual Aim:	Improve reading outcomes for students
Target:	50% of students in years 1-10 progress one year or more in Reading
Baseline Data:	<ul style="list-style-type: none">• 2018 goal - 50% of Y1-8 students progress 1 year or more in reading• Outcome = 24% met the goal, 74% showed some progress

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • KAMAR used to record all assessment results across all provisions • PLD on how to input results on KAMAR • Combined reporting of KDEC and VADEC results to the BOT and back to staff • Investigated alternative Reading assessments eg PaCT • Discussed the appropriateness of some of the Reading assessments we do for Year 1 and 2 students and Deaf+ students • Raised expectations of teachings staff to complete assessments in a timely manner and input data on KAMAR 	<ul style="list-style-type: none"> • There are 50 Y1-10 students in KDEC enrolled Provisions • 25 of the 50 students improved their Reading levels between Term 1 and Term 3. • Of the 50 students, 10 are in Year 1 and 2, and 2 students would be Deaf+ so effectively 25 of 38 students improved Reading levels. 	<ul style="list-style-type: none"> • Teachers had clarity about what was expected of them • PLD sessions were targeted at ways to improve reading outcomes • We did staff meetings that brought the whole teaching body together to share best practice • Some of the Collaborative Inquiry Projects were also focused on reading outcomes 	<ul style="list-style-type: none"> • Aligning with VADEC to find better assessments that are more suitable to DHH students • Continued focus on collaborative inquiry for all teaching staff • More PLD on PaCT • Play-based curriculum for Year 1 and 2 students • Assessment Schedule has been aligned for KDEC and VADEC enrolled students
Planning for next year:			
<ul style="list-style-type: none"> • Play-based curriculum is being implemented at KPS, OPS • Looking at alternative Literacy standards for NCEA students who struggle to achieve literacy – Te Taitonga Programme and Massey High School are doing standards that are more relevant, practical and appropriate to meet student interest • SALT Whakamana Team are reviewing Reading Assessments 			

School Name:	Kelston Deaf Education Centre	School Number:	503
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Strategic Aim:	Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways
Annual Aim:	Improve Numeracy outcomes for students
Target:	50% Y1-10 students progress 1 year or more in maths
Baseline Data:	<ul style="list-style-type: none">• 2018 Goal - 50% of Y9-10 students made 6 months or more progress in maths• 2018 Outcome – goal achieved

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"> • The SALT Whakamana team discussed Maths assessments at length as both schools are using a range of assessments • During 2019 we did not reach any agreement on what would be best so the KAMAR maths markbook has not been set up. • As an alternative, KDEC began using Mathletics. • PLD sessions were provided for teaching staff • Expectations of teacher and student use were outlined 	<ul style="list-style-type: none"> • 67 students have used Mathletics on a regular basis. 86% used it within school time, 14% used it at home • The average first score was 74% and the average recent score was 90% showing a 16% improvement overall in maths ability • Student engagement in maths increased with students using the programme at home • Teachers were on board and keen to use it. • They found it useful for both their teaching programmes and planning 	<ul style="list-style-type: none"> • Mathletics is a very engaging tool for students and encourages them to persist with maths • Very easy for teachers to monitor student progress 	<ul style="list-style-type: none"> • Continue with Mathletics during 2020 • Offer more PL on the programme for staff • Encourage teachers to assign more tasks to students • Village students now have access to computers so can do homework easily • Set up KAMAR maths markbook
Planning for next year:			
<ul style="list-style-type: none"> • Continued alignment with VADEC around Maths assessments • KAMAR markbook for maths established • Continue to provide PLD around maths for teachers 			

School Name:	Kelston Deaf Education Centre	School Number:	503
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Strategic Aim:	Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways
Annual Aim:	Improve writing outcomes for students
Target:	50% Y1-10 students progress 1 year or more in writing
Baseline Data:	<ul style="list-style-type: none">• 2018 Goal - Focus on teacher practice• 2018 outcome - 15% progressed more than 1 year, 54% made some progress

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • PLD on how to input results on KAMAR • Combined reporting of KDEC and VADEC results to the BOT and back to staff • PLD for staff on the PaCT Writing tool and Learning Progressions Framework • Raised expectations of teachings staff to complete assessments in a timely manner and input data on KAMAR 	<ul style="list-style-type: none"> • Combined DEC enrolled report showed that 31% of students improved their writing outcomes • For KDEC enrolled students, 21 out of the 50 students improved = 42% • There are 10 students in Year 1 and 2 and 2 Deaf+ students for whom the writing assessments are not appropriate • 	<ul style="list-style-type: none"> • We expect DHH students to not make as much progress in Writing as Reading. Writing involves syntax and vocabulary that DHH students don't pick up in their everyday life. This language delay affects their ability to write full sentences. • Many of our students come to school with limited language or late diagnosis of deafness 	<ul style="list-style-type: none"> • Evidence and research on play-based learning for our Year 1 and 2 students has encouraged us to implement a play-based curriculum for these students in 2 of our Provisions. • Putting Writing samples on the Learning Progressions Framework will required more PLD for teachers • Age of diagnosis is now recorded on KAMAR. This will allow us to create cohorts of students with similar age of diagnosis to compare progress
Planning for next year:			
<ul style="list-style-type: none"> • Teachers of Year 1 and 2 students have been clustered together in a collaborative inquiry to continue the investigation into play-based learning • PLD provided for these teachers indicates that we will need to adapt the programme to our DHH learners because the lack of language, communication skills and social awareness must be explicitly taught to DHH students • More PLD on PaCT writing and Learning Progressions Framework • Moderation of writing samples with Primary Level teachers 			

School Name:	Kelston Deaf Education Centre	School Number:	503
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Strategic Aim:	Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways
Annual Aim:	<p>Maintain a better than national average for school attendance. Regular attendance is described by the Ministry of Education as 90% or better attendance throughout Term 2.</p> <p>2018 nationally 63.8% of students attended regularly</p> <p>50.4% of Maori students attended regularly</p>
Targets:	90% attendance throughout the year
Baseline Data:	<ul style="list-style-type: none"> 2018 Attendance rate – 85.5%

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"> • Reported attendance to the teaching staff, Senior Leadership and BOT on a term by term basis. • For teaching staff this was reported for each student and included in their portfolios home at the end of each term. • Where students attendance was low (below 80%), letters were sent home at the end of Term 1 and 2. • Attendance was more closely monitored than in the past • Where possible we visited students at home and encouraged families to return their children to school or the residence. We also worked with the Regional service who could visit families of our Residential students 	<ul style="list-style-type: none"> • Student attendance was 86% overall with Maori attendance at 80% 	<ul style="list-style-type: none"> • More action was taken this year to follow up attendance and ensure students were at school • Students being transported by taxi helps to keep our attendance rates high • We work closely with the taxi companies to ensure good communication • We are working more closely with the Residential staff to help our students return to school after the holidays • Both the residential staff and KDEC senior leadership have the same expectations of students' attendance 	<ul style="list-style-type: none"> • In 2019 we started to use the Outcome Measurement Tool for Presence, Participation and Learning • We will be reporting on this at the end of Term 1 2020. • Continue to closely monitor attendance at all the Provisions. • Continue to work closely with Residential Staff
Planning for next year:			
<ul style="list-style-type: none"> • If students have poor attendance we will work with the families to encourage the students to come to school through IEP meetings, Maori advisor, and Residential staff, or Regional service to visit families 			

School Name:	Kelston Deaf Education Centre	School Number:	503
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Strategic Aim:	Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways
Annual Aim:	Students leave school with at least NCEA Level 2 qualification
Target:	80% of school leavers have NCEA Level 2
Baseline Data:	<ul style="list-style-type: none">• 2018 Goal – 80% of school leavers have NCEA Level 2• 2018 Outcome – 60% of school leavers have NCEA Level 2

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"> • Internal moderation practices have been adhered to. • Our Managing National Assessment review in March was successful • National Moderators for Languages and ESOL ran workshops for our teachers • NZSL NCEA teachers from KDEC and VADEC worked together this year to align best practice • Our partnership with Massey High School Trades Academy has given our students another pathway for success • Using the wider resources of our Partner schools has also given alternative pathways for students eg Gateway, Hospitality • Tracking document for NCEA results so that we can see who needs literacy/numeracy credits and who our priority students are 	<p>Of students enrolled at OSC, KBHS, KGC , MHS</p> <ul style="list-style-type: none"> • 2 students have NCEA L3, one is now at TK, and one is at Massey High School • 2 students have NCEA L2 – one has moved to TK and the other has left school to take up an apprenticeship • One Deaf+ student has moved to TK from KBHS • One student we are trying to get to TK – she needs 4 literacy credits to gain NCEA Level 1 and 2 • One student left school without any NCEA credits to work for a family member. He transferred to another provision to try and keep him at school but he would not conform to their uniform standard and chose to leave. • One student (with NCEA Level 1) has transferred to Year 12 at St Kentigern College and is now enrolled in the Regional Service • 75% success <p>Of students enrolled at TK 7 students have left</p> <ul style="list-style-type: none"> • 1 student has NCEA L3 • 4 students have NCEA L2 	<p>Of our school leavers, only 2 have poor academic outcomes. One of these we hope to get to TK. The other we have referred to Deaf Aotearoa as he is verified ORS and still qualifies for support from the MoE.</p> <p>Of our TK students 6 have either gone on to further study or employment and one student has moved to Melbourne to look for work.</p>	<ul style="list-style-type: none"> • Strengthening the programmes we offer at OSC to motivate students and increase the number of credits available to the students • Maintain the partnership with Massey High School – this year 4 students are enrolled in the Trades Academy • NCEA results shared with teaching staff at the first meeting of the year 2020

- 2 students have no qualification
- 71% success

Planning for next year:

- Te Taitonga Programme should give a greater sense of purpose and improve outcomes for Y11 students.
- NCEA Tracking document done for each provision to ensure each student is doing a complete course and has the potential to obtain a qualification in one year

School Name:	Kelston Deaf Education Centre	School Number:	503
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Strategic Aim:	Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways
Annual Aim:	The wellbeing needs of students are being met
Target:	The social and emotional wellbeing of students is monitored, reported, and met through a range of resources <ul style="list-style-type: none">• OMT• Student Survey• Referrals to Wellbeing committee
Baseline Data:	Not reported on in 2018

Actions	Outcomes	Reasons for the variance	Evaluation
<i>What did we do?</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
<ul style="list-style-type: none"> July 2019 the Wellbeing Committee email was established. This was to facilitate all staff being able to report any concerns regarding the social and emotional wellbeing of students to one central point. Outcome Measurement Tool was instigated in 2019 to be used by DEC enrolled staff Student wellbeing survey was done in 2018 and repeated in 2019 – this will be reported in 2020 	<ul style="list-style-type: none"> Better system for referral – more responsive and actions and follow up are documented and timely 	<ul style="list-style-type: none"> Not reported in 2018 	<ul style="list-style-type: none"> Gather data on the types of referrals to better target PLD For example Behaviour management reporting has led to MAPA training for all staff on the first Teacher only Day 9th April 2020 There is a big gap in service to students because we still do not have an Audiologist at KDEC. This impacts on their behaviour and learning outcomes. At least 10 students are missing out on FM systems because we do not have an Audiologist to run the trials to get the equipment for the students in schools
Planning for next year:			
<ul style="list-style-type: none"> Combine report on Student Wellbeing from KDEC and VADEC to be presented to the BOT OMT outcomes will be reported in Term 1 2020 PLD required on how to administer the Student Wellbeing Survey to ensure honest answers from students Short term solutions for lack of Audiologist include contacting the DHBs for new ear moulds, wear and tear on hearing aids, fine tuning of hearing aids etc. Another short term solution may be to purchase our own FM system to run the trials and ask the ASSIST staff who have accreditation to sign off the forms for the MoE Roll out MAPA training for all staff in tandem with VADEC 			

Glossary – Technical Terms

<p>AODC</p>	<p>Advisor of DHH Children <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. 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>
<p>ASSIST Service</p>	<p>Assessment involving Specialist Teachers Provides support for learners who are year 4 to 13 including advice and guidance and the management of Hearing Aids and FM equipment</p>
<p>At Distance NZSL</p>	<p>The use of videoconferencing to support the tuition of NZSL to learners, families and professionals at distance.</p>
<p>Bilingualism</p>	<p>Bilingualism is the ability to use New Zealand Sign Language and English Language (spoken and/or written) to communicate effectively.</p>
<p>Biculturalism</p>	<p>Biculturalism is the ability to move freely between DHH and hearing cultures, by adapting to, combining and blending aspects of both cultures.</p>
<p>Bimodal</p>	<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>
<p>CODA</p>	<p>Children of DHH Adults</p>
<p>van Asch Core School</p>	<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>
<p>KDEC School</p>	<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</p>

	Auckland DHH Society premises.
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	Resource Teacher of the DHH <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> <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>
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