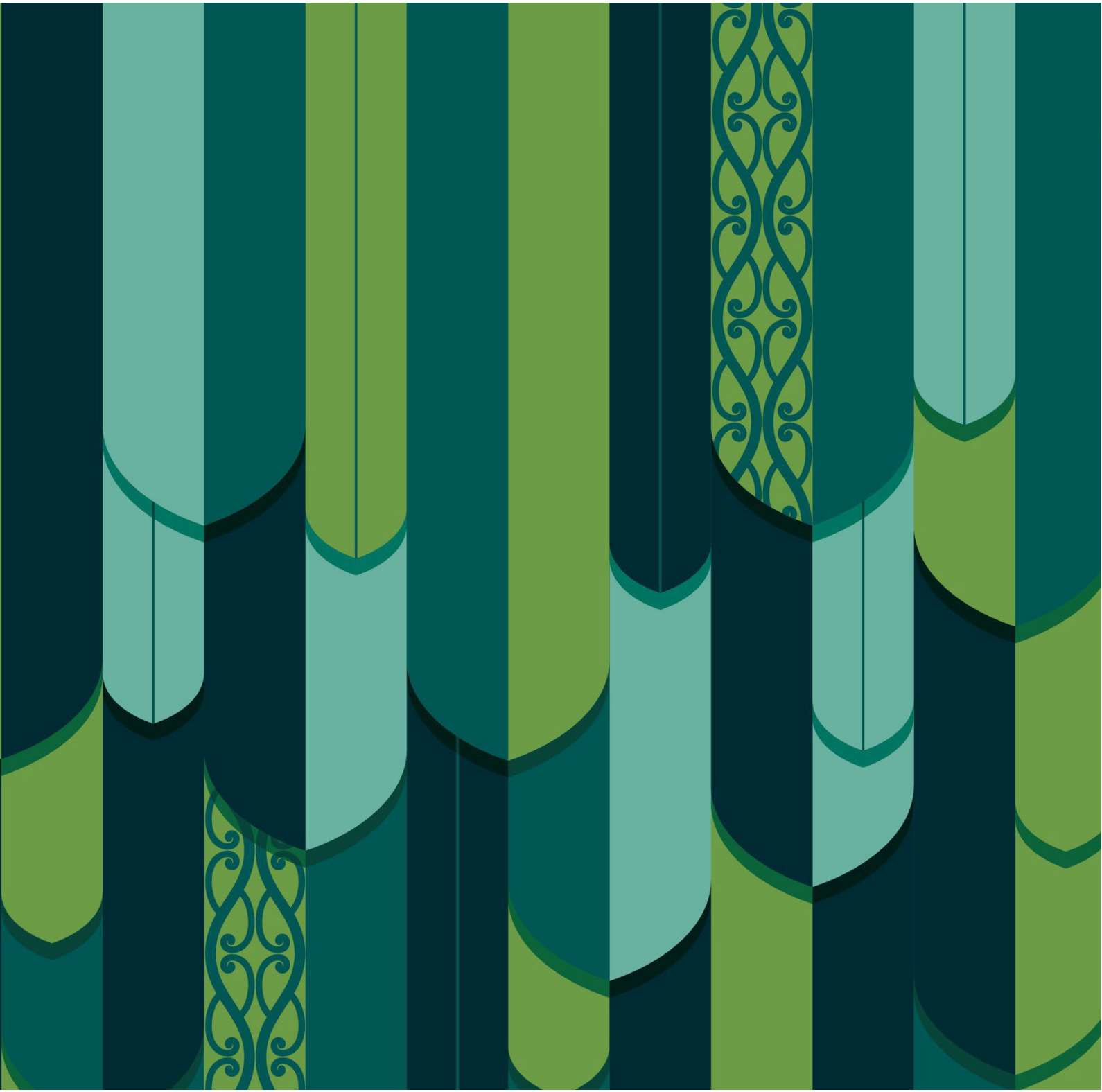




Deaf Education New Zealand

# CHARTER 2023



## Introductory Section

Who are we?



Ko Taku Reo - Deaf Education New Zealand is New Zealand’s sole 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 bilingual, bi-cultural organisation. With both Deaf and hearing staff, New Zealand Sign Language (NZSL) and spoken languages 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 enroll at their local school:  
*“... people who have special educational needs (whether because of disability or otherwise) have the same rights to enroll and receive education at State schools as people who do not”*

Education Act 1989 s(8) (1)

Ko Taku Reo is a specialist school and operates an enrolled school, an Outreach School (including NZSL Immersion Day Schools), two residential facilities and Early Years Services. In addition, based on our Auckland campus is Rūaumoko Marae, the only Deaf Marae in the world. We also have Tuawera, a wharenuī, based on our Sumner campus. Over 3200 (outreach) and 127 (enrolled school) DHH children throughout New Zealand are enrolled at, or receive services from, Ko Taku Reo - Deaf Education New Zealand.

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 and Communication/Education Support Workers (CESW).



## Resourcing

Investing in the right support early helps 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 for our services and the expectation of high achievement.



# Our Mission and Vision

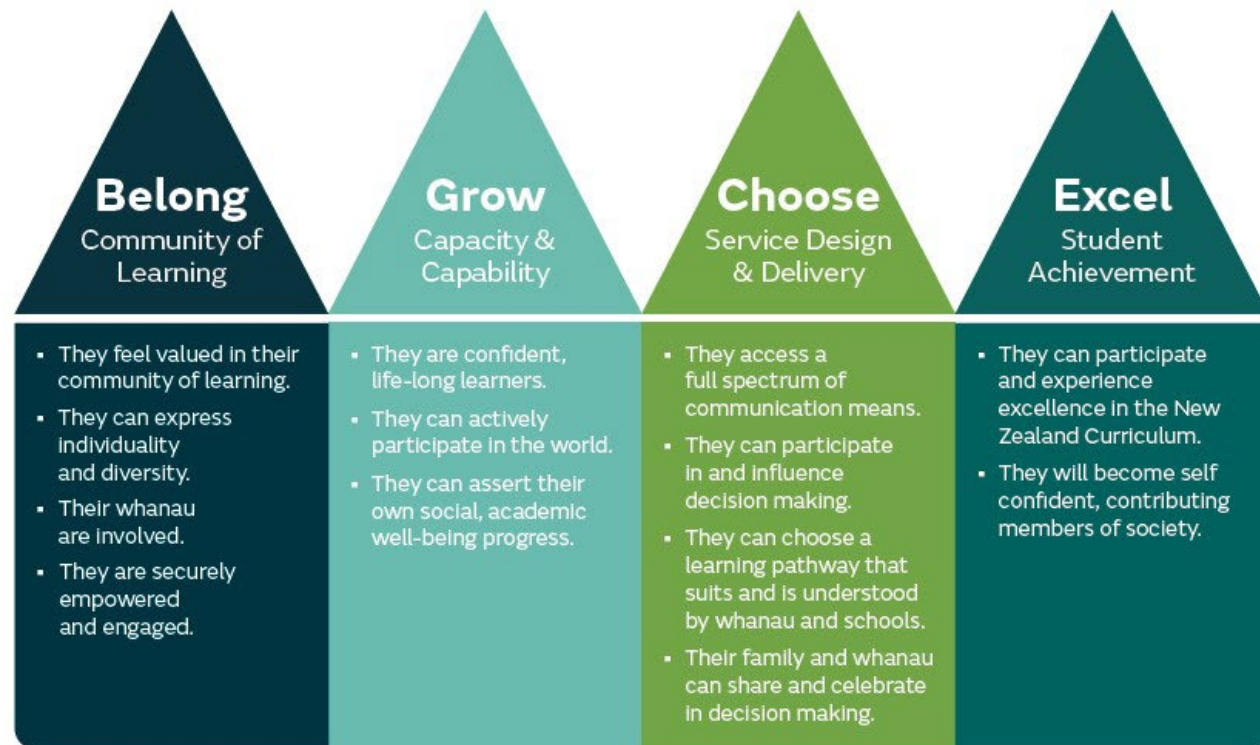
**Ko Taku Reo is a national provider of educational programmes and services to...**

- 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**

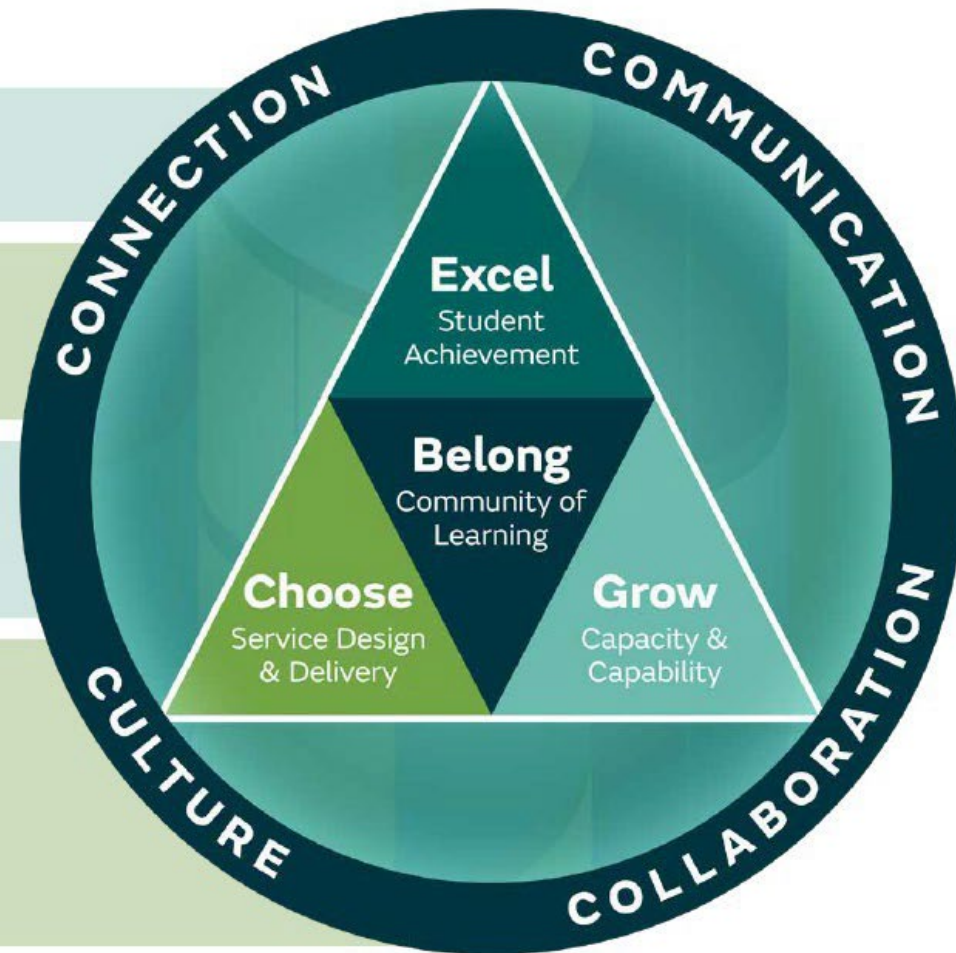
all Deaf and Hard of Hearing people in New Zealand will have the skills and knowledge necessary to enjoy fulfilling and satisfying lives.

Mission and Vision\_v3

# Strategic Goals 2023

## 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 a sessional licensed preschool at our Auckland campus and an Early Years Whānau Centre <https://www.kotakureo.school.nz/parents-and-whanau/education/early-childhood/early-intervention-centre> 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 and language development. We provide a language-rich environment, offering a bilingual/bicultural approach in which NZSL, English and Te Reo Māori are respected and valued.

We also run Playgroups nationwide depending on the need of the local area. These are a collaboration with Advisors on Deaf Children (AoDC) and First Signs to meet the local needs of whānau.

Preschool Residential Courses are now embedded across Aotearoa and are run for up to 3 families at a time fortnightly, alternating between a Christchurch and Auckland team who work with whānau. The purpose of these courses is to provide family centred practices and support whānau understanding of their DHH tamariki, their language, communication and audiological needs. Whānau supporting whānau is also a valued part of these courses.



## **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 bilateral, sensorineural hearing loss. Students who present with 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/te reo, and many use both modes of communication. 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 moderation based on local prioritizing of student need and the learner's stage along the educational pathway.

## **Resource Teachers of the Deaf (RTD)**

The Ko Taku Reo Outreach School provides Specialist Teaching Services to approximately 3,200 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, kura, and other specialist 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 (IEP) or Individual Developmental Plan (IDP) 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 and Indirect services*

Direct teaching support is designed to provide inclusive access for DHH students in a mainstream school classroom. There is an emphasis on language, literacy, mathematics, and Deaf Culture. NZSL tutors provide sign language tuition and Deaf awareness training. Regular, locally based Keep in Touch (KIT) Days provide opportunities for DHH students to connect and learn alongside each other.

RTDs also each have an indirect service caseload where they provide advice and guidance and assistive technology support to whanau, students, and their schools, usually involving a defined finite piece of work. These students receive less intensive support but continue to be monitored and if variables change significantly, they can be reviewed for more regular direct services.



## *Resource and Technical*

### **Audiology**

Our audiology service offers a range of support including:

#### **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 pediatric and educational audiology through literature review
- the production of suitable resources and training materials for learners, their families and associated professionals.

#### **Training**

- Professional development for colleagues in audiology and education.

#### **The benefits of our audiology service include:**

- Specialisation in pediatric and educational audiology on the Enrolled School sites
- 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
- Promotion and support for whānau and professionals to grow their understanding of children and young people's hearing and spoken communication needs Our support is provided. within a context of family-centred care and sensitivity to visual and sign language communication



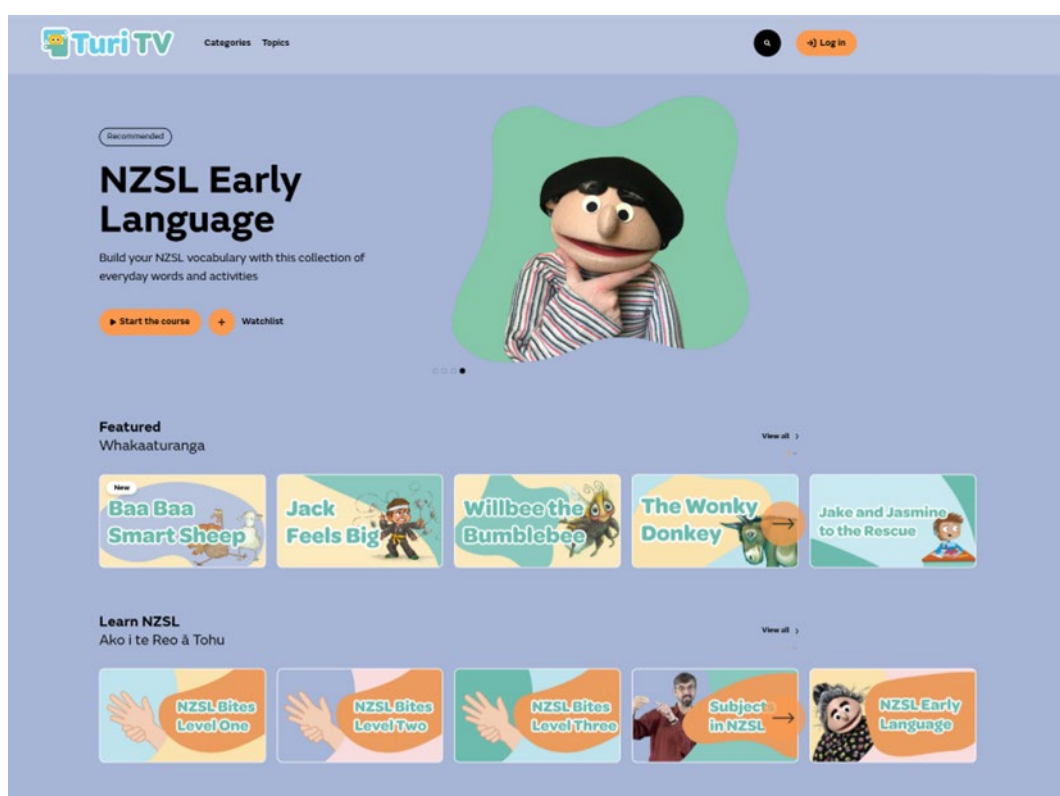
## Communications and Resources

The Communications and Resource team creates and provides a wide range of educational resources to support teaching and learning for Deaf and hard of hearing learners.

### Our services include:

#### Resource Development

- Picture books translated into NZSL
- Levelled NZSL stories, conversations, songs and poems
- Te Ao Māori stories in NZSL
- Deaf Studies learning resources
- Online learning platform, eLearning modules and learning experiences
- NZSL curriculum vocabulary development
- Print resources for individuals and the classroom
- Online video platform to access Resources – TuriTV



#### Library

- Student Library: Picture books, graphic books, quick reads, preschool books, eBooks, Deaf focus, fiction and non-fiction
- Staff Library: Readers, big books, educational activities (games), curriculum books, professional practice, Deaf resources.

#### Museum

- Deaf Studies Resources
- Deaf Education archives and artefacts

## Priority Learners

### Te Rautaki Mātauranga Māori– Māori Achievement Strategy

The Treaty of Waitangi is a founding document of New Zealand. As such, the Treaty is a crucial driver for the way the Board delivers services and engages with Tangata Whenua, Learners, Whānau and Iwi. The Board acknowledges that Iwi and Hapū 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 Mātauranga 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 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 and use protocols of Rūaumoko Marae
- 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
- Implementation of Marae tikanga workshops, Māori KIT days, tangata Māori immersion days



Strategic Action Plan 2023

| Strategic Goal   | Project   | Personnel   | Intended outcome in 2023   |
|--|---|---|--|
| <p><b>Lifting Student Wellbeing and Academic Achievement</b></p> | <p><b>Curricula Development: New Zealand Curriculum:</b><br/>increased familiarisation, identification of foci for DHH students</p> <p>Introduction, development and implementation of Te Mataiaho (the new refreshed curriculum)</p> <p>Meaningful implementation of teaching and learning timetables to ensure all students are able to access all the curriculum.</p> <p>Schema for maths, reading and writing embedded in all ES provisions and practice.</p> <p><b>Ko Taku Reo Extended Curriculum Development:</b><br/>Focus of specialisation for DHH learners including the development of Deaf Studies</p> | <p>All teaching staff,<br/>T&amp;L Lead Team,<br/>Curriculum Team,<br/>Middle Leaders</p> <p>All teaching staff<br/>T&amp;L Lead Team Best<br/>Practice Leads<br/>Curriculum team<br/>Working group</p> | <p>Increased student access to all 8 Learning Areas of the NZC. Consistency of good practice nationwide re NZC</p> <p>Teaching and learning programmes reflect the refreshed curriculum. Aotearoa New Zealand Histories curriculum being taught in all enrolled provisions and can be seen in outreach services.</p> <p>Increased student access to targeted DHH specialisation and daily teaching of literacy and communication and mathematics and statistics in all enrolled school provisions.</p> <p>All students will receive high quality Teaching and Learning in the NZC AND the appropriate DHH specialisation to meet their needs and the requirements of the MOE and NZC and Ko Taku Reo.</p> <p>Development of the extended curriculum for teachers that shows the connection between all of these.</p> |

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|  | <p><b>Individual Inquiry Pathways:</b><br/>         Focused on Teacher Actions and Improved Student outcomes SALI = Teaching as Inquiry at Ko Taku Reo</p>  | <p>All teaching staff T&amp;L<br/>         Lead Team</p>   | <p>Improved Teaching as inquiry Practice for all teachers. .<br/>         Data Driven Practice improvement and decision making<br/>         Implementation and embedding of new SMS</p>   |
| <p><b>Delivering a Nationwide Service, which is holistic, accessible, equitable and efficient.</b></p> | <p><b>Early Years:</b><br/>         Making early years more accessible to more ākongā, by expanding the suite of services</p>   | <p>Head of Early Years<br/>         Early Years Middle Leaders All<br/>         Early Years staff<br/>         Teaching &amp; Learning Lead Team</p>   | <p>Increase in range of learning contexts for Early Years ākongā<br/>         Increase in Early Years ākongā<br/>         Increase in quality of Early Years services</p>   |
|  | <p><b>Enrolled School:</b><br/>         Consistency of Teaching &amp; Learning practices across all provisions nationwide.<br/>         School wide systems promote rich, robust Literacy and Mathematics Teaching and Learning programmes.<br/>         Increase NCEA success for all our learners</p> | <p>Head of Enrolled School Enrolled School Middle Leaders All Enrolled School staff Teaching &amp; Learning Lead Team<br/>         Curriculum team</p> | <p>Improved T&amp;L Practices in Ko Taku Reo Provisions – planning, delivering, assessing and review</p>  |
|  | <p><b>Outreach School:</b><br/>         Implementation and Embedding of the Nationwide Service Continuum.<br/>         Equitable caseload allocation practices</p>  | <p>Head of Outreach School Outreach School Middle Leaders All Outreach School staff Teaching &amp; Learning Lead Team</p>                              | <p>Equity of access to RTD service<br/>         RTD service appropriately targeted and applied Increased efficiency and effectiveness of services and local responsiveness.<br/>         Decisions driven by accurate and relevant analysis of data</p> |



|  |   |   |  |
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|  | <p><b>V-school/ Online Learning</b><br/> Exploration of v-school potential, best practice, and international exemplar's</p> <p>Trial with MOE of new LMS Edsby</p> <p>Explore online PLD.</p>   | <p>Head of Curriculum, Assessment and Reporting<br/> Online learning lead and Deputy Teaching &amp; Learning Lead Team Ko Taku Reo Executive</p>  | <p>Best practices identified and embedded<br/> Pilots underway<br/> Leadership structure established<br/> Data driven practise used to make and inform decisions</p>   |
| <p><b>Utilising student data, evidence and research to inform high quality teaching, learning and resourcing.</b></p>              | <p><b>Knowing our Learners:</b> Continued development and embedding of Compass as the school SMS.</p> <p>Embedding of related practice</p> <p>Use of data across the school to ensure equity and access to service and quality teaching and learning</p> <p>Collaboration between Teaching and Learning, resourcing and library to ensure resources and support material are current in content and support the NZC and school programmes</p> | <p>All Teaching staff Data support staff Curriculum, assessment and Reporting team<br/> Teaching and Learning Senior Leaders<br/> SMS Lead<br/> Head of Curriculum, Assessment and Reporting<br/> Online learning lead</p> <p>Comms and resources<br/> Curriculum team<br/> Enrolled School leadership<br/> Pedagogy and Professional Development</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.</p> <p>Increased student tracking and better quality assessment information collected and used to inform teaching.</p> <p>Data led decision making using a design thinking model to inform decisions.</p> <p>Improved staff capability in working with data</p> <p>Resources will be current and reflect the refreshed NZC, Ko Taku Reo teaching programmes and student need.</p> |
| <p><b>Build and maintain, strong, collaborative relationships with students, family/ whānau, the Deaf community, the wider</b></p> | <p><b>Building Powerful</b> Partnerships with external stakeholders and others with whom we share the education of DHH ākonga</p>   | <p>Board<br/> Senior Leadership<br/> Team Middle<br/> Leaders<br/> Teaching and non-Teaching staff as relevant</p>  | <p>Relevant and meaningful pieces of partnership work, benefitting all parties</p>   |

|   |  |                              |   |
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| <p><b>education community, and other external stakeholders.</b></p> | <p><b>Communications and relationship building with whānau</b></p> | <p>All Ko Taku Reo staff</p> | <p>Whānau feel included and informed in discussion about their children, learning and progress. Whānau 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*



## 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, and specialist technical services that Ko Taku Reo provides. The notice also outlines the purposes and outcomes for each service.

Since 1998 the 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 2023 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. 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.
3. Continue to strengthen relationships and partnerships with key stakeholders.
4. **Specific projects:**
  - continuity of services in response to future COVID-19 level changes
  - continuing to develop NZSL immersion hubs
  - support for Māori Deaf
  - continue to grow the NZSL@School initiative
  - implement recommendations from the Ministry of Education's review of NZSL@School .
5. **Continue development of early involvement services including:**
  - 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)**
- the **New Zealand Sign Language Strategy (2018-2023)**
- the **NZSL Development Map and Guidelines**
- **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)**



# Statement of Variance Reporting

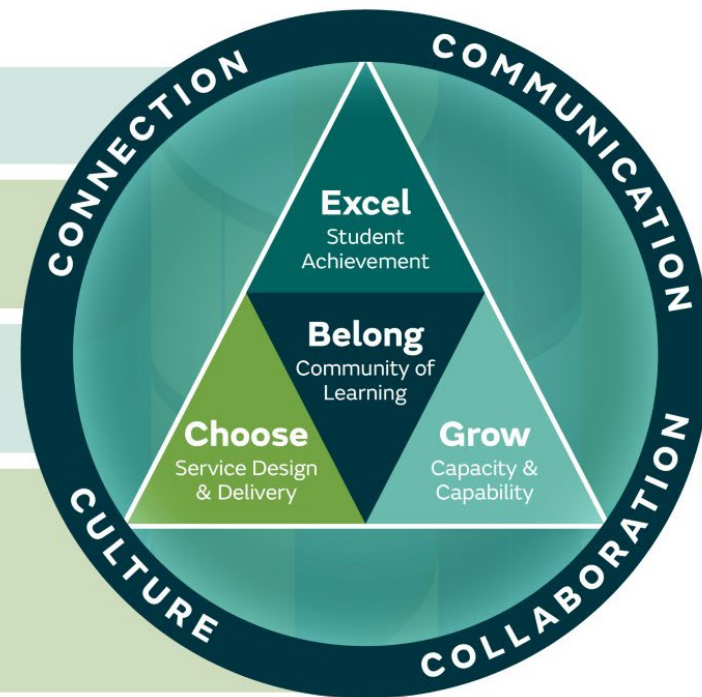


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|---------------------|----------------------------|-----------------------|-----|
| <b>School Name:</b> | Ko Taku Reo Deaf Education | <b>School Number:</b> | 903 |
|---------------------|----------------------------|-----------------------|-----|

**Strategic Aim:**

**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.



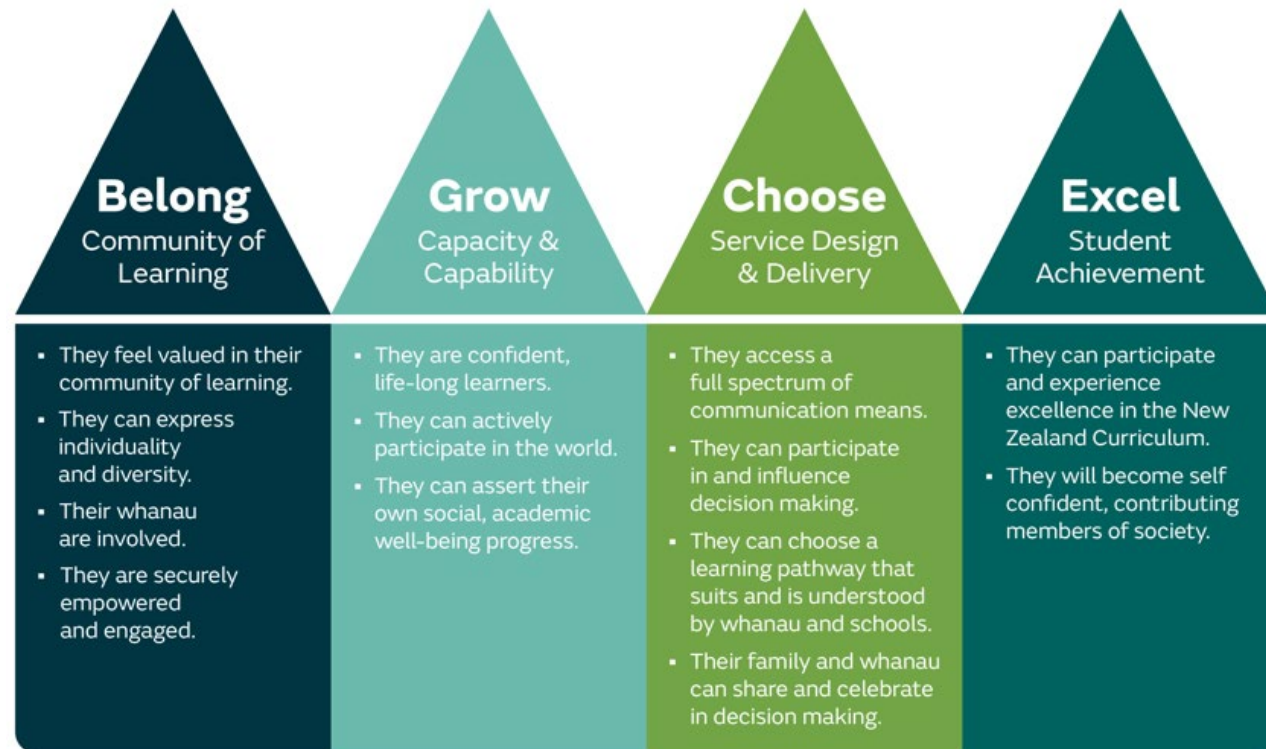
Strategic Goals 2022-23 - 25 March 2022, 20

**Annual Aim:**

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

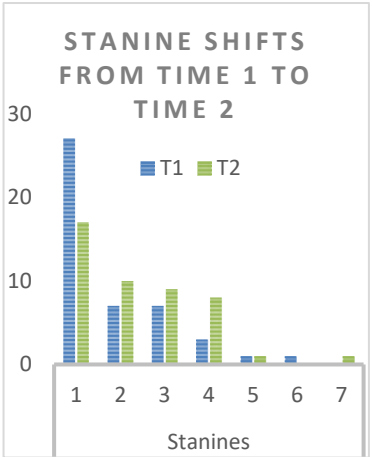
So that Deaf and Hard of Hearing students thrive in an environment where they .....



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.



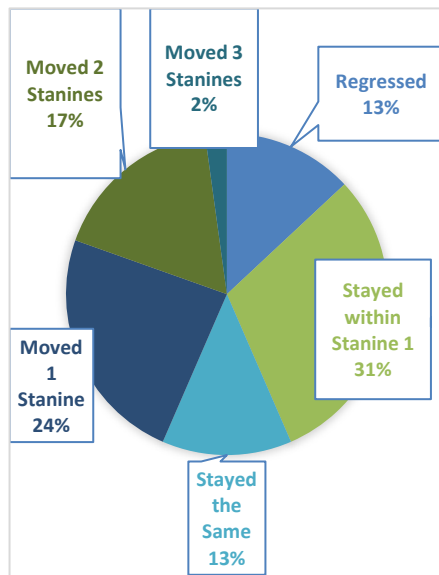
|                       |   |
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| <b>Target:</b>        | <b>Target 1</b><br><br>Mathematic - PAT Assessment:<br>70% of all year 4 to 10 students will show the expected scale score progress from time 1 to time 2.  |
| <b>Baseline Data:</b> | At the end of Term 4 2022 the Ko Taku Reo Enrolled School roll was 119. Targets for Maths was set for learners in Year 4 – 10. There were 46 learners in this cohort. This cohort was 38% of the school roll. |

| <b>Actions</b><br><i>What did we do?</i>   | <b>Outcomes</b><br><i>What happened?</i>   | <b>Reasons for the variance</b><br><i>Why did it happen?</i> | <b>Evaluation</b><br><i>Where to next?</i> |    |   |    |    |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|--|--|--|----|---|----|----|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <p>By the end of Term 1, the expectation is that all students in the Enrolled School in Years 0-10 will have been assessed in Mathematics. Years 0-3 will use JAM, and Years 4-10 will use Adaptive PAT.</p> <p>The teachers working with students older than Year 10 can use the PAT assessment if they have students who are still working on developing their learning of mathematics.</p> <p>Assessments were carried out in Term 1 (Time 1) and Term 3 (Time 2).</p> <p>There were 46 students in years 4-10 who sat the assessment both in Time 1 and Time 2.</p> <p>Students could choose to access the assessment in NZSL, and there were training sessions held for Teachers and Educational Interpreters on how to best support all of our students through this assessment.</p> | <p>The PAT (Progressive Achievement Test) is a nationally normed assessment. Students are given a stanine score between 1-9. Students cannot score below stanine 1. If a student is working at stanine 5, they are working at the middle of the range for their age group. Throughout a student's schooling, if they are making expected year to year progress they would stay at the same stanine (i.e. stay at Stanine 5 for their schooling career). If a student moves up a stanine they are making accelerated progress.</p>  <table border="1"> <caption>STANINE SHIFTS FROM TIME 1 TO TIME 2</caption> <thead> <tr> <th>Stanine</th> <th>T1</th> <th>T2</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>27</td> <td>17</td> </tr> <tr> <td>2</td> <td>7</td> <td>10</td> </tr> <tr> <td>3</td> <td>7</td> <td>9</td> </tr> <tr> <td>4</td> <td>3</td> <td>8</td> </tr> <tr> <td>5</td> <td>1</td> <td>1</td> </tr> <tr> <td>6</td> <td>1</td> <td>0</td> </tr> <tr> <td>7</td> <td>0</td> <td>1</td> </tr> </tbody> </table> | Stanine  | T1   | T2 | 1 | 27 | 17 | 2 | 7 | 10 | 3 | 7 | 9 | 4 | 3 | 8 | 5 | 1 | 1 | 6 | 1 | 0 | 7 | 0 | 1 | <p>Due to the nature of the assessment, with Stanine 1 being the base of the stanine scale, it is hard to tell if students have progressed closer to being truly at Stanine 1 or are still not ready to sit this assessment.</p> <p>We have re-evaluated the mandate for years 4-10 to be assessed on the PAT maths assessment and have changed it to Students who are working at or above Curriculum level 2 or higher and not yet on a NCEA pathway for mathematics. This allows our students who are in years 11+ to be closely monitored. Those with complex needs can be assessed using the JAM (Junior Assessment of Mathematics) assessment. All of this provides clear next steps for teaching.</p> <p>While analysing the data it was noted that not all eligible students in years 4-10 were assessed using the PAT assessment both in Terms 1 and 3 (Time 1 and 2). In 2023 there will need to be closer attention given to ensuring assessments are completed for all students and accountability from teachers to ensure all data is gathered and entered into Compass by the agreed upon date.</p> <p>An interesting finding was how many students regressed, within a year's timeframe. Regression in mathematics is</p> | <p>Create a way of recording coverage across the term, post teaching, in order to monitor what areas are being taught and covered</p> <p>Set up for PAT assessments in Term .2023 that staff will also add to Compass the Report from the PAT online site. Look at ways to create video workshops for 'how to' around assessments? Continue to support upskilling staff in effective techniques and teaching strategies - this is a focus in 2023</p> <p>Appointment of Best Practice Lead for Enrolled School, who will support ES teachers with their practices in teaching.</p> <p>Ensure the timetable has 45 minutes dedicated to Mathematic daily, in primary school.</p> |
| Stanine  | T1   | T2   |  |    |   |    |    |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1  | 27   | 17   |  |    |   |    |    |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2  | 7  | 10   |  |    |   |    |    |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3  | 7  | 9  |  |    |   |    |    |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4  | 3  | 8  |  |    |   |    |    |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5  | 1  | 1  |  |    |   |    |    |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6  | 1  | 0  |  |    |   |    |    |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7  | 0  | 1  |  |    |   |    |    |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

The Enrolled School leadership team meet weekly with the Curriculum team throughout this year.

ES team and Curriculum team use this learning to facilitate numerous staff meetings and PD sessions.

AHOS have been responsible for Mathematics and Statistics and co-leading the Just in Time maths upskilling the Teachers in the Enrolled School.



Time 2 of the PAT assessment, shows our years 4-10 students are currently working between stanine 1 and 7 (out of 9 stanines).

The results show that most students have maintained or progressed up a stanine.  
Enrolled School Data

56% of students showed the expected scale of progress or more

Within the 56%, 43% moved one or more stanines

31% of students either stayed within stanine 1

13% regressed from the stanine they were first assessed at

not the norm and is likely related to how the assessment was initially administered. For the provisions which had regression, there will need to be some investigation into both the teaching practice and how the assessment was administered.

**In One provision 5 students made a shift:  
What did the teacher do to make a successful shift?**

### Teachers Deliberate Acts of Teaching

Using Just-In-Time maths to base the terms maths teaching  
Using 'activators' to teach new concepts

Believing that everyone has the right to be exposed to different maths concepts – language rich

Teaching as whole class and small groups – systematic and deliberate

Repetition throughout the day – multiple chances to be exposed to the language of maths

Knowing the learner's levels and differentiating the lessons to suit

Ensuring all lessons were linked back to real life/hands on experiences

**Planning for next year:**

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

**New Target for 2023: will remain the same. As we now have introduced the new assessment we want to see:**

**Progression in Mathematic and Statistics**

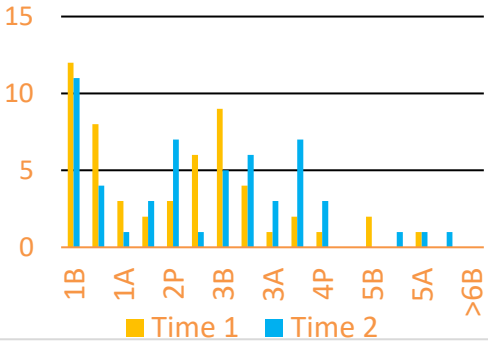
70% of all year 4 to 10 students will show the expected scale score progress from time 1 to time 2.

**Target:**

Target 2  
  
70% of all learners in Year 3 – 10 will make progress in Writing from Time 1 to Time 2.

**Baseline Data:**

At the end of Term 4 2022 the Ko Taku Reo Enrolled School roll was 119. Targets for writing was set for learners in Year 3 – 10. There were 59 learners in this cohort. This cohort was 49% of the school roll.  
A total 54/59 students in Year 3 – 10 completed both assessment in Time 1 and Time 2

| <p><b>Actions</b><br/><i>What did we do?</i></p>  | <p><b>Outcomes</b><br/><i>What happened?</i></p>   | <p><b>Reasons for the variance</b><br/><i>Why did it happen?</i></p> | <p><b>Evaluation</b><br/><i>Where to next?</i></p> |        |    |    |    |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |     |   |   |  |   |
|---|--|--|--|--------|----|----|----|----|---|---|----|---|---|----|---|---|----|---|---|----|---|---|----|---|---|----|---|---|-----|---|---|--|---|
| <p>In 2022 the Ko Taku Reo Enrolled School began using the asTTle writing assessment for the first time.</p> <p>Using the asTTle writing rubric to assess writing.</p> <p>Using the asTTle rubric gives a scale score which is then converted to a curriculum level with 3 sublevels of B refers to Basic – P = proficient, and A = Advanced.</p> <p>Assessments were carried out in Term 1 and Term 4.</p> | <p>Number of Students at each level Time 1 and Time 2</p>  <table border="1"> <caption>Number of Students at each level Time 1 and Time 2</caption> <thead> <tr> <th>Curriculum Level</th> <th>Time 1</th> <th>Time 2</th> </tr> </thead> <tbody> <tr> <td>1B</td> <td>12</td> <td>11</td> </tr> <tr> <td>1A</td> <td>8</td> <td>4</td> </tr> <tr> <td>2P</td> <td>3</td> <td>7</td> </tr> <tr> <td>3B</td> <td>9</td> <td>6</td> </tr> <tr> <td>3A</td> <td>3</td> <td>2</td> </tr> <tr> <td>4P</td> <td>2</td> <td>7</td> </tr> <tr> <td>5B</td> <td>2</td> <td>1</td> </tr> <tr> <td>5A</td> <td>1</td> <td>1</td> </tr> <tr> <td>&gt;6B</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>The chart above shows curriculum levels for the cohort of years 3-10 students' Writing as assessed using asTTle at both time 1 and time 2. We can see that the number of students</p> | Curriculum Level   | Time 1   | Time 2 | 1B | 12 | 11 | 1A | 8 | 4 | 2P | 3 | 7 | 3B | 9 | 6 | 3A | 3 | 2 | 4P | 2 | 7 | 5B | 2 | 1 | 5A | 1 | 1 | >6B | 1 | 1 | <p>We found that using the asTTle rubric was a better fit for our students, with more detailed areas of assessments, helping the teachers to see where students were at, in different writing purposes.</p> <p>We delivered several PLD on literacy, sharing resources to assist teachers with their teaching. The most referred resource was <i>The Writing Book: A Practical Guide for Teachers</i> alongside the TKI e-asTTle website.</p> <p>Regular information/resources were put on our staff intranet.</p> | <p>Our focus is on ensuring our school wide systems promote rich, robust literacy teaching and learning programmes. Staggered approach to introducing BSLA and FOWTR (Fingerspelling our way to Reading) - ensuring the needs of our students are at the forefront.</p> <p>Ongoing collaboration to ensure accessible information is available to our teachers.</p> <p>Appropriate PL across the year.</p> <p>Create a way of recording coverage across the term, post teaching, in order to monitor what areas are being taught and covered</p> <p>Assessment – opportunity to create resources/videos around the 'how to'</p> |
| Curriculum Level  | Time 1   | Time 2   |  |        |    |    |    |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |     |   |   |  |   |
| 1B  | 12   | 11   |  |        |    |    |    |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |     |   |   |  |   |
| 1A  | 8  | 4  |  |        |    |    |    |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |     |   |   |  |   |
| 2P  | 3  | 7  |  |        |    |    |    |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |     |   |   |  |   |
| 3B  | 9  | 6  |  |        |    |    |    |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |     |   |   |  |   |
| 3A  | 3  | 2  |  |        |    |    |    |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |     |   |   |  |   |
| 4P  | 2  | 7  |  |        |    |    |    |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |     |   |   |  |   |
| 5B  | 2  | 1  |  |        |    |    |    |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |     |   |   |  |   |
| 5A  | 1  | 1  |  |        |    |    |    |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |     |   |   |  |   |
| >6B   | 1  | 1  |  |        |    |    |    |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |     |   |   |  |   |

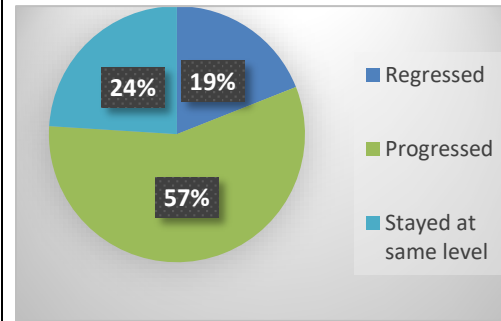
Alignment assessments across Primary and Secondary  
Implement effective planning as a whole school  
To help upskilling teachers on NZC and Assessments

Best Practice lead Teacher continue to engage with the ES teachers  
Resources to developed PLD and workshop to support this entering data results on COMPASS

The draft enrolled school schema, is a culmination of this year's collaborations, workshops, PD and upskilling. This is designed to clear expectations and supporting for teaching and learning and to guide effective practice across the ES

We have developed resources and supported secondary teachers with students still working at level 1 and 2 of the curriculum with high interest, age appropriate books and support - we still have much work to do in this area supporting and upskilling staff in effective techniques and teaching strategies

at the lower curriculum levels is reducing (they are moving up a level), and we are seeing increases in the middle curriculum levels.



The results comparing Time 1 and Time 2 show that most students (81%) have either maintained or progressed in curriculum levels. However, the number of students making progress (57%) is below our target of 70%

We established writing moderations.  
Some of our provisions however did not have enough time dedicated to literacy every day. This will be monitor for 2023.

Our data from COMPASS is already showing the difference these programmes / approaches are making to our students and their achievement. We can track over time and create visuals easily.

Enrolled School team working hard to embed these practices consistently across the school.

Support teachers and workshop on how to analyse the results from e-asTTle Writing rubric using the assessment to inform our teaching practices / next steps.

Continue to support upskilling staff in effective techniques and teaching strategies - this is a focus in 2023  
Appointment of Best Practice Lead for Enrolled School, who will support ES teachers with their practices in teaching. Establish new template for teaching planning that includes students' levels, to ensure teachers are teaching at the right levels for their students, and for easy comparison.

Ensure the timetable has 45 minutes dedicated to literacy daily, in primary school.

Investigate evidence-based approaches to teaching Deaf/Hard of Hearing students literacy.

Planning for next year:

To continue to ensure the Enrolled School wide systems promote rich, robust literacy Teaching and learning programme

|                       |  |
|-----------------------|--|
| <b>Target:</b>        | <p>Target 3</p> <p>80% of students will achieve NCEA Level 1 Literacy and Numeracy by the end of Year 12.</p>  |
| <b>Baseline Data:</b> | <p>Almost all students in Year 12 and above who are on NCEA pathways have a Level 1 certificate. There are a few standards to gain their L1 Literacy and Numeracy.</p> <p>With the upcoming New NCEA system for 2024, this will continue to be a priority.</p> |

| <b>Actions</b><br><i>What did we do?</i>  | <b>Outcomes</b><br><i>What happened?</i>  | <b>Reasons for the variance</b><br><i>Why did it happen?</i>   | <b>Evaluation</b><br><i>Where to next?</i>   |
|---|---|--|--|
| <p>Student pathways and tracking are in place, with particular attention being paid to the achievement of Level 1 literacy and numeracy.</p> <p>At risk students have been targeted and teaching of alternative standards has been put in place.</p> <p>Staff have been made aware of the upcoming changes to NCEA literacy and numeracy and are looking at developing programs in 2023 which will lead to assessment under the new system in 2024.</p> | <p>81.8% of Year 12 learners achieved NCEA Level 1 Literacy Credits in 2022.</p> <p>78.6 of Year 13 Learners achieved NCEA Level 1 Literacy in 2022</p> <p>63.6% of Year 12 learners achieved NCEA Level 1 Numeracy in 2022</p> <p>57.1% of Year 13 Learners achieved NCEA Level 1 Numeracy in 2022.</p> <p>In 2022 <b><i>we have achieved our target for L1 Literacy</i></b> for Year 12 students (81.8%) and almost achieved this for L1 Numeracy (63.6%)</p> | <p>Year 11 results do not show the same trend for both Literacy and Numeracy.</p> <p>Most of our students gain their Literacy and Numeracy in Year 12 rather than Year 11</p> <p>Almost all students in Year 12 and above who are on NCEA pathways have a Level 1 certificate. There are a few standards to gain their L1 Literacy and Numeracy.</p> <p>There is a need to have a clearer NCEA pathway that shows students areas of interest and more effective tracking</p> | <p>An introduction of a procedure for teaching standards in provisions both new and current, so that information about which standards are being taught, the teacher, the source of teaching and assessment material and the verifier of assessment grading is known and can be checked to ensure that standards of delivery are in line with NZQA requirements</p> <p>Roles and responsibilities of Secondary teachers in provisions are to be included in the new Enrolled School Schema. This provides an understanding and clear expectation of best practice across the</p> |

Staff and Students have had workshops and PLD so they are familiar with the content of the relevant NZQA Assessment Handbooks

Teaching staff, Teacher Aides of the Deaf, Educational Interpreters and students have been coached in use of SAC (Special Assessment Conditions) to ensure that students have the best possible conditions for assessments

External Exam organisation has been streamlined, for both school practice and NZQA exams

MOE has been lobbied and has now agreed to the use of NZSL for SAC, rather than sign supported English, to the benefit of our students

and monitor students' achievement and learning.

Tracking of student achievement has been difficult with COMPASS unable to communicate with NZQA between students' results are entered manually in the tracking sheet.

As not all students will follow an NCEA pathway a document identifying alternative student pathways has been trialed, in consultation with Integrated Services, so this group of students will not have to fail the NCEA standards that are beyond their capabilities. It is important that the data of this particular group of students is separated from that of students on NCEA when reporting

provisions to provide consistency of delivery of teaching and learning.

Additional supporting documents will be created for inclusion in the Schema to support ongoing work in Secondary Provisions.

Targeted support for identified teachers to improve practice and effectively plan for students to gain qualifications according to their potential.

Improved mentoring and coaching for teachers, and systems for sharing subject expertise to be developed.

**Planning for next year:**

With the upcoming New NCEA system for 2024, this will continue to be a priority.  
**New Target for 2023: Annual Target will remain the same:**  
 80% of students will achieve NCEA Level 1 Literacy and Numeracy by the end of Year 12.

## Appendix 1 – Exit Achievement Level and Destination

### NCEA Achievement 2022

In 2022 we have achieved our target for L1 Literacy for Year 12 students (81.8%) and almost achieved this for L1 Numeracy (63.6%). Results for both Literacy and Numeracy have improved in 2022.

#### 2022 NCEA Achievement

87% of learners have achieved the NCEA standards completed.

81.8% of Year 12 learners achieved NCEA Level 1 Literacy Credits in 2022.

78.6 of Year 13 Learners achieved NCEA Level 1 Literacy in 2022

63.6% of Year 12 learners achieved NCEA Level 1 Numeracy in 2022

57.1% of Year 13 Learners achieved NCEA Level 1 Numeracy in 2022.

The table below shows student achievement at their year levels and across NCEA levels 1-3.

With the upcoming New NCEA system for 2024, L1 Literacy and Numeracy will continue to be a priority.



## 2022 NCEA Results Enrolled School

| 2022 NCEA Results Enrolled School |                          |         |          |   |      |
|-----------------------------------|--------------------------|---------|----------|---|------|
| Year 10                           | Level 1                  | Level 2 | Level 3+ | Literacy, Numeracy                      |      |
| HHPa                              | 15                       |         |          | 5 Literacy<br>10 Numeracy from CAT 2022 |      |
| KGPa                              | 22                       |         |          | 3 Numeracy credits                      |      |
| KGPb                              | 3                        |         |          | 3 Numeracy credits                      |      |
| KGPc                              | 3                        |         |          | 3 Numeracy credits                      |      |
| Year 11                           | Level 1                  | Level 2 | Level 3+ | Literacy, Numeracy                      | NCEA |
|                                   | Need 80<br>L1<br>credits |         |          |   |      |
| KBHPa                             | 48                       |         |          | No                                      |      |
| KBHPb                             | 58                       |         |          | No                                      |      |
| KGPd                              | 34                       |         |          | No                                      |      |
| KGPe                              | 30                       |         |          | No                                      |      |
| OSP a                             | 11                       |         |          | No                                      |      |
| OSP b                             | 41                       |         |          | No                                      |      |
| OSP c                             | 61                       |         |          | No                                      |      |
| OSP d                             | 72                       |         |          | L1 Literacy and<br>Numeracy 2022        | L1   |
| OSP e                             | 35                       |         |          | No                                      |      |
| OSP f                             | 22                       |         |          | No                                      |      |

| Year 12 | Level 1 | Level 2            | Level 3+           | Literacy, Numeracy                                | NCEA |
|---------|---------|--------------------|--------------------|---|------|
|         |         | Need 60 L2 credits | Need 60 L3 credits |   |      |
|         |         |                    |                    |   |      |
| HHPb    | 17      | 45                 |                    | L1 Literacy and Numeracy 2021                     | L1   |
| HHPc    | 17      | 41                 |                    | L1 Literacy and Numeracy 2021                     | L1   |
| HHPd    | 19      | 42                 |                    | L1 Literacy and Numeracy 2021                     | L1   |
| KBHPc   |         | 69                 |                    | L1 Literacy and Numeracy 2021<br>UE Literacy 2022 | L2   |
| KBHPd   | 19      | 62                 |                    | L1 Literacy and Numeracy 2021                     | L2   |
| OSPg    | 39      |                    |                    |   |      |
| OSPh    |         | 82                 |                    | L1 Literacy and Numeracy 2021<br>UE Literacy 2022 | L2   |
| MHS     |         | 53                 |                    | No  |      |
|         |         |                    |                    |   |      |
|         |         |                    |                    |   |      |

| Year 13 | Level 1 | Level 2            | Level 3+           | Literacy, Numeracy            | NCEA |
|---------|---------|--------------------|--------------------|-------------------------------|------|
|         |         | Need 60 L2 credits | Need 60 L3 credits |                               |      |
| KGPe    | 10      | 4                  |                    | L1 Literacy and Numeracy 2022 | L1   |
| HHPe    |         | 21                 |                    | L1 Literacy and Numeracy 2021 | L2   |
| HHPf    |         | 27                 |                    | L1 Literacy and Numeracy 2021 | L1   |
| HHPg    | 7       | 33                 |                    | L1 Literacy and Numeracy 2021 | L2   |
| OSPi    |         | 17                 | 20                 | L1 Literacy and Numeracy 2021 | L2   |
| OSPj    |         |                    | 46                 | L1 Literacy and Numeracy 2021 | L3   |
| OSPk    |         | 20                 | 46                 | L1 Literacy and Numeracy 2021 | L2   |
| OSPI    | 13      | 9                  | 20                 | Literacy but not numeracy     |      |

| Year 14 + | Level 1 | Level 2            | Level 3+           | Literacy, Numeracy                                | NCEA   |
|-----------|---------|--------------------|--------------------|---|--|
|           |         | Need 60 L2 credits | Need 60 L3 credits |   |  |
| HCPa      |         | 11                 | 8                  | L1 Literacy and numeracy 2021                     | L2 with Merit  |
| HCPb      | 10      | 22                 |                    | No  |  |
| HCPc      | 4       | 19                 |                    | L1 Literacy and numeracy 2018                     | L3   |
| HCPd      | 25      |                    |                    | No  |  |
| HCPe      |         | 14                 |                    | L1 Literacy and numeracy 2020                     | L3   |
| TKPa      | 9       |                    |                    | L1 Literacy and Numeracy 2020                     | L2   |
| TKPb      |         | 19                 |                    | L1 Literacy and numeracy 2020<br>L2 Literacy 2021 | L3<br>NZ Cert in Education Support                                 |
| TKPc      |         | 19                 |                    | L1 Literacy and Numeracy 2019                     | L2<br>Nat Cert in Building, Construction & Allied Trades Skills L1 |
| TKPd      |         |                    |                    | No  |  |
| TKPe      |         | 19                 |                    | L1 Literacy and Numeracy 2019                     | L3   |
| TKPf      |         | 17                 |                    | L1 Literacy                                       |  |
| TKPg      | 4       |                    |                    | No  |  |
|           |         |                    |                    |   |  |

## School Leaver Destinations 2022

| School Leaver | Year | Achievement      | Destination                                    |
|---------------|------|------------------|--|
| A             | 12   | L2 NCEA          | Employment                                     |
| B             | 13   | Level 1 NCEA     | Employment – ECE Northland                     |
| C             | 13   | Level 2 NCEA     | Enrolment at AUT – Hospitality.                |
| D             | 15   | Non NCEA Pathway | Geneva VHN Healthcare                          |
| E             | 15   | Level 2 NCEA     | Seeking employment - construction              |
| F             | 15   | Level 3 NCEA     | BA Deaf Studies, AUT Auckland                  |
| G             | 15   | Level 2 NCEA     | Seeking Full time employment - construction    |
| H             | 15   | Level 3 NCEA     | Part time work Apprenticeship Chef/Hospitality |