



Ko
Taku
Reo

Deaf Education New Zealand

Annual Implementation Plan

2025

A Year of Progress

Our Vision

Educate and Empower Deaf and Hard of Hearing Learners for Success.



Summary of the 2025 plan

Ko Taku Reo - Deaf Education New Zealand

This is the second year of our 2024-2025 strategic plan. In our first year we created new systems and processes to identify students who are underachieving. We launched our Deaf Studies curriculum and created surveys for students. We have named 2025 as the 'Year of Progress'. We will implement new curriculum and strategies which we hope to see improvement in the progress of our students. Below are some of the key pieces of work we will focus on in 2025 grouped under our three pou.

Languages

- Strategies to increase language acquisition will be used across the school.
- We will use language models in enrolled school and partner schools.
- We will monitor progress of languages across the school.

Identity and Wellbeing

- A Wellbeing Strategy for students will be created, based on data gathered in 2024.
- We will increase the cultural capital of our learners.
- Our Engagement Strategy will be implemented.
- A wellbeing survey for staff will be administered in term 2.

Learning

- We are aiming for:
 - Effective teaching across the school.
 - 60% of all students making accelerated progress in writing.
 - 60% of students making accelerated progress in their reading IEP goals.
 - 60% of students that are working below expectations in maths will make accelerated progress.
- We will communicate the different pathway models through the school for parents.
- The Deaf Studies remaining themes will be released and used in teaching programmes.
- We will consult with the enrolled school community to help refine the school curriculum.



Where we are currently at

Ko Taku Reo - Deaf Education New Zealand

In 2024, we surveyed Enrolled and Outreach students to measure wellbeing, created our engagement plan, and launched a learning management system for teachers called Te Rito. As part of this work we developed many learning modules to support teachers – for example, understanding how to differentiate and use adaptive teaching practices, which benefit DHH students and include Mātauranga Māori in their lessons. We created a Deaf Culture induction strategy for staff and established a virtual playgroup for Early Years.

We also created a definition of Language Deprivation and Language Delay and we are ready to identify key teaching strategies to use which will accelerate language acquisition. We have made an NZSL language tracker that has been trialled and adapted and is ready to be rolled out across the school.

As a school, we decided on screening and diagnostic tools for oral language which will be trialled in 2025. We have developed a 'Towards Independence' programme for our students who have completed formal secondary education. This was trialled at Hagley College and will be rolled out to Ormiston Senior College and Tū Kōkiri in 2025.

We now have Best Practice guidelines for Indirect service. The staff have received Ka Hikitia training and are applying their knowledge to their lessons. We launched Deaf Studies and, in 2025, will release further modules. Early Years are beginning to use Deaf Studies in their units of learning.





Achievement and Attendance in 2024

In 2024, we had 32% of our students attend school regularly.
Regular attendance is defined as attending school at least 90% of the time.

2024 NCEA Results

Year 11	Year 12	Year 13	Year 14+	Literacy and Numeracy co-requisites at the end of 2024
<ul style="list-style-type: none"> 57% of Year 11 students have NCEA L1 29% have yet to achieve an NCEA certificate 14% are not currently on a full NCEA pathway (Due to current literacy and numeracy levels) 	<ul style="list-style-type: none"> 36% have NCEA Level 1 36% have NCEA Level 2 7% have yet to achieve an NCEA certificate 21% are not currently on a full NCEA pathway (Due to current literacy and numeracy levels) 	<ul style="list-style-type: none"> 12.5% have NCEA Level 1 75% have NCEA Level 2 12.5% are not currently on a full NCEA pathway (Due to current literacy and numeracy levels) 	<ul style="list-style-type: none"> 10% have NCEA Level 1 80% have NCEA Level 2 10% are not currently on a full NCEA pathway (Due to current literacy and numeracy levels) 	<ul style="list-style-type: none"> 57% Year 11 + 72% Year 12 (Total by end of Year 12 is 67%) 88% Year 13 90% Year 14+

How will our targets and actions give effect to Te Tiriti o Waitangi

Ko Taku Reo - Deaf Education New Zealand

Te Tiriti o Waitangi – Ko Taku Reo Deaf Education New Zealand acknowledges the importance of the Te Tiriti o Waitangi articles and principles and their bi-cultural significance. Learners and staff will have the opportunities to learn te reo Māori me ōna tikanga.

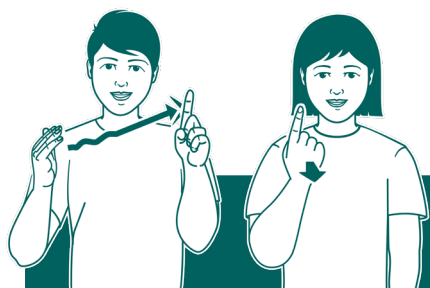
Cultural Diversity – Learners and staff have opportunities to explore the rich cultural diversity and value the histories and traditions of the people living in New Zealand and other countries.

Our school is addressing the cultural heritage of New Zealand by continuing to develop programmes that encourage understanding of and sensitivity to cultural differences and promoting an understanding of our dual heritage. Staff can show evidence of giving effect to Te Tiriti o Waitangi by including Mātauranga Māori in their teaching and ensuring that turi Māori learners can enjoy and achieve education success as Māori.

The school will implement policies and practices in ways that are sensitive to the cultural backgrounds, values and needs of individual learners and their families. We will use practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.

2025 Annual Achievement Targets (Enrolled School)

- 60% of all students make accelerated progress in their Writing Individual Education Plan (IEP) goals within 12 months, which is defined as at least 2 asTTle writing sub-levels of progress within one year of teaching.
- 60% of all students make accelerated progress in their Reading IEP goals within 12 months, which is defined as more than one year reading age gain within one year of teaching.
- 60% of students working in Maths stanine 0-3 make accelerated progress in their Maths IEP goals, which is defined as making one stanine progress within one year of teaching.
- 70% of students attend school regularly, which is defined as 90% attendance.



Strategic Goal 1.A

Ko Taku Reo - Deaf Education New Zealand

Ensure we have an environment where learners and staff are safe and where Deaf culture is honoured, taught, and nurtured.

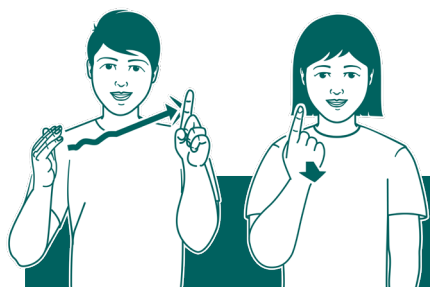
Annual Target/Goal:

A. Increase the number of high-quality learning opportunities (modules, webinars, workshops, courses) for the teams around our learners.

What do we expect to see by the end of the year?

1. Baseline data of communications, online modules, and workshops has been collected and an increase of learning opportunities are planned for 2025.
2. Engagement levels with learning opportunities has been monitored and there has been an increase noted over the year.
3. Regular connections with the Deaf Community are planned and some actioned.

	Actions	Who is Responsible	How will you measure impact?
1a i	Implement engagement strategy. Engagement with community is authentic and culturally appropriate for the benefit of our learners and staff.	Engagement Lead	Our community feedback they feel welcomed and are active contributors to our school. Communities, including Deaf, Turi Māori, Pasifika perspectives and aspirations are gathered, partnerships between Ko Taku Reo and community groups strengthened.
1a ii	Outreach to administer a survey to parents to find out satisfaction levels of service and communication.	Head of Outreach	Survey shows increased level of satisfaction with service provided by Outreach.
1a iii	Outreach to use engagement strategy to guide them in their increased engagement with parents, provide parents with targeted resources and guidance for various stages of development of their tamariki.	Head of Outreach	Outreach families show engagement with resources and events provided. Various resources created to meet needs of Outreach families.
1a iv	Introduce new form for collecting data about PLD offered to adults supporting our students. Use data to plan for PLD to meet emerging needs.	Head of Pedagogy	Professional development targeted to individual teachers and to meet identified gaps in practice. This will improve the quality and consistency of teaching practices for all teachers across the school PLD offered to external teachers will improve understanding about Deaf culture and how to cater for DHH students. Some PLD to be recorded and accessible online.



Strategic Goal 1.B & C

Ko Taku Reo - Deaf Education New Zealand

Ensure we have an environment where learners and staff are safe and where Deaf culture is honoured, taught, and nurtured.

Annual Target/Goal:

B. Staff and learner surveys will show improvements in wellbeing indicators.

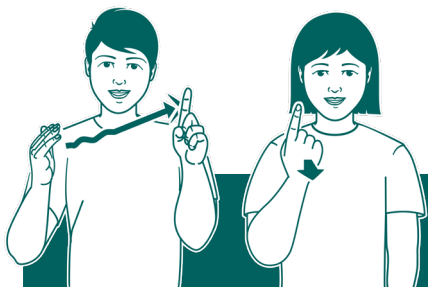
C. Health and Safety data is collected and analysed.

What do we expect to see by the end of the year?

Staff and learners are safe, and their wellbeing is supported

1. Measurements will be created and analysed for staff and learners to monitor wellbeing.
2. Action plans have been created to support learner and staff wellbeing, based on their feedback.
3. Regular wellbeing-related learning opportunities will be available.

	Actions	Who is Responsible	How will you measure impact?
1 b&c i	Measure Deaf identity for students within wellbeing surveys.	Head of Assessment and Reporting	Wellbeing survey shows improvement in levels of positive indicators.
1 b&c ii	Develop a wellbeing action plan to respond to survey data and ensure all students including younger students' views are responded to.	Head of Curriculum	Wellbeing action plan created for the school. Teachers use information from surveys to create lessons which results in higher engagement and better outcomes for students. Wellbeing surveys show improvement.
1 b&c iii	Implement a culturally responsive school-wide programme to monitor and improve staff wellbeing including Deaf identity. Monitor wellbeing with surveys.	Head of HR	Staff will be empowered to manage wellbeing. Wellbeing will be monitored with surveys, analysis of surveys will help to inform managerial decisions.
1 b&c iv	Different cohorts of staff e.g. Deaf, Māori, Rainbow, meet regularly and support each other to improve cultural safety and grow cultural capital.	Executive Principal	Staff feel connected and engaged, measured through proactive contribution to staff culture. Staff are empowered to share cultural capital with colleagues and to provide advice and guidance to colleagues.

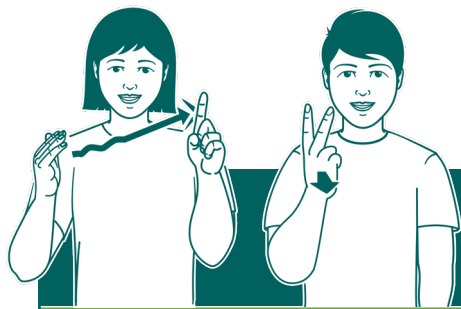


Strategic Goal 1.B & C (continued)

Ko Taku Reo - Deaf Education New Zealand

Ensure we have an environment where learners and staff are safe and where Deaf culture is honoured, taught, and nurtured.

	Actions	Who is Responsible	How will you measure impact?
1 b&c v	Create modules for teachers to learn how to increase their students' cultural capital.	Head of Pedagogy	Learning experiences in our programmes across the school will grow cultural understanding for learners.
1 b&c vi	Strategic planning occurs for Teacher of the Deaf recruitment.	Executive Principal	A plan is created to actively recruit Teachers of the Deaf.



Strategic Goal 2.A

Ko Taku Reo - Deaf Education New Zealand

Learners will demonstrate consistent and sustained language and literacy development aligned with the learning progressions of the New Zealand Curriculum. At-risk learners will receive targeted support in partnership with staff and whānau.

Annual Target/Goal:

A. Language Deprivation and Language Delay is well-defined and understood across all levels and used to identify at-risk learners and mobilise targeted support.

What do we expect to see by the end of the year?

1. A shared understanding of the terms of Language Deprivation and Language Delay have been developed.
2. Lessons are differentiated by using teaching methods and materials to meet the diverse needs of learners to accelerate progress.

	Actions	Who is Responsible	How will you measure impact?
2a i	Identify key teaching strategies to accelerate language acquisition, adapt if necessary to fit our context and then socialise with staff.	Head of Early Years	Key teaching strategies are identified and socialised with staff.

Strategic Goal 2.B

Ko Taku Reo - Deaf Education New Zealand

Learners will demonstrate consistent and sustained language and literacy development aligned with the learning progressions of the New Zealand Curriculum. At-risk learners will receive targeted support in partnership with staff and whānau.

Annual Target/Goal:

B. Children with 2+ years of language delay (reading, writing, communicating) are identified and receive targeted support.

What do we expect to see by the end of the year?

1. A language progress tracker to record language acquisition in early years and beyond has been developed.
2. Progress data is tracked using diagnostic tools and teaching is targeted to accelerate progress.
3. Mainstream teachers have been supported with purposeful, differentiated teaching methods.

	Actions	Who is Responsible	How will you measure impact?
2b i	Continue to embed adaptive and differentiated teacher practice with teachers.	Head of Pedagogy	Teaching observations will show effective adaptive and differentiated lessons for students. Mainstream teachers will use Deaf friendly teaching strategies.

Strategic Goal 2.C

Ko Taku Reo - Deaf Education New Zealand

Learners will demonstrate consistent and sustained language and literacy development aligned with the learning progressions of the New Zealand Curriculum. At-risk learners will receive targeted support in partnership with staff and whānau.

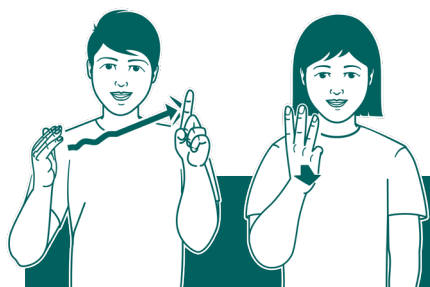
Annual Target/Goal:

C. There is evidence of increased and regular NZSL learning opportunities for all learners and staff with high-quality informed lessons. Progress shown for identified learners.

What do we expect to see by the end of the year?

1. NZSL programmes for Enrolled learners Years 0-8, and staff, including implementing the NZSL Checklist, have been created.

	Actions	Who is Responsible	How will you measure impact?
2c i	NZSL Checklist is part of the suite of assessment tools used for teaching and reporting across the school and services for students.	NZSL Services Manager	Students in Enrolled and Outreach will have their NZSL progression monitored.
2c ii	Grow our students' competence of NZSL using a range of pedagogies and resources such as the NZSL Curriculum and NZSL Checklist.	Head of Pedagogy	Students in Enrolled and Outreach will progress in their NZSL knowledge.
2c iii	Define language models in Enrolled School.	Head of Enrolled School	Articulate what a language model does in Enrolled School.
2c iv	Define language models outside of Enrolled School.	NZSL Services Manager	Articulate what a language model does outside our Enrolled School.
2c v	Increase the use of NZSL for Māori concept signs.	Executive Principal	NZSL for Māori concept signs are used by learners and staff. Increase Tutors' and RTDs' Te Reo Māori capabilities to support all learners especially those in Māori-medium contexts.
2c vi	Develop and implement an NZSL programme (which includes assessments) which will result in progression for identified staff.	Head of Pedagogy	Evidence of staff progress learning NZSL is recorded and used for future planning.



Strategic Goal 3.A

Ko Taku Reo - Deaf Education New Zealand

Learners experience equity in access to high quality teaching experiences regardless of location or educational pathway, which embeds Deaf studies and te ao Māori.

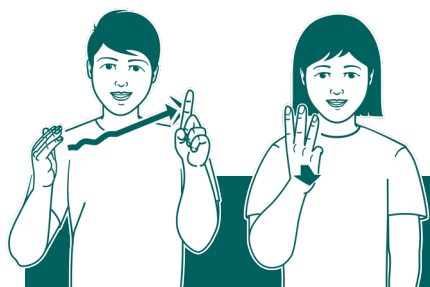
Annual Target/Goal:

A. All teachers show evidence of using the Ko Taku Reo - Deaf Education NZ Pedagogy Handbook in planning, teaching and assessing.

What do we expect to see by the end of the year?

1. Pedagogy at Ko Taku Reo – Deaf Education NZ Handbook is socialised.
2. All teachers have received targeted support in Deaf Studies Guidelines and Ka Hikitia principles as part of their practice.
3. Best practice guidelines have continued to be developed and implemented.
4. Develop a 'Towards Independence Programme' for Years 7-15.
5. Identify a clear pathway of service delivery from early childhood through to transition out of secondary school.

	Actions	Who is Responsible	How will you measure impact?
3a i	Effective teaching will occur across the school to achieve accelerated progress.	Pedagogy	Ko Taku Reo Pedagogy Handbook and Schema is being used across the school. Student achievement outcomes increase.
3a ii	70% of students attend school regularly, which is defined as 90% attendance.	Enrolled	70% of students have regular attendance.
3a iii	60% of all students make accelerated progress in their Writing IEP goals within 12 months, which is defined as at least 2 asTTle writing sub-levels of progress within one year of teaching.	Enrolled Outreach	A significant amount of our students have made accelerated progress with their writing IEP goals.
3a iv	60% of all students make accelerated progress in their Reading IEP goals within 12 months, which is defined as at more than one year reading age gain within one year of teaching.	Enrolled Outreach	A significant amount of students have made accelerated progress with their reading IEP goals.
3a v	60% of students working in Maths stanine 0-3 make accelerated progress in their Maths IEP goals, which is defined as making one stanine progress within one year of teaching.	Enrolled Outreach	A significant amount of at-risk students have made accelerated progress with their reading IEP goals.

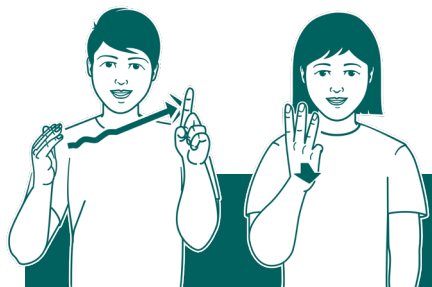


Strategic Goal 3.A (continued)

Ko Taku Reo - Deaf Education New Zealand

Learners experience equity in access to high quality teaching experiences regardless of location or educational pathway, which embeds Deaf studies and te ao Māori.

	Actions	Who is Responsible	How will you measure impact?
3a vi	Senior students in an enrolled school provision have access to 'Towards Independence' programme.	Head of Enrolled School	Towards independence programme in place and working effectively in Hagley, Ormiston Senior and Tū Kōkiri.
3a vii	Develop a way of measuring equitable access to teaching and learning in Outreach School.	Head of Assessment and Reporting	A system is developed and used to track access and delivery of service across the country. A new student-needs reference matrix is developed and used at caseload review each term to determine level of service at that time.
3a viii	Investigate and communicate different pathway models from Early Years to transition from Ko Taku Reo.	Head of Early Years	Pathway models showing transitions between different learning contexts across the school are developed.
3a ix	Implement national best practice guidelines for Indirect and Direct Service delivery in Outreach, evaluate effectiveness.	Head of Outreach	Indirect and Direct service across the country have guidelines to help foster consistent delivery. Guidelines updated after review.
3a x	Implement new planning templates.	Head of Curriculum	Consistent and coherent teaching and learning is evident in curriculum planning, assessment data is entered into Compass, which shows improved levels of learning.
3a xi	Create guidelines on efficient ways to access and use Educational Interpreters.	Head of Enrolled School Director Education Services	Guidelines created and being used.



Strategic Goal 3.B

Ko Taku Reo - Deaf Education New Zealand

Learners experience equity in access to high quality teaching experiences regardless of location or educational pathway, which embeds Deaf studies and te ao Māori.

Annual Target/Goal:

B. Consolidate the components of our extended curriculum (our adaptation to the NZC) and socialise these with learners and staff.

What do we expect to see by the end of the year?

1. Start to develop best practice exemplars that are in line with Ko Taku Reo – Deaf Education NZ Deaf Studies Guidelines and the Ko Taku Reo - Deaf Education NZ Pedagogy Guidelines.
2. Teachers show evidence they weave identities, languages and cultures through their planning.
3. Learners have access to positive Deaf and Turi Māori role models.

	Actions		Who is Responsible	How will you measure impact?
3b i	Development of Enrolled and Residential learners' ability lead cultural proceedings at Rūaumoko and Tuawera.	to	Head of Residential	Succession of learners able to lead cultural proceedings at our marae is ensured.
3b ii	Four remaining themes of Deaf Studies Guidelines shared the staff and implemented in planning.	with	Head of Curriculum	Deaf Studies Guidelines are shared with staff. Higher engagement levels of students. Teachers incorporating Deaf Studies in lessons.
3b iii	Strengthen Deaf Studies and Deaf Pedagogies in Early Years settings using the Te Whāriki curriculum framework and create planning exemplars.		Head of Early Years	Planning exemplars for early years, showing how to integrate Deaf Studies Guidelines are shared with staff.
3b iv	Further consultation with the Enrolled school's community to design a school curriculum, which may be personalised according to location and context.		Head of Enrolled School	School curriculum designed to be adaptable to suit the context and geographic location of the provision. School curriculum includes New Zealand Curriculum, Deaf Studies and Ka Hikitia.

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