



Ko Taku Reo

Deaf Education New Zealand

CHARTER 2021



Introductory Section

Who are we?



We are New Zealand's provider of education services for Deaf and Hard of Hearing (DHH) children. We have a large team of over 300 specialist staff across New Zealand with specialist school provisions in Auckland and Christchurch.

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

We also reflect the importance of Māori culture and Te Reo Māori by being culturally responsive, celebrating diversity and respecting the preferred learning styles and needs of all our students.

Under the Education Act 1989, all children have the right to enrol at their local school:
“... people who have special educational needs (whether because of disability or otherwise) have the same rights to enrol and receive education at State schools as people who do not”

Education Act 1989 s(8) (1)

Over 2800 DHH children throughout New Zealand are enrolled at or receive services from Ko Taku Reo Deaf Education New Zealand. We employ nearly 400 staff who are employed by the Ko Taku Reo Board.

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

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

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



Resourcing



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

- Remove barriers to learning
- Become involved earlier
- Provide quality services
- Monitor and evaluate our work and build a strong evidence base to improve what we do

- Build and sustain productive partnerships with parents, whānau, schools and other professionals. As a result, every day, children will learn and succeed because of the work we do.

Each year the Ministry of Education provides funding to the Board so that Ko Taku Reo can offer a range of services to support DHH learners. The school is funded in line with the principles that resource all schools. The additional early involvement, regional, specialist, resource centre and technical support services are funded on a yearly contract within the Resourcing Notice. Working closely with the Ministry of Education, the Board strives to make the best use of its available resources to meet an ever-increasing demand on our services and the expectation of high achievement.



Our Mission and Vision

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

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

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

Belong

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

Grow

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

Choose

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

Excel

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

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



Strategic Goals 2021



To live our Core Values through:

Goal 1

Lifting student wellbeing and academic achievement.

Goal 2

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

Goal 3

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

Goal 4

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

Our Services

Early Childhood

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

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

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



Enrolled School

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

Enrolment Process

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

Hearing factors

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



Residential

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

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

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



Regional Services

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

RTD

Direct RTD Specialist inclusive teaching support, advice and guidance, regular monitoring to check progress is being maintained

ASSIST

Advice and guidance. Regular monitoring to check progress is being maintained

Direct teaching support

Direct teaching support is designed to provide inclusive access for DHH students in a mainstream school classroom. It has an emphasis on language, literacy and Deaf Culture. Direct teaching support is provided by either a Resource Teacher of the Deaf or by a staffing transfer teacher. These teachers assess language, reading and writing and class engagement. Specialist teaching services are allocated to students meeting the criteria for literacy, language support in an inclusive setting. This service is provided either by a Resource Teacher of the Deaf (RTD) or qualified teacher based in the student's local area. Both RTDs and staffing transfer teachers receive outreach/professional support from the Resource Teachers of the Deaf (RTD) and Teacher of the Deaf (ToD) for literacy, sign language and speech-language. NZSL tutors provide sign language tuition and Deaf awareness training.



Resource and Technical

Our audiology service offers a range of support

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

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

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

The benefits of our audiology service

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



Priority Learners

Te Rautaki Maturanga Māori– Māori Achievement Strategy

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

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

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





Strategic Action Plan 2021

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

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

National Learner Profile

The detailed learner profile below records overall learner numbers rather than percentages. The aim of the table is to provide an overview of learners according to their - Year Level - at School.

Learners use a wide variety of amplification – *Technology* – this includes Cochlear Implants (CI); Cochlear Implant and Hearing Aid (CI/HA) and Hearing Aids (HA).

The table also indicates the overall national – *Ethnicity of Learners* - using Ministry of Education Categories: NZ European; Māori; Pasifika; Asian, and Middle East, Latin America and African (MELAA).

National Enrolled School data

Learner Numbers- ORS

Year	Totals
Non	27
H	46
VH	41
	114

Technology

Totals	
Year	Totals
CI	29
CI+HA	13
HA	60
Non	7
Data not recorded	5
	114

Ethnicity

Year	Totals
NZE	25
Pasifika	28
Maori	39
Asian	13
MELAA	9
Other	0
	114

National Outreach School data

Learner Numbers- ORS

Year	Totals
Non	2529
H	225
VH	99
	2853

Technology

Totals	
Year	Totals
CI	256
CI+HA	41
HA	2438
Non	118
	2853

Ethnicity

Year	Totals
NZE	1157
Pasifika	296
Maori	1064
Asian	217
MELAA	67
Other	52
	2853

Sector Co-operation

Sharing Responsibility for National Delivery



Northern Cochlear Implant Programme



Deaf Education New Zealand

Universal Newborn Screening and Early Intervention Programme

Early Language Acquisition

Success in School

Achievement and Transition

Confident adulthood Employment Education Training

Guiding Documents

Evidence Based Shifts in Practice to Lift Outcomes

The annual Resourcing Notice provides the key record of the staffing and operational resources available to the Board of Ko Taku Reo. The notice describes the enrolled school and regional specialist staffing and operations entitlements as well as the payments made for early involvement, residential, specialist technical services that Ko Taku Reo provides. The notice also outlines the purposes and outcomes for each service.

Since 1998 Government has agreed that these core functions, and additional services, should continue in alignment with the wider “Special Education 2000” initiatives. It was agreed that the enrolled school and residential functions at each campus should be resourced in accordance with the principles that resource all schools, and that the additional early childhood, regional specialist and Resource Centre functions should be funded transparently and separately.



Current Opportunities

The Ministry recognizes that the education sector is operating in a state of continuing change as we work together to sharpen the focus on lifting the outcomes for Government's priority learners. Work programme matters of particular relevance during 2021 include

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

Additional References

The Ko Taku Reo Board acknowledges these guiding documents of the New Zealand Education system's principles, values and desirable achievements with particular emphasis on DHH learners.

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

ANALYSIS OF VARIANCE REPORTING



School Name:	Ko Taku Reo	School Number:	903								
Strategic Aim:	<p>Ko Taku Reo is a major provider of educational programmes and services to</p> <ul style="list-style-type: none"> • Raise and sustain the academic achievement of Deaf and Hard of Hearing learners in New Zealand • Promote the social, emotional health and wellbeing of Deaf and Hard of Hearing learners in New Zealand <p>So that Deaf and Hard of Hearing students thrive in an environment where they</p> <table border="1" data-bbox="750 590 1803 997"> <thead> <tr> <th>Belong</th> <th>Grow</th> <th>Choose</th> <th>Excel</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • They feel valued in their community of learning. • They can express individuality and diversity. • Their whanau are involved. • They are securely empowered and engaged. </td> <td> <ul style="list-style-type: none"> • They are confident, life-long learners. • They can actively participate in the world. • They can assert their own social, academic and well-being progress. </td> <td> <ul style="list-style-type: none"> • They access a full spectrum of communication means. • They can participate in and influence decision making. • They can choose a learning pathway that suits and is understood by whanau and schools. • Their family and whanau can share and celebrate in decision making. </td> <td> <ul style="list-style-type: none"> • They can participate and experience excellence in the New Zealand Curriculum. • They will become self confident, contributing members of society. </td> </tr> </tbody> </table> <p>To ensure all Deaf and Hard of Hearing people in New Zealand will have the skills and knowledge necessary to enjoy fulfilling and satisfying lives.</p>			Belong	Grow	Choose	Excel	<ul style="list-style-type: none"> • They feel valued in their community of learning. • They can express individuality and diversity. • Their whanau are involved. • They are securely empowered and engaged. 	<ul style="list-style-type: none"> • They are confident, life-long learners. • They can actively participate in the world. • They can assert their own social, academic and well-being progress. 	<ul style="list-style-type: none"> • They access a full spectrum of communication means. • They can participate in and influence decision making. • They can choose a learning pathway that suits and is understood by whanau and schools. • Their family and whanau can share and celebrate in decision making. 	<ul style="list-style-type: none"> • They can participate and experience excellence in the New Zealand Curriculum. • They will become self confident, contributing members of society.
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Annual Aim:	<p>Goal 1 Lifting student wellbeing and academic achievement.</p> <p>Goal 2 Delivering a nationwide service which is holistic, accessible, equitable and efficient.</p> <p>Goal 3 Utilising student data, evidence and research to inform high quality teaching, learning and resourcing.</p> <p>Goal 4 Build and maintain strong, collaborative relationships with students, family/whānau, the Deaf community, the wider education community and other external stakeholders.</p>										
Target:	<p>60% Y3-10 learners will make progress from Time 1 to Time 2 in maths</p> <p>60% Y3-10 learners will make progress from Time 1 to Time 2 in reading</p> <p>50% Y3-10 learners will make progress from Time 1 to Time 2 in writing</p>										

	<p>90% attendance at school</p> <p>The social and emotional wellbeing of learners is monitored and reported</p> <p>Establish the Te Tai Tonga Programme at Ormiston Senior Provision for Year 11 Learners to complete NCEA Level 1 in one year</p> <p>80% of School Leavers will have Level 2</p>
<p>Baseline Data:</p>	<p>Since 2012, van Asch and Kelston Deaf Education Centres were governed by a Combined Board of Trustees, who have been working to merge the two schools. In July 2020 Ko Taku Reo Deaf Education New Zealand was formed and is governed by the Board of Ko Taku Reo</p> <p>At the beginning of the 2020 School year the target was set, shared by both schools but still operating separately.</p>

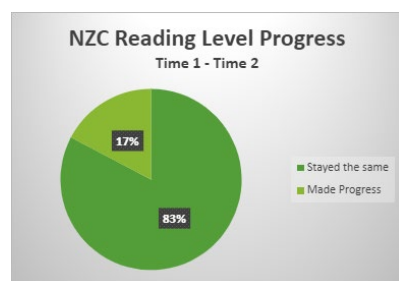


Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>						
<p>Target 1</p> <ul style="list-style-type: none"> • Mathematic assessments are not yet aligned between both DEC's at Time 1 • Learners at Primary Provisions receive daily mathematics lessons. These lessons are a mix of whole class, small groups and 1:1 with a teacher • Learners in Years 9 and 10 are taught mathematics by Ko Taku Reo teachers in the home room. • When comparing results from Time 1 to Time 2 the New Zealand Curriculum level equivalent to where the learner was operating was used 	<p>The cohort used was learners Years 3 – 10. The school roll was 110 and this cohort was 49% of the school roll. The cohort was 52 learners. Assessments were completed in Term 1 (Time 1) and Term 3 (Time 2) Time 2 data was gathered as Ko Taku Reo.</p> <p>Results showed that 1 student from the cohort made progress from one New Zealand Curriculum Level to the next.</p> <div data-bbox="607 858 1072 1262" data-label="Figure"> <table border="1"> <caption>NZC Level Progress - Maths Time 1 - Time 2</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Made Progress</td> <td>2%</td> </tr> <tr> <td>Stayed the same</td> <td>98%</td> </tr> </tbody> </table> </div>	Category	Percentage	Made Progress	2%	Stayed the same	98%	<ul style="list-style-type: none"> • As NZC levels can extend over 2 – 3years of schooling reporting the NZC level does not show incremental progress within a level • There is no consistency in the planning, teaching or assessment of Mathematics in our new national school. • There is no consistency across Primary Provisions who can use; NUMPA/GLOSS/e-AsTTle when assessing • Secondary Provisions could use: custom made e-AsTTle or marks from mainstream classes 	<ul style="list-style-type: none"> • Best practice of mathematics planning 2 day workshop planned for Lead Teachers March 2021 • Research and review current mathematics assessments best suited to Deaf/Hard of Hearing learners under the guidance of Ko Taku Reo Best Practice Mathematics Lead. • Create a new kete of Mathematic assessments to be used at Ko Taku Reo Enrolled School • Investigation and implementation of teaching Mathematics Professional Learning for teachers • Continue to work with Evaluation Associates to strengthen the understanding and use of the Progress and consistency Tool (PaCT) for Deaf/HH learners
Category	Percentage								
Made Progress	2%								
Stayed the same	98%								

Target 2

- Learners at Primary Provisions receive daily instructional reading sessions. These sessions are usually 1:1 with a teacher.
- Learners in Years 9 and 10 are taught literacy by Ko Taku Reo teachers in the home room.
- Following the formation of Ko Taku Reo, a literacy support group was formed. The intention was to review the teaching of literacy practices in Auckland and Christchurch. The group met twice a term.

- Results have shown that 24 % learners made progress in their reading levels from Time 1 to Time 2. This was a group of 13 learners.
- Our results show us the largest group of learners to make progress was in Years 8



This was a group of 9 learners.

–
10.

- Results only show movement to a another NZC level, they do not reflect incremental progress within a level.
- Different practices in the teaching of reading between Provisions, different practices in assessment

- Literacy support group will continue to meet, planning a 'forum discussion' for Term 2
- Targeted support and guidance from Best Practice Leads in the teaching of reading to Deaf/HH learners
- Application to Ministry of Education new Professional Learning and Development project "Better Start Literacy Approach"
- Planning Workshop Term 1 week 7 for Primary and Secondary Teachers to co construct curriculum planning and assessment templates
- Application for Best Start Approach MOE PLD 2021

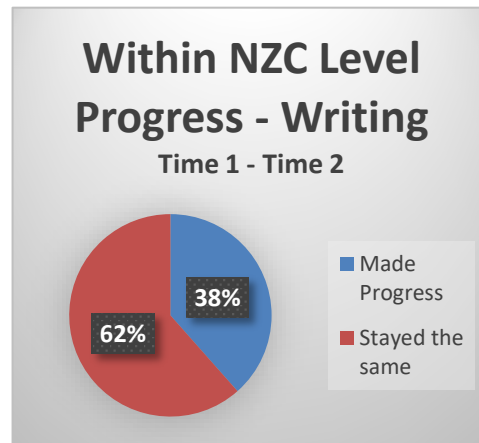
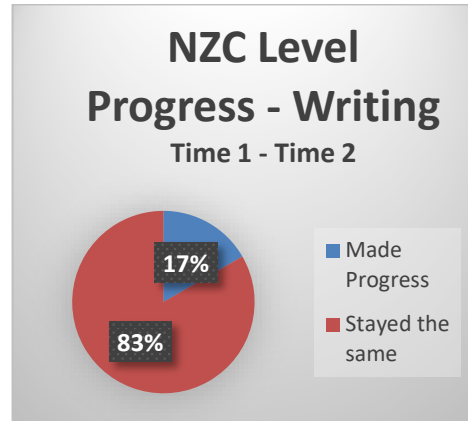
Target 3

- The writing assessment used was the *Deaf Learners Written English Exemplars*. The exemplars indicate levels within a NZC where students are working at. The assessment tool effectively shows incremental progress within a NZC

- Continue to work with Evaluation Associates to strengthen the understanding and use of PaCT for Deaf/HH learners.

- Learners at Primary Provisions receive opportunities for writing and conference daily. These sessions are usually 1:1 with a teacher.
- Learners in Years 9 and 10 are taught writing by Ko Taku Reo teachers in the home room.
- A 2020 focus on teaching pre Level 1 NCEA skills
- In 2019 writing assessment was a focus for Kelston and van Asch DECs
- Moderation was introduced at Local, Regional and National level using *Deaf Learners Written English Exemplars*
- In 2020 the Progressive and C Tool (PaCT) was introduced at a workshop to Lead Teachers from both DECs

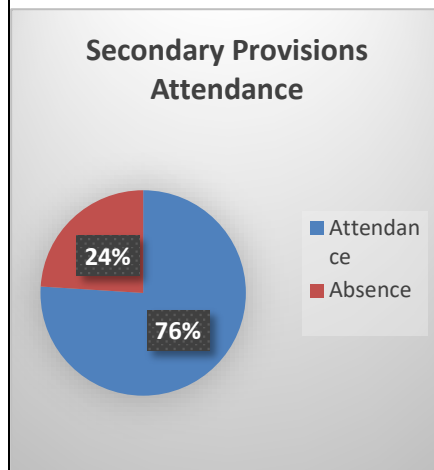
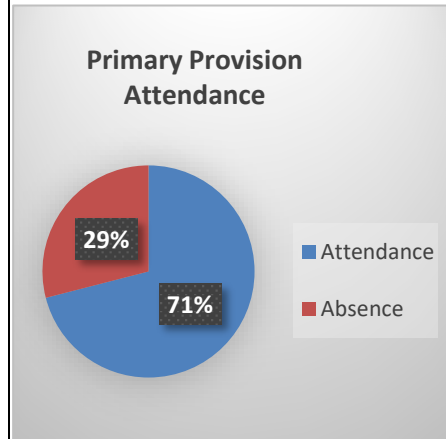
Target 4



- Include moderation of assessment as best practice when using the *Deaf Learners Written English Exemplars*

- Covid 19 Lock down created irregular attendance
- Some parents reluctant to send students back to school

- Collected data on attendance on SMS (KAMAR)
- Phone calls and letters to parents



- Following the merge of both DEC's in July the Pastoral Care Committee (VADEC) and the

- New systems and processes were created and introduced following the merge in July
- Covid 19 distorted attendance data, OMT data was not gathered by all Provisions (presence)
- Different approaches of how Integrated Services Team Specialists are used in Provisions. Alignment yet to take place
- No National systems in place gathering data on; referrals and outcomes,

- Regular reporting of attendance totals to Teachers and whānau
- Attendance concerns raised at Hauora Meetings
- Letters of attendance concerns will be sent in Term 1 for those who have had absences of 5 days or more in the first month.
- Continue to develop our processes of following attendance concerns with Teaching Teams and whānau
- Continue to access and use Attendance Service Application when appropriate

Target 5

- The Social and Emotional Wellbeing of students was monitored by
- OMT
- Well being Learner Survey

<ul style="list-style-type: none"> • Referrals to Pastoral Care Team • Pastoral Care Memos by Aps <p>Target 6</p> <ul style="list-style-type: none"> • Learners in this group attended mainstream classes and also PE/Health Standards by Ko Taku Reo staff. The standards taught provide the potential to achieve the 	<p>Wellbeing Committee (KDEC) formed a new group Hauora.</p> <ul style="list-style-type: none"> • The Hauora group is made up of Enrolled School Leadership Team, Residential Team and the Integrated Services Lead. • The group meets fortnightly with the aim of being proactive when discussing students of concern related to social and emotional wellbeing, physical health and attendance. <ul style="list-style-type: none"> • One learner gained 5 credits for Level 1, PE 1.1 • 5 learners gained 3 credits for Level 1, PE 1.3 	<p>number of pastoral care memos/visits</p> <ul style="list-style-type: none"> • Well being survey not completed <ul style="list-style-type: none"> • A programme was established to support a large group of learners moving into Year 11 from Ormiston Junior College. The programme provided the opportunity for learners to achieve NCEA Level 1 in one year. • A letter went to parents explaining the new programme for Year 11 • Selected a group of learners who would benefit from this programme • We explored opportunities for Bone and Stone carving Academy from Toi Manawa where learners 	<ul style="list-style-type: none"> • Professional development on the best use of the OMT, particularly for new staff • In 2021 the Hauora group will continue to meet with an increased Residential input from 2 x Residential Leads • The referral process for specialist support will be refined and shared wider on Kelvan, along with a list of services available for students • Recruitment for Social Worker (permanent in Auckland) and School counsellor (National role) • Increased collaboration with the Integrated Services Team to identify student need and respond appropriately in a proactive manner <ul style="list-style-type: none"> • Resources and easily accessible property are required to effectively carry out
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Literacy component of NCEA Level 1.

Level 3 University Entrance
Level 1 NCEA
Level 3 NZ Certificate in Construction
Level 2 NCEA
Level 2 NCEA
Level 2 NCEA
Level 3 NCEA

could achieve some NCEA level 1 credits.

- Supported Teaching Programmes at the High School Provisions
- Use of Special Assessment Conditions with NZQA for assessments
- Academic counselling sessions with teachers

this programme. e.g. access to the gym at OSC was very difficult, due to it being mostly booked by mainstream classes. There were also timetable clashes with Te Taitonga’.

- Recommend stocktaking/oversight of what resources we do have / are easy to obtain or access, then plan the programme subjects from that.
- Confirm moderators and their availability well in advance.
- A teaching team for this programme to avoid isolated teaching.

Target 7

- 80% of School Leavers will have NCEA Level 2

- At the end of 2020 there were 7 School Leavers
- 85% left with having achieved Level 2 NCEA or higher
- Academic Qualifications they left school with were;

- Introduction of two new roles to support the focus and growth of NZCEA achievement in the Provisions, with support from Residential staff

- Upskill Residential staff on NCEA, including how to support with homework
- Create opportunities for standards to be taught in the Residences after school hours between 4 – 6pm
- Proposal for NCEA Credit Camp at the end of 2021

Planning for next year:

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

New targets:

30% of all learners Years 3 – 6 will show progress in Mathematics from Time 1 to Time 3 in numeracy

80% of all learners Years 3 – 8 will make progress within a NZC Level in Reading from Time 1 to Time 2

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

All learners studying NCEA standards will achieve 80% of standards completed.

Appendix 1 – Exit Achievement Level and Destination

NCEA Achievement 2020

Enrolled school students take a variety of NCEA subjects offered by partner schools, alongside NZSL (Christchurch and Auckland) and Mathematics, English, and English for speakers of other languages (Auckland). Students taught by Partner School Teachers are supported by Ko Taku Reo staff in mainstream classes or within a Supported Learning Programme. These can be Teachers of the Deaf, Teacher Aides of the Deaf and/or Educational Interpreters. A small percentage of students attend some classes independently. When back in the Provision classroom, Ko Taku Reo teachers provide pre and post teaching of the mainstream class material.

NZSL NCEA Levels 1, 2 and 3 is taught by Ko Taku Reo teachers in the Provision classrooms and at distance. Student at distance attend a mainstream school that has a Memorandum of Understanding with Ko Taku Reo to provide the delivery of NZSL as a NCEA subject.

One student was dual enrolled with Ara Institute of Canterbury taking part in a part time Trades Course. Another student was dual enrolled at National Trade Academy Canterbury in an Equine Course.

Enrolled school students typically take 3-4 subjects, rather than 5-6 subjects, and therefore often work towards an NCEA Level over more than one year. This can make reporting on student achievement more complex.

The table below shows student achievement at their year levels and across NCEA levels 1-3. It also includes learning recognition credits (LRC) earned in 2020 due to COVID-19 lockdowns. These are calculated as 1 learning credit for every 5 credits students earned (1:5), with further adjustments to cater for the second regional lockdown for Auckland students.

2020 NCEA Achievement

Credits Achieved A= Auckland Students C = Christchurch Students

Year 11	Level 1	Level 2	Level 3	Total	LRC	Total +LRC	Other Achievements
Aa	27	10		37	7	44	
Ab	15	15		30	6	36	
Ac	27	15		42	8	50	Level 1 Literacy and Numeracy credits
Ad	36	9	25	70	10	80	Level 1 NCEA
Ae	9	8		17	3	20	
Af	31	15		46	9	55	Level 1 Literacy and Numeracy credits
Ag	31		10	41	8	49	
Ca	59			59	10	69	
Cb	74			74	10	84	
Cc	64			64	10	74	Level 1 Art endorsed with excellence
Year 12	Level 1	Level 2	Level 3	Total	LRC	Total +LRC	Other Achievements
Ah	8	38	3	49	9	58	Level 1 NCEA
Ai	34	4		38	7	45	
Aj	14	19		33	6	39	
Ak		5		5	1	6	
Al	4	24	20	48	9	57	Level 1 and 2 NCEA
Am	1	48	2	51	12	12	
Cd	4	26		30	6	6	
Ce	19	42		61	10	71	Level 2 NCEA
Cf	18	7		25	5	30	
Cg		65		65	10	75	Level 2 NCEA
Ch	20	35		55	10	65	Level 2 Photography endorsed with merit
Year 13	Level 1	Level 2	Level 3	Total	LRC	Total +LRC	Other Achievements
An	1	41	2	44	8	52	
Ao	3	13	23	39	7	46	Level 2 NCEA
Ap			63	63	10	73	Level 3 NCEA
Aq	3		32	35	7	42	
Ar	23	59		82	10	92	Level 2 NCEA
Ci			64	64	8	72	Level 3 NCEA
Cj		3	39	42	8	50	
Ck		44	14	58	24	72	
Cl		29		29	5	34	
Year 14	Level 1	Level 2	Level 3	Total	LRC	Total +LRC	Other Achievements
As			63	63	10	73	Level 3 NCEA, University Entrance
At	1	1	31	33	7	40	
Au		10	28	38	7	45	
Av	19			19	3	22	

Cm							Level 3 NZ Certificate in Construction
Cn	37		18	55	10	65	Level 1 NCEA
Year 15	Level 1	Level 2	Level 3	Total	LRC	Total +LRC	Other Achievements
Co	3	22	11	36	7	44	

School Leaver Destinations 2020

School Leaver	Year	Achievement	Destination
A	13	Level 3 University Entrance	'GAP' Year
B	14	Level 1 NCEA	Employment with 'Alsco'
C	14	Level 3 NZ Certificate in Construction	Seeking employment
D	15	Level 2 NCEA	Work experience on a farm with the prospect of employment
E	12	Level 2 NCEA	Ara Institute of Canterbury, studying Level 3 Pre Health
F	13	Level 2 NCEA	Ara Institute of Canterbury
G	13	Level 3 NCEA	Employment in the family business

Glossary – Technical Terms

<p>AODC</p>	<p>Advisor of DHH Children <i>AoDCs work alongside children identified as DHH and their families and whānau from birth to year 3 at school. They provide advice and guidance on communication and language development. They also help provide resources and programmes required to meet the developmental and educational needs of the child and their family and whānau through early childhood and into school.</i> <i>They work collaboratively with other service providers including the DHH Education Centres, the Northern Cochlear Implant Programme and the Southern Cochlear Implant Programme, and Deaf Aotearoa New Zealand, among others.</i></p>
<p>ASSIST Service</p>	<p>Assessment involving Specialist Teachers Provides support for learners who are year 4 to 13 including advice and guidance and the management of Hearing Aids and FM equipment</p>
<p>At Distance NZSL</p>	<p>The use of videoconferencing to support the tuition of NZSL to learners, families and professionals at distance.</p>
<p>Bilingualism</p>	<p>Bilingualism is the ability to use New Zealand Sign Language and English Language (spoken and/or written) to communicate effectively.</p>
<p>Biculturalism</p>	<p>Biculturalism is the ability to move freely between Deaf and hearing cultures, by adapting to, combining and blending aspects of both cultures.</p>
<p>Bimodal</p>	<p>Bimodal is the development and use of language in more than one modality. NZSL is a signed language and English is a spoken language (spoken and signed are the “modes” to which “bimodal” refers).</p>
<p>CODA</p>	<p>Children of Deaf Adults</p>
<p>Enrolled school</p>	<p>The school within Ko Taku Reo Deaf Education. Learners range from Year 1 - year 13 + They are enrolled full time as learners. They are placed in either of the three hubs offsite or in the Transition Programme at the Sumner hub.</p>

Deaf Community	The Deaf Community comprises those Deaf and Hard of Hearing individuals who use New Zealand Sign Language, and share common experiences and values.
Deaf Culture	Deaf Culture is the set of social beliefs, behaviours, art, literacy traditions and values that are influenced by Deaf people in New Zealand and which uses NZSL as the main means of communications.
EIC	The Early Intervention Centre . Provision of education and language to children 0-5years.
Preschool	A preschool service for children aged 2 yrs to 5 yrs.
FM system	Equipment which enables the learner to receive the teacher's voice directly to their Hearing Aid or cochlear implant
IEP	Individualised Education Plan
Immersion	A period of time where learners, usually regional learners, are 'immersed in Deaf Culture, language and identity.
KIT Days	Keep in Touch Days Activities planned for mainstream learners under the Outreach Service to meet with other learners from the same area. In Christchurch, Enrolled School learners also take part in these events.
Learning and Change Network (LCN)	A collaborative team inquiry approach to support teaching and learning programmes for learners across Ko Taku Reo
NCIP	Northern Cochlear Implant Programme

NZSL	New Zealand Sign Language The main language of the Deaf community in New Zealand. It became an official language of New Zealand in April 2006, alongside English and Te Reo Māori.
ORS	Ongoing Resourcing Scheme
Pedagogy	The discipline that deals with the theory and practice of education.
Outreach Services	Specialist support delivered to eligible learners in Mainstream schools throughout the regions.
Residential	<i>Hostel accommodation for learners from around the regions to enable them to access the Enrolled schools in Christchurch or Auckland. The staff that work with these learners on a roster system are also included in this term.</i>
RTD	Resource Teacher of the Deaf <i>RTDs are specialist teachers who work in mainstream schools to help classroom teachers adapt the learning environment and differentiate their teaching to suit the child's needs.</i> <i>They work with teachers and families to set collaborative achievement goals in IEPs for children and learners who are DHH.</i>
Satellite Unit / Hub	Classroom/s situated on the grounds of a host school. They are staffed by Ko Taku Reo to provide educational services to learners.
SCIP	Southern Cochlear Implant Programme
SLT	Speech Language Therapist

Learners

Enrolled Learner	A learner who lives within the Christchurch, Wellington or Auckland regions and is enrolled at Ko Taku Reo Deaf Education New Zealand
Christchurch Campus	
Hagley Hub Learner	Year 11 - 13+
Hillmorton Hub Learner	Year 9 - 13
Regional learner	Mainstream learners from the Christchurch area who are supported in school by RTDs
Residential Learner	A learner who lives within the Christchurch region and is enrolled at the enrolled School. They reside at the Residences.
Transition Programme Learner	A learner based at the Sumner Hub. Year 12+ Several learners take part in programmes across the Sumner and Hagley Hub, and other providers eg CPIT, SIT
Wharenui Hub Learner	Year 1- 8
Auckland Campus	
Oteha Valley Provision	Year 1-6
Kelston Primary Provision	Year 1-6
Ormiston Primary Provision	Year 1-6
Kelston Intermediate	Year 7&8
Ormiston Junior College	Year 7-10
Kelston Boys High School Provision	Year 9-13+
Kelston Girls College Provision	Year 9-13+
Ormiston Senior College	Year 11-13+
Tu Kokiri	Year 12-15