

Board of Ko Taku Reo - Deaf Education New Zealand

BOARD PACK

for

Term 1 Board meeting

Thursday, 11 April 2024

8:30 am (NZST)

Held at:

Christchurch

Truro Street, Sumner, Christchurch

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AGENDA

TERM 1 BOARD MEETING

Name:	Board of Ko Taku Reo Deaf Education New Zealand
Date:	Thursday, 11 April 2024
Time:	8:30 am to 10:30 am (NZST)
Location:	Christchurch, Truro Street, Sumner, Christchurch
Board Members:	Dr Denise Powell, Mike Rondel
Attendees:	Cindy Cascalheira, Steve Papps

1. Opening Meeting

1.1 Welcome

1.2 Confirm minutes from Term 4 Board meeting

Supporting Documents:

1.2.a	Board Meeting Minutes 5 December 2023_FINAL_SIGNED MR.pdf	6
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1.3 Interests Register

Mike Rondel

Conflict of interest register to be refreshed

1.4 Health and Safety update

1.5 Principals Report

Update from the Acting Executive Principal and Senior leaders within the school

Supporting Documents:

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1.6 Enrolled School report

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1.8 Early years report

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1.9 Residential and Immersion report

1.10 Curriculum, Assessment and Reporting report

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1.11 Pedagogy and Professional Development report

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1.13 Māori Strategic report

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1.14 Deaf Strategic lead report

Supporting Documents:

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1.15 Finance Report

Finance report taken as read

Summary

2022 Audit has now been completed and all relevant document lodgings finalised.

Deloitte has commenced work on our 2023 account audit. The projected 2023 EOY Draft Financial Result is an increased deficit of \$1.97M including a new cyclical maintenance provision and pending any further audit adjustments.

The 2024 Budget is undergoing further revisions as directed by the Commissioner and pending outcome of Resourcing Notice meeting with MoE on Friday 22nd March.

The intention is to formally present final figures to the Finance Committee for approval on 28th March 2024 February Month Net Result is a surplus of \$187K for the month, giving a YTD surplus of \$588K.

1.16 HR Report

HR report taken as read

Summary:

- High workload demand remains
 - Performance appraisal process for staff and leaders – draft completed.
 - Creating sound bites of information for middle leaders on how to manage poor performance and/or conduct – on hold.
 - Collaborating with middle leaders on performance/conduct concerns as coach/mentors – ongoing. Demand in this area is very high and service, time intense.
 - There is a noticeable change and shift forward in H&S awareness need and action among SLT.

2. General

2.1 Policy reviews

Key review topics:

- Te Tiriti o Waitangi (board)
- Board Responsibility (board)
- School Character* / Special Character* (board)
- Documentation and Self-Review Policy (board)

2.2 Term 4 - Board assurances statements

Supporting Documents:

2.2.a Board Assurance Statement template term 4.pdf

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2.3 Approved Overseas travel

To note: Overseas travel has been approved for 2 groups of presenters to attend ANZCED in Sydney in September 2024

3. In-Committee

4. Close Meeting

4.1 Close the meeting

Next meeting: No date for the next meeting has been set.

**Minutes of the Board of Ko Taku Reo meeting
held on 5 December commencing at 10.30am**

Present: Denise Powell, Mike Rondel

Apologies: None

Secretary: Cindy Cascalheira

In Attendance: None

APOLOGIES – None

WELCOME

Denise Powell opened with a karakia

HOUSE KEEPING

CONFLICT OF INTEREST DECLARATIONS and Updates

No new updates

Previous minutes

The minutes from the meeting held on the 19th September 2023 were accepted as true and correct

Accepted and approved: Mike Rondel

Principals report

Seconded roles were discussed

1. Director School Education (Teaching and Learning).
2. Senior Leader Planning and Engagement (Teaching and Learning).
 - These roles are focused on Compliance and functionality
 - These two staff members are already in the roles and are working hard in this area of work.

ERO partnership model

- Three year cycle, working together to ensure better outcomes for students

Brisbane

- Investigation of alternative education models
- Ensuring we are constantly thinking of how we can improve educational services for our Deaf and Hard of Hearing students

Consultation on Strategic Plan

- Overall picture and feedback from the initial consultation is positive
 - o All feedback and results are being consolidated and reviewed
- Wider consultation will continue into 2024

Prizegiving

- **Two new awards**
 - o Vicki Sharman Award. This award has been created in recognition to Vicki's love and personal connection to the Arts. It has been made possible following a bequest from Vicki's family.
 - o Ko Toi te uri o Mahara Pōhewa - Art is the child of imagination. This award acknowledges a piece of art (drama or dance performance, artwork, photograph, design etc.) created by a student within the Enrolled School of Ko Taku Reo.

Mike Rondel (Commissioner) thanked Denise Powell (Acting Executive Principal) for her hard work and dedication throughout the year, for her positive influence and genuine passion and heart for our students.

Wellbeing fund use declaration for Denise Powell – Acting Executive Principal

The Commissioner approved for the Principal coaching in line with the MOE funding requirements.

Highlights report

Enrolled school

- Thanks to the Head of Enrolled school for her report and highlights report
- Discussion around the content and decided that there is a need to include student achievement in the highlights report in future
- Literacy working group has been set up and is working well
- Just in time maths has made a positive impact on our student's outcomes
 - o Using the right assessment tool for our learners
 - o Significant achievement in the area of maths
 - Noticed improvement in year 3 learners.

Q: Do we need a numeracy working group (much like we have a literacy one?)

- Idea for future

Incoming government requirements were discussed

Q: Are we confident that we are going to meet the incoming requirements and demonstrate that we are doing this (focused 3 hours on reading, writing and literacy) – are we doing this and are able to show case how we are doing this)

A: Yes, we are already doing this in the Enrolled School.

Thank you to the Head of Enrolled school and the Enrolled School team for their efforts and achievements throughout the year. Mike Rondel acknowledged and appreciated that reporting to parents planned for term 2 and 4 of 2024.

Outreach school

- Excellent highlights report with lots of detail
- Highlights demonstrated Student achievement

Mike Rondel thanked the staff in this team for their reports and hard work and dedication shown this year

Decision: Going forward, the end of year board report will include a highlights report and the board require full reporting in term 4 as well

Early Years – taken as read, great highlights

Residences – taken as read, great highlights

Curriculum, assessment, and reporting

- Great highlights report

- Really detailed report
- EOTC
 - o Better understanding needed around the volume of EOTC events especially in Enrolled School
 - o Need to understand the academic impact of these events for student achievement and outcomes
- Compass reporting is allowing transparency
- Compass PLD is still ongoing for staff
- Reporting on results of the surveys on the strategic framework consultation is still being consolidated

Good level of detailed, Mike Rondel acknowledged the effort put into this work.

Pedagogy and professional development

- High level
- Clear and concise, collaborative work
- Great report
- Critical work being progress, very positive report
- Awesome to see the development of the Ko Taku Reo pedagogy guidelines complete
- Huge focus on NZSL services
- Impressive report and solid platform for us moving forward

Discussed attestation process, this was not discussed in the highlight report, but this was a great piece of work and pleasing progress has been made in this area – Denise Powell acknowledged the work that has gone into achieving this

Mike Rondel thanked this team for the clear, and concise highlights report

Communication and Highlights

- Great highlights report
- Interpreter booking system is expecting to be implemented in 2024

ACTION: The board would like to see a communication plan for 2024 that shows planned internal and external comms and how this links to other areas of the school

Māori strategic lead

- Ka Hikitia national PLD is completed, this was a valuable piece of work
- Good report and nice reflection of what has happened in this space this year

Deaf strategic lead

- Nice report and great highlights
- Three very important areas were highlighted in this

Finance and HR update

Through the various committee meetings, the Commissioner receives updates on:

- Finance and Property
- HR
- Risk and Compliance

ACTION: A summary of the committee reports to be included in board reporting going forward

ACTION: The board would like to see a reporting plan for 2024 that shows planned internal and external reports across all areas of the school

Correspondence

Taken as read

In committee at 12.42pm

Out of committee 12.51pm

Mike Rondel formally closed the meeting, thanking everyone for their hard work and dedication throughout the year. Mike Rondel (Commissioner) thanked Denise Powell (Acting Executive Principal) for her contribution to the report and for the work done this year, this work is genuinely much appreciated.

Meeting closed at 12.52pm



Mike Rondel
Commissioner

14.03.2024

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Date



Acting Executive Principal's report – Term 1 2024

It is with great pleasure and immense pride that I write this first Principal Report for 2024. The start of the year has been focused fully on our strategic documents for the school. There has been a lot of hard work that has gone into this work across many areas of the school and the final result is outstanding and something we as a school can be very proud of.

Strategic Framework

The Strategy Framework is our key document, it has three foundational pou - Languages, Learning and Identity. This framework will direct all our planning for student achievement, successful outcomes and wellbeing. This is an overarching document that guides the work that we do everyday, out of this our strategic plan was developed. <https://www.kotakureo.school.nz/about-us/board/board-charter>

Strategic plan – 2024/2025

The strategic plan is a document that outlines our work for the next two years, this is different to the above strategic framework which is for a longer period of time. This document is being translated and will be live on our website prior to the end of the term.

To help develop both our strategy documents we sought feedback from parents and whānau of Deaf and hard of hearing (DHH) learners, advisory group members, learners and Turi Māori. I want to acknowledge everyone who was involved in creating the translated video. I am really proud of what they have created as a collaborative project across many teams within our school with the amazing support from the Comms and resources team. It again shows the power of collaborative work.

Highlights

The decision to use Te Rito as the online learning platform for teachers is an exciting step forward. I am confident that the modules being developed will support our teacher's professional growth and knowledge in a way that is far more accessible and timely. The implementation of a far more robust teacher registration process provides the board with the confidence that our re-registration of teachers is thorough and coordinated. It is vital that we support teachers to demonstrate and achieve all of the Teacher Standards and I- am satisfied this is now easily demonstratable.

The Deaf Strategic lead has completed an audit of how we carry out staff induction and build understanding of Deaf Culture with a view of establishing a series of modules and procedures which help build high quality cultural competency conversations and training for all staff. This is a key element of ensuring Ko Taku Reo is upskilling staff and providing a safe environment for all staff and students as per our Strategic Plan.

Term one has seen the Māori Strategic Lead commence work on a research project to investigate the impact on teacher practice of last year's national Ka Hikitia training. All teachers who received

the training will be invited to participate in the research. This is an important piece of the puzzle and I look forward to reporting the results to the Board in due course.

Residential immersion hui programme, now called the Deaf Youth Hui has at its core the new Deaf Studies Guidelines and support is being provided to the Residential & Immersion and teaching teams to implement the new programme. This will be socialised later in the year with staff at a call back day. It is yet another exciting development that has been well overdue.

Secondments

Ginny Neal and Sarah de Heer continue in their seconded positions and have been doing a fantastic job of ensuring that we are continually raising the bar in terms of educational programmes, policy, procedure and engagement with a wide variety of stakeholders. Kelly Stanley and Krista Clifford are also really growing into their seconded roles backfilling for Ginny and Sarah. I am very pleased with the work being done and believe this bodes very well for the future direction of Ko Taku Reo. We will need to identify if these secondments are to continue while we move into the recruitment phase for a new Executive Principal. The stability will be important.

ERO

Several meetings have been held with ERO and we are currently discussing the ways in which we can work together in the new partnership model over the next 3 years. We are a very complex school, and this means that it is vital that I have the right people in the room to be able to respond to the wide variety of questions and requests being made by the ERO team.

MoE

We have also met this term with the new team at the MoE who have responsibility and oversight for Deaf Education. I believe it is important that the MoE understands that we have many different areas we are responsible for and have arranged for the whole senior Teaching and Learning team to introduce themselves and give a brief overview of their roles and responsibilities.

In conclusion, I believe as a school we are gaining more focus, and we are demonstrating very clear movement in a positive direction. We have had our challenges this term but overall, our focus should always be on our vision which is to educate and empower our DHH learners for success and the evidence for that is what you will find within this board pack.

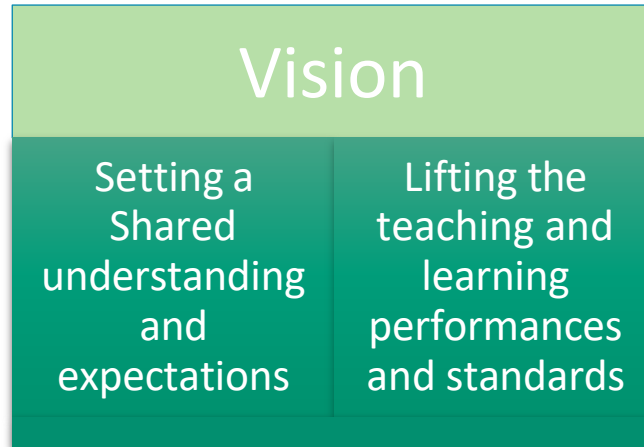
Dr Denise Powell



Acting Executive Principal

Ko Taku Reo – Deaf Education New Zealand

Enrolled School Strategic Action Plan 2023



Mian Goals 2023:

- Introducing and Implementing the Aotearoa New Zealand Curriculum (ANZC) document across the Enrolled School
- To ensure the Enrolled School wide systems Promote rich, robust literacy and Mathematics Teaching and Learning programme
- To increase NCEA success for our learners by increasing the amount and the effectiveness of relevant pathways for our students.

Aim:

- Support teachers with knowledge of implementation of the new ANZC into their teaching and learning programme for all students from Y1 – Y15
- Curriculum team to work with the AHOS to support the ES teachers to develop and strengthen skills in the new curriculum
- Implement and weave Deaf History into ANZHC
- ES schema to implement an effective Literacy and Just in Time maths programme
- ES planning templates to support planning and assessment
- e-asTTle and PAT to assess and support teachers with knowledge of implementation of the assessment
- Continue to improve student pathway and tracking with attention in the area of Level 1 Literacy and numeracy
- COMPASS is a need to support students NCEA tracking and communicate with NZQA

- PLD and workshop - changes to NCEA Literacy and numeracy and developing programmes for 2023, and preparing for the new assessment in 2024
- PLD for ES staff and teachers on Special Assessment Conditions.

Outcome What will the success look like:

- The New curriculum is being implemented in classrooms
- Teachers feel confident teaching the ANZC - Plan, deliver and teach
- Monitor the Success of Writing and Maths programmes across the Enrolled School Provisions
- Teachers become more efficient at using Assessment and to implement effective learning programmes for ākongā
- Seeing students progressing from Time 1 to Time 2
- Celebrating students' achievement and success
- NCEA results are alignment to NZQA and COMPASS
- Teachers are confident with clear expectations
- Students have a clear pathway on what they want to achieve.

2023 Annual Achievement Targets

Target 1:

Progression 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 2:

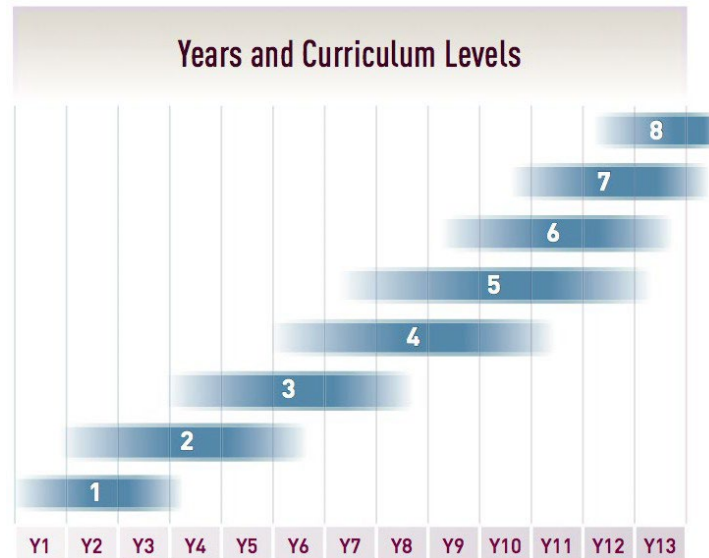
80% of students will achieve NCEA Level 1 Literacy and Numeracy by the end of Year 12.

Target 3:

Students Attendances: 85% attendances throughout the year

Mathematic PAT and JAM assessment take place every term. This data has been gathered and used for Targets 1. The data that was collected was the New Zealand Curriculum Level that the student was 'working at'. A student is likely to 'work at' the same NZC Level for 3 – 4years.

"The (below) diagram shows how the curriculum typically relates to years at school. Many students do not, however, fit this pattern. They include those with special learning needs, those who are gifted, and those who come from non-English-speaking backgrounds" The New Zealand Curriculum, page 45, Ministry of Education



“Ready for School” programme

Increasingly, students are arriving at the Ko Taku Reo Provisions, not fully ready to engage in formal reading, writing and mathematics instructional lessons.

This lack of readiness is due to many factors including:

- Limited access to language (NZSL or oral communication)
- Lower levels of first language acquisition
- Access to pre-school education experiences
- An increasing number Deaf plus students, with global learning delays who have little or no functional communication and language skills

Ormiston Primary provision is trialing and adapting the classroom programmes and introducing a Sensory Learning Programme would allow teachers to better support our learners and their specific needs. This is aim for the junior classroom for Y0 – 3.

This learning opportunity aims to help the students to develop their confidence and to be able to then translate their new learning into more traditional reading, writing, and mathematics experiences.

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

Better Start to Literacy – English through English

We have started to adopt the Better Start Literacy Approach for early literacy success. This is a culturally responsive, strength-based approach to literacy, with a strong emphasis on decoding skills and the link between reading and writing. We are working

with the BSLA coordinators to adapt this approach to better support our Learners that have access to audio sounds. Students that are learning English through English. The teachers of our junior students, (Year 0-3), are enrolled in the University of Canterbury, micro-credential BSLA course. They are using BSLA with their learners.

Students that are learning English through NZSL (NZSL learners) continue to be taught through “Fingerspelling our way to Reading”. Structured NZSL teaching is through FOWTR. This supports our NZSL learners. This is our agreed school approach to teaching reading to NZSL L1 users.

A school schema has been developed to guide effective practice based on the year's collaborations, workshops, professional development, and upskilling. This will be transfer onto a digital copy for 2024.

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.

Target 1: Mathematic PAT Assessment

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



At the end of Term 4 2023 the Ko Taku Reo Enrolled School roll was 116. Targets for Maths was set for learners in Year 4 – 10. There were 37 learners in this cohort group that were assessed on the PAT assessment. This cohort was 32% of the school roll.

What we have done:

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.

The mandate for year 4-10 to be assessed on the PAT maths assessment was re-evaluated to students in this cohort who are working at or above Curriculum Level 2 or higher and not yet on a NCEA Pathway for mathematics.

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.

This allowed for those in years 11+ to be monitored, and for those not yet working at this Curriculum Level to be assessed using the Junior Assessment of Mathematics. Next learning steps can be identified and this support the programmes of work.

Assessments were carried out in Term 1 (Time 1) and Term 3 (Time 2). Data was recorded onto Compass.

Students could continue to choose to access the assessment in NZSL, and support and guidance was given for Teachers and Educational Interpreters on how to best support all of our students through this assessment.

The Enrolled School leadership team continued to meet weekly, and planned Professional Learning to support teachers with both the assessment tasks, and the planning and teaching of programmes, using Just in Time Mathematics. Visuals were shared with teachers and a short video to remind them of how to administer the PAT assessment. Information was also shared on administering the JAM assessment and for both assessments if this was new information for the teacher, support was provided with an AHOS working alongside the teachers.

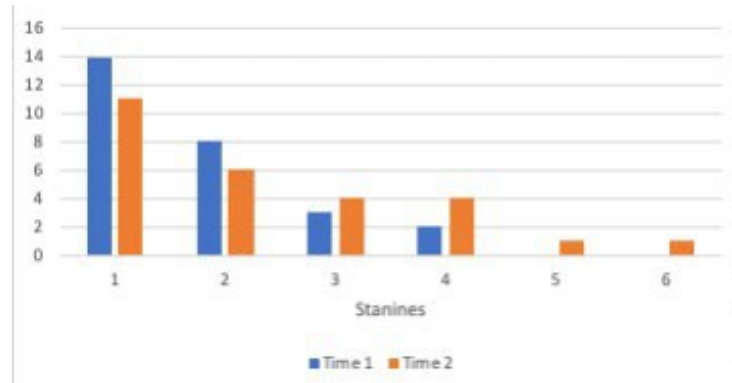
Just in Time Maths is taught by the Teachers in the Enrolled School up to Year 10.

Outcome:

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.

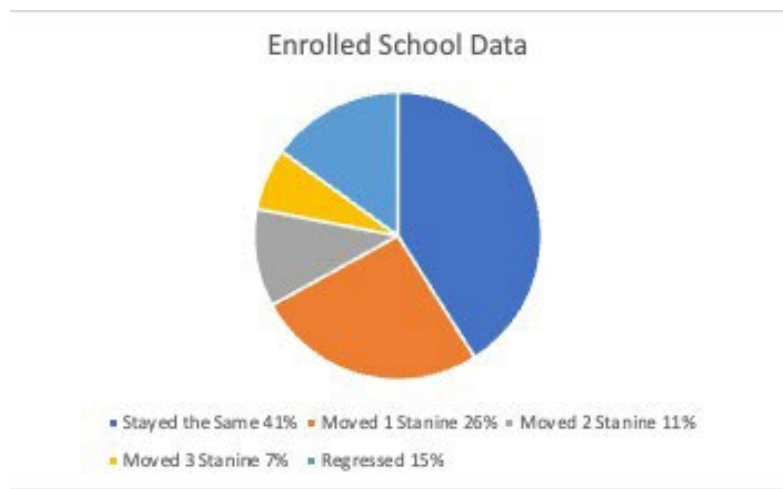
Throughout a student’s schooling, if they are making expected year to year progress they would stay at the same stanine (i.e. stay at Stanine 5 for their schooling career). If a student moves up a stanine they are making accelerated progress.

Stanine Shifts from Time 1 to Time 2 2023



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.



44% of students showed the expected scale of progress or more.

30% of students stayed within stanine 1.

15% regressed from the stanine they were first assessed at.

37 students were assessed using PAT. Of these students, 16 had an increase in their Raw Score between Time 1 and Time 2. The improvement in Raw Score ranged from +1 to +6.

10 out of the 37 students only did the PAT assessment in Term 3, so their data cannot be compared.

Out of this cohort, there were 14 students who were assessed using JAM. Of this 14, 8 made progress within the JAM assessment.

Why did this happen?

Teachers used OTJ and data to assess whether or not PAT would be appropriate for particular students. Some students were initially assessed using JAM, and then PAT was used later in the year where appropriate. This did mean that there was not data to compare and to identify the progress made.

Of the Year 4-10 cohort who were assessed in Term 1 and Term 3 using PAT, 7 had lower raw scores from the second assessment. These scores decreased by between 2 and 10. In these cases the teachers were encouraged to consider why this might have happened. Information provided on the PAT results tells teachers the areas of learning where errors were made. This allows the teachers to plan some targeted teaching.

The PAT results generate information about the questions the students were unable to answer correctly. This gives the teachers information to use when planning their programmes for the students.

Continued focus on 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.

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

Teachers working on all lessons being linked back to real life/hands on experiences.

Where to next:

- Ensure the timetable has 60minutes dedicated to Mathematic daily, in primary school.
- Continue to develop and support all teachers' understanding of both assessments (PAT and JAM), and provide guidance on completing and analysing these assessment tasks.

- To continue to have discussions with teachers about the most appropriate Assessments for students they are working with. One purpose is to provide teachers with information and guidance around next steps for the learner, allowing the teacher to plan for this.
- Create opportunities to work with staff on using analysed data from assessments to identify next steps in learning.
- Continue to develop understanding of Just In Time Maths as the planning template followed by the Enrolled School.
- Create a document for Assessment Tracking, following the template created and used for Enrolled School Reading data, 2023. To work with IT Trainer to create this template.
- Implement the use of NumPa assessment for those older students who have been identified as not being ready for PAT. JAM is used for these students, but NumPa could give some more data and learning steps for the students.
- In the case where students in this cohort have been assessed in Time 1 using JAM, and progressed then moved to PAT in Time 2, ensure teachers provide data for comparison. Repeat the JAM assessment, use data from NumPa as well completing the PAT assessment.

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.

With the upcoming New NCEA system and co-requisite Common Assessment for 2024, this will continue to be a priority.

What we have done:

- L1 Literacy and Numeracy was a special target in 2023 as we wanted to have as many students achieve this in Year 10 and 11 as was possible as we were unsure of the exact requirements for this in 2024. The figures for 2023 are below. In addition, there are a number of Year 10 and Year 11 students who have partially completed the requirements for Literacy and Numeracy and should achieve this by the end of Term 2 2024.
- In response to the changes in requirements for L1 Literacy in 2024, a new Year 9 and 10 Literacy Programme is being introduced in 2024.
- Teaching staff have continued to be updated about the changes to NCEA.
- Both staff and students were refamiliarized with the Staff and Student Assessment Handbooks. These were also audited as part of the MNA review (Managing National Assessment Review) held in September 2023. Recommendations from this review were to ensure that standards students were entered for but did not sit were removed from the NZQA website by 1 December and that student derived grades were entered by the November. Both of these recommendations were completed by the due dates.
- Teaching staff, Teacher Aides of the Deaf, Educational Interpreters and students have continued to be coached in use of SAC (Special Assessment Conditions) to ensure that students have the best possible conditions for assessments.
- Student pathways and tracking continues to be developed. The increasing functionality of Compass will allow this to happen more efficiently, particularly with regard to student tracking.
- The procedure for teaching both new and current standards in provisions has been introduced, so that information about which standards are being taught, and checked to ensure that standards of delivery are in line with NZQA.

2023 NCEA Achievement

89% of Year 12 learners achieved NCEA Level 1 Literacy Credits in 2023.

46% of Year 11 learners achieved NCEA Level 1 Literacy Credits in 2023.

83% of Year 11 - 13 Learners achieved NCEA Level 1 Literacy by the end of 2023.

78% of Year 12 learners achieved NCEA Level 1 Numeracy in 2023.

92% of Year 11 learners achieved NCEA Level 1 Numeracy Credits in 2023.

90% of Year 11 - 13 Learners achieved NCEA Level 1 Numeracy by the end of 2023.

In 2023 we have achieved our target for L1 Literacy for Year 12 students (89%) and almost achieved this for L1 Numeracy (78%). Results for both Literacy and Numeracy have improved in 2022 and 2023.

A few of our students gained Literacy and Numeracy through the new co-requisite Common Assessment tasks, with the majority achieving through Unit standards or achievement standards. The new 2024 Year 9 and 10 Literacy programme is aimed at ensuring the skills required for the co-requisites will be taught to Ko Taku Reo students.

With the changes to NCEA in 2024, L1 Literacy and Numeracy will continue to be a priority.

The table below shows student achievement at their year levels and across NCEA levels 1-3 at the end of 2023.

2023 NCEA Achievement									
Year 10	Literacy	CQ,US, AS	Numeracy	CQ,US, AS	Level 1	Level 2	Level 3	UE Literacy	Uni Entrance
HHP1	N		Y	CQ,US					
HHP10	N		Y	US					
Year 11	Literacy	CQ,US, AS	Numeracy	CQ,US, AS	Level 1	Level 2	Level 3	UE Literacy	Uni Entrance
HHP2			Y	US					
HHP3	Y	CQ 10	Y	CQ 11	M 2023				
HHP4	N		N						
HHP5	N		Y	AS 11					
HHP6	N		Y	US 11					
HHP7	Y	AS 11	Y	AS 11	2023				
HHP8	N		Y	US 11					
HHP9	N		Y	US 11					
KBHP1	Y	US 11	Y	AS 11	2023				
KPHP2	Y	AS 11	Y	AS 11	2023				
KBHP3	Y	US 11	Y	US 11	2023				
KGC1	N		Y	AS 11					
KGC2	Y	AS 11	Y	US 11	M 2023				

Year 12	Literacy	CQ,US, AS	Numeracy	CQ,US, AS	Level 1	Level 2	Level 3	UE Literacy	Uni Entrance
KBHP4	Y	AS 12	Y	US 12					
KGP3	Y	AS 11	Y	US 12	2023				
KGP4	Y	AS 11	Y	US 12	2023				
OSP1	Y	US	N						
OSP2	Y	US 12	N						
OSP3	Y	US 12	Y	US 11	2023				
OSP4	Y	US 12	Y	AS 12	2023	2023			
OSP5	Y	US 12	Y	AS 11	2023	2023			
TK1	N		Y	US 11					
Year 13	Literacy	CQ,US, AS	Numeracy	CQ,US, AS	Level 1	Level 2	Level 3	UE Literacy	Uni Entrance
HCP1	Y	US 13	Y	AS 13	2023	2023			
HHP10	Y	12	Y	12	2022	2023			
HHP11	Y	11	Y	11	2021				
HHP12	Y	11	Y	11	2021	2023	2023		
KBHP5	Y	11	Y	11	M 2021	2022	2023	2022	2023
KBHP6	Y	11	Y	11	2021	2022			
KGP5	Y	AS 12	Y	AS 12	2022				
OSP6	Y	AS 11	Y	AS 12	M 2022	M 2023	M 2023	2023	2023
OSP7	Y	11	Y	11	E 2021	E 2022	2022	2023	2023
OSP8	Y	11	Y	11	M 2021	M 2022	M 2023	M 2023	2023
TK2	Y	13	Y	13	2023	2023			
Year 14	Literacy	CQ,US, AS	Numeracy	CQ,US, AS	Level 1	Level 2	Level 3	UE Literacy	Uni Entrance
HCP2	Y	12	Y	12	2021	M 2021			
HCP3	Y	11	Y	11	2021	2022			
HCP4	Y	12	Y	12	2021	2022			
HCP5	Y	12	Y	12	2021	2023			
HCP6	Y	11	Y	11	2020	2022			
TK3	Y	11	Y	11	2020	2022			
TK4	Y	AS 14	N						
Year 15	Literacy	CQ,US, AS	Numeracy	CQ,US, AS	Level 1	Level 2	Level 3	UE Literacy	Uni Entrance
HC7	Y	11	Y	11	2018	2020	2021		
TK5	Y	12	Y	12	2020	2021	2022	2021	
TK6	N		N						
TK7	Y	14	Y	14	2023	2023			

Where to next?

Most of the implementations above will continue in 2024 and will be adapted, embedded, and refined as required. However, additional implementations include:

- Production of Pathways form for use with IEPs. Compass functionality in this area is still being developed.

- Student tracking of NCEA achievement in Compass.
- Compass training for Teachers on Markbooks for NCEA. This is still being developed.
- PD for staff on content of Course Outlines for standards taught in Provisions.
- Development of Literacy and Numeracy clusters. And resource sharing between Provisions.

School Leaver Destinations 2023

School Leaver	Year	Achievement	Destination
A	15	Level 4 NCEA	Further Education or Employment
B	15	Non NCEA pathway	Geneva VHN Healthcare Service
C	15	Non NCEA Pathway	Supported Employment
D	15	Level 3 NCEA	Full Time Employment
E	15	Level 3 NCEA	Further Education – ARA Education / Childcare
F	14	Level 2 NCEA 30+ credits at L3	Tertiary Study
G	14	Level 3 NCEA	Employment and Further Education
H	14	Level 2 NCEA	Seeking Employment
I	14	NCEA Level 2 30+credits at L3	Seeking Employment
J	14	NCEA Level 2 30+credits at L3	Work Experience
K	13	Level 3 NCEA	Full Time Study – NZMS Carpentry Course
L	13	NCEA Level 3 (Merit)	Full Time Study – Bachelor of Media Design Media Design School
M	13	NCEA Level 3	Moved overseas for Full Time Employment
N	13	NCEA Level 3	Full Time Study – Bachelor of Science Auckland University of Technology
O	13	NCEA Level 3 (Merit)	Full Time Study – Architecture at Auckland University of Technology
P	13	NCEA Level 2	Employment and Further Study linked to Outdoor Education
Q	12	NCEA Level 1 30+ Credits at L2	Further Education or Employment
R	12	Below NCEA Level 1	Further Education – Part Time Study

Target 3: Students Attendances: 85% attendances throughout the year



Why Attendance matters:

- Attendance is the first step in accessing to learning and is essential for educational success, and achievement.
- Learning is vital to our students' wellbeing, sense of belonging, and growth.

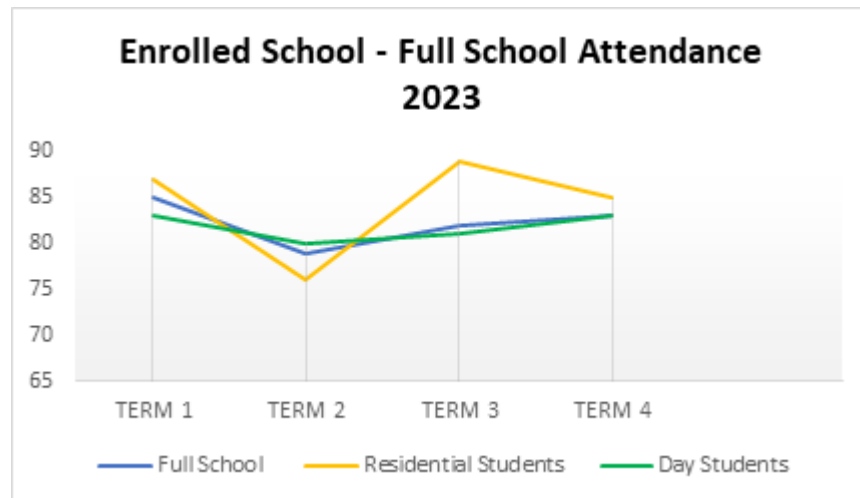
Enrolled school is committed:

- To providing a welcoming environment where ākongā feel safe.
- Providing an engaging curriculum that reflects the identity, language and culture of our ākongā.

What do we know?

Full School Attendance

Term 1	Term 2	Term 3	Term 4
85%	79%	82%	83%



Day Students (T4) 81%

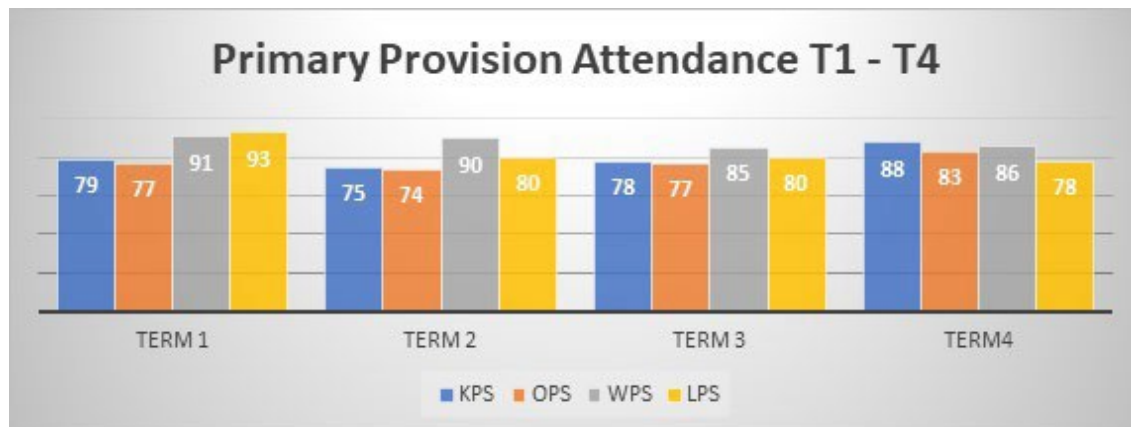
Residential Students (T4) 85%

Total Primary Provision Attendance

T1	T2	T3	T4
85%	80%	80%	84%

Provision	Term 1		Term 2		Term 3		Term 4	
	Roll	Attendance %	Roll	Attendance %	Roll	Attendance %	Roll	Attendance %
Kelston Primary Provision	10	79%	9	75%	10	78%	9	88%
Ormiston Primary Provision	20	77%	22	74%	20	77%	20	83%
Wharenui Primary Provision	9	91%	8	90%	8	85%	8	86%
Linden Primary Provision	6	93%	8	80%	8	80%	8	78%

*significant improvement bold

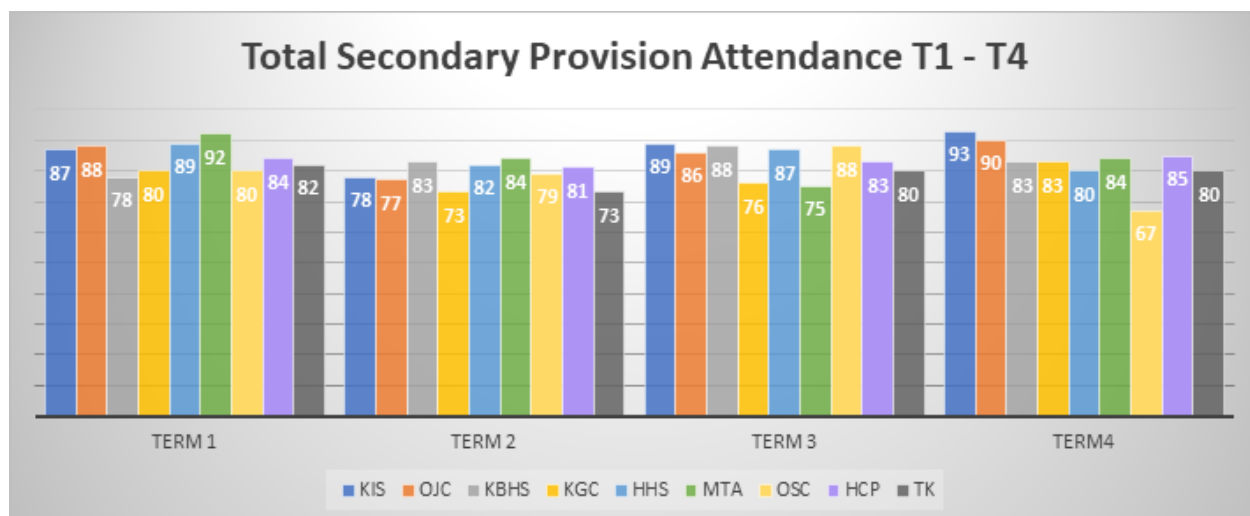


Total Secondary Provision Attendance

T1	T2	T3	T4
85%	79%	83%	83%

Provision	Term 1		Term 2		Term 3		Term 4	
	Roll	Attendance %	Roll	Attendance %	Roll	Attendance %	Roll	Attendance %
Kelston Intermediate Provision	2	87%	2	78%	2	89%	2	93%
Ormiston Junior Provision	5	88%	6	77%	6	86%	6	90%
Kelston Boys Provision	10	78%	9	83%	9	88%	9	83%
Kelston Girls Provision	9	80%	10	73%	9	76%	9	83%
Hillmorton High Provision	21	89%	21	82%	22	87%	22	80%
Massey Trades Academy	1	92%	1	84%	1	75%	1	84%
Ormiston Senior Provision	10	80%	8	79%	8	88%	8	67%
Hagley College Provision	8	84%	7	81%	7	83%	7	85%
Tu Kokiri Provision	12	82%	12	73%	11	80%	9	80%

*significant improvement bold



- Average attendance rate for:
 - South Auckland Provisions 80%
 - West Auckland Provisions 84% (including Massey Trades Academy)
 - Christchurch Provisions 81% (including Linden Provision)

What is our regular practice around attendance?

- If a student is absent – the teacher must contact the whānau/caregiver.
- If unexplained - Teachers must follow up with whānau/caregiver by lunch time, or after school.
- If child is at school the next day, still with unexplained absence, send a letter home with the child.
- 4 or more days of unjustified absence - Teachers inform their Assistant Heads of Enrolled School
- Students identified as having concerning low levels of attendance are monitored by AHOS at Hauora (fortnightly) meetings.
- Priority agenda item at Hauora meetings, students with attendance concerns
- Enrolled School Social Worker, School Counsellor support AHOS with attendance by home visits and relationship building with parents
- After 5 days of unjustified absence and no contact from parents, a formal letter will be sent.
- If all fail, a referral to the Attendance office to support the family and student to reengaged back to school.

What did we do to improve attendance

- Attendance concerns a priority agenda item at fortnightly Hauora meetings
- Weekly Attendances meeting by AHOS – to monitor and review marking the role and attendance data
- HOS/Head of Residential meet with students and whānau to discuss the importance of attendance, using the guidelines on Section 37 agreement between whānau and Ko Taku Reo Enrolled School.
- Recognition of excellent attendance. At each School Hui certificates will be presented to students with 95% + attendance for each term

- Letters of concern will be sent to families with average attendance rates below 80%
- Medical certificates will be requested for students who have been absent from school for more than 3 days

2023 end of year summary – Director of Education Services, Ginny Neal

The data provided outlines the importance of attendance for educational success and the measures taken by an enrolled school to ensure high attendance rates. The school emphasises creating a welcoming environment and an engaging curriculum to support the identity, language, and culture of students.

The attendance data reveals some trends across different terms and provisions. For the full school attendance, there is a slight fluctuation across the terms, starting at 85% in Term 1, dropping to 79% in Term 2, and then slightly increasing to 82% and 83% in Terms 3 and 4, respectively. This indicates a challenge in maintaining high attendance rates, particularly in the second term. This could however be explained by the flu and covid episodes that affected our provisions during this period. Day students in Term 4 have an 81% attendance rate, slightly lower than the residential students' 85%, suggesting that residential students may have fewer barriers to attending school due to the location of the residences and being transported to school.

The total Primary Provision Attendance shows a similar trend with a slight dip in Term 2 (80%) from Term 1 (85%) and then stabilising at 80% in Term 3 before increasing to 84% in Term 4. This suggests some recovery in attendance rates towards the end of the academic year. More in-depth analysis regarding programmes being run and reasons for this need to be investigated.

Detailed attendance percentages for individual primary provisions show variability, with Kelston Primary Provision and Ormiston Primary Provision showing improvements in Term 4. Wharenui and Linden Primary Provisions have relatively high attendance rates, with Wharenui showing a slight decrease in the latter terms, while Linden's attendance slightly decreases by Term 4. This could be explained by the low numbers at Linden and one child being away filming at TV programme – this would affect the percentages at this provision.

Total secondary provision attendance mirrors the overall school trend, with a drop in Term 2 (79%) and recovery in Terms 3 and 4 (both at 83%). Individual secondary provisions show varied trends, with some like Kelston Intermediate Provision and Ormiston Junior Provision showing significant improvements in Term 4. Others, like Ormiston Senior Provision, exhibit a notable decline in Term 4. This is explained by students being on study leave, and the partner school finishing before Ko Taku Reo.

The average attendance rates by region indicate that West Auckland Provisions have the highest average attendance rate at 84%, followed by Christchurch Provisions at 81%, and South Auckland Provisions at 80%. This regional comparison could point to geographical or socio-economic factors influencing attendance rates as well as the impact of covid and illness in specific provisions and areas.

The school's practices around attendance include proactive measures such as immediate follow-up with caregivers in case of absences, sending letters for unexplained absences, and formal processes for extended unjustified absences. Efforts to improve attendance include prioritising attendance concerns, monitoring data, involving families in discussions about attendance importance, recognising excellent attendance, and requesting medical certificates for extended absences.

Overall, the data suggests that while there are efforts to maintain high attendance rates, there are fluctuations and challenges that need to be addressed. The school's comprehensive approach to managing attendance, involving regular monitoring, family engagement, and recognition of good attendance, is aimed at addressing these challenges and improving educational access and success for its students.

Comparing the provided school's attendance data to New Zealand's nationwide school attendance data for 2023 reveals some distinct trends. Nationwide, New Zealand schools reported an average attendance rate of approximately 90% in 2023. In contrast, Ko Taku Reo experienced lower attendance rates across all terms, with the highest attendance rate being 85% in Term 1 and the lowest at 79% in Term 2. This indicates that the school's attendance rates are consistently below the national average, highlighting a need for targeted interventions and strategies to address specific challenges Ko Taku Reo might be facing in maintaining high attendance rates. The reasons for this discrepancy could be multifaceted, including socio-economic factors, geographic location, students' complex needs including health or specific community challenges, underscoring the importance of tailored approaches to improve attendance within our school's context. Attendance will continue to be a focus area for 2024.

Ginny Neal

Director of Education Services (Acting)

Lisa Sharman

Head of Enrolled School

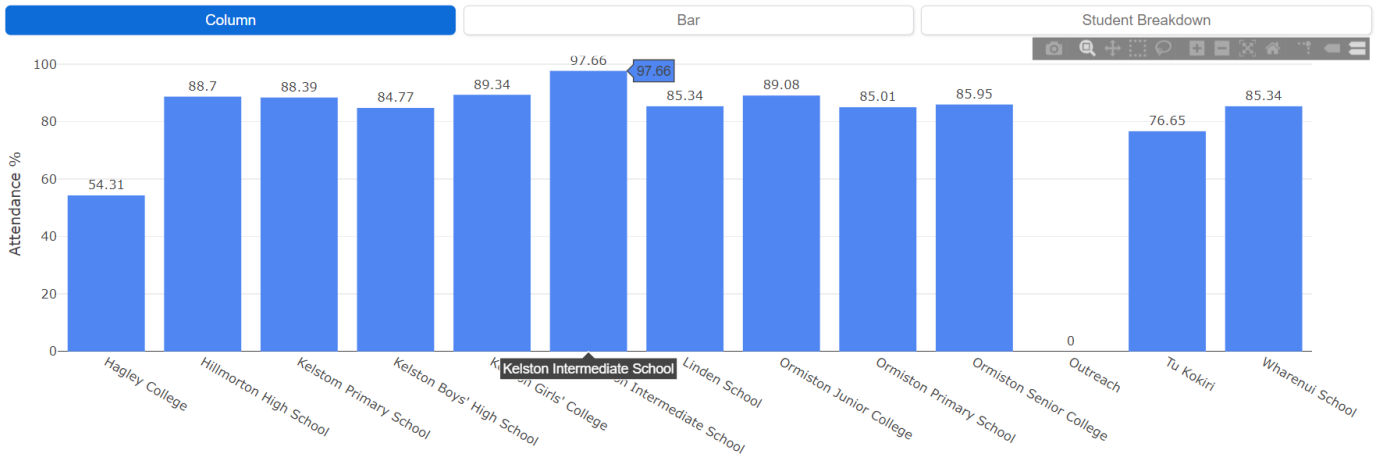
Attendance Data 2022 to 2024 – Enrolled School

Attendance %	2022	2023	2024 tracking
Term 1	81.22	82.23	82.38
Term 2	77.29	76.74	
Term 3	80.29	79.01	
Term 4	77.61	77.05	

Please note in the graphs below Outreach is NCEA NZSL students either Outreach or Mainstream students.

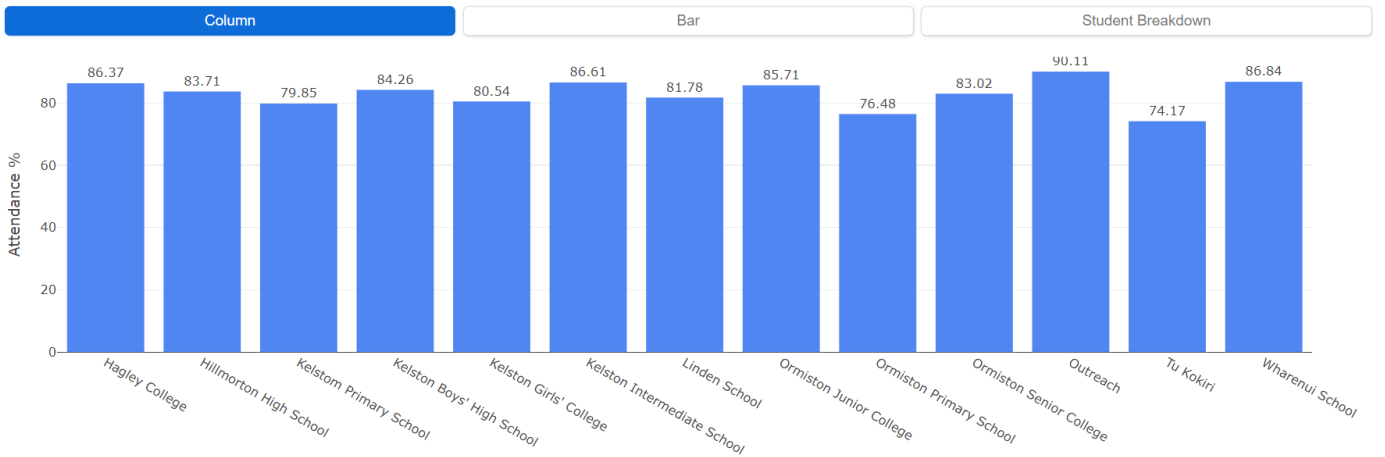
2024 - Attendance % by Cohort (Periods)

Range: This Year; grouped by House



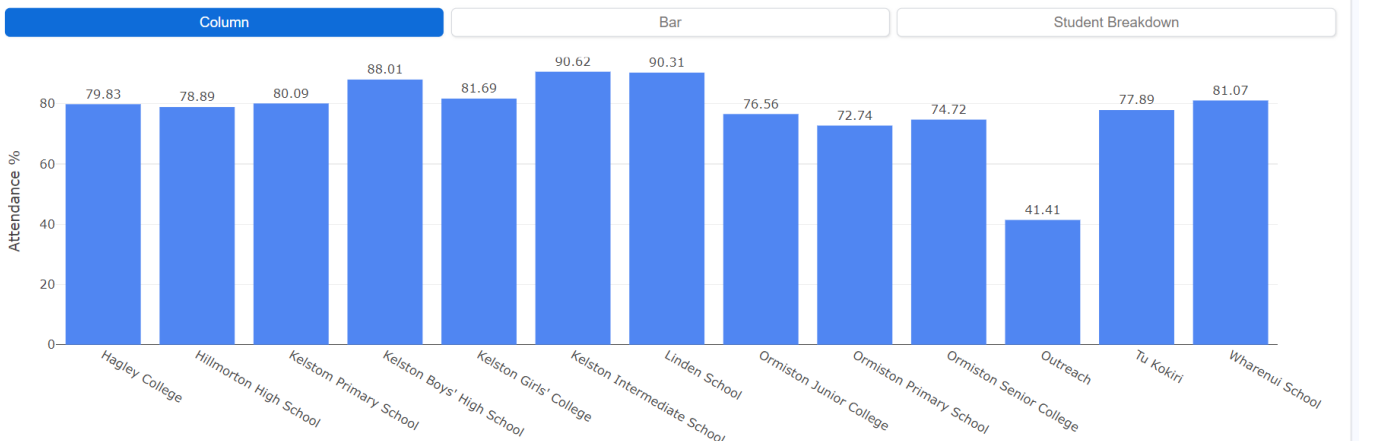
2023 - Attendance % by Cohort (Periods)

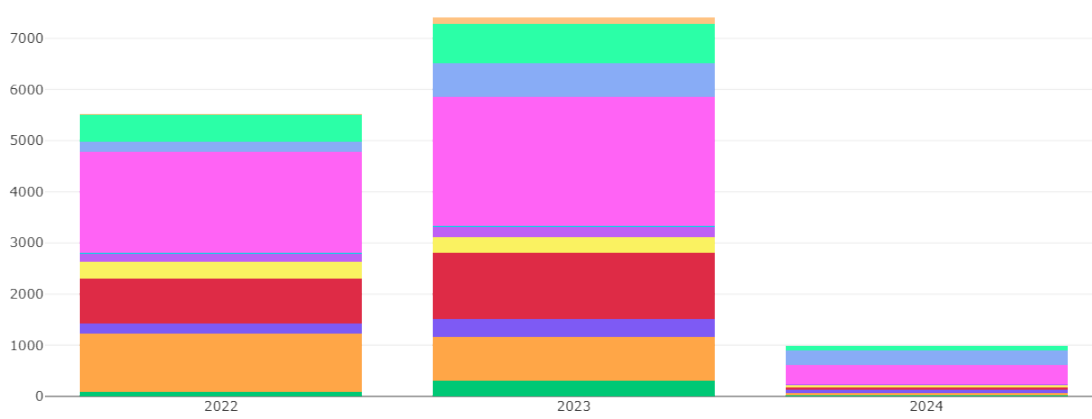
Range: Last Year; grouped by House



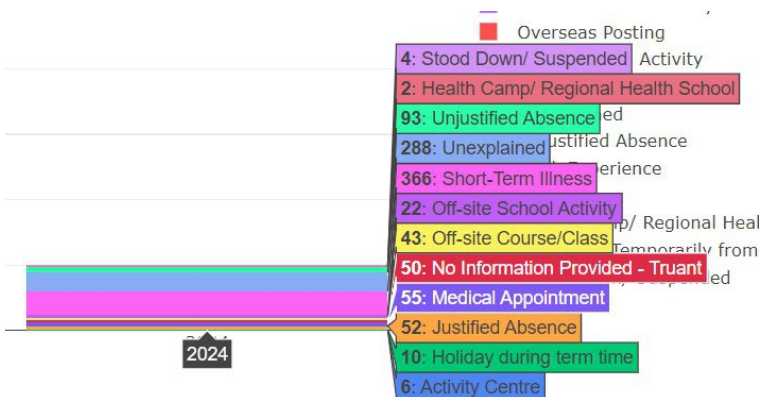
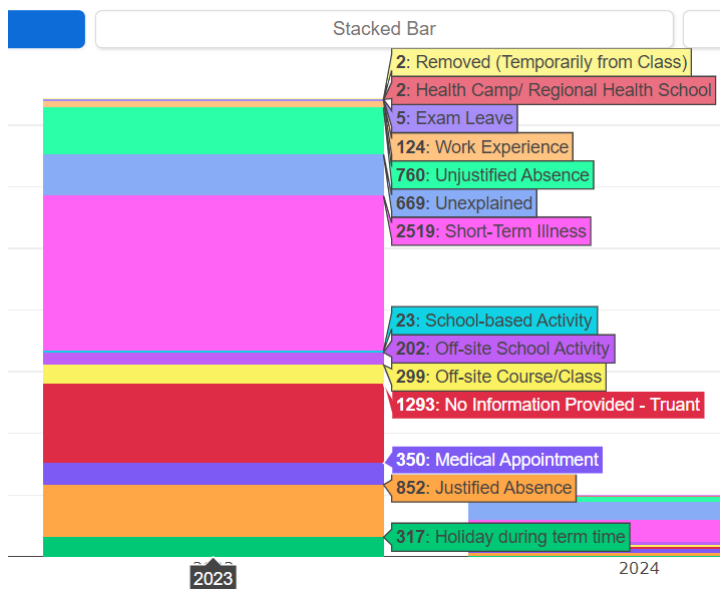
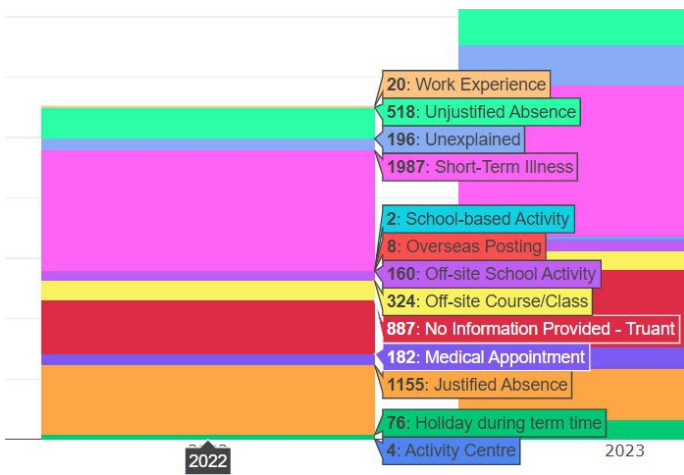
2022 - Attendance % by Cohort (Periods)

Range: 01/01/2022 - 31/12/2022; grouped by House





- Activity Centre
- Holiday during term time
- Justified Absence
- Medical Appointment
- No Information Provided - Truant
- Off-site Course/Class
- Off-site School Activity
- Overseas Posting
- School-based Activity
- Short-Term Illness
- Unexplained
- Unjustified Absence
- Work Experience
- Exam Leave
- Health Camp/ Regional Health School
- Removed (Temporarily from Class)
- Stood Down/ Suspended



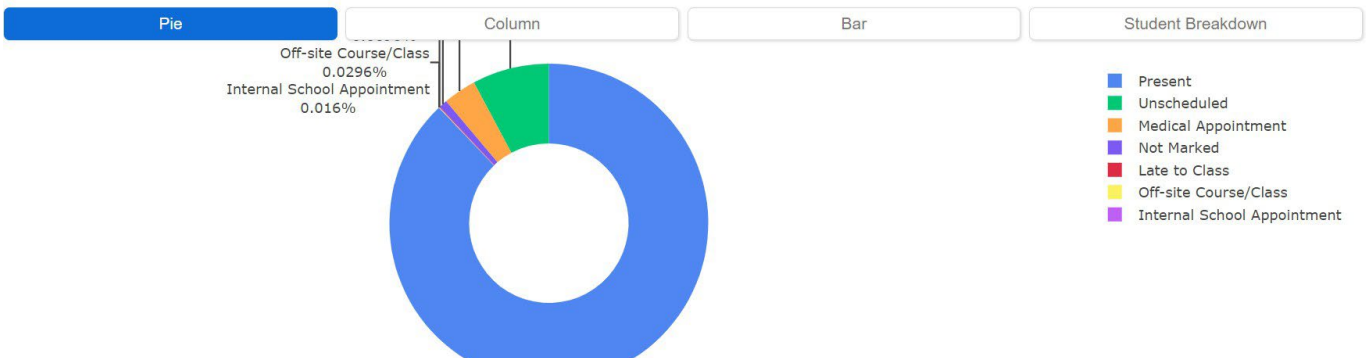
Attendance Data 2022 to 2024 – Outreach School

These results also include classes with NZSL Tutors

Attendance %	2022	2023	2024
Term 1	66.45	66.35	70.91
Term 2	63.23	62.71	
Term 3	66.16	66.36	
Term 4	61.25	61.45	

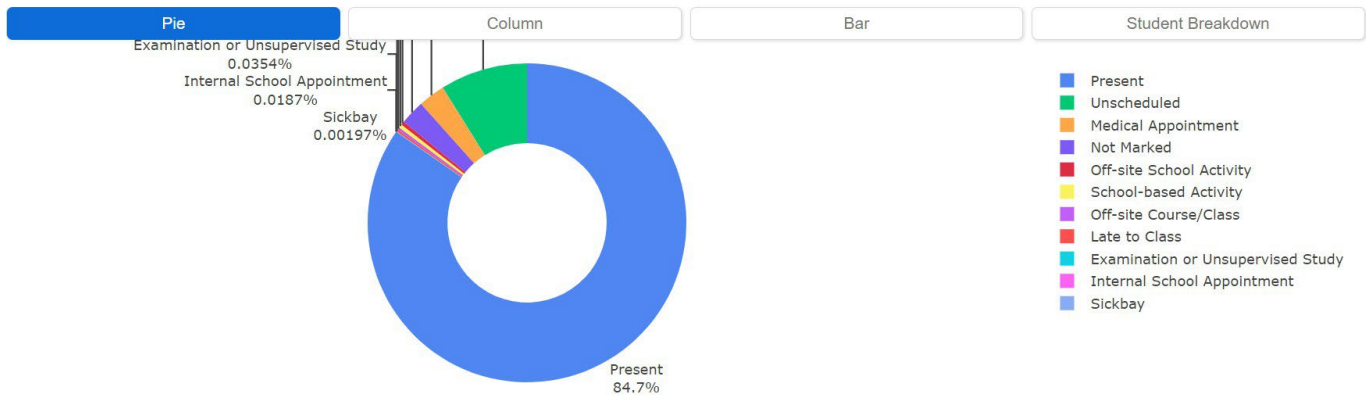
2023 - Total Present by Present Reason (Periods)

Range: Last Year

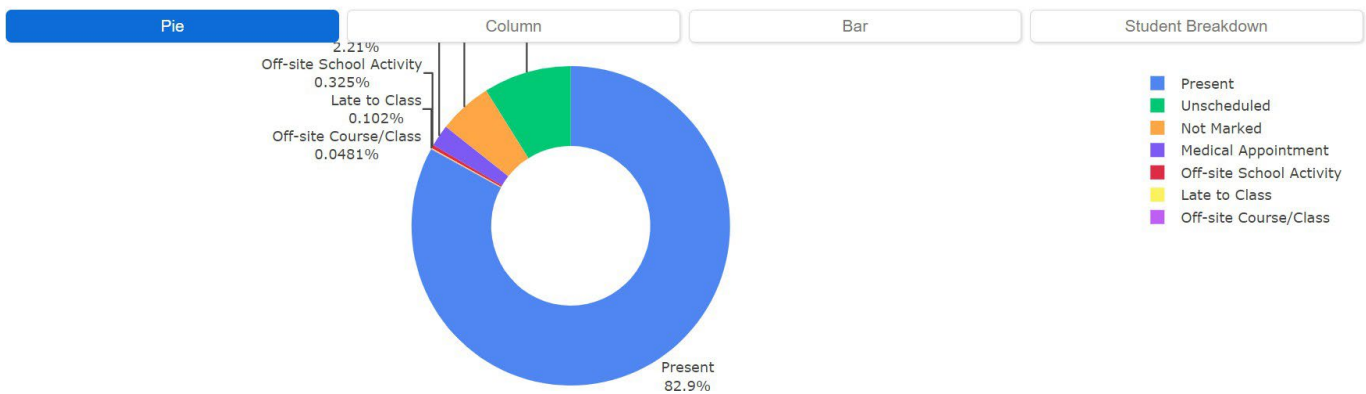


2022 - Total Present by Present Reason (Periods)

Range: 01/01/2022 - 31/12/2022



Range: This Year



Status Name	2024		2023		Enrolled School report 1.6 b	
	No. Absences	% Absences	No. Absences	% Absences	No. Absences	% Absences
Late to Class	17	0.10%	87	0.07%	219	0.22%
Internal School Appointment	0		20	0.02%	19	0.02%
Medical Appointment	368	2.21%	4211	3.37%	2746	2.70%
Not Marked	903	5.43%	1048	0.84%	2524	2.48%
Off-site Course/Class	8	0.05%	37	0.03%	246	0.24%
Off-site School Activity	54	0.32%		0.00%	390	0.38%
Examination or Unsupervised Study	0				36	0.04%
School-based Activity	0				361	0.4%
Sickbay	0				2	0.00%
Present	13783	82.95%	109836	87.89%	86019	84.67%
Unscheduled	1484	8.93%	9733	7.79%	9027	8.89%
	16617	100.00%	124972	100.00%	101589	100.00%

Outreach School Q1 report 2024

Outreach Regional Report

Table A: Distribution of students receiving services T1:

Area	Direct students incl. ITs	Indirect students	Total students
Nelson	35	64	99
Northland	32	27	59
Whangarei	31	60	91
Whakatane	37	44	81
Gisborne	31	61	92
Auckland North Shore	41	136	177
Auckland West	37	90	127
Auckland Central	40	126	166
Auckland South	48	152	200
Auckland Franklin	53	115	168
Waikato East	35	109	144
Waikato West	31	96	127
BOP East	40	83	123
BOP Central	45	71	116
Hawkes Bay	30	82	112
Taranaki	34	88	122
Manawatu	49	105	154
Wellington East	57	80	137
Wellington Central	38	61	99
Canterbury Kendal	39	72	111
Canterbury Sumner	52	70	122
Canterbury Timaru	15	39	54
Otago	48	65	113
Southland	54	42	96
Grand Total	952	1938	2890

Table A shows a breakdown of the distribution of students receiving services from Outreach School for term 1 2024. (Source – COMPASS). 50% of students continue to reside in regions Rua and Toru. The Manawatu area continues as an outlier outside of these regions with sustained high demand for services.

Region Rima continues to show static numbers of students. Opportunities for staffing adjustments to better meet population needs can be made over time as staff exit their roles in this region enabling new positions to be deployed in areas which show demand for services.

Table B: Breakdown of Ors held and transfers for term 1 by region:

2024 Transfer ratio	xfr to enrolling school 2024 (OUT)	Outreach School for T1 2024 (IN/RETAINS)
REGION 1	0.35	4.45
REGION 2	1.65	6.40
REGION 3	2.60	7.80
REGION 4	1.00	6.10
REGION 5	1.30	7.10
Total	6.90	31.85

Table B shows the distribution across regions of Ors FTTE being retained or transferred in and transferred out for the term. An Ors transfer national review draft workplan draft has been compiled this year with the purpose of developing and implementing a national process for Ors staffing transfers across Outreach School that is robust, fiscally responsible, transparent and remains responsive to student's learning needs. Milestones for meeting the goals of the plan are nationwide involving all regions with the intention of developing one set of criteria for all Ors transfers annually.

A common practice guide for establishing effective teams around the DHH learner at their local school is a focus this year – particularly focusing on those students receiving direct services within complex teams. This roll-out of common practice for determining the roles and responsibilities of team members includes revised documentation which was developed by a national Outreach working group in 2023 and includes professional learning through the Full Outreach meetings held this term. The expectation is that all RTDs will be familiar with the why, what, who, when and how of the process and are able to assist schools with effective collaborative practice guidelines.

RTDs entering accurate data into COMPASS continues to be a focus for the year. This includes daily schedules, marking student attendance and chronicle entries. Improving data accuracy with reporting and planning is an intended consequence of this work.

Table C: New applications for direct service received during term 1 for caseload review T2.

21 new applications have been approved for admittance to service with 4 referred to AODCs and one waiting on consent.

Team	ece	Year 1	Year 2	Year 3	Grand Total
1 Gisborne	1				1
1 Nelson		1	1		2
1 Whangarei				1	1
2 Central		2	1	2	5
2 Franklin	1	1			2
2 North Shore		1			1
2 South	1				1
2 West	1				1
3 Hawkes Bay	2	1	1	1	5
3 Waikato East	1			1	2
4 Wellington East	2				2

5 Otago	1		1		2
5 Timaru	1				1
Grand Total	11	6	4	5	26

Assessment Kete:

A proposal for PPVT-5, EVT-3 assessment roll-out because of the successful pilot trialed in Region 4, remains with the PMO for approval at this stage.

Two RTD resignations received to date: one travelling overseas and one retirement.

Summary National Outreach Leaders:

Region: National Outreach Leader

Term 1 2024	Comments
Outreach Action plan goal progress this term:	<p>Embedding and sustaining accurate attendance records on Compass for direct students.</p> <ul style="list-style-type: none"> • Current state: 90.13% of Resource Teachers of the Deaf “RTD” meet the expectation of recording attendance daily. • Future state is aiming towards 100%. <p>Online learning Term 1: 7 online groups of 2-5 students each being delivered.</p> <ul style="list-style-type: none"> • 7 identified students on hold to start online in Term 2. • Online learning referrals from Region 2 RTD’s currently being reviewed and investigated for Term 2 Online sessions. • Term 2 expands on the 7 groups running with the provision of 4 more Region 5 RTD’s to incorporate an online group into their caseload.
Region Student learning, achievement, and well-being:	<ul style="list-style-type: none"> • 74.14% average attendance at RTD sessions nationally. We are tracking this data and looking to improve accuracy and outcomes.
Building L T/RTD capacity and capability	<p>Team Lead Professional Learning Development training by zoom:</p> <ol style="list-style-type: none"> 1. Setting development intentions for the year. 2. Trust as a leader 3. Assessment competency in Outreach
Notable challenges	<ul style="list-style-type: none"> • Delay in communication with MOE around funding for new Sensory Resource Centre in South Waikato.

<p>Future opportunities/wonderings</p>	<ul style="list-style-type: none"> • How can we use attendance data to make decisions in Outreach that improve services to students. • Unpacking schedules as an accurate representation of RTD delivery.
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Indirect Service:

Mark Bolger: Indirect Practice Lead

Term 1 2024	Comments
<p>Outreach plan goal progress this term:</p>	<ul style="list-style-type: none"> • Building capability <ul style="list-style-type: none"> ➤ Building capability is a key Professional Development focus across Outreach School as Phase 1 and 2 of Indirect roll out is now complete. ➤ Ensure that relationships with whānau, learners, schools and Audiology are seamless and reviewed frequently. ➤ Ensure we can respond to localised issues and circumstances. • Key Implementation Goals 2024: Progress <u>Term 1 whānau Contact.</u> RTDs are working towards contacting all Indirect whānau in Term 1. <ul style="list-style-type: none"> ➤ Indirect Service Handbook development on Kelvan. ➤ <u>Tracking New Referrals.</u> Term 1 2024: Continue to track New Referrals. Our policy is to respond to whānau in 10 working days of approval of service. Following up with Parent Consent before work for the learner can be undertaken. ➤ Tracking assistive technology and processes.
<p>Student learning, achievement, and well-being:</p>	<ul style="list-style-type: none"> • Work is underway to determine how we can measure the benefits of our service to schools, learners or whānau.
<p>Building L T/RTD capacity and capability</p>	<ul style="list-style-type: none"> • Embedding effective pedagogy nationally.
<p>Notable challenges</p>	<ul style="list-style-type: none"> • Notable spikes in number of replacement and new trial application. • <u>Ko Taku Reo-AODC (MoE) collaboration.</u> • Growing need to continue to build effective relationships.

Future opportunities/wonderings	<ul style="list-style-type: none"> • Indirect Service is functioning well. • Building on professional development opportunities as new staff and new TLs come on board. • Next focus: Quality Practice Model and growing Indirect Service Pedagogy across Regions.
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Region Tahī

Term 1 year 2024	Comments
Outreach Action plan goal progress this term:	<ul style="list-style-type: none"> • Working with Pedagogy team around Teacher observations and recording templates- 3 zoom meetings shared templates and a matrix. • Access to Te Rito and contacting Best Practice Leads to follow up on videos to be made this year. • ITS kete update with RL - added more assessment to select from for summary reports. • Continuum work with 2 RL on-going to align time allocation/caseloads. • Indirect learners on-going to upload initial contact. • Collaboration with AH re-ORS applications.
Region Student learning, achievement, and well-being:	<ul style="list-style-type: none"> • 1 targeted afterschool course for Kura with 4 learners on caseload. • 5 learners to be looked at for ORS verification – Northland/Whangarei • KIT DAYS – 3
Notable challenges	<ul style="list-style-type: none"> • No preschoolers in Nelson Area. • Confusion around NZSL@ school information to schools – RTDs asked questions they couldn't answer. • AODC not submitting applications on time. • Confusion with Audiology referral without Informed consent.
Future opportunities/wonderings	<ul style="list-style-type: none"> • NZSL groups levelled for RTDs lessons. • Language Day venue availability term 2.

Region Toru

Term 1 2024	Comments
Outreach Action plan goal progress this term:	<ul style="list-style-type: none"> • Caseload Handover work- worked with another RL to develop best practice guidelines for caseload handover- direct/indirect. Rolled out at full Outreach staff meeting.

Student learning, achievement, and well-being:	<table border="1" data-bbox="539 208 1474 546"> <thead> <tr> <th>Team</th> <th>Sessions run</th> <th>Sessions Attended</th> <th>Average Attendance &</th> </tr> </thead> <tbody> <tr> <td>Waikato East</td> <td>465</td> <td>373</td> <td>87%</td> </tr> <tr> <td>Waikato West</td> <td>473</td> <td>381</td> <td>80%</td> </tr> <tr> <td>BOP East</td> <td>564</td> <td>446</td> <td>80%</td> </tr> <tr> <td>BOP Central</td> <td>491</td> <td>366</td> <td>73%</td> </tr> <tr> <td>Hawkes Bay</td> <td>380</td> <td>308</td> <td>81%</td> </tr> </tbody> </table> <p>KIT days</p> <ul style="list-style-type: none"> • Waikato East/Waikato West • Hamilton Garden KIT Day • 33 students attended • Hawkes Bay Te Atea a Rangi (Star Compass) and on a Waka • 15 Students attended 	Team	Sessions run	Sessions Attended	Average Attendance &	Waikato East	465	373	87%	Waikato West	473	381	80%	BOP East	564	446	80%	BOP Central	491	366	73%	Hawkes Bay	380	308	81%
Team	Sessions run	Sessions Attended	Average Attendance &																						
Waikato East	465	373	87%																						
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BOP Central	491	366	73%																						
Hawkes Bay	380	308	81%																						
Building L T/RTD capacity and capability	<ul style="list-style-type: none"> • High number trainees involved in induction modules. 																								
Notable challenges	<ul style="list-style-type: none"> • No AODC in BOP Central. Student attendance: • Distance to Taumarunui and Ohakune and attendance of these students: Taumarunui 10% attendance: Ohakune 45% attendance. • ORS Student absences • Very high ORS – 17% attendance (attended 2/10 sessions) 4 Direct students have less than 50% attendance • BOP East: More students with complex needs are appearing in the Y4 transfers. Increasing number of students unilateral hearing loss. • Waikato • There's a trend in our area for pre-school ECE applications. This is a challenge for our RTDs without ECE expertise. • Working on planning for ECE professional learning for team. Working with our advisors to plan this PL for term 2. 																								
Future opportunities/wonderings	<ul style="list-style-type: none"> • Collaboration with AODC for mainstream teacher courses- gaining national consistency on this. • PL on Assessments for specialist role- point of difference from the beginning of 2024- working through these at team level. • Look at planning examples to guide RTDs in setting goals in our specialist role- audition, speech, language, cognition, technology • Balancing national priorities and local need/priorities • Change of MOE criteria for NZSL@School funding. 																								

Region: Whā

Term 1 2024	Comments
Outreach Action plan goal progress this term:	<ul style="list-style-type: none"> • Collaboration with other parts of organisation to review the NZSL handbook. • Collaboration with Amanda Haywood - ORS • Collaborate with colleagues to formulate Best practice guidelines for caseload handover of direct/ITS students, shared and feedback given, updated, reshared then shared with all outreach staff. • All Reg Wha staff undertaking NZSL classes. • Assessment Practices well embedded – completing reading and writing assessment and uploading on to compass. • Service delivery – continued work with on: ITS template and kete resources – reviewing and updating and adding to after input from wider Outreach staff. • Service Delivery – continued work with 2 other RLs looking at consistency of caseload allocation.
Region Student learning, achievement, and well-being:	<ul style="list-style-type: none"> • KIT day numbers: Taranaki 21 students at Te Whare Hononga Centre. Wellington 41 Harcourt Park – scooter safety, physical movement, Manawatu had to be postponed. • Day school numbers: 10 students enrolled. New Day School Lead in Wellington. • Playgroup numbers: between 9-15 children attending. Mix of Deaf and HoH and hearing e.g. siblings • NZSL@schools team undertaking NZSL assessments with 6 students from Manawatu and Taranaki • Attendance of students: • Manawatu 80.1%, Taranaki 77.8%, Wellington Central 76.8%, • Wellington East 75.1% • Indirect contact with whānau as at 26.3.24 is actively being tracked and staff are regularly updated and supported.
Caseload observations growth/challenges/applications	<ul style="list-style-type: none"> • Number of requests for direct service received Wellington 3, Manawatu 1. • Indirect referrals for term 1: Taranaki3, Wellington 5, Manawatu 2. • Unexpected student movement into region: 4 Wellington: one with VH ORS and 3 Non ORS, 1 Manawatu VH ORS

Building L T/RTD capacity and capability	<ul style="list-style-type: none"> • Induction Modules for new staff 2 new staff Manawatu. • Growth and development of TLs, social events, Wellington -2 social events, Taranaki event had to be postponed. • 2x Teacher only days attended by RTDs. • Wellington meeting with aodcs and audiologist. • Manawatu met with aodcs. • Taranaki – met with AODC. • Wellington TLS meeting with Kura with other professionals e.g. health nurse to strengthen relationships. • Phonak online PD session – Wellington. • Internal PD – indirect Wellington teams. • Manawatu -1x staff learning the fingerspell way to literacy. • All staff in Region Whā now involved online NZSL lessons. • Wellington – • RTDs have opportunity to visit day school and playgroup during term.
Notable challenges	<ul style="list-style-type: none"> • Staffing – Manawatu readvertising permanent fulltime position and impact on ability to staff caseloads. • Professionals we work with not being able to fill positions and potential impact on our service – Audiologist – Taranaki, Whanganui.
Future opportunities/wonderings	<ul style="list-style-type: none"> • Mainstream Teacher Courses development • Oticon PD for Wellington, Manawatu, Taranaki -Wed PL

Region Rima

Term 1 2024	Comments
<p>Outreach Action plan goal progress this term:</p>	<p>Mainstream teacher courses have been completed. All targeted to the needs of the students and local community.</p> <ul style="list-style-type: none"> • CHCH: 4 sessions with a total of 73 in attendance. • South Canterbury: 1 session with 22. • Invercargill 1 session with 12 • Otago: 1 session with 12. Run by the AoDC. <p>Development of on-line learning with RTDs in teams.</p> <p>Intention is for new RTDs to receive a foundation as they begin their journey. Self-directed.</p> <ul style="list-style-type: none"> • Working on developing a language module based on how children acquire language and best practices to teach language. • Working with Carey-Anne to transfer to Te Rito. <p>All TLs have met with AoDC. Shared information about students and updates from each area.</p> <p>Assessment pilot: PPVT/EVT</p> <ul style="list-style-type: none"> • T4 2023 indicated this assessment raised understanding of language acquisition for all RTDs. • Drafted a plan for roll out 2024 to PMO.
<p>Region Student learning, achievement, and well-being:</p>	<p>KIT Days:</p> <ul style="list-style-type: none"> • Southland: Emergency and safety focus – learning about fire and water safety, Civil Defence and Animal Control. 33 students. • Southland: whānau evening: 5 families attended. Similar to last year. • South Canterbury: Habitats and visit to Shearers Quarters. 5 parents and 13 students. <p>Day School:</p> <ul style="list-style-type: none"> • Christchurch: 12. 10 DHH and 2 hearing siblings. Focus: NZSL Week with host school. Promotional language and communities. • Otago: 12. 11 DHH and 1 hearing. Focus: weather and finding information in a text. • Southland: 17. All DHH. Focus: Ko Wai Au. • Playgroup (Otago): 4 children. 2 DHH, 1 CODA & 1 hearing. Recently moved from Riselaw Road to Caversham Baptist Church and changed from Thursday to Friday. Both factors may have impacted the reduced numbers. <p>Assessments</p> <ul style="list-style-type: none"> • Assessing and uploading to Compass. Goal setting and attending IEPs. <p>Focus on improving processes around collecting data.</p>

<p>Caseload observations growth/challenges/applications</p>	<p>ORS Students: 67</p> <p>Applications for RTD service:</p> <ul style="list-style-type: none"> Unusually low number of referrals for first time in 4 years for R5. <p>Online Learning</p> <ul style="list-style-type: none"> Identifying students to move across to Indirect to allow for Online Learning on caseload. <p>Wharenui Provision</p> <ul style="list-style-type: none"> One student moving to Wharenui. Three have applications for Wharenui sitting with MOE. Unusually high number of transfers in one term. Last year one student moved to Wharenui. <p>Indirect Referrals:</p> <ul style="list-style-type: none"> 16 – Kendal: 3. Sumner: 4. South Canterbury: 2. Otago: 4. Southland: 3.
<p>Building L T/RTD capacity and capability</p>	<p>Team Goals:</p> <ul style="list-style-type: none"> Sumner: keeping updated with assistive technology (e.g. HAs/RMs/ Bluetooth/streaming) Kendal: NZSL and watching virtual learning updates. South Canterbury: H/As and CI Mapping. Otago: Indirect contact Southland: KIT Day and family evening <p>Induction: AW - With two new Team Leads (Southland and Kendal)</p>
<p>Notable challenges</p>	<p>South Canterbury:</p> <ul style="list-style-type: none"> Direct: 15. Indirect: 37. 60% of direct caseload is ORS. Of those ORS students 44% are Very High. We have included Ashburton as part of Christchurch’s caseload to support this challenge. Large geographical spread. Most not suited to online learning/too young/abilities inhibit this. <p>Otago:</p> <ul style="list-style-type: none"> Large geographical spread with one RTD travelling and staying overnight to supporting Central Otago (Cromwell and Alexandra).
<p>Future opportunities/wonderings</p>	<ul style="list-style-type: none"> More RTDs involved in mainstream teacher course. South Canterbury: Wondering how they could set up an NZSL Day School. Eight direct students have indicated they would like to attend Day School. Looking into the Indirect cohort too. Looking into language Days throughout the term.

End report

Lynne Guy

Head of Outreach School

Q1 2024

Ko Taku Reo - Outreach School

Early Years

Term 1 2024 Board report

Early Years

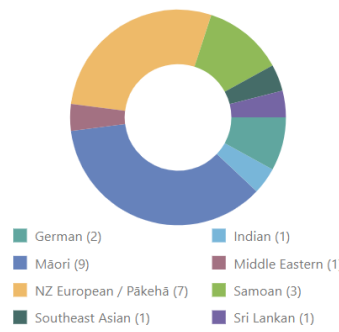
- Krista Clifford seconded to Head of Early Years as of term 4, 2023 – this is a fixed term secondment for 3 terms, ending Term 2, 2024 while Sarah is seconded to Senior Leader Planning and Engagement (Teaching & Learning).

Ko Taku Reo Preschool, Auckland – licensed for 30 (2-5 years)

Enrolments By Age



Ethnicity



Enrolments Statuses



- Age – have four 5-year-olds; a trend of parents wanting to keep their children in preschool until 6 or when they are ready for school
- Age – increase in the large cohort of 4-year-olds – this is due to an increase in enrolments at that age group – many are significantly language delayed or have language deprivation. This group has been impacted significantly by COVID and limited access to the health system, delaying their identification and early intervention.
- Age – significant drop in cohort of 2-years-old.
- Ethnicity – increase of 2 new Māori students (36% of enrolments) and increase of 4 NZ European students (28% of enrolments)
- Enrolments up by 2 students from Term 3, 2023 - total of 25. Space for 5 more enrolments. We have 5 current enquiries in the Discover system
- Teacher staffing stable at 4.0 FTE
- 3 vans now running a week
- Out of 25 children, 6 are hearing.

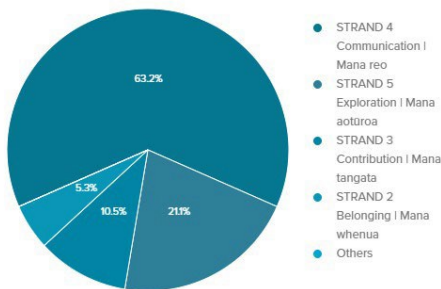
Learning stories have shown the following learning tags:



Early Years Whānau Centre, Christchurch

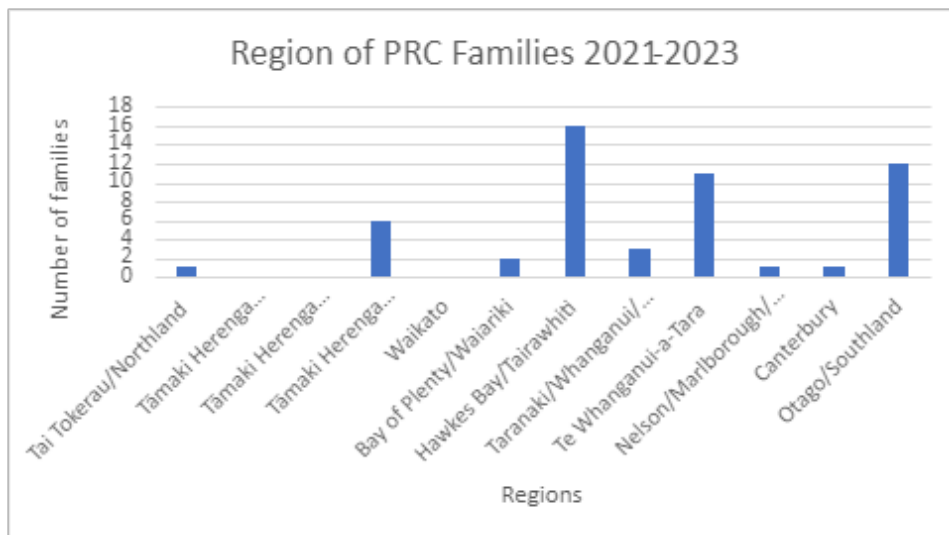
- 29 enrolments across two sites (Sumner and Prebbleton) (18 DHH, 7 siblings, 4 CODA)
- Continuing with Prebbleton. Team explored using space at Wharenui for Term 3 onwards however due to roll numbers increasing at Wharenui, this is no longer viable for 2024. Will revisit end of year to see if this is a possibility for 2025.
- Virtual Playgroup – groundwork is well underway, hoping to have up and running within first 4 weeks of next term. Lydia Heard is leading this piece of work.
- Communication continues to be the most common learning foci alongside exploration.
- 1 day workshop alongside AoDC and SCIP to mainstream preschools in Christchurch 15 ECE teachers participated – excellent feedback. This will be delivered again in September.

Most used learning folders



Preschool Residential Courses

- Term 1 – 3 families in Christchurch, 2 families in Auckland
- Analysis of PRC data since 2020 has revealed high referrals from Hawkes Bay and Otago/Southland - traditionally van Asch areas.



- Tina did short presentation to National AoDC team on zoom – great promotion from Invercargill AODC so we hope to see increase of referrals from other areas (particularly the old Kelston areas as PRC is a new concept to these AODCs)

Playgroups (alongside NZSL Immersion Day School)

- Dunedin – 4 enrolments (2 DHH). Now at a new venue Caversham Baptist Church – this is a great large indoor space and included use of their toys/resources.
- Wellington – 19 enrolments (10 DHH, 2 siblings, 1 CODA, 6 discretionary) over two sites rotated fortnightly.
- New national Playgroup enrolment form created – new category added – discretionary. Discretionary covers those who have a connection to Deaf community.

Krista Clifford
Head of Early
Years

Board report – Curriculum, Assessment and Reporting (CAR) March 2024

Curriculum:

Curriculum Refresh - The refresh of the New Zealand curriculum has remained a core focus this term. While awaiting updates from the Ministry of Education, we are preparing for our first teacher only day for the year on June 4th 2024.

Curriculum Schema – After gathering feedback and reviewing curriculum updates, we revised the schema documents and uploaded them digitally to Kelvan. We maintain an ongoing process of reviewing and updating these documents as needed.

Within our team, we continue to work with the Communications, Resources, and Pedagogy groups. Together, we're working on various projects to streamline how we allocate resources. This includes updating old literacy materials to match the current curriculum.

Te Rito: we have many teachers across the school, working collaboratively planning learning modules for Ko Taku Reo teachers professional learning and development. When planning the learning modules, links are made to the Teacher Council teaching standards, Te Mātaiaho Curriculum Refresh and Ka Hikitia. The ideas for the modules come from identified ākongā and kaiako needs. One of the main focuses for these learning modules is around differentiating and adapting learning to meet the needs of our Deaf and Hard of Hearing ākongā. The planning template modules follow a process which includes a Quality Assurance team before being uploaded to the Te Rito platform. Sharing the modules with a range of teachers for testing will take place before Te Rito is shared with the full school in Term 3.

Work has also continued with preparing the platform for a trial group of NCEA NZSL students and teachers to evaluate the Te Rito platform for use in teaching classes.

Online Learning:

Throughout term one we have been working alongside regional and team leads across Regions Two and Five to facilitate the implementation of online learning as an Outreach service delivery model. The work across both regions has predominantly focused on increasing capacity through improved knowledge and understanding of online learning.

Termly caseload review cycles across Outreach provide opportunity to critically analyse caseloads, and are key markers to the continued success of online learning. Using this process, Region Five are gradually creating capacity to enable a 0.1 online teaching component in RTDs caseloads. This online component sits alongside the traditional and primary F2F service. The implementation phase varies for each team as unique contexts and complexities are taken into consideration.

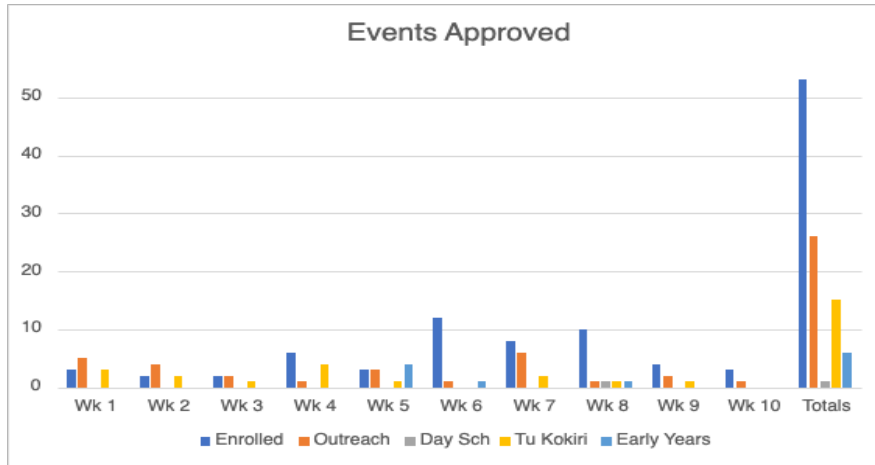
Caseload review is supporting Region Two teams to identify students who would be successful in an online model. The creation and refining of documentation based on 2023 feedback is streamlining and supporting this process.

We are looking forward to online learning becoming embedded as a service delivery option within Outreach School.

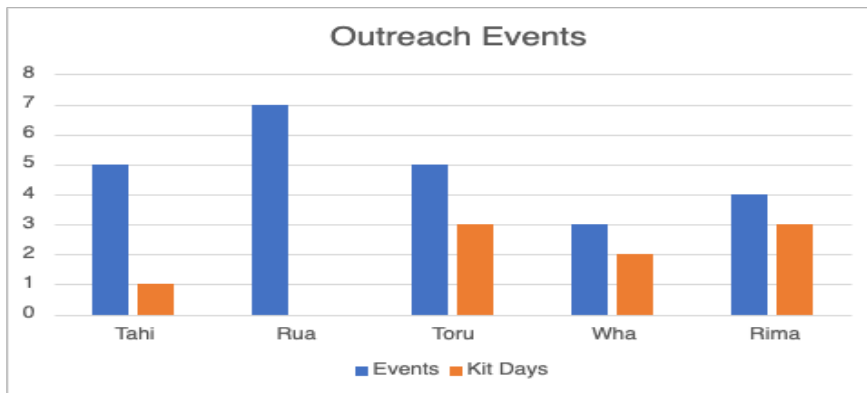
EOTC:

Residential - In Term 4 we met with Sarah de Heer and Nicki Morrison to review the processes for approving EOTC events in the Residential setting. As a result of the meeting, guidelines were developed for residential staff. These guidelines include examples of different risk levels and a flow chart as to who would approve the events depending on the risk level. Support for training the residential staff on the role of the *'Person in Charge of an Event'* was also provided to ensure the residential staff had a good understanding of the roles and responsibility. In term 1, the Proposals and Risk Assessment and Supervision Forms have been coming to EOTC for approval and we have been providing on-going support and advice for the Residential Leads. Immersion Hui, the residential programme, has been transformed to have its learning activities based on the 5 themes of Deaf Studies so it is now rebranded as Deaf Youth Hui.

In term 4, 100 events were approved across the 5 areas of Ko Taku Reo (Enrolled, Outreach, NZSL Day Schools, Tū Kōkiri and Early years. These events included a trip to two Tim Bray drama shows that included a NZSL interpreter and visuals, so the show was accessible to all the children. All Auckland Outreach and Enrolled schools' children were invited to the performances. In Christchurch, the Outreach Schools and Early Years joined together and met the Christchurch Symphony Orchestra who provided a hands-on session for the children and a performance. A group of students from Kelston Primary School were invited to be 'extras' on the set of *Kids of Kōrero Lane* – this is likely to become a regular occurrence.



Number of Term 4 Outreach School events classified by Region.

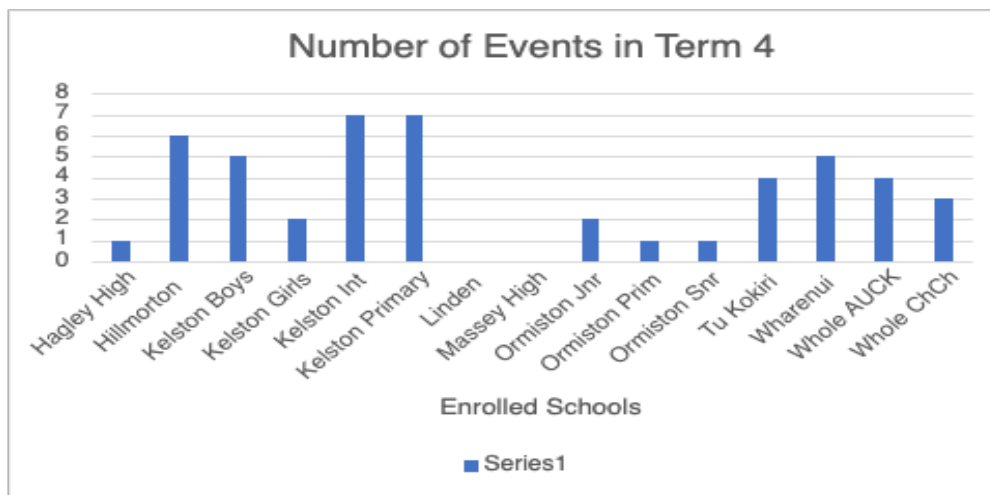


Waikato Outreach Students KIT Day to Hamilton Zoo



Bay of Plenty Manawahe Keep in Touch (KIT) Day at Manawahe Eco Trust.

Number of Term 4 events classified by Enrolled Schools



Immersion Hui – eight students from all around New Zealand attended the four-day Hui at the Sumner Site in late December. At the hui the students produced self-portraits and visual artworks, they participated in a visit around the Sumner site including a tour and museum visit, they went tenpin bowling, to the Christchurch Deaf club and visited the Hillmorton high School deaf provision unit.

NCEA:

All NCEA students have the standards they are being assessed in this year entered into Compass and we are about to send our first data file submission to NZQA. Special Assessment Conditions (SAC) for all students have been rolled over from 2023 and adjusted where required following Rollover interviews with students. Students new to NCEA are having SAC applied for. Other Term 1 NCEA actions include Memoranda of Understanding being sent to partner schools and for schools where Ko Taku Reo provides NCEA NZSL tuition for students not enrolled with us.

SMS - Compass:

The SMS Support team had a busy start to the year as they completed the rollover

procedures, setting up the 3 portals (Enrolled, Outreach, DES - Deaf Education Services) for 2024. The complexity of these tasks has helped us refine and embed our procedures, and the chance to explore and initiate the use of other features within Compass.

The accuracy of the student's data being held in our SMS has vastly improved as the usage of Compass has increased by the Ko Taku Reo staff, and more disparities of data are being reported. Staff are using the data held within Compass more for accountability and analytic purposes, rather than a storage location of student data.

We have started to investigate how we can use Compass to share academic reports with our parents/guardians and allow parents/guardians to view their child's academic progress and attendance records and update their details. Also, we have begun to review how we use the Chronicle templates and the data we can extract from this module.

We have been exploring ways of analysing data from Compass, our student management system. We are now able to query, filter and combine data from Compass in novel ways and are beginning to produce graphics of this data. These representations will inform strategic decisions for the school. Tools used include API calls to Compass, and PowerBi to clean, combine, analyse and present the data.

Planning and Reporting

The Ko Taku Reo Strategic Framework is completed, the video that will accompany it is in its last stage of editing.

The Ko Taku Reo Strategic Plan has been finalised and a print version is completed. The video for the translation finished on 22nd March and will be edited over the next few days. We are working towards having this on our website by the end of the term.

The Annual Implementation Plan is currently being drafted. Senior Leaders are working with their teams to decide on actions their team will take that will support the targets. The content should be finished by 28th March and then a print version will be created in the last two weeks of term ready for publication at the beginning of term 3 (however senior leaders can work from the draft word version in the meantime).

In term 2 we need to create a consultation plan ready to start the next consultation in term 3 of this year.

I propose the following timeline for our next iteration of our strategic plan (2026-2028) for consideration:

Term 2 2024	Consultation plan created, personnel assigned
Term 3 2024	consultation
Term 4 2024	consultation
Term 1 2025	consultation
Term 2 2025	Staff consider feedback, draft strategic plan
Term 3 2025	2026 Strategic Plan finalised, budgets can be made, drafting of Annual Implementation Plan

Term 4 2025	Strategic Plan print version created and translation videoed. Annual Implementation plan finalised, budgeted for, print version created.
Term 1 2026	2026 Strategic Plan and Annual Implementation plan published and in effect

Deaf Studies

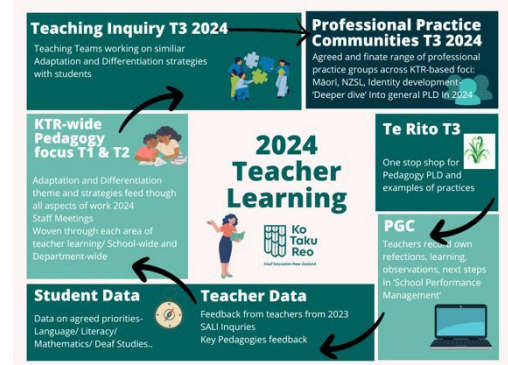
*In addition to the report on Deaf Studies provided by the Deaf Strategic Lead**

Collaboration within the Curriculum, Assessment and Reporting team and with the Pedagogy team is supporting further development of various sections of the Deaf Studies Guidelines. Online professional learning modules are being prepared for the Deaf Studies Launch in the first week of Term 4 and for future professional learning and development for teaching staff. Deaf Studies is being integrated into the residential immersion hui programme, now called the Deaf Youth Hui, and support is being provided to the Residential & Immersion and teaching teams to implement the new programme.

Head of Pedagogy and Professional Development Board Report March 2024

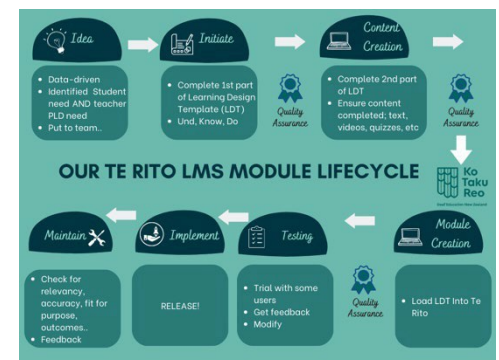
Teacher Learning Plan 2024

- Socialised with teachers and leaders across the school and services.
- This plan is now referred to regularly to connects all other teacher learning and provide a framework for a more manageable pace throughout 2024 in particular; PGC, Inquiry and Professional Practice Communities as well as Te Rito Learning Management System as the Online learning platform for teachers at Ko Taku Reo.



Te Rito LMS Platform

- Te Rito LMS Action Plan and development of modules underway
- Quality Assurance process underway
- Dedicated production team staff:
 - 2 x FTE 1.2 Best Practice staff
 - 1 x FTE 0.2 Team lead staff
 - 1 x 0.6 E-Learning Developer
- Outreach School now connected with module development and quality assurance processes.
- Aim for launch in Term 3 2024



Teacher Professional Growth

- Decision on new Platform- School Performance Management PGC roll out beginning T2 2024
- Socialized with staff at beginning of year.
- Adapted platform to fit with Ko Taku Reo teacher need and school-wide pou foci- Language, learning and Well-being.
- More robust teacher registration process begun at start of T4 2023, to ensure confidence on signing off teachers seeking re-registration.

Professional Development Update

PLD budget set for 2024 key areas:

- \$35,000 Middle Leadership PLD
- \$10,000 2024 ANZCED Conference support
- \$20,000 **Compliance** PLD- First Aid Certificates/ Physical Restraint
- \$35,000 Individual PLD Role-specific PLD
- Embedding of new PLD Application Process that incorporates:
- To date we have processed 113 applications in 2024, 21 of which were group applications. The group applications encompassed 162 applicants. In total, this results in 254 staff applying for PLD since the start of the year.

Integrated Services Update

The Integrated Services team and associated services have continued to be strengthened throughout 2023 and early 2024. Of note are:

Behaviour and Learning

- Stronger partnership with teachers and specialists in Enrolled School/ Integrated Services with learning and behaviour focus
- Employment of Learning and Behaviour specialist in Auckland to support growing needs in ES provisions.

- Increased ORS applications over 2024. 33 accepted in 2023 and a further 18 being explored in Term 1 2024. Mostly in the Auckland and Northland region. Compass data has helped to identify students that require follow up and support.

Assistive Technology:

- Strengthened AT team- Lead, coordinator and administrator with a wide-range of skills and lived experience to ensure high level of customer experience and future-proofing of the service
- Ongoing relationship management with stakeholders around new requirements around privacy and consent for service.
- Increasing financial constraints and working to find efficiencies to deliver continued level of responsive service.
- More coordinated approach to provision of PLD training to Outreach teams by way of applying and receiving support via nationwide PLD request forms.
- Ongoing challenges and relationship management persist between DHB clinics and Ko Taku Reo.

Well-being:

- There continues to be a high level of need in our Social Work and Counselling space with a large amount of work carried over from 2023. Social Work also receives and undertakes a lot of quick on the spot. We are looking at ways to prioritise this work.

Audiology:

- Continued positive partnership with 'The Hearing House' to provide audiology services in Auckland namely: Pre-school and Enrolled School students, as well as for Pre-School Residential Courses (PRCs) and Assessment Weeks.
- National Audiologist Beth Rees has achieved her Pediatric Practice Certificate which now means we can provide direct unsupervised support to all preschool students.

SLT

- This term, we are exploring other ways to meet Speech and Language needs of students through different approaches and combining services with NZSL Services as well to ensure efficiencies as well as more meaningfully meeting the specific speech and language needs of Enrolled School students.
- Reviewing roles and responsibilities of specialist and school staff.
- Strengthening te Ao Māori practices into the service.

NZSL Services Update

The NZSL Services team have continued to strengthen over 2023 and the beginning of Term 1, 2024

- Impact of NZSL@School Funding criteria clarification with MoE.
- On target to achieve all recommendations of NZSL@School 2021 Review.
- Ongoing PLD for NZSL Tutor Team members - teaching pedagogical and andragogical approaches.
- CESW MS Office Teams Channel implemented for all CESWs PLD, resource sharing and whānaungatanga.
- Student NZSL Developmental checklist trialled and implemented.
- Engagement with new and transitioning schools around NZSL@School services.
- Gathering and utilisation of NZSL assessment data.
- Streamlining of internal systems and processes.
- Increased transparency and visibility with external stakeholders in regards to NZSL@School.

Communications and Resources Term 1 2024 Board Report

A particular highlight for our whole team was the creation and completion of the 2024 strategy framework and strategic plan to the highest quality. We are proud of the accessible explainer videos. These represent a significant change from traditional translation methods as we acknowledge the importance of ensuring these messages are easily accessible and engaging in NZSL authentically.

Communications

The Communications for Term 1 have focused on:

- Interviewing, filming and promoting the preschool residential course information video which has resulted in 7 direct inquiries from parents
- The writing and scripting of Strategic Framework document and video
- The writing and scripting of Strategic Plan document and video
- The production of the Implementation Plan with the Resource team
- Developing "Did You Know" posts highlighting for external stakeholders, some of the key services we provide
- Producing the whānau newsletter
- Publishing regular student focused highlights on Facebook
- Providing strategic communications advice
- Sharing and updating the 2024 Communications plan with executive members
- Securing some administration support hours to gather information and stories to share internally and externally
- Preliminary work for
 - a new resource platform
 - NZSL week in Term 2.



Resources and IT

Enhancing internal resource management was our focus this term. The changes impacted the Communications, Interpreting, Digital Resources, and IT departments into one integrated and centralised system. This has proven to be successful in addressing the challenges of limited resources and competing priorities. Our new ways of working have already strengthened our operations and brought about positive outcomes in all areas.

Since the shift we have handled over 122 requests this term. By triaging and allocating work efficiently and prioritizing based on our decision matrix, resource availability and impacts aligned with our 2024 strategic plan. Since the change other major projects are adopting and embracing our methods and have shifted into utilising our systems. For instance, the Te Rito project and Deaf studies launch. Other senior leaders and particularly PMO have also shown strong interest in our approach.

Real-time data extracted through our reporting tools enhances visibility, accountability and operational efficiency, aiding in tracking project progress and identifying risks.

Resources and IT project health report summary for term

NAME	TASK COMPLETION	O...	TIME LEFT	HEALTH	P...	PRIORITY	PROJECT ...	PROGRESS	IMPACT
1. Video resources of KTR strategy 2024	70 % 36 tasks left	HS	13 days left	On track	1	High	2XL	Wrapping up	All of the above
IMS booking system - launch	54 % 25 tasks left	RR	5 months left	On track	1	High	Medium	In progress	All of the above
Safeguarding and Child Protection Audit	4 % 25 tasks left	TK	3 months left	On track	2	High	Large	Scoping	Students and Staff
DT - Stream Video Content Migration	56 % 39 tasks left	TK	12 days left	On track	3	High	Large	In progress	Students and Staff
Te Rito - PLD launch	23 % 17 tasks left		5 months left	On track	3	High	Large	In progress	All of the above
Deaf Studies 2024 Launch	0 % 107 tasks left	AL	6 months left	On track	4	High	2XL	In progress	Students and Staff
DT - Cyber Security Training and Testing KB4	0 % 4 tasks left	TK	3 months left	Follow up	4	High	Medium	Scoping	Staff only
2024 NZSL week	0 % 4 tasks left	HS	1 month left	On track	5	High	Large	In progress	All of the above
NZSL Handbook	73 % 3 tasks left	BM	1 month left	On track	5	High	Large	In progress	All of the above
DT - NEIT ConnectWise - Data Choices for Analy...	0 %	TK	3 months left	Needs attention	6	High	Small	Scoping	Students and Staff
Science and Social Science Glossary Project	88 % 1 task left	BM	2 months left	On track	7	High	Small	Wrapping up	All of the above
PRC (Auckland) project	45 % 12 tasks left	BM	23 days left	On track	8	High	Medium	In progress	All of the above
Deaf Friendly Icons	0 % 9 tasks left	BM	3 months left	Follow up	10	Medium	Medium	In progress	All of the above
Phonological Fingerspelling Level 1	50 % 3 tasks left	BM	1 month left	Follow up	11	Medium	Medium	In progress	Students and Staff
NZSL stickers library books	0 %		3 months left	On track	12	Low	Small	Scoping	Students and Staff
TuriTV - children's books	0 % 16 tasks left	BM	8 months left	Follow up	13	Medium	Small	Scoping	All of the above
Middle leader Hui	0 %	RH	1 month left	On track	14	Low	Small	Scoping	Staff only
DT - Forms hub	89 % 12 tasks left	TK	1 month left	On track	15	Medium	Large	Wrapping up	Students and Staff

Library

- Significant effort has been dedicated to developing new cataloguing procedures for digital resources and enhancing catalogue records for online MoE resources on the new Tāhurangi platform.
- A notable event was the recent visit to Wellington to connect with both the enrolled and outreach teams. This visit played a crucial role in fostering stronger relationships within the

Wellington region especially those identified as infrequent library users. The interactions helped us gain a deeper understanding of their requirements and evaluate the collections held locally.

BOARD REPORT – MĀORI STRATEGIC LEAD

4 April 2024

He Mihi

Whāia te marautanga kia Mārama	Seek knowledge for understanding Kia whai take
ngā mahi katoa	Have purpose in all that you do
Tū māia, tū kaha	Stand tall, be strong
Aroha atu, aroha mai	Let us show respect
Tātou ia tātou katoa	For each other

Te Whakangārahu Ngātahi – Planning & Reporting (Strategic Framework and Implementation Plan)

I have continued working closely with Michaela Allen and with members of the Senior Leadership team to ensure that there is a strong and authentic Māori/Māori Deaf cultural lens across the new Strategic Framework and the Implementation Plan. I am satisfied with the final result of the Strategic Framework, and continue to support the development of the Implementation Plan and working toward ensuring authentic implementation of Te Tiriti o Waitangi across all aspects of the Implementation and Action Plans. It will be essential that the right people are leading, overseeing and supporting kaupapa Māori initiatives, and assessing effective Te Tiriti o Waitangi implementation across our services.

Ka Hikitia Research

This term I have been seconded to work primarily on a Research project to investigate the impact on teacher practice of last year's national Ka Hikitia training. All teachers who received the training will be invited to participate in the research.

I applied for Ethics approval from Te Whare Wānanga o Awanuiārangī at the end of February, which was finally granted on the 3rd of April. Whilst awaiting ethics approval, I have developed the information sheet, consent form, confidentiality agreement and the survey which will go out to all teachers. These have been written in plain English and translated into NZSL. Under the direction of Cha'nel Kaa-Luke, our Kaitakawaenga Turi Māori, I have provided the NZSL translations for the survey, and Cha'nel has provided the translations for the other documents.

Due to the delay in receiving ethics approval, the Research project will continue until the end of Term 2. It is expected that the research invitations will go out to all teachers in Week 10 of Term 1. It is envisaged that the research will provide us with valuable qualitative and quantitative data that will then guide our practice going forward, determine next steps for PLD, and provide valuable information on the implementation of Ka Hikitia for the wider education sector, particularly for those providing education services across the various sectors for Māori Deaf learners.

Mātauranga Māori Curriculum Development

The partnership between the Curriculum, Assessment and Reporting Team and the Māori Education Team in the development of a specific Mātauranga Māori curriculum is continuing.

NZSL@Schools – Māori cultural competency for NZSL Tutors

I have been working with the NZSL Services Manager and the Kaitakawaenga Turi Māori to determine appropriate cultural support for NZSL tutors, and particularly for those who are working in Māori-medium spaces. Specific Ministry of Education criteria have been identified for better meeting the NZSL needs of Māori learners, and the work we are doing will help to address these areas that have been determined as deficits in our service.



Dr Kathie Rifle
Kaiarahi Rautaki Māori | Māori Strategic Lead

Deaf Strategy Report March 2024

Strategy

This term has been full of focus on developing the Strategic Framework, the Strategy and the Implementation Plans, with a lot of conversations and careful thought of what goals, objectives and targets we are establishing. Ensuring that Deaf Culture is at the core of what we do, looking at how identity and wellbeing link to language and learning and emphasising NZSL development for learners and staff is a part of our new strategic framework. Development of the overall implementation plans and individual team action plans will further define how these goals can be achieved with the resources that we have.

The Strategic Framework and Strategic Plans have been translated into NZSL and further clarified through a series of videos which will be communicated to the wider school community. We do encourage you to view these videos when they become available to help you understand our strategic aims.

Deaf Studies Guidelines

We have confirmed that the launch of the Deaf Studies Guidelines will be at the beginning of Term 4. The Deaf Studies Guidelines will become a part of our Extended Curriculum at Ko Taku Reo.

The newly created Deaf Studies Guidelines provides guidance to teachers and other professionals at Ko Taku Reo Deaf Education New Zealand to teach Deaf Studies to deaf students. Teachers can choose content and context for their students to focus on building quality and collaborative engagement with the Deaf community. The Guidelines will support teaching, residential staff and NZSL tutors to bring together Deaf students to inquire, discuss and learn about Deaf identity, Deaf diversity, their rights as Deaf people, Deaf culture - now and into the future - and how they can navigate in different worlds.

Teams across Ko Taku Reo are busy planning how the guidelines can be applied and resourced in our different settings.

We are looking forward to creating a memorable launch!

Communicating Culture

An audit of how we carry out staff induction and build understanding of Deaf Culture is being carried out with a view of establishing a series of modules and procedures which help build high quality cultural competency conversations and training for all staff. The aim is to prepare staff to develop cultural sensitivity and to integrate it into their work. The work is being done in partnership with the Ko Taku Reo Communications Team and the Deaf Strategic Lead.

Board Assurance Statement – Term Four



<h2>2023</h2>	Person submitting assurances: Deaf Education New Zealand
	Sarah de Heer (Senior Leader Planning and Engagement) is over-sighting each of the assurance statements and will provide support and clarification if needed.

Term 4 Assurances			
Assurance area	Assurance given and date	Person Responsible	Comments/evidence
<p>Risk Management – assure that identified hazards are being monitored/controlled (including risks to students’ safety and wellbeing) and that measures are being re- evaluated to check their adequacy. This includes sun protection.</p>		<p>Linda Perkins Alison Kagen (H+S)</p> <p>Lisa Sharman (Enrolled) Nicki Morrison (Res)</p> <p>Kelly Stanley (EOTC)</p>	<p>Overall Ko Taku Reo – As per Operational H&S Lead’ Assurance report previously provided. <i>The implementation of a Health & Safety system will facilitate improved risk/hazard identification & management processes. Currently there is little documentation, monitoring or active control. AK</i></p> <p><i>Trial evacuation & trial lockdown (the latter NOT including Preschool) are scheduled for the Admin building, Archibald Rd for Term 4, and will be scheduled for the Residence. There are no other trials known to be scheduled. Responsibilities for facilitating & reporting trials have not been confirmed. The implementation of a Health & Safety system will provide a system for recording training & trials. AK</i></p> <p><i>Emergency planning & procedures are not up to date; an Emergency Management plan template has been updated, but responsibilities for completing them for every site have not been confirmed. AK</i></p> <p><i>Emergency & First Aid supplies: responsibilities for providing, checking, & maintaining these have not been confirmed. As per H&S audit, supplies are known to be inadequate & out of date. AK</i></p> <p>ES - Raise any concerns on Students wellbeing – have Hauora meeting fortnightly – specialist service team are part of the meeting. A referral made based on students’ needs such as social support worker, School counselor. Students in Secondary also have access to counsellor at partner schools. Teachers/Provision lead responsible for Pastoral care for all students in their provisions. Provision lead/AHOS report of any Hazards and complete a referral. Sun Protection – partner schools sun protection policy is followed at every provision.</p> <p>Residential – ticketed to Property informing risk happening. We have incident and damage forms that go onto the OnBoard software. If</p>

			<p>risk to students, goes onto OnBoard and notify parents, and integrated services team. This then gets looked at hauora meeting.</p> <p>EOTC – Teachers have completed all EOTC paperwork as required. Following submission, requests have then been checked, reviewed and forwarded to appropriate SL for approval prior to the event. Following events, reviews take place which consider next steps and suggested changes for future events.</p>
Safety Checking – all children’s workers employed or engaged by the school have been safety checked prior to their appointment.		Graeme Bisseker	<p>These are all done before the employee starts. The safety checking process is built into our recruitment forms with safety questions to referees, police vets are done, teacher reg is noted etc. Police vets are tracked on a spread sheet and 3 year rechecks are scheduled and followed up.</p>
Principal Professional Growth Cycle – the executive principal is completing their professional growth cycle		Commissioner	<p>The Executive Principal has completed a completed a Leadership Masterclass with Carolyn Stuart and met and engaged with Callum McKirdy.</p>
Provisionally Certificated teachers – provisionally certificated teachers have received appropriate induction programme.		Ginny Neal	<p>Our Provisionally Certified Teacher has been well supported with an additional 0.2 release time as they are a 3rd yr BT. The experienced mentor teacher has met very regularly and documented all of these meetings. A personalised plan with explicit and deliberate supports has been put in place. The induction process is thorough and well planned.</p>
Teacher Registration, Certification, and Police Vetting – all teachers are certificated and police vetted.		Ginny Neal Graeme Bisseker	<p>Yes, all the teachers’ registration is checked when they are offered the job, and police vetting is part of the Teachers Council process. This is checked when we check Teacher Registration is valid and sits on file as part of the recruitment process. This is noted on our Request to Hire Form.</p>
Police vetting for non-teachers – all non-teaching staff have current police vets on file		Graeme Bisseker	<p>All non-teaching staff – part of our recruitment and on boarding process is to police check and safety check all staff. Other as per safety checking above.</p>
Appointment procedure – the appointment procedure policy is being implemented correctly, including appointment committee delegations, and referee/background checks.		Graeme Bisseker	<p>We have a robust process underpinned by two forms which track audit/assurance requirements – Request to Advertise and Request to Hire. These forms ask the right questions and maintain auditable tracking of appointment procedures.</p>
School donations – the school complies with all donation requirement, and has made it clear in a written statement to parents/caregivers whether it has or has not opted into the government donation scheme		Sue Capper (Finance) Lisa Sharman	<p>The School has opted into the School Donation Scheme and does not seek donations from parents and caregivers. A note to this effect is to be posted on the school website.</p> <p>ES - A letter or email is sent when we receive enquires. From 2024 a statement will be added to the start of school year letter sent by the Head of Enrolled School to all parents.</p>

<p>Length of the School Year – the school has been open for the statutory number of half days and hours per day in the current year. Inform the board of the dates and number of half days for instruction next year.</p>		<p>Ginny Neal</p> <p>Lisa Sharman</p>	<p>ES -We do this around term 3, in depth discussion with T & L team, approval from Board (Commissioner) - Then this is socialised on Kelvan.</p> <p>We follow the required number of days from the MOE guidelines under the specialist School categories. Checked by Director of School Education.</p>
<p>Evacuation and Emergency Kits and supplies – staff and students have completed trial evacuations each term, that emergency planning and procedures are up to date and in hard copy, and that emergency supplies have been checked and contain all necessary items (with current dates).</p>		<p>Linda Perkins</p> <p>Alison Kagen</p> <p>Zoe Taylor (H&S)</p>	<p>Overall Ko Taku Reo – As per Operational H&S Lead' Assurance report previously provided.</p>
<p>Expenditure – a board member has checked the processes and authorizations used to make payments to staff member, particularly the payments made to the executive principal, anyone related to the executive principal, and others in the school with payroll responsibilities. See SUE report sign off.</p>		<p>Sue Capper (Finance)</p> <p>Commissioner</p>	<p>In the absence of a board this has been undertaken by the Commissioner and his delegate.</p>
<p>Monitoring and Auditing School Bus – all elements of the bus compliance checklist have been attested to, all requirements have been met, and those involved with the school bus are following appropriate policies and procedures.</p>		<p>Zoe Taylor (Property)</p> <p>Krista Clifford (Preschool vans)</p> <p>Nicki Morrison (Residential Vans)</p>	<p>Bus compliance checklist does not exist for our school as of yet. Will need to create one for Ko Taku Reo, however the Property and Asset Lead has systems and processes set up to ensure all school vans and cars transporting children are regularly checked for safety and serviced.</p> <p>Preschool have protocols for van service and operating procedures that are shared with parents on enrollment. This in an unregistered service, however all safety checking procedures are documented and followed by all staff in preschool and van drivers.</p> <p>Residential – all Residential students are transported in fully registered and WOF vans that are managed by the Ko Taku Reo Property team. There are Standard Operating Procedures signed off by EOTC and reviewed at regular times.</p>
<p>Any other comments:</p>			
<p>This is the first time that this template is being used for reporting. Feedback on the usefulness, layout and content would be appreciated.</p>			