



## STRATEGIC PLAN 2008 – 2012

The Centre's strategic goals and objective are as follows:

### **Strategic Goal One – Curriculum**

**To provide high quality learning programmes that enhance the knowledge, skills, attitudes and values outlined in the New Zealand Curriculum and that are aimed at enabling deaf and hearing impaired children to achieve their full potential.**

Objectives	2008	2009	2010	2011	2012
(i) To develop a curriculum plan covering all the essential elements of the revised national curriculum and the Centre's local curriculum emphasising the primary importance of literacy and numeracy.	Implement stage four of the Centre-wide Mathematics professional development programme in numeracy the Base School.	To monitor the implementation of stages three and four of the professional development programme in numeracy in the base school.			
	Implement the professional development plan to support Regional and Base School staff to implement the New Zealand Sign Language Curriculum Guidelines.	Implement the professional development plan to support Regional and Base School staff to implement the New Zealand Sign Language Curriculum Guidelines	Monitor use of the NZSL curriculum guidelines by regional and base school staff.	Monitor use of the NZSL curriculum guidelines by regional and base school staff.	Review provisions for ongoing maintenance of NZSL skill by base school and regional staff.
	Implement the resource	Implement the resource			

	development plan to support Regional and Base School staff to implement the New Zealand Sign Language Curriculum Guidelines.	development plan to support Regional and Base School staff to implement the New Zealand Sign Language Curriculum Guidelines			
	Continue development of resources to support NZSL teaching.	Implement use of resources for NZSL teaching.	Monitor use of resources for NZSL teaching	Review use of resources for NZSL teaching in context of outcomes from MOE project group	Implement recommendations on use of resources for NZSL teaching in context of outcomes from MOE project group.
	Implement the recommendations made in the 2007/08 review of the Base School programmes in each of the essential learning areas.	Continue implementation of recommendations made in the 2007/08 review of the Base School programmes in each of the essential learning areas.	Monitor Base School programmes in each of the essential learning areas against the revised National Curriculum.	Review Base School programmes in each of the essential learning areas against the revised National Curriculum.	Implement recommendations on base school programme revision based on revised national curriculum.
	Monitor the implementation of the recommendations made in the 2006 review New Zealand Sign Language training in Regional settings and the Base School.	Continue monitoring need and deliver NZSL programmes to regional staff.	Continue monitoring need and deliver NZSL programmes to regional staff.	Continue monitoring need and deliver NZSL programmes to regional staff.	Continue monitoring need and deliver NZSL programmes to regional staff.
(ii) To develop a programme of assessment applicable to the Centre.	Implement recommendations about speech and language assessment of regional and base school students.	Monitor speech and language assessment of regional and base school students.	Review speech and language and literacy assessment of regional and base school students.	Implement recommendations on assessment practices	Monitor speech and language and literacy assessment of regional and base school students
(iii) To create a learning	Implement the	Monitor Base School's	Monitor Base School's	Review base school and	Implement

environment that recognises and acknowledges each student as having individual and special needs.	<p>recommendations from the 2007 review of the Base School's Behaviour Management Programmes.</p> <p>Review and make recommendations about Base School students' Assessment Files.</p> <p>Contribute to MOE project work on students' access to NZSL.</p>	Behaviour Management Programmes.	Behaviour Management Programmes.	residential service behaviour management programmes in terms of consistency in practices across settings.	recommendations on improving consistency in practice across school settings
(iv) To identify those individuals and groups of students who are either at risk of not achieving to their potential and to address their needs	Implement the recommended strategies to overcome the barriers to learning identified in 2006.	Review provisions for identifying and developing students gifts and talents.	Implement recommendations on processes for identifying and developing students' gifts and talents.	Monitor processes for identifying and developing students' gifts and talents.	Review processes to identify those individuals and groups of students who are either at risk of not achieving to their potential and to address their needs.
(v) To improve the achievement of Maori students.	Implement the recommendations from the 2006 review of programmes the Base School has to assist Maori students to enhance their achievement.	Monitor the recommendations from the 2006 review of programmes the Base School has to assist Maori students to enhance their achievement.	Review Maori student programmes and achievement including whare based programmes.	Implement recommendations on programmes for Maori students and use of whare in learning programmes.	Monitor programmes for Maori students and use of whare in learning programmes.
(vi) To provide appropriate career evaluation guidance for year 7 students and above.	Implement the recommendations from the 2006 review of career guidance	Monitor the implementation of the recommendations from the 2006 review of	Review career guidance programmes for base school students.	Implement recommendations on career guidance programmes	Monitor career guidance programmes

	programmes for Base School students in year seven and above.	career guidance programmes for Base School students in year seven and above.			
(vii) To provide appropriate programmes of training in New Zealand Sign Language for the Centre's teaching staff, non-teaching staff, residential staff and parents.		Implement the recommendations made in the 2006 review of training in New Zealand Sign Language for the Centre's teaching staff, non-teaching staff, residential staff and parents.	Monitor the implementation of the recommendations made in the 2006 review of training in New Zealand Sign Language for the Centre's teaching staff, non-teaching staff, residential staff and parents.	Review the quality of NZSL training programmes for teaching staff and parents in relation to outcomes from the MOE project group.	Implement recommendations on improvements to NZSL training for teachers and parents.
(viii) To improve teachers skill in the management of students listening devices.		Review teachers needs related to management of students listening devices.	Implement a programme to address teachers' needs in management of listening devices.	Implement a programme to address teachers' needs in management of listening devices.	Evaluate teachers' skills in management of students listening devices.

**Strategic Goal Two – Documentation and Self Review**

**To have effective means of evaluating the school’s programmes and activities to ensure effective planning and reporting**

<b>Objectives</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
(i) To develop the following annual plans:	A plan for Annual Achievement Targets for 2008.	A plan for Annual Achievement Targets for 2009.	A plan for Annual Achievement Targets for 2010.	A plan for Annual Achievement Targets for 2011.	A plan for Annual Achievement Targets for 2012.
	An Annual Management Plan for 2008.	An Annual Management Plan for 2009.	An Annual Management Plan for 2010.	An Annual Management Plan for 2011.	An Annual Management Plan for 2012.
		A Strategic Plan for 2009 to 2012.		A Strategic Plan for 2011 to 2015	
(ii) To develop the following annual report:	An Annual Management Plan Report for 2007.	An Annual Management Plan Report for 2008.	An Annual Management Plan Report for 2009.	An Annual Management Plan Report for 2010.	An Annual Management Plan Report for 2011.
(iii) To implement the following annual plans:	The plan for Annual Achievement Targets for 2008.	The plan for Annual Achievement Targets for 2009.	The plan for Annual Achievement Targets for 2010.	The plan for Annual Achievement Targets for 2011.	The plan for Annual Achievement Targets for 2012.
	The Policy Review Plan for 2008.	The Policy Review Plan for 2009.	The Policy Review Plan for 2010.	The Policy Review Plan for 2011.	The Policy Review Plan for 2012.
	The Procedure Review Plan for 2008.	The Procedure Review Plan for 2009.	The Procedure Review Plan for 2010.	The Procedure Review Plan for 2011.	The Procedure Review Plan for 2012.
(iv) To review the following items and report the findings and recommendations to the Board of Trustees.	The Centre’s Annual Reporting Procedures.  The Centre’s Policy Development Procedures	The Centre’s Self-Review Plan.  The Centre’s Policy Review Plan.  The Centre’s Procedure Review Plan.  The Centre’s Charter.			The Centre’s Self-Review Plan.  The Centre’s Policy Review Plan.  The Centre’s Procedure Review Plan.  The Centre’s Charter.

(v) To implement the recommendations made in the review of the following items.	The Centre's Annual Reporting Procedures.	The Centre's procedures for developing the Annual Management Plan.	The Centre's Self-Review Plan.  The Centre's Policy Review Plan.  The Centre's Procedure Review Plan.  The Centre's Charter.		
(vii) To monitor the implementation of the recommendations made in the review of the following items.	Develop Website access procedures for Board documentation (including policies and procedures).	The Centre's Annual Reporting Procedures.  The Centre's Policy Development Procedures.	The Centre's procedures for developing the Annual Management Plan	The Centre's Self-Review Plan.  The Centre's Policy Review Plan.  The Centre's Procedure Review Plan.  The Centre's Charter.	
(iv) To make documentation relating to the Board more accessible.	Develop systems to regularly update Board documentation (including policies and procedures) as they are reviewed.	Implement recommendations on systems for updating board documentation using the school's intranet.	Monitor the implementation of recommendations on systems for updating board documentation using the school's intranet.		

**Strategic Goal Three – Personnel**

**To provide a school climate that attracts the best available staff and promotes high levels of staff performance to support the Centre’s goals, objectives, policies, procedures and plans.**

<b>Objectives</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
(i) To review the following areas relating to the Centre’s personnel and report the findings and recommendations to the Board of Trustees.	<p>The Centre’s EEO programme</p> <p>The Centre’s Privacy Act Provisions</p> <p>Use of Interpreters in the Base School and the Regions.</p> <p>Communication in the Environment at the Base School.</p> <p>NZSL Training for staff employed by the Centre.</p>	<p>The provision of information to staff employed by the Centre through Staff Manuals.</p> <p>Induction programmes for newly appointed staff.</p> <p>The Centre’s personnel procedures.</p> <p>Leave provisions for staff employed by the Centre.</p> <p>The Centre’s appointment procedures.</p> <p>Provisions for learning programmes in Maori language and culture.</p>	<p>Professional Development for staff employed by the Centre.</p> <p>The Centre’s complaints procedures.</p> <p>The Centre’s Performance Management systems.</p>	<p>The Centre’s EEO programme</p> <p>The Centre’s Privacy Act Provisions</p> <p>Use of Interpreters in the Base School and the Regions.</p> <p>Communication in the Environment at the Base School.</p> <p>NZSL Training for staff employed by the Centre.</p>	<p>The provision of information to staff employed by the Centre through Staff Manuals.</p> <p>Induction programmes for newly appointed staff.</p> <p>The Centre’s personnel procedures.</p> <p>Leave provisions for staff employed by the Centre.</p> <p>The Centre’s appointment procedures.</p>
(ii) To implement the recommendations made in the review of the following items related to the Centre’s personnel.	<p>The 2005 review of professional development for staff employed by the Centre.</p> <p>The 2005 review of the Centre’s complaints procedures.</p>	<p>The review of the Centre’s EEO programme.</p> <p>The 2006 review of the Centre’s Privacy Act Provisions</p> <p>The 2006 review of NZSL Training for staff</p>	<p>The 2008 review of the provision of information to staff employed by the Centre through Staff Manuals.</p> <p>The 2008 review of the induction programmes for newly</p>	<p>The Centre’s EEO programme</p> <p>The Centre’s Privacy Act Provisions</p> <p>Use of Interpreters in the Base School and the Regions.</p>	

	The 2005 review of the Centre's Performance Management systems.	employed by the Centre.	<p>appointed staff.</p> <p>The 2008 review of the Centre's personnel procedures.</p> <p>The 2008 review of the leave provisions for staff employed by the Centre.</p> <p>The 2008 review of the Centre's appointment procedures.</p> <p>Provisions for learning programmes in Maori language and culture.</p> <p>Recommendations on the use of a code of conduct for all staff.</p>	<p>Communication in the Environment at the Base School.</p> <p>NZSL Training for staff employed by the Centre.</p>	
(iii) To monitor the implementation of the recommendations made in the review of the following items related to the Centre's personnel.		<p>The 2005 review of professional development for staff employed by the Centre.</p> <p>The 2005 review of the Centre's complaints procedures.</p> <p>The 2005 review of the Centre's Performance Management systems.</p>	The 2006 review of the Centre's EEO programme	<p>The 2008 review of the Centre's appointment procedures.</p> <p>The use of a code of conduct for all staff.</p>	
			The 2006 review of the Centre's Privacy Act Provisions.	Provisions for learning programmes in Maori language and culture.	

			The 2006 review of the use of Interpreters in the Base School and the Regions.		
			The 2006 review of communication in the environment at the Base School.		
			The 2006 review of NZSL Training for staff employed by the Centre.		
To develop a general set of guidelines for conduct applicable to all staff.		A draft code of conduct for all staff of the Centre.			

**Strategic Goal Four – Finance**

**To allocate and control income and expenditure in ways that effectively support teaching and learning programmes.**

<b>Objectives</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
(i) To review the following areas relating to the Centre's finance and report the findings and recommendations to the Board of Trustees.	The Centre's financial reporting procedures.	The Centre's asset registers  The Centre's accounting procedures.	The Centre's budget procedures.		The Centre's financial reporting procedures
(ii) To implement the recommendations made in the review of the following items related to the Centre's finance.	The 2005 review of the Centre's budget procedures.	The 2006 review of the Centre's financial reporting procedures.	The 2007 review of the Centre's asset registers.  The 2007 review of the Centre's accounting procedures.	The Centre's budget procedures.	
(iii) To monitor the implementation of the recommendations made in the review of the following items related to the Centre's finance.		The 2005 review of the Centre's budget procedures.	The 2006 review of the Centre's financial reporting procedures.	The 2007 review of the Centre's asset registers  The 2007 review of the Centre's accounting procedures.	

**Strategic Goal Five – Property**

**To have buildings and facilities that are appropriate to the programme needs of the Centre, are conducive to learning and teaching and that comply with the relevant health and safety requirements.**

<b>Objectives</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
(i) To review the following areas relating to the Centre's property and report the findings and recommendations to the Board of Trustees.	The Centre's Long-Term Property Plan.	The Centre's Insurance procedures  The Centre's cleaning procedures.  Use of revised 5YA funding consistent with MOE formula.	Grounds maintenance provisions.	The Centre's Long-Term Property Plan.	The Centre's Insurance procedures  The Centre's cleaning procedures.
(ii) To implement the recommendations made in the review of the following items related to the Centre's property.	The 2006 review of the Centre's furniture and equipment.	The review of the Centre's Long-Term Property Plan.	The Centre's cleaning procedures.	Grounds maintenance provisions.	The Centre's Long-Term Property Plan.
(iii) To monitor the implementation of the recommendations made in the review of the following items related to the Centre's property.	The 2005 review of the Centre's Insurance procedures  The Centre's cleaning procedures.  The 2005 review of the Centre's Long-Term Property Plan.	The 2006 review of the Centre's furniture and equipment.	The Centre's Long-Term Property Plan.	The Centre's cleaning procedures.	Grounds maintenance provisions.
(iv) To plan and implement the following capital works projects included in the Centre's Long-Term Property Plan.		Complete the partial refurbishment of administration area.  Continue programme of exterior painting.			

(iv) To establish a whare wanaaka at the Centre.	Implement the plan to establish the Whare.	Monitor the use of the whare.	Evaluate the effectiveness of use of the whare in programmes for Maori students.	Implement recommendations on extending whare based programmes.	Monitor whare based programmes.
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**Strategic Goal Six – Health and Safety**

**To have buildings, facilities and procedures that are appropriate to the programme needs of the Centre, are conducive to learning and teaching and that comply with the relevant health and safety requirements.**

<b>Objectives</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
(i) To review the following areas relating to the Centre's health and safety and report the findings and recommendations to the Board of Trustees.		<p>Evacuation drills at the Centre.</p> <p>Transportation at the Centre.</p> <p>The Centre's accident register.</p> <p>The Centre's hazard register.</p> <p>Discipline and behaviour in the Base School.</p> <p>Procedures for visitors to the Centre.</p>		<p>The health programmes (sexuality) in the Base School.</p> <p>Issues relating the Centre's security.</p>	<p>Evacuation drills at the Centre.</p> <p>Transportation at the Centre.</p> <p>The Centre's accident register.</p> <p>The Centre's hazard register.</p> <p>Discipline and behaviour in the Base School.</p> <p>Procedures for visitors to the Centre.</p>
(ii) To implement the recommendations made in the review of the following items related to the Centre's health and safety.	<p>The 2006 review of the health programmes (sexuality) in the Base School.</p> <p>The 2006 review of issues relating the Centre's security.</p>		<p>Evacuation drills at the Centre.</p> <p>Transportation at the Centre.</p> <p>The Centre's accident register.</p> <p>The Centre's hazard register.</p> <p>Discipline and behaviour in the Base School.</p>		

			Visitors to the Centre.		
<ul style="list-style-type: none"> <li>(iii) To monitor the implementation of the recommendations made in the review of the following items related to the Centre's health and safety.</li> </ul>	<p>The 2005 review of the evacuation drills at the Centre.</p> <p>The 2005 review of transportation at the Centre.</p> <p>The 2005 review of the Centre's accident register.</p> <p>The 2005 review of the Centre's hazard register.</p> <p>The 2005 review of discipline and behaviour in the Base School.</p> <p>The 2005 review of the visitors to the Centre.</p>	<p>The health programmes (sexuality) in the Base School.</p> <p>The 2006 review of issues relating the Centre's security.</p>		<p>Evacuation drills at the Centre.</p> <p>Transportation at the Centre.</p> <p>The Centre's accident register.</p> <p>The Centre's hazard register.</p> <p>Discipline and behaviour in the Base School.</p> <p>Visitors to the Centre.</p>	

**Strategic Goal Seven – Legislative Compliance**

**To fully comply with all regulatory and legislative requirements as they relate to the Centre’s operations.**

<b>Objectives</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
(i) To review the following areas relating to the way in which the Centre ensures that it complies with regulatory and legislative requirements as they relate to the school’s operations and report the findings and recommendations to the Board of Trustees.	Attendance of students in the Base School.  Board of Trustees Codes of conduct  Board of Trustees Conflict of interests	Procedures relating to stand-downs, suspensions, exclusions, expulsions.  Days open for instruction.	Enrolment procedures for the Base School.	The 2008 review of the Centre’s Prospectus.  Attendance of students in the Base School.  Board of Trustees Codes of conduct  Board of Trustees Conflict of interests.	Procedures relating to stand-downs, suspensions, exclusions, expulsions.  Days open for instruction.
(ii) To monitor the implementation of the recommendations made in the review of the following items related to related to the way in which the Centre ensures that it complies with regulatory and legislative requirements as they relate to the Centre’s operations.	Enrolment procedures for the Base School.	The 2008 review of the Centre’s Prospectus.  Attendance of students in the Base School.  Board of Trustees Codes of conduct  Board of Trustees Conflict of interests.	Procedures relating to stand-downs, suspensions, exclusions, expulsions.  Days open for instruction.	Enrolment procedures for the Base School.	The 2008 review of the Centre’s Prospectus.  Attendance of students in the Base School.  Board of Trustees Codes of conduct  Board of Trustees Conflict of interests.
(iii) To monitor compliance with national education guidelines and national administration guidelines.	Evaluate scope of self review processes.	Evaluate scope of self review processes.	Evaluate scope of self review processes.	Evaluate scope of self review processes.	Evaluate scope of self review processes.

**Strategic Goal Eight – Community Partnership**

**To encourage high levels of community involvement in the Centre’s activities.**

<b>Objectives</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
(i) To review the following areas relating to the Centre’s community involvement and report the findings and recommendations to the Board of Trustees.	The promotional materials used by the Centre.	Community involvement through the use of the of the whare wanaka.		The promotional materials used by the Centre.	The Centre’s procedures for communication with community.  The contact between regional students and regional students and Base School students.
(ii) To implement the recommendations made in the review of the following items relating to the Centre’s community involvement.	The 2006 review of the Centre’s procedures for communication with community.	The review of the promotional materials used by the Centre.	Community involvement through the use of the of the whare wanaka.		The promotional materials used by the Centre.
(iii) To monitor the implementation of the recommendations made in the review of the following items related to the Centre’s community involvement.		The Centre’s procedures for communication with community.  The contact between regional students and regional students and Base School students.	The review of the promotional materials used by the Centre.	Community involvement through the use of the of the whare wanaka.	

**Strategic Goal Nine – Regional Teaching and Specialist Services**

**To provide regional teaching and support services to children in the early childhood and school sectors who are deaf or hearing impaired, their teachers and families/whanau in order to assist them to access Te Whaariki and the New Zealand Curriculum in their home districts.**

<b>Objectives</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
(i) To review the organisation of specialist and teaching services for deaf students in the region.		Participation in the Ministry and Deaf Education Centres working group.	Participation in the Ministry and Deaf Education Centres working group.	Participation in the Ministry and Deaf Education Centres working group including development of action plans for implementation of change.	
(ii) To review the following areas relating to the Centre's regional teaching and specialist services and report the findings and recommendations to the Board of Trustees.	Information Technology provisions for regional staff  Performance Management Systems for regional staff  Memoranda of Understanding with host school.  Transport provisions for regional staff.  Services provided by Advisers on Deaf Children employed by van Asch.	Assessment and evaluation procedures for regional students.  The management Part-Time Hours provisions for regional students.		The information technology provisions for regional staff  The Performance Management Systems for regional staff  The Memoranda of Understanding with host school.	The assessment and evaluation procedures for regional students.  The admissions/withdrawals procedures for Itinerant Teacher of the Deaf caseloads.  The management Part-Time Hours provisions for regional students.  The transport provisions for regional staff.  The services provided by Advisers on Deaf Children employed by van Asch.
(iii) To implement the recommendations made in the review of the following items	The 2006 review of the information technology provisions for regional	The 2007 review of the assessment and evaluation procedures	Outcomes form the MOE project group regarding access	Action plans resulting from MOE project groups.	.

relating to the Centre's regional teaching and specialist services.	<p>staff</p> <p>The 2006 review of the Performance Management Systems for regional staff</p> <p>The 2006 review of the Memoranda of Understanding with host school.</p> <p>The 2006 review of the transport provisions for regional staff.</p> <p>The 2006 review of the services provided by Advisers on Deaf Children employed by van Asch.</p>	for regional students	criteria and service definitions.		
(iv) To monitor the recommendations made in the review of the following items relating to the Centre's regional teaching and specialist services.	<p>The 2006 review of the information technology provisions for regional staff</p> <p>The 2006 review of the Performance Management Systems for regional staff</p> <p>The 2006 review of the Memoranda of Understanding with host school.</p>	<p>The 2006 review of the information technology provisions for regional staff</p> <p>The 2006 review of the Performance Management Systems for regional staff</p> <p>The 2006 review of the Memoranda of Understanding with host school.</p>	<p>The assessment and evaluation procedures for regional students.</p> <p>The admissions/withdrawals procedures for Itinerant Teacher of the Deaf caseloads.</p> <p>The management Part-Time Hours provisions for regional students.</p>	Outcomes from the MOE project group regarding access criteria and service definitions.	Action plans resulting from MOE project groups.
	The 2006 review of the transport provisions for regional staff.				

	The 2006 review of the services provided by Advisers on Deaf Children employed by van Asch.				
(v) To make resources produced by the Centre more accessible through:	<p>Developing website access procedures for instructional resource materials.</p> <p>Developing systems to review and update resources.</p> <p>Developing a long-term plan for resource development.</p>	Evaluate the effectiveness of website access to resource			
	Developing website access procedures for Speech/language Links and Deaf Studies Links using a similar design to Literacy Links.	Establishing bulletin boards and chat rooms on Literacy Links, Speech-Language Links and Deaf Studies Links websites.			
		Establishing reliable procedures for visitors to the website to purchase resource materials directly from the website.			
(vi) To use video conferencing to extend the provision of the specialist services to regional students, families/whanau and staff by:	Securing agreements with Group Special Education District Managers to use conferencing equipment in regional Group Special Education offices.				

	Training Specialist Resource Team members and senior staff in the use of video conferencing.				
	Developing protocols and planning procedures to deliver specialist services using video conferencing.				
	Trialing the delivery of professional development modules using video conferencing.				
(viii) To improve teachers skill in the management of students listening devices.		Review teachers needs related to management of students listening devices.	Implement a programme to address teachers' needs in management of listening devices.	Implement a programme to address teachers' needs in management of listening devices.	Evaluate teachers' skills in management of students listening devices.

**Strategic Goal Ten – Early Intervention Services**

**To provide specialist early intervention services at the Centre to assist deaf and hearing impaired children under five years of age and their families/whanau.**

<b>Objectives</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
(i) To review the following areas relating to the Centre's Early Intervention Services and report the findings and recommendations to the Board of Trustees.	The Early Intervention procedures identified in the procedures review plan.	The Early Intervention Services' Charter	Relationships with AODC and newborn screening/ identification services		
(ii) To implement the recommendations made in the review of the following items relating to the Centre's regional teaching and specialist services.	The 2007 review of the Early Intervention Services procedures.	The 2007 review of the preschool Visits from regional families/whanau to the Centre.	Revisions to the Early Intervention Centre Charter	Recommendations on protocols between Early Intervention services and related services.	
(iii) To monitor the implementation of the recommendations made in the review of the following items related to the Centre's Early Intervention Services.	The Early Intervention Services' Charter	The 2006 review of the Early Intervention Services procedures	Practices related to preschool visits by regional families/whanau.	The Early Intervention Centre's charter	Protocols between the early intervention services and related services.

**Strategic Goal Eleven – Resource and Technical Services**

**To provide resource and technical services designed to improve the educational outcomes of children who are deaf or hearing impaired, their schools and families/whanau.**

<b>Objectives</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
(i) To review the following areas relating to the Centre’s resource and technical services and report the findings to the Board of Trustees	The centre’s administration services.  The centre’s regional resource services.	The Media Centre.			The 2008 review of the Centre’s Administration Services  The 2008 review of the Centre’s Regional Resource Services.
(ii) To implement the recommendations made in the review of the following items relating to the Centre’s Resource and Technical Services.	The 2006 review of the Centre’s Audiological Services.  The 2006 review of the Centre’s Technical Services (Hearing Aid and Information Technology)  The 2006 review of the Centre’s Cochlear Implant Services.	The 2008 review of the Centre’s Administration Services  The 2008 review of the Centre’s Regional Resource Services.	The Media Centre.		
(iii) To monitor the implementation of the recommendations made in the review of the following items related to the Centre’s Resource and Technical Services.	The 2005 review of the Media Centre.	The 2006 review of the Centre’s Audiological Services.  The 2006 review of the Centre’s Technical Services (Hearing Aid and Information Technology).  Develop a succession plan for staffing	The 2008 review of the Centre’s Administration Services  The 2008 review of the Centre’s Regional Resource Services.	The Media Centre.	

		technical services.  The 2006 review of the Centre's Cochlear Implant Services.			
(iv) To make resources produced by the Centre more accessible through:	Developing website access procedures for instructional resource materials.  Developing systems to review and update resources.	Developing website access procedures for instructional resource materials.  Developing systems to review and update resources.	Reviewing publicity processes related to purposes of resources produced.	Implementing recommendations on publicity processes regarding resources.	Monitor effectiveness of publicity processes.

**Strategic Goal Twelve – Residential Services**

**To provide residential services for deaf and hearing impaired students who are enrolled at van Asch Deaf Education Centre.**

<b>Objectives</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
(i) To review the following areas relating to the Centre’s Residential Services and report the findings and recommendations to the Board of Trustees.	Residential student travel  Residential students’ Independent Living Plans	Induction, Supervision and Training of Residential Staff.		Staff manuals for all residential staff.  Residential student travel  Residential students’ Independent Living Plans.	Behaviour management in the residences.  Induction, supervision and training of residential staff
(i) To implement the recommendations made in the review of the following items relating to the Centre’s Residential Services.	The 2006 review of Residential Accommodation  The 2006 review of staff manuals for Residential Caregivers and Residential Support Workers  The 2006 review of behaviour management in the Residences.	The 2008 independent review of residential services. (Depending on board decisions yet to be made, this is may become a substantial area of work and impact on other aspects of the residential work plans.)  The 2008 review of residential student travel.  The 2008 review of the residential students’ Independent Living Plans.	Continue implementation of recommendations from 2008 review of residential services.  Induction, Supervision and Training of Residential Staff.		Staff manuals for all residential staff.  Residential student travel  Residential students’ Independent Living Plans
(ii) To monitor the implementation of the recommendations made in the review of the following items related to the Centre’s Residential Services.	The 2005 review of induction, Supervision and Training of Residential Staff	The 2006 review of Residential Accommodation  The 2006 review of staff manuals for		2008 review of residential services.	

		Residential Caregivers and Residential Support Workers.			
		The 2006 review of behaviour management in the Residences.			
(iii) To make documentation relating to the operation of the Residences more readily accessible to staff by:	Developing PowerPoint presentations of procedures used in the Residences (e.g. I.L.P.s)				

**Strategic Goal Thirteen – Ongoing and Reviewable Resourcing Schemes Fundholder Agreement**

**To provide high quality coordinated specialist services and support for students at the Centre with high and very high special education needs based on individual education programmes.**

<b>Objectives</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
(i) To review the following areas relating to the Centre's Ongoing and Reviewable Resourcing Scheme fund holder contract and report the findings and recommendations to the Board of Trustees.	Ministry of Education Ongoing and Reviewable Resourcing Scheme Reporting Procedures	Student I.E.P.s and Service Agreements		Procedures for monitoring standards in specialist services.	
(ii) To implement the recommendations made in the review of the following items relating to the Centre's Ongoing and Reviewable Resourcing Scheme fund holder contract.	The 2006 review of procedures relating the Ongoing and Reviewable Resourcing Scheme.	The 2008 review of Ministry of Education Ongoing and Reviewable Resourcing Scheme Reporting Procedures.  Procedures for monitoring standards in specialist services.	Review of student I.E.P.s and Service Agreements.		Procedures for monitoring standards in specialist services.
(iii) To monitor the implementation of the recommendations made in the review of the following items related to the Centre's Ongoing and Reviewable Resourcing Scheme fund holder contract.	The 2005 review of student I.E.P.s and Service Agreements	The 2006 review of procedures relating the Ongoing and Reviewable Resourcing Scheme.	Procedures for monitoring standards in specialist services.	Review of student I.E.P.s and Service Agreements.	Review of student I.E.P.s and Service Agreements.