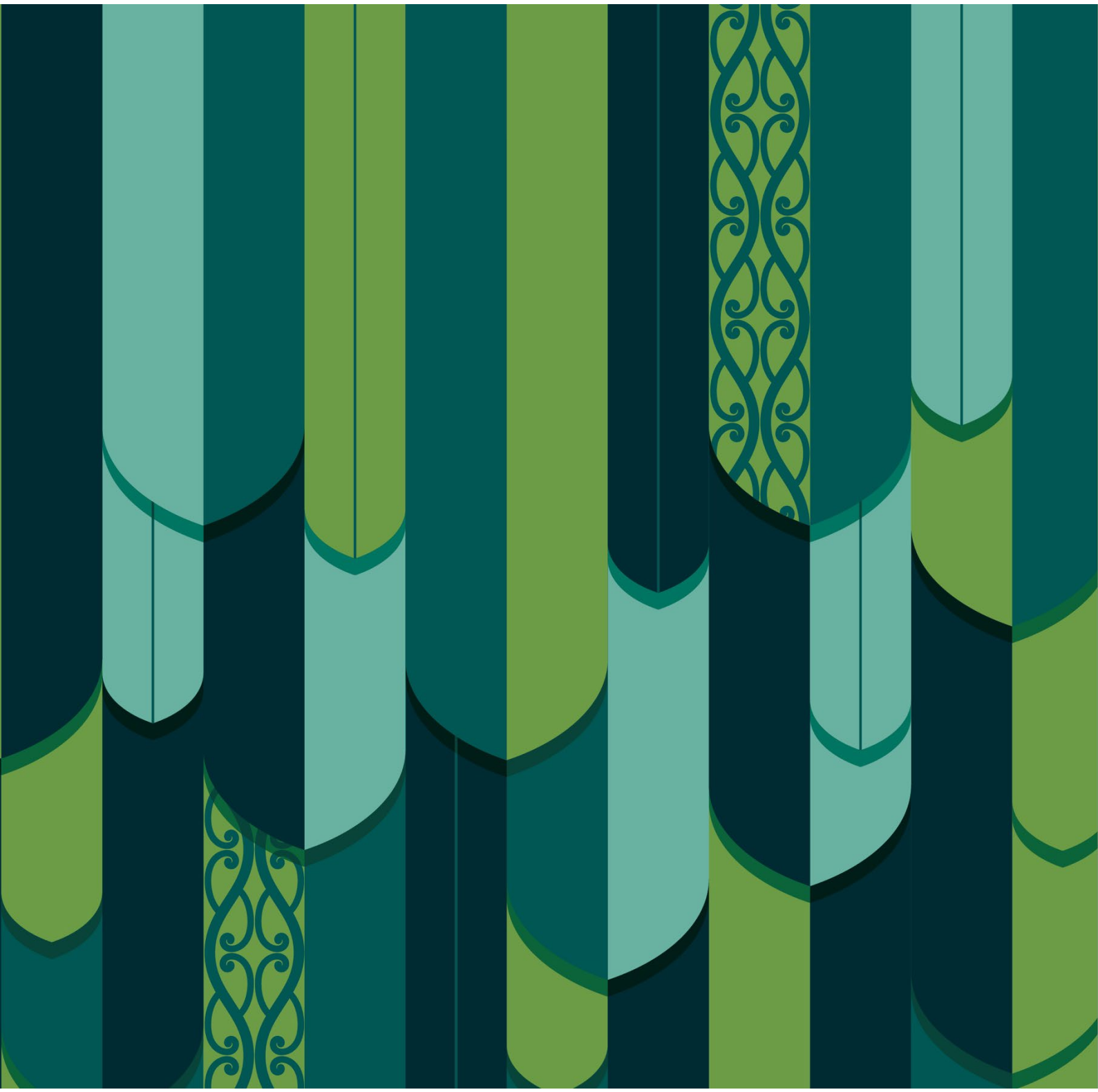




Deaf Education New Zealand

CHARTER 2022



Introductory Section

Who are we?



We are New Zealand's provider of education services for Deaf and Hard of Hearing (DHH) children. We have a large team of over 400 specialist staff across New Zealand with specialist school provisions in Auckland, Christchurch, and Wellington.

We are a tri-lingual, tri-cultural organisation. With both Deaf and hearing staff, New Zealand Sign Language (NZSL) and English are used on a communication continuum throughout, from administration to the classroom.

Our plan is to improve educational achievement, success and well-being for all ākonga enrolled with Ko Taku Reo throughout Aotearoa. What achievement and success look like for all requires a collaborative approach between ākonga, whānau, teachers, and support workers, acknowledging cultural and individual diversity, and avoiding a one size fits all approach to meet the individual learning needs of each ākonga.

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 2900 DHH children throughout New Zealand are enrolled at or receive services from Ko Taku Reo - Deaf Education New Zealand. We employ nearly 400 staff who are employed by the Ko Taku Reo Board.

Ko Taku Reo is a specialist school and operates an enrolled school, two residential facilities and Early Years Services. In addition, based on our Auckland campus is Ruaumoko Marae, the only Deaf Marae in the world. We also offer a range of courses and services for parents/caregivers, schools and other professionals.

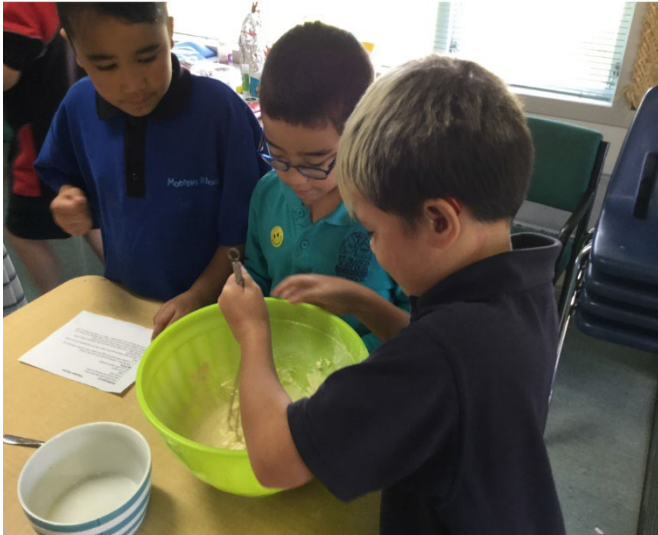
Specialist regional outreach roles include New Zealand Sign Language Tutors, Audiologists, and Hearing Aid technicians.

Other Specialist services provided in local areas include Resource Teachers of the Deaf (RTDs) who work with both direct and indirect caseloads, Educational Interpreters / Communicators.



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 Learning Support Plan's 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 Board so that Ko Taku Reo can offer a range of services to support DHH learners. The school is funded in line with the principles that resource all schools. The additional early involvement, Outreach, 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.



Our Mission and Vision

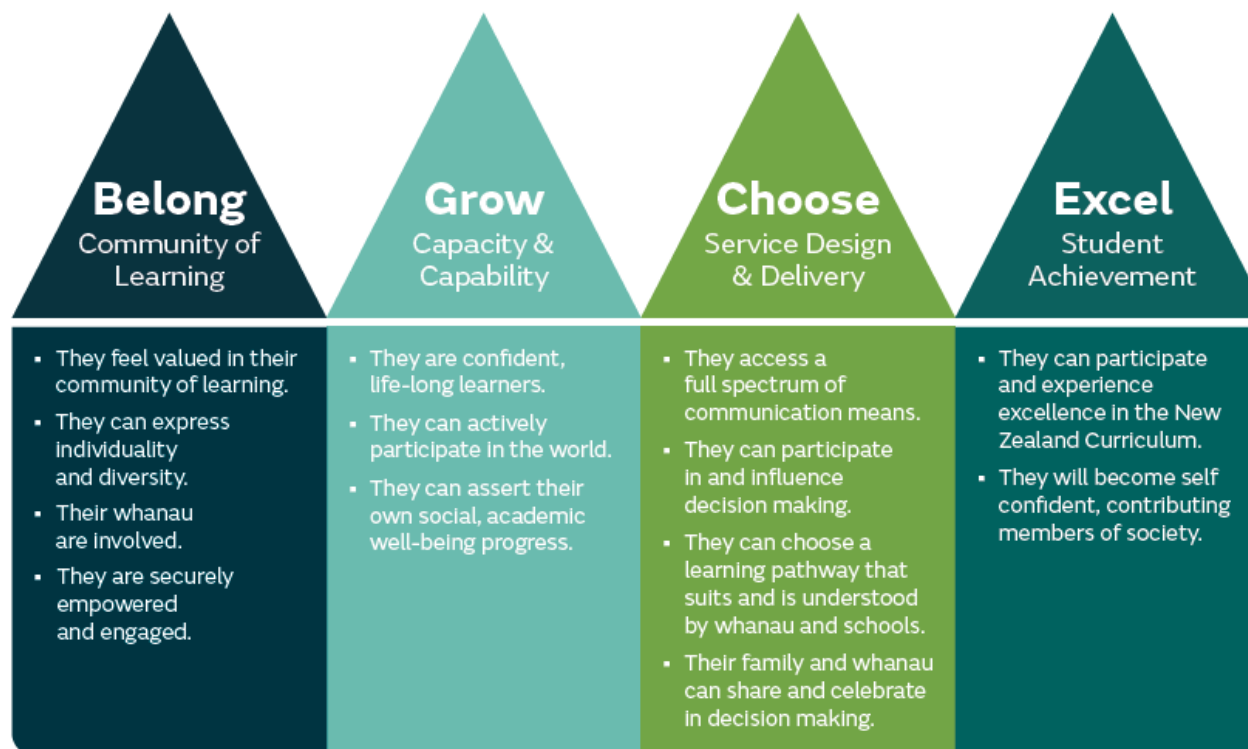
Ko Taku Reo is a national provider of educational programmes and services to...

- 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...



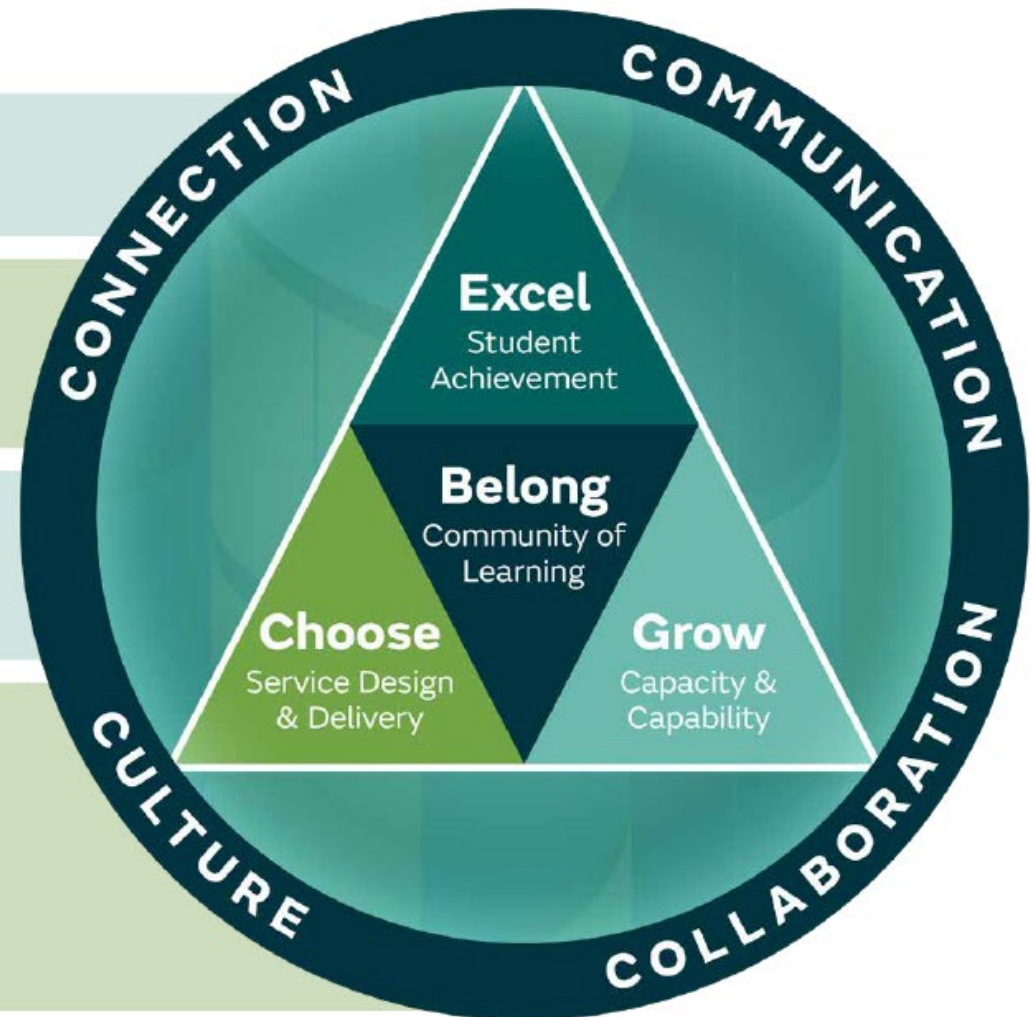
...to ensure

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

Mission and Vision_v3

To live our Core Values through:

- 1** Lifting student wellbeing and academic achievement.
- 2** Delivering a nationwide service which is holistic, accessible, equitable and efficient.
- 3** Utilising student data, evidence and research to inform high quality teaching, learning and resourcing.
- 4** Build and maintain strong, collaborative relationships with students, family/whānau, the Deaf community, the wider education community and other external stakeholders.



Our Services

Early Years

We operate two centres for the delivery of early years education. There is our preschool at our Auckland campus and an Early Involvement Centre (EIC) at our Christchurch campus.

At both centres we provide programmes that emphasise language development and offer a place of support for parents and families; a caring and welcoming learning environment and time to form relationships, support each other and identify the resources to meet specific needs and concerns.

Both facilities specialise in early intervention practices and follow the Te Whāriki Curriculum with an emphasis on communication development. We provide a language-rich environment, offering a bilingual/bicultural approach in which NZSL, English and Te Reo Māori are respected and valued.



Enrolled School

School-aged students are enrolled with us because they are Deaf or Hard of Hearing and require specialist and precision teaching to access the New Zealand Curriculum. Specialised education pathways from Years 1–13+ for Deaf and Hard of Hearing students are provided according to their individual needs.

Enrolment Process

- An application to enrol in the school is completed
- Parents / Whānau meet with school leaders to discuss the reasons for the application
- When possible, the student will complete a placement visit which includes initial assessments and spending time at the provision and / or hostel
- The completed application is shared with the Ministry of Education at an admission meeting and a recommendation is made
- The final decision is made by a Ministry of Education Senior Representative

Hearing factors

Strong preference will be given to students who have a bilateral, sensorineural hearing loss. Students who present with a bilateral conductive hearing loss will be considered on a case-by-case basis. Preference will also be given to students who are ORS funded. Students who are not verified as having ORS funding may be enrolled in exceptional circumstances. Ko Taku Reo is not funded to enrol students with a unilateral hearing loss.



Residential

Ko Taku Reo has two residential accommodation options: one at our Auckland Campus in Kelston and the other at our Christchurch campus in Sumner. Residential accommodation is available for students aged 11 to 21 while they attend school or vocational training. The residential facilities operate a 24-hour service during term time. Students are transported home (by flight or bus) every five weeks and at the end of each term.

The residences have simple adaptations to make them suitable for Deaf youth to develop and experience independence in preparation for life beyond school. Each bedroom door has a flashing light doorbell, and all rooms are equipped with flashing light fire alarms and vibrating smoke alarms for every bed. The latest communication technology is available so students can easily keep in touch with family and friends at home. Students have opportunities to participate in a range of activities, both during and after school. They are encouraged to engage in extra-curricular activities within and outside of the residences.

The overarching aim of these activities is for enjoyment; however, they also serve the purpose of helping students gain discipline and the skills and confidence to take part in wider community activities and events, using their communication skills and building on this over time. Ko Taku Reo also recognises the importance of wellbeing and identity, and social and emotional growth occurs while living and socialising with their peers and D/deaf adult role models. Residential staff are committed to working alongside students to foster independence, self-awareness, and self-sufficiency so that they can become confident members of their family, school, Deaf community and general community. Some staff use New Zealand Sign Language (NZSL), some use spoken English, and many use both languages. Staff encourage and actively support the use of NZSL and a greater understanding of Deaf Culture.



Outreach Services

The Ko Taku Reo Outreach School provides specialist teaching, advice and guidance, assistive technology and NZSL support to Deaf and Hard of Hearing students enrolled in their local mainstream school. The level of specialist support provided to students is reviewed and allocated on a term-by-term basis following a process of local prioritising and moderation.

RTD

The Ko Taku Reo Outreach School provides Specialist Teaching Services to approximately 3,000 Deaf and Hard of Hearing (DHH) children across New Zealand who are ORS verified or non-verified and have been identified as DHH. These Specialist teachers known as Resource Teachers of the Deaf (RTD) provide inclusive and educational support programmes to a diverse range of DHH learners in their local mainstream schools along a continuum of direct and indirect services.

RTDs work collaboratively with whānau, parents/caregivers, teachers, NZSL tutors, audiologists, AODC, SLT, CI Habilitationalists and other agencies to provide agile and responsive services to learners in supporting their educational learning needs. The Individual Education Plan or Individual Developmental Plan forms the basis of the teaching and learning programmes for DHH children. Specific goals are informed by input from all parties to provide the targeted support required to effectively progress the learner's educational pathway from ECE (3 years +) to transition from secondary school.

The type of Specialist support provided within a caseload management framework is reviewed and allocated locally on a termly basis, within a nationwide priority criteria process related to the ongoing and evolving needs of learners as they progress through the school years.

Direct Teaching Support

Direct teaching support is designed to provide inclusive access for DHH students in a mainstream school classroom. It has an emphasis on language, literacy and Deaf Culture. Direct teaching support is provided by either a Literacy Jacket and / or a Curriculum lead or by a staffing transfer teacher. These teachers assess language, reading and writing and class engagement. Specialist teaching services are allocated to students meeting the criteria for literacy, language support in an inclusive setting. This service is provided either by a Resource Teacher of the Deaf (RTD) or qualified teacher based in the student's local area. Both RTDs and staffing transfer teachers receive outreach/professional support from the RTD and Literacy Jacket, sign language and speech-language. NZSL tutors provide sign language tuition and Deaf awareness training. RTD's also each have an indirect case load. which is reviewed termly. These students receive less intensive support but continue to be supported and monitored on caseload.



Resource and Technical

Our audiology service offers a range of support

Clinical — hearing assessment, hearing aid fitting and evaluation, monitoring of young child and student progress in listening and the perception of speech. The provision of resources, guidance and support to children/students themselves and to their parents/family/whānau.

Resource development — Maintaining current knowledge of paediatric and educational audiology through literature review, and the production of suitable resources and training materials for children/students, their families and associated professionals.

Training — Orientation of students training to become Teachers of the Deaf and audiologists towards an appreciation of the world of the child and young person with hearing loss and the needs of their parents/families/whānau. The upskilling of professional colleagues in audiology and education.

The benefits of our audiology service

- Specialisation in paediatric and educational audiology on the Enrolled School sites, in a team-oriented professional environment
- Close links with Enrolled School Teachers of the Deaf, Resource Teachers of the Deaf, Ministry of Education Advisers on Deaf Children and DHB Audiology Services
- Promotes the understanding and management of children and young people's hearing and spoken communication needs, within a context of family-centred care and sensitivity to visual and sign language communication



Priority Learners

Te Rautaki Maturanga Māori– Māori Achievement Strategy

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

Our school will reflect the unique position of the Māori culture by:

- Respecting and honouring the traditions of Māori students and their whānau
 - Ensuring a strong presence and role in the school for Turi Māori
 - Supporting the development of school Kaupapa
 - Developing staff and students' knowledge of Te Reo and Tikanga Māori
 - Employing staff who are proud of their Māori background where suitable personnel are available
 - Providing all students with learning opportunities about Māori culture and language
 - Provide increasing use of Te Reo Māori in instruction in where possible
 - Improving the knowledge and skills of all staff in Te Reo Māori and Tikanga Māori
 - Engage meaningfully with our Māori whānau
 - Ensuring Māori representation on the Board which will help promote the strategic growth of Te Ao Māori
 - Operating consistently with the principles of the Treaty of Waitangi: 1. Partnership 2. Protection – language, knowledge (curriculum), transmission of knowledge (pedagogy) 3. Participation – access to resources, visibility of Māori language and culture
- **Key early focus areas:**
 - Appointing appropriate staff to strategic positions
 - Develop and improve the educational function of the Ruauumoko Marae and use protocols
 - Ensuring there is a national presence and balance of Māori within the development areas including multiple iwi, regional needs and Māori Deaf
 - Developing expertise for provision of kapa haka and tikanga for students
 - Explore idea of Marae tikanga workshops, Māori Kit days, tangata Māori immersion days



Strategic Action Plan 2022

Strategic Goal	Project	Personnel	Intended outcome in 2022
Lifting Student Wellbeing and Academic Achievement	Curricula Development: New Zealand Curriculum: increased familiarisation, identification of foci for DHH students Meaningful implementation in teaching and learning timetables. schema for maths, reading and writing Ko Taku Reo Extended Curriculum Development: Focus of specialisation for DHH learners	All teaching staff, T&L Lead Team, Curriculum Team, Middle Leaders Support from Core Education All teaching staff T&L Lead Team Best Practice Leads	Increased student access to all 8 LA of the NZC. Consistency of good practice nationwide re NZC Increased student access to targeted DHH specialisation. All students will receive high quality T&L in the NZC AND the appropriate DHH specialisation to meet their needs.
	Individual Inquiry Pathways: Focussed on Teacher Actions and Improved Student outcomes SALI = Teaching as Inquiry at Ko Taku Reo	All teaching staff T&L Lead Team	Improved Teaching as inquiry Practice for teacher. Return to Individual Focus will be useful. Data Driven Practice improvement Exploration and implementation of new SMS

Delivering a Nationwide Service, which is holistic, accessible, equitable and efficient.	Early Years: Making early years more accessible to more ākonga, by expanding the suite of services	Head of Early Years Early Years Middle Leaders All Early Years staff Teaching & Learning Lead Team	Increase in range of learning contexts for Early Years ākonga Increase in Early Years ākonga Increase in quality of Early Years services
	Enrolled School: Consistency of Teaching & Learning practices across all provisions nationwide, aligning of timetables, improved NZC access	Head of Enrolled School Enrolled School Middle Leaders All Enrolled School staff Teaching & Learning Lead Team	Improved T&L Practices in Ko Taku Reo Provisions – planning, delivering, assessing and review
	Outreach School: Implementation and Embedding of the Nationwide Service Continuum. Equitable caseload allocation practices V-school: Exploration of v-school potential, best practice, and international exemplar's	Head of Outreach School Outreach School Middle Leaders All Outreach School staff Teaching & Learning Lead Team Head of Curriculum, Assessing and Reporting V- school lead Teaching & Learning Lead Team Ko Taku Reo Executive	Equity of access to RTD service RTD service appropriately targeted and applied Increased efficiency in the RTD service Scoping complete Best practices identified Pilots underway Some leadership structure established

<p>Utilising student data, evidence and research to inform high quality teaching, learning and resourcing.</p>	<p>Knowing our Learners: Implementation of Compass as the school SMS. Embedding of related practice</p>	<p>All Teaching staff Data support staff</p>	<p>IEPs and Teaching as inquiry more data driven. Longitudinal data and analysis in reporting and planning of resourcing, and of high-quality teaching and learning. Increased student tracking. Data led decision making Improved staff capability in working with data</p>
<p>Build and maintain, strong, collaborative relationships with students, family/ whānau, the Deaf community, the wider education community, and other external stakeholders.</p>	<p>Building Powerful Partnerships with external stakeholders and others with whom we share the education of DHH ākonga</p>	<p>Board Senior Leadership Team Middle Leaders Teaching and non-Teaching staff as relevant</p>	<p>Relevant and meaningful pieces of partnership work, benefitting all parties</p>
	<p>Communications and relationship building with whānau</p>	<p>All Ko Taku Reo staff</p>	<p>Whānau feel included and informed in discussion about their children, learning and progress. Whanau are welcomed into the school and their contributions are valued as integral to the student learning process.</p>

Sector Co-operation

Sharing Responsibility for National Delivery



Universal
Newborn
Screening and
Early Intervention
Programme

Early
Language
Acquisition

Success in
School

Achievement and
Transition

Confident
adulthood
Employment
Education
Training

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 Board of Ko Taku Reo. The notice describes the enrolled school and regional specialist staffing and operations entitlements as well as the payments made for early involvement, residential, specialist technical services that Ko Taku Reo 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 the enrolled school and residential functions at each campus should be resourced in accordance with the principles that resource all schools, and that the additional early years, 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 2022 include

1. Realise quality gains through a focus on equity of access to quality teaching and learning and improved outcomes in all geographic locations.
2. Realise cost efficiencies arising from the school's merger by reducing the replication of services, systems, procurement and new initiatives.
3. Work within the Learning Support Development Model to contribute to improved education for children and young people with additional learning needs who are Deaf and Hard of Hearing by contributing to clusters and establishing relationships with Learning Support Coordinators (LSC) where they are in place, and Ministry staff carrying out the learning support facilitation function.
4. Continue to strengthen relationships and partnerships with key stakeholders.
5. **Specific projects:**
 - continuity of services in response to future COVID-19 level changes
 - establishing NZSL hubs
 - support for Māori Deaf
 - continue to grow the NZSL@School initiative
 - work with the Ministry as they scope a review of NZSL@School and to participate in the review.
6. **Continue development of early involvement services including:**
 - explore the development of the Beacon pre-school model utilising the current Christchurch services
 - expanding residential immersion courses for young children
 - Resource Teacher Deaf services for children aged 3-5 years.

Additional References

The Ko Taku Reo Board 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)



ANALYSIS OF VARIANCE

School Name: Ko Taku Reo – Deaf Education New Zealand

School number: 903

Strategic Aim:

The Deaf Education Centre's are a major provider of educational program 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



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.

Annual Aim:

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.

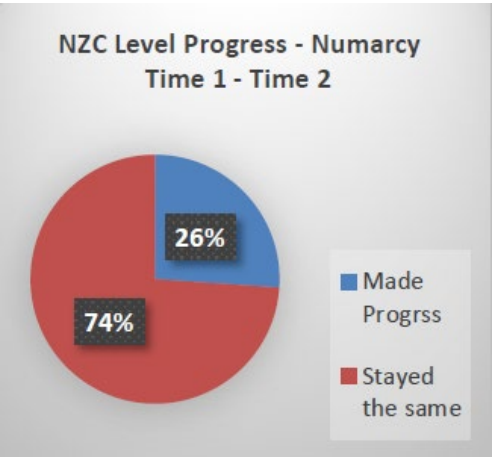
Target:

Target 1

30% of all learners Years 3 – 8 will show progress in Mathematics from Time 1 to Time 2 in numeracy

Baseline Data:

At the end of Term 3 2021 the Ko Taku Reo Enrolled School roll was 114. Targets for Maths was set for learners in Year 3 – 8. Targets for math was set for learners in Year 3 – 8. There were 34 learners in this cohort. This cohort was 30% of the school roll. 26% of the learners made progress in their Mathematics level from Time 1 to Time 2. This was a group of 6 learners.

Actions – <i>What did we do?</i>	Outcomes – <i>What happened?</i>	Reason for the variance – <i>Why did it happen</i>	Evaluation – <i>Where to next?</i>
<ul style="list-style-type: none"> Current mathematics assessments of the cohort that was involved in this target group (Year 3 – 6) in term 1 Teacher gathered data using: <ul style="list-style-type: none"> Gloss Basic Facts assessment Blob Tree NZ Numeracy NumPa JAM Learners at Primary Provisions receive daily mathematics lessons. These lessons are a mix of whole class, small groups and 1:1 with a teacher When comparing results from Time 1 to Time 2 the New Zealand Curriculum level equivalent to where the learner was operating was used Professional Development for Teachers was created with Best Practice Lead Mathematic. There were series of Workshops 	<p>Assessments were completed in Term 1 (Time 1) and Term 3 (Time 2)</p>  <p>Of the cohort that was involved in this target group (Year 3 – 6)</p> <ul style="list-style-type: none"> 6 out of 23 learners made progress 17 learners made no process or stayed the same COVID Lockdown has impact the ability to engage some learners Some students not returned to school after lock down. 	<ul style="list-style-type: none"> As NZC levels can extend over 2 – 3years of schooling reporting the NZC level does not show incremental progress within a level There is no consistency in the planning, teaching or assessment of Mathematics There is no consistency across Primary Provisions who can use; NUMPA/GLOSS/JAM when assessing It was acknowledged that there was a need to look at current pedagogy and practice and look at how other mainstream school use Assessment. 	<ul style="list-style-type: none"> Alignment of Mathematics and Statistic assessments across Primary and Secondary Provisions in 2022 <ul style="list-style-type: none"> JAM Year 1 -3 PAT Year 4 – 10 Continue to Support teachers with knowledge of implementation of these assessments and how to use this assessment to guide and enhance effective practice Implement effective planning and as a whole school, a year overview to ensure all students gain optimum access to all areas of the Mathematics and Statistic Curriculum. Best Practice lead Teacher 0.4 for Mathematic continue to engage with the Enrolled school teachers to develop and strengthen skills in Mathematic and Statistic. PLD focus for all Enrolled school, 2022 with Co – Education. The focus on

<p>to implement within the Enrolled School.</p> <ul style="list-style-type: none"> • Explore other Schools on how they use Mathematic assessments • Two days PLD for Lead Provision in March – setting the standards and expectations of Teaching and learning, NZ Curriculum, effective Pedagogy. • Curriculum workshop (ERO- Teaching Approaches and strategies that work, keeping children engaged and achieving in Mathematics) This was done with the Enrolled school leaders and Best Practice lead looking at creating a shared understanding of Best Practices of teaching Mathematics to Year1 – 10 ākonga at Ko Taku Reo 			<p>Professional learning and development of effective Pedagogies and the NZ Curriculum.</p> <ul style="list-style-type: none"> • Supported by Ko Taku Reo Teachers Handbooks, planning templates, assessments, and reporting requirements. • The students have been identified that need their progress accelerated and will have individualised programmes to meet their learning needs • Regular local team meetings to give opportunities to share ideas, strategies and resources that have worked for teachers across the enrolled school provisions • Opportunities to be given to teachers to allow them to observe other Teacher’s Maths programmes that are successful. both internally and externally • Continue to work with Evaluation Associates to strengthen the understanding and use of the Progress and consistency Tool (PaCT) for Deaf/Hh learners
Planning for new year			

Alignment of best practice teaching and assessment of Mathematics across the twelve Deaf Bilingual Provisions of Ko Taku Reo Enrolled School.

New target: 70% of all Y3 – 10 will show progress in Mathematics from Time 1 to Time 2 in numeracy

Target:

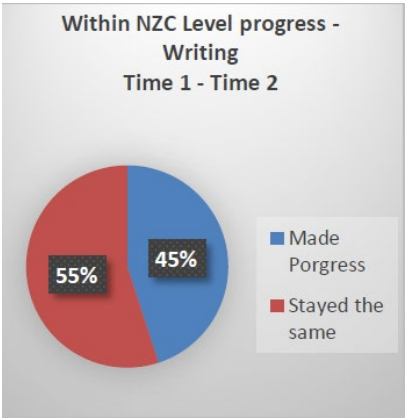
Target 2

80% of all learners Years 3 – 8 will make progress within a NZC (New Zealand Curriculum) Level in Writing from Time 1 to Time 2

Baseline Data:

At the end of Term 3 2021 the Ko Taku Reo Enrolled School roll was 114. Target for writing was set for learners in Year 3 – 8. There were 34 learners in this cohort. This cohort was 30% of the school roll.

45% of the learners made process within the NZC the writing level from Time 1 to Time 2. This was a group of 15 learners

Actions – <i>What did we do?</i>	Outcomes – <i>What happened?</i>	Reason for the variance – <i>Why did it happen</i>	Evaluation – <i>Where to next?</i>
<ul style="list-style-type: none"> Learners at Primary Provisions receive opportunities for writing and conference daily. These sessions are usually 1:1 with a teacher or in small groups Workshops held in March for Provision lead and enrolled school teachers on Best Practice modelling books, teaching planning, The Best Practice lead - literacy role was offered to support the teachers, 1:1, sharing resources. The BPL visits the provisions and see the teaching and learning in action, offer feedback and strategies. Enrolled school curriculum schema group was set up and created a shared understanding of what best practices in other school looks like using ERO document (ERO- Teaching Approaches and strategies that work, keeping children engaged and achieving in writing) Enrolled school curriculum schema group was set up and created a shared understanding of what best practices in other 	<p>Assessments were completed in Term 1 (Time 1) and Term 3 (Time 2)</p>  <p>The writing assessment used was the Deaf Learners Written English Exemplars. The exemplars indicate levels within a NZC where students are working at. The assessment tool effectively shows incremental progress within an NZC.</p> <p>Of the cohort that was involved in this target group (Year 3 – 8)</p> <ul style="list-style-type: none"> 15 out of 33 learners made progress 18 learners made no process or stayed the same 	<ul style="list-style-type: none"> As NZC levels can extend over 2 – 3years of schooling reporting the NZC level does not show incremental progress within a level There is no consistency in the planning, teaching or assessment of literacy programme. COVID lockdown impact engagement in some learners. Poor students’ attendance after lockdown. 	<ul style="list-style-type: none"> Setting the standard and expectations of what Literacy programme looks like in the classroom Moderation across the enrolled school twice a term, introduction and workshop will be provided by the curriculum lead team in Term 1. Introduction of “Mixed strength Groups” will also be worked shop in term 1 lead by the Curriculum team The students have been identified that need their progress accelerated and will have individualised programmes to meet their learning needs Regular local team meetings to give opportunities to share ideas, strategies and resources that have worked for teachers across the enrolled school provisions PLD will have a focus for all Enrolled school, with Co – Education, Curriculum Team lead, The focus on Professional learning and development of effective Pedagogies and the New Zealand Curriculum and the

school looks like using ERO document (ERO- Teaching Approaches and strategies that work, keeping children engaged and achieving in writing)	<ul style="list-style-type: none"> • COVID Lockdown has • impact the ability to engage some learners 		<p>new best practices to be implemented in 2022.</p> <ul style="list-style-type: none"> • This will also be Supported by Ko Taku Reo Teachers Handbooks, planning templates, assessments, and reporting requirements • Opportunities to be given to teachers to allow them to observe other Teacher's literacy programmes that are successful. both internally and externally • Continue with targeted support and guidance from Best Practice Leads in the teaching of literacy to Deaf/HH learners
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Planning for new year

New target: 70% of all learners Year 3 – 10 will make progress within the NZC level in writing from Time 1 to Time 2.

Target:	<p>Target 3</p> <p>All learners studying NCEA standards will achieve 80% of standards completed.</p>
Baseline Data:	<p>53% of learners have achieved the NCEA standards completed. This is a group of students from Y11 – Year 14 +</p> <p>47% of learners achieved NCEA Level 1 Literacy and Numeracy Credits. This includes a group of students from Y11 and Y 14 +</p> <p>The data from NCEA statistics for Ko Taku Reo 2021 and analysis of the data for school leavers highlighted an area requiring further focus. There is a need to have a clearer NCEA pathway that shows students areas of interest and more effective tracking and monitor students' achievement and learning.</p> <p>Also, an area that has been identified is a gap with some students achieving Level 1, 2 and 3 credits without any or only having some Level 1 literacy and numeracy credits, which impact their future enrolment into tertiary studies.</p> <p>With the upcoming New NCEA system for 2024, this will continue to be a priority.</p>

Actions – <i>What did we do?</i>	Outcomes – <i>What happened?</i>	Reason for the variance – <i>Why did it happen</i>	Evaluation – <i>Where to next?</i>
<ul style="list-style-type: none"> • All students' years 11 to 15 have an IEP twice yearly – learning pathways are discussed including the students and parents' expectations • Parents are involved in the students' planning their learning pathway and have ongoing contact with the teachers during the year. • Students encouraged to take responsibility for their own learning and monitor their credits • Senior Secondary teachers are involved in moderation and monitoring students' achievements that are taught in the provision uploaded to SMS – KAMAR • Enrolled school students take a variety of NCEA subjects offered by partner schools. • Students have a mixture of Mainstream NCEA subject, and some are taught in the Provision for NZSL NCEA, EL Standards, and NCEA level 1 Maths, this is 	<ul style="list-style-type: none"> • The learning recognition credits (LRC) earned in 2021 due to COVID-19 lockdown are not yet included. <p>Year 11: Of 9 Year 11 students, 7 gained Level 1 Literacy and Numeracy in 2021</p> <p>1 student gained L1 NCEA</p> <p>Year 12: Of 10 Year 12 students, 1 gained UE literacy, 5 have L1 Literacy and Numeracy, 1 has L1 Literacy and 2 have no literacy or numeracy to date</p> <p>4 students have L2 NCEA and 2 have L1 NCEA</p> <p>Year 13: Of 11 Year 13 students, 2 have UE literacy, 6 have L1 Literacy and Numeracy, 1 has a few credits of L1 Literacy and numeracy and d 2 have not gained any literacy or numeracy.</p> <p>3 students have gained L3 NCEA, 4 L2 NCEA and 1 student L1 NCEA.</p> <p>Year 14 +: Of 8 students only 3 have no Literacy or numeracy credits, and hence no NCEA qualifications.</p>	<ul style="list-style-type: none"> • There is no consistency in the planning, teaching or assessment that was taught in the provision. • Having students across Secondary schools means requirements and subjects available vary making consistency of practise for Deaf students at times a challenge • Some Teachers were new to NCEA • COVID lockdown impact engagement in some learners. • Poor students' attendance after lockdown. 	<ul style="list-style-type: none"> • Visual template to support and encourage students to take responsibility for their own learning and monitor their credits. • Secondary teachers will regularly meet each Term to collect data and use it to identify students 'progress and plan responsive programmes. • Secondary teachers identify students who are at risk of not achieving and monitor student's progress regularly • Regular local team meetings to give opportunities to share ideas, strategies and resources that have worked for teachers across the enrolled school provisions • Opportunities to be given to teachers to allow them to observe other Teacher's both internally and externally • New teachers to attend partner school PLD and workshops on NCEA system

<p>taught by Ko Taku Reo Teacher of the Deaf.</p> <ul style="list-style-type: none"> Students taught by Partner School Teachers are supported by Ko Taku Reo staff in mainstream classes or within a Supported learning Programme. Ko Taku Reo teachers provide pre and post teaching of the mainstream class material. NCEA best practice lead teachers support teachers by 1:1, classroom observation and provide feedback. 0.4 NCEA best practice teacher teach target students who were at risk of not achieving especially in the area of Literary and Nummary Credits. 	<p>3 have L2 NCEA and 2 L3 NCEA.</p>		<ul style="list-style-type: none"> Teacher of the Deaf to make connection to partner school Head of Department for resources sharing, and moderations and what best practise looks like in mainstream. Continue with targeted support and guidance from NCEA Best Practise lead teacher. This include either regular 1:1, observations, and classroom teaching feedback. Parents are continued to be encouraged to be involved in their student's learning pathway Re-establish the Careers Advisor Job description to better match the students' learning needs and pathways, Using the SMS would assist with teachers having access to and being able to track key students' progress A need for consistency of tracking systems across sites
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Planning for new year

New target:

80% of students will achieve level 1 Literacy and Numeracy by the end of year 12.

Appendix 1 – Exit Achievement Level and Destination

NCEA Achievement 2021

53% of learners have achieved the NCEA standards completed.

47% of learners achieved NCEA Level 1 literary and Numeracy Credits.

The data from NCEA statistics for Ko Taku Reo 2021 and analysis of the data for school leavers highlighted an area requiring further focus.

There is a need to have a clearer NCEA pathway that shows students areas of interest and more effective tracking and monitor students' achievement and learning.

Also, an area that has been identified is a gap with some students achieving Level 1, 2 and 3 credits without any or only having some Level 1 literacy and numeracy credits, which impact their future enrolment into tertiary studies.

With the upcoming New NCEA system for 2024, this will continue to be a priority.

Year 11: Of 9 Year 11 students, 7 gained Level 1 Literacy and Numeracy in 2021
3 student gained L1 NCEA in Year 11

Year 12: Of 10 Year 12 students, 1 gained UE literacy, 5 have L1 Literacy and Numeracy, 1 has L1 Literacy and 2 have no literacy or numeracy to date
4 students have L2 NCEA and 2 have L1 NCEA.

Year 13: Of 11 Year 13 students, 2 have UE literacy, 6 have L1 Literacy and Numeracy, 1 has a few credits off L1 Literacy and numeracy and 2 have not gained any literacy or numeracy.
3 students have gained L3 NCEA, 4 L2 NCEA and 1 student L1 NCEA.

Year 14 +: Of 8 students only 3 have no Literacy or numeracy credits, and hence no NCEA qualifications.

3 have L2 NCEA and 2 L3 NCEA.

Standards achieved in 2021 were Sign Language standards.

2021 NCEA Results

Year 11	Level 1	Level 2	Level 3+	Total	LRC	Total +LRC	Literacy, Numeracy	NCEA
HHPa	67			67	8	75	L1 Literacy, L1 Numeracy	
HHPb	71			71	8	79	L1 Literacy, L1 Numeracy	
HHPc	86			86	8	94	L1 Literacy, L1 Numeracy	L1 NCEA
HHPd	112			112	8	120	L1 Literacy, L1 Numeracy	L1 NCEA
KBHPa	83			83	16	99	L1 Literacy, L1 Numeracy	L1 NCEA
KBHPb	46			46	11	57	L1 Literacy	
OSP a	26	10		36	9	45		
OSPb	21			21	6	27	L1 Literacy, L1 Numeracy	
OSPC	0			0	0	0	No credits 2021	
Year 12	Level 1	Level 2	Level 3+	Total	LRC	Total +LRC	Literacy, Numeracy	NCEA
HHPe	28	40		68	3	71	L1 Literacy, L1 Numeracy	L1 NCEA
HHPf	48	20		68	8	76	L1 Literacy, L1 Numeracy	L1 NCEA
HHPg	11	58		69	8	77	L1 Literacy, L1 Numeracy	L2 NCEA
KGCa		23		23	8	31	L1 Literacy	
OSPd		46	10	56	14	70	L1 Literacy, L1 Numeracy	L2 NCEA
OSPe		38	25	63	14	77	UE Literacy	L2 NCEA
OSPf		54	15	69	16	85	L1 Literacy, L1 Numeracy	L2 NCEA
OSPg	7	39		46	16	62		
OSPh	3			3	3	6	L1 Literacy	
OSPi		24	10	34	8	42		
Year 13	Level 1	Level 2	Level 3+	Total	LRC	Total +LRC	Literacy, Numeracy	NCEA
HHP h	10	39	20	69	8	77	L1 Literacy, L1 Numeracy	L2 NCEA

HHPi	21	33		54	8	62	L1 Literacy, L1 Numeracy	L1 NCEA
HCPa	36	3		39	7	46		
HCPb		42	3	45	8	53	L1 Literacy, L1 Numeracy	L2 NCEA
HCPc		22	52	74	16	90	L1 Literacy, L1 Numeracy	L3 NCEA
HCPd		15	46	61	8	69	L1 Literacy, L1 Numeracy	L3 NCEA
KBHPc		14	42	56	16	72	L1 Literacy, L1 Numeracy	L2 NCEA
KGCP	15	2	46	63	16	79	UE Literacy	L2 NCEA
OSPj	2	26		28	7	35		
OSPk	2	38	8	48	12	60	L1Lit - 9 cr, L1Num - 7	
OSPI			95	95	16	111	UE Literacy	L3 NCEA
Tu Kokiri	Level 1	Level 2	Level 3+	Total	LRC	Total +LRC	Literacy, Numeracy	NCEA
Tka	No credits attempted 2021			0	0	0	L1 Literacy, L1 Numeracy	L2 NCEA
TKb	No credits attempted 2021			0	0	0		
TKc	No credits attempted 2021			0	0	0	UE Literacy	L3 NCEA
TKd	No credits attempted 2021			0	0	0	L1 Literacy, L1 Numeracy	L3 NCEA
Tke		14		14	0			
TKf		14		14	0			
TKg	No credits attempted 2021			0	0	0	L1 Literacy, L1 Numeracy	L2 NCEA
TKh	No credits attempted 2021			0	0	0	L1 Literacy, L1 Numeracy	L2 NCEA

School Leaver Destinations 2021

School Leaver	Year	Achievement	Destination
A	13	Level 3 Building Trade Academy from Massey High	Apprenticeship and gain employment. In Construction
B	13	Level 2 NCEA	Enrollment at AUT – Hospitality.
C	15	Oversea Education, attended Tu Kokiri last two Years.	Paid Full time employment - construction
D	15	Level 2 NCEA	Enrolled at Open Polytech, Auckland
E	15	Level 3 NCEA	Seeking employment
F	15	Level 2 NCEA	Paid Full time employment - construction
G	13	Level 3 NCEA	Auckland University - Engineering