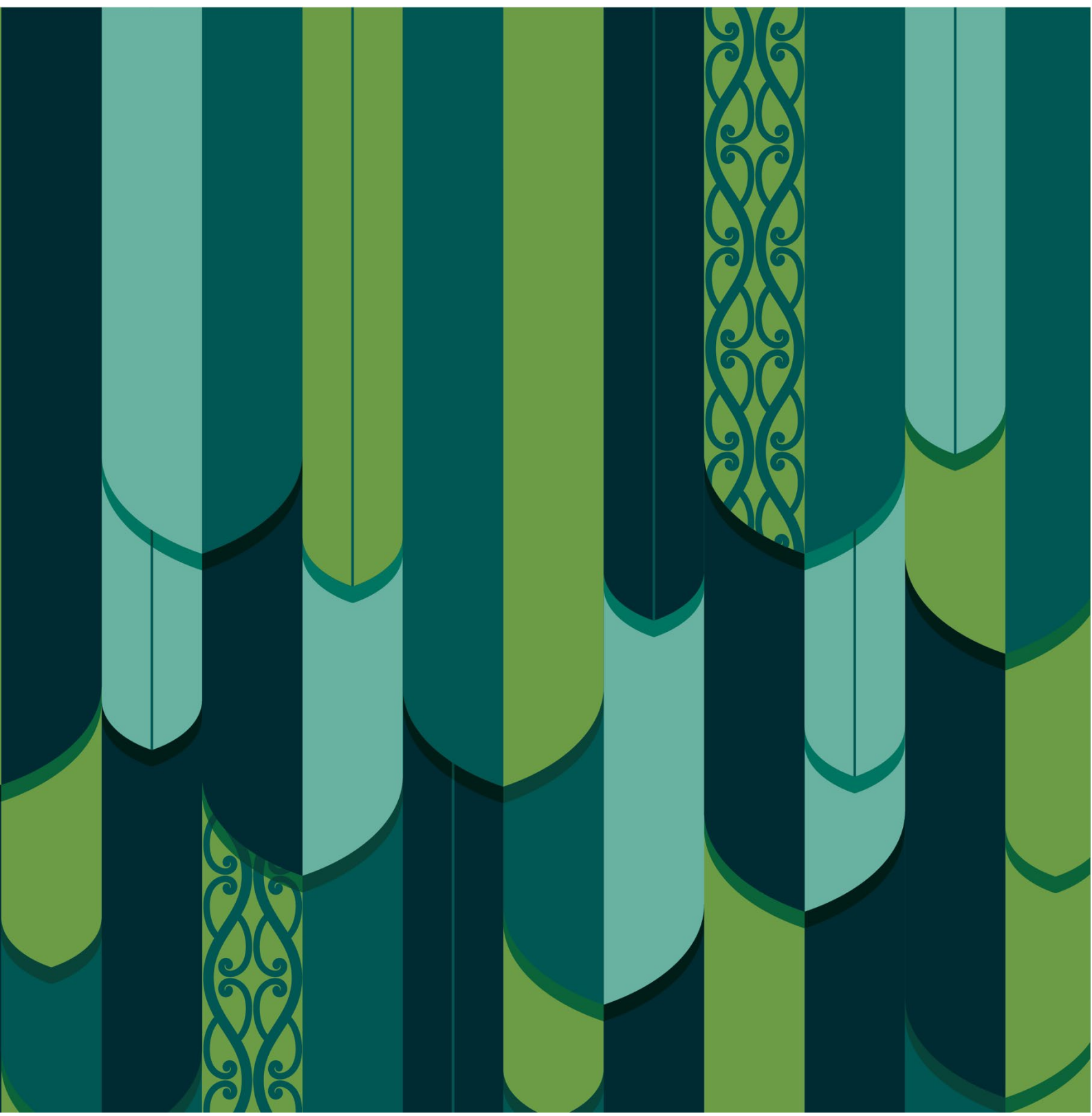


# 2024 Annual Report

Ko Taku Reo Deaf Education New Zealand



# Acting Executive Principal's Report

As New Zealand's leading provider of education for Deaf and Hard of Hearing (DHH) learners, Ko Taku Reo has navigated a transformative year in 2024, marked by significant progress and ongoing challenges. Guided by the 2024 Strategic and Implementation Plans and the Education Review Office (ERO) recommendations, we have driven critical changes to our curriculum, pedagogy, systems, and services. However, systemic issues such as attendance, teaching variability, and data consistency remain key areas of focus.

## Leadership and Staffing

We still have a significant number of seconded positions within the senior leadership team. I am incredibly grateful for the willingness and dedication shown by these leaders to continue to show up everyday for the good of our students' education and learning. Moving forward, we will continue to emphasise a "big picture" perspective, ensuring the right people are involved in discussions, especially during the early stages of planning and decision-making. This year, all senior leaders participated in a 360 appraisal. This process was thorough, capturing feedback from at least 10 different staff perspectives for each appraisal.

## Focus Areas for Teaching and Learning

This report provides an analysis of key areas in Teaching and Learning, including our enrolled and outreach schools, curriculum and assessment, pedagogy and professional learning, NZSL@Schools, and integrated services. The residential service is set up to support the access to teaching and learning in the enrolled School. This service plays an integral part in how our students not only access the curriculum but supports the pastoral needs of the students to ensure that they are at their best when attending school. While this has not been specifically mentioned in the Strategic Plan, this service supports and is heavily involved in the enrolled School processes and collaborative work to ensure the students can achieve their best. While the Preschool in Auckland is governed by the Deaf Education ECE Trust, we are resourced to provide Early involvement services through the Resource Notice. These services such as Preschool Residential Courses, Early Years Whanau Centre, playgroups and wider support for those working with preschool children will also be reported in this summary. The following information highlights our progress in 2024.

## Enrolled School: Progress and Persistent Challenges

The Enrolled School at Ko Taku Reo serves a diverse range of Deaf and Hard of Hearing (DHH) learners, offering a structured and tailored learning environment for students with a wide range of educational needs. The 2024 school year saw notable progress in specific areas, but persistent challenges in attendance, teaching consistency, and student achievement remain critical areas of focus.

The 2024 Implementation Plan introduced several initiatives to improve teaching quality. The development of the Ko Taku Reo Pedagogy Handbook provided a guide for consistent teaching practice, and teachers participated in professional development on culturally responsive teaching and differentiated learning strategies. Additionally, Individual Education Plans (IEPs) were implemented for all students, providing a formal structure for goal-setting, progress tracking, and family engagement. Teachers used IEPs to set personalized learning objectives for each student, ensuring that individual strengths and needs were reflected in their learning pathways.

The implementation of moderation systems, targeted professional learning, and the consistent use of IEPs will provide the clarity, alignment, and accountability required to ensure high-quality learning for all students.

## Outreach School: Ensuring Equity and Consistency

The Outreach School at Ko Taku Reo plays a critical role in supporting Deaf and Hard of Hearing (DHH) learners in mainstream schools across New Zealand. Resource Teachers of the Deaf (RTDs) provide vital support to students and their classroom teachers, ensuring that students remain connected to their learning and receive the individualized assistance they need.

One of the new initiatives in Outreach School in 2024 was the expansion of online learning programs, which increased accessibility for students who faced geographical or logistical barriers to in-person support. By leveraging technology, Ko Taku Reo ensured that more students could access critical learning opportunities, even in remote areas.

Tailored professional development for RTDs will strengthen teaching practices, while the enhanced use of data will enable early identification and intervention for students in need of additional support. Collectively, these initiatives aim to reduce variability, foster consistency, and provide every student with equitable access to education, no matter where they live or learn.

### **Integrated Services: Expanding Support**

In 2024, our integrated services — including occupational therapy, physiotherapy, and speech-language therapy — continued to provide essential support for DHH learners. These services help students overcome barriers to communication and learning. Language modelling trials have supported younger learners in building foundational communication skills.

### **Curriculum, Assessment and Pedagogy: Laying Foundations for Long-Term Impact**

Our curriculum and assessment practices in 2024 laid the foundation for a more cohesive, future-focused approach to teaching and learning. The introduction of refreshed curriculum areas in English and Mathematics provided a much-needed framework for alignment with national standards, ensuring that our approach remains relevant and fit-for-purpose. These refreshed curriculum areas aim to provide clarity for teachers, strengthen coherence across year levels, and ensure that all students, regardless of location or learning context, have access to a high-quality curriculum and teaching practices.

One of the developments in 2024 was the initial rollout of the Deaf Studies Guidelines. This curriculum, designed to foster an understanding of Deaf identity, language, and culture, began with the implementation of the first theme, “Who am I? | Ko Wai Au?”. This theme gave students an opportunity to explore their personal identity and cultural heritage.

Assessment practices have also evolved significantly over the past year. In 2024, we introduced a range of wellbeing and engagement surveys, including the Strengths and Difficulties Questionnaire (SDQ), to provide greater insight into student experiences, emotional wellbeing, and social development.

In 2024, our reporting processes were improved to provide families with more timely, transparent, and accessible information about their children's progress. We introduced new reporting formats that make it easier for parents and whānau to understand student progress and achievement. This approach has been well-received by families, but further refinement will be undertaken in 2025. We plan to integrate student voice into reporting, ensuring that students can reflect on their own progress and share this as part of the reporting process. By giving students a greater voice in their learning journey, we aim to foster greater self-awareness, self-efficacy, and ownership of their own education.

### **NZSL@Schools: Strengthening Access and Equity**

The NZSL@Schools funding supports DHH learners who best access their learning in NZSL and is to increase the frequency of use and fluency of NZSL by these ākonga in their school environment. This is done by providing access to New Zealand Sign Language (NZSL) resources and specialist staffing in mainstream schools.

This year's focus has been on gathering robust data on students receiving NZSL@School funding. This has informed our teaching practices and the PLD delivered to the team. Processes (both internal and external) have been reviewed and refined. Professional development for mainstream teachers and paraprofessionals enabled them to better incorporate NZSL into their teaching practices. An increase in demand for NZSL@School support means we must remain responsive and agile in delivering a service that meets student need, with the resources available to us.

## Residential: Supporting access to the Enrolled School and pastoral care

The focus of Residential services in 2024 has been on compliance and quality of service for those students who reside at Ko Taku Reo during term time. The focus has been on the quality of the skills for all staff and ensuring they have the knowledge of process, and procedures to be able to attend to the health, safety and wellbeing needs of all students in residence. The reason for students living on site is so that they can access the enrolled school provisions. Much closer communication between the two services has been prioritised over the year, including a more streamlined Hauora process to identify and meet pastoral and health needs.

How to strengthen the skills of the staff in the residences has started in Auckland, with several staff completing their Level 4 certificate in Youth Work.

## Early Involvement Services: Language acquisition in early years

In 2024, the focus in the Early Years had strong links to the Implementation Plan regarding language acquisition, language delay, Preschool Residential Courses and setting up a virtual playgroup. These actions were to be resourced within the current Resource Notice and Early Years funding. The virtual playgroup is now running fortnightly and will continue to run for 2025 as part of the services offered in early involvement. Preschool Residential Courses have been popular and embedded in best practices in 2024, with over half of the courses for 2025 already booked.

The work undertaken by the Acting Head of Early Years has created a strong foundation linked to current resource constraints, including staffing. 'Knowing the number' for Early years has involved needing to find ways to cut back on staffing, while not compromising the service. In-depth knowledge of how the area of the school is financed has been undertaken.

In 2024, focus work on language acquisition, language deprivation and how language is assessed has been an identified need included in the implementation plan. This has specific relevance to children in the early years, as a trend of seeing more children come into our services with significant language delay, or in many cases no language, is growing. By defining these well in 2024, this will enable the early years teams to look at tools and strategies to accelerate language acquisition for these preschool learners. This learning will need to be able to be used across the variety of settings where preschool learners attend (preschool, playgroups, virtual playgroup, Preschool Residential Courses and the Early Years Whanau Centre).

## Looking forward:

Starting with youngest learners, we continue to identify different pathways, and articulating these through the school years to 21 years will provide clarity around the services we offer, and possible gaps in service. This is an important piece of work to help inform our partners in the Ministry of Education of our work, and why it is essential to intervene as early as possible for those children who have language deprivation or delay. This work was started in 2020, and this will be used as a foundation for the articulation of current and possible future pathways for DHH learners.

Ngā mihi



Dr Denise Powell

Acting Executive Principal

Ko Taku Reo – Deaf Education New Zealand

## Statement of variance: progress against targets

### Strategic Goal 1:

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

Actions	What did we achieve?	Planning for next year – where to next?
<b>Action 1a i</b> Regular planned engagement with Deaf community – develop an engagement strategy for the benefit for our learners and staff.	Engagement Strategy created. Feedback being sought from stakeholders. Staff understanding importance of engagement and ways in which to engage.	Implement Engagement Strategy. Respond to feedback and made adjustments as necessary.
<b>Action 1a ii</b> Active engagement with the wider community is authentic and culturally appropriate, for the benefit for our learners and staff	Active engagement with our wider community will occur through the implementation of the engagement strategy	Purposeful and planned engagement with the community.
<b>Action 1a iii</b> Outreach to increase connection and engagement with local parent groups. Identify new ways of engaging with parents. Investigate ways we can improve our service for parents/whānau.	Numerous events for Outreach parent groups were held at locations across the country. The handbook for mainstream schools was updated.	Survey the outreach parents in 2025 to ascertain service delivery satisfaction levels and ideas for the next strategic plan.
<b>Action 1a iv</b> Complete an audit of all Professional Learning and Development (PLD) for staff including online modules, workshops, face-to-face and internal/external PLD. Capture and summarise data on PLD that relates to our three pou. Learning opportunities can be targeted to adults and/or learners.	Decision made that the audit would not be accurate. Next year will be a baseline gathering year using a new form to capture PLD. PLD proposal form currently being created, ready for term 1. Analysis of the form will identify areas needing more PLD. Aim to analyse at the end of each term.	New PLD forms to be launched. Staff to inform by way of proposal the PLD committee to PLD they are running. Evaluation forms used to gauge effectiveness of PLD.
<b>Action 1a v</b> Implement Te Rito as the Learning Management System (LMS) for teachers. Using Te Rito, collaborate, trial and collect feedback from teachers and learners across the school. Explore use of Te Rito with teams other than teachers across Ko Taku Reo.	Te Rito being used by teaching staff. Decision made to make it accessible to staff that are not teachers. Survey currently being created to gather user voice.	Embed Te Rito into every day practice e.g. house the Online Learning community of practice on Te Rito. Continue to make modules e.g. Deaf Culture. Use Te Rito for PPC groups. Staff who are not teachers will be able to access the content.

<b>Action 1a vi</b> Audit of Deaf Culture Induction for new staff and create a clear Deaf Culture Induction Strategy.	Culture induction strategy is ready to be signed off. Survey for post induction should be ready for 2025.	New staff to work through induction strategy Create supporting modules of work. Post induction feedback to be gathered.
<b>Action 1a vii</b> After an audit of learning opportunities is completed, create a work plan for developing and rolling out webinars and workshops for professionals, learners and whānau related to our three pou.	PLD proposal form near completion, we will be able to track PLD we offer and aim to make it accessible for more people. Beginning of 2025 create PLD plan.	Creation of a PLD plan for the school to be completed by term 1 2025.
<b>Action 1a viii</b> Increase spaces on Preschool Residential Courses for whānau.	All the vacancies for the Preschool Residential course were filled and a wait list for next year has been created.	We cannot increase the numbers on our preschool courses, if there is a large demand the school will need to prioritise.
<b>Action 1b&amp;c i</b> Develop and implement a culturally responsive school-wide programme to monitor and improve learner [a] and staff wellbeing [b] including Deaf identity.	Wellbeing of our students measured in term 4. Protocols decided about administering the student surveys. A proposal is currently sitting with exec about survey options for staff around wellbeing for 2025.	Staff wellbeing survey delivered in term 2. Wellbeing action plan to be created for the students during the year.
<b>Action 1b&amp;c ii</b> Different cohorts of staff e.g. Deaf, Māori, Rainbow, meet regularly and support each other to improve cultural safety and grow cultural capital.	Regular meetings occurred for Deaf, Māori and Rainbow staff. Feedback about how to grow cultural capital and improve cultural safety will be shared. Verbal feedback indicates a desire for Exec to connect with these groups, e.g. a face to face meeting with representatives to discuss ways to improve cultural capital for the school.	Deaf, Rainbow, Māori staff to help co-construct staff survey. Minutes of meeting accessible. Groups of staff feed through to management ideas for increasing culturally responsive practices.
<b>Action 1b&amp;c iii</b> All learners are supported to grow their cultural capital through authentic cultural events and learning opportunities.	Cultural capital document with exec for sign off. Curriculum resource teachers employed to write unit plans and create resources to grow cultural capital.	Modules will be created on Te Rito to guide teachers on ways to increase their students' cultural capital.
<b>Action 1b&amp;c iv</b> Set up and trial Virtual Playgroup for 0–5-year-old children and whānau	Virtual playgroup established. Attendance varies. Survey administered, positive feedback from attendees. A summative report is being written.	Virtual playgroups are now one of the ways we deliver our service. No longer required to be on our strategic plan next year.



**Strategic Goal 2:**

***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.***

Actions	What did we achieve?	Planning for next year – where to next?
<b>Action 2a i</b> Develop a language tracker to collect ECE children's language abilities on entry. Analyse and plan for improvement	We combined this action with action 2bii.	ECE language tracking will continue to be part of the whole school language tracking initiative.
<b>Action 2a ii</b> Create and socialise the definitions of Language Deprivation and Language Delay. Develop and share key teaching strategies to accelerate language acquisition.	Definitions close to being socialised. Teaching strategies need to be identified and implemented in 2025. Draft has been circulated with selected staff.	Socialise the definitions of language delay and language deprivation with the staff. Decide on teaching strategies best suited for improving language and create modules for teachers.
<b>Action 2a iii</b> Develop and implement a school-wide programme to monitor progress of teaching (curriculum including Deaf Studies) and learning.	Ongoing meetings about the school-wide curriculum assessment schedule. The government change and revised curriculum updates have meant that firm decisions were delayed. Working towards alignment between our reporting cycle and assessment requirements. We will have two schedules of assessment curriculum and 'other'	Implement assessment schedule. Include curriculum content in IEPS. Improve written reports so parents have a clear understanding of their child's attainment and next step for learning.
<b>Action 2b i</b> Increase the focus on resources that represent our demographic to support teachers in different contexts	Resources department are listening to feedback about range of resources we have and what we need.	Creating resources that accurately reflect our demographic and are relatable to a wide range of learners is our usual way of doing things and no longer for next year's implementation plan.
<b>Action 2b ii</b> Develop and implement a school-wide programme to identify and monitor our learners including ECE who are working two years below in language, . Mobilise support for these learners	Draft schedule of assessment tools for (mainly oral) language being circulated to working group for feedback. Continue to work on NZSL language checklist.	A 3 tier system of testing students has been created. New tests will be trialed in 2025. Early Years, Outreach and Enrolled will work from the same schedule of testing.

<b>Action 2b iii</b> PLD opportunities offered for mainstream teachers and teacher aides to differentiate their teaching methods to meet the needs of DHH learners.	Outreach noted that this area still needs work, developing teacher practice.  A range PLD is offered across the regions for teachers. The new PLD proposal form and desire to run these with accessibility in mind will help with equity of access.	PLD that we offer to mainstream teachers and parents will be recorded or made more accessible so that all teachers and parents will be able to receive development.
<b>Action 2c i</b> Ascertain an NZSL Checklist is part of the suite of assessment tools used for teaching and reporting across the school and services for learners.  Develop and implement an NZSL programme (which includes assessments) that will demonstrate progression in learners' NZSL skills.	We need to split actions that relate to students and adults into two separate actions. The services team have created a Language Acquisition Pathway (LAP) which can be used for adults, this was trialed in term 3. The NZSL Progression is being used with about 80% of our students who access learning through NZSL. Approval given to purchase BSL productive skills training programme.	NZSL screener to be trialed in term 2 with students. NZSL checklist to be refined in term 2 and then trialed in term 3. We are working towards tracking all students' NZSL progression.
<b>Action 2c ii</b> Explore the place and role of NZSL Language Models in the Enrolled School.	Discussions begun about language models in the school. We need to create two separate documents one for Enrolled and outside Enrolled so we have clarity about what the role is of the language model, job descriptions may be amended and training provided.	Create two documents explaining the role of the language model; Enrolled and Outside of Enrolled. Amend job descriptions if necessary and provide training for new responsibilities if required.
<b>Action 2c iii</b>  Upskill Te Reo Māori concepts in NZSL and tikanga acquisition for all staff	This is on pause until term 3, 2025 when our current staff member returns or the Turi Māori advisor position is filled. A module about this would be ideal.	On hold until new position is filled.
<b>Action 2c iv</b> New Zealand Sign Language Proficiency Interview (NZSLPI) or the Ko Taku Reo Language Acquisition Proficiency (LAP) used to ascertain identified staff's proficiency in using NZSL, programmes created to meet the needs and provide progression and increase proficiency. Develop and implement an NZSL programme (which includes assessments) which will result in progression for identified staff.	When a supplier is appointed by the MOE then we will be able to access SLPI.	Staff to receive NZSL lessons from MERGE.



### Strategic Goal 3:

*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	What did we achieve?	Planning for next year – where to next?
<b>Action 3a i</b> Professional Development provided on adaptation and differentiation of teaching practices – across the whole school (including Early Years).	Teaching staff have completed modules about adaptation and differentiation. We will continue to work on these next year to ensure staff continue to develop their understanding of these concepts and demonstrate them in their practice.	Staff are reminded to use Pedagogy Handbook. Handbook updated with new resources. Focus of 2025 will be on structured teaching.
<b>Action 3a ii</b> Continue to implement and evaluate online teaching in the Outreach School.	Online learning Surveys for students and schools are being finalised now. Online learning going to be used for indirect students through Interim Targeted Services. ITS criteria used to help select students.	Online teaching will be one of our ways we deliver service going forward, it won't be on our strategic plan next year but it will be refined and improved reflecting on feedback.
<b>Action 3a iii</b> Develop year level guidelines that follow the 'Towards Independence' programme.	'Towards Independence Programme' created trialling at Hagley.  A new report has been created on Compass for the Towards Independence skills.	New careers person to be appointed, based in Auckland. Rolling out the 'Towards Independence Programme' to Tu Kororiki and Ormiston Snr School will be the priorities for 2025
<b>Action 3a iv</b> Develop a way of measuring equitable access to teaching and learning (access to interpreters, teachers, NZSL tutors) in Outreach School.	We have begun gathering data related to inequity. We need to ascertain the criteria why students are being moved from direct to indirect to make sure there is cohesion across the country.	Investigate the Indirect Service Delivery numbers, create robust parameters to measure equity of service.
<b>Action 3a v</b> Investigate and communicate different pathway models from early childhood to transition from Ko Taku Reo.	This work is on hold until 2025.	Create a visual resource, accessible on our website, for parents to understand the alternative supports and pathways through our school Tamariki can access.
<b>Action 3a vi</b> Develop national best practice guidelines for Indirect Service delivery in Outreach.	We have completed guidelines for Indirect Service Delivery.	Embed the Indirect Service Delivery Guidelines.
<b>Action 3a vii</b> Create and use planning templates for consistency of effective teaching, house templates on Compass.	We are going to use ImpactEd planning templates as a framework and adapt for our context. First two terms we will have quite prescribed planning	Maths planning templates are being trialed in term 1, compulsory term 2. English templates will be trialed in term 2, compulsory term 3.

<b>Action 3a viii</b> Ka Hikitia implementation success criteria are measured against the Ka Hikitia report.	Ka Hikita report has been finalised and socialised with the executive committee.	Ka Hikitia embedded into everything
<b>Action 3a ix</b> Create graduate profile for learners.	Working group established, connected with a school in USA. Will also discuss individual learning pathways.	This action has been put on hold. Our pedagogical understanding has developed and we are not moving towards this action any longer. We are waiting for curriculum content relating to the phases to be released from the government before progressing with this, if at all.
<b>Action 3a x</b> Investigate more efficient ways to increase access to, usage and competency of Educational Interpreters and Communication Education Support Workers (CESW).	Educational Interpreters have created guidelines. Ready for the beginning of next year. Reviews will be carried out next year and adapted as needed.	Guidelines for the Educational Interpreters are quite lengthy, these will be a good reference document. We need an executive summary at the beginning to make them easily understandable for all.
<b>Action 3b i</b> Marae education and Mātauranga Māori modules are developed with a Māori Deaf lens and are being included in planning and practice.	Modules are available on Te Rito and being accessed.	We have cultural expertise in the Curriculum Resource team which ensures our resources have a bicultural and Deaf lens across them. We will continue to make modules and this becomes a usual practice so this action will be removed from the next year's implementation plan.
<b>Action 3b ii</b> Development of Enrolled and Residential learners' ability to lead cultural proceedings at Rūaumoko and Tuawera.	Carry over to next year. Intending to use Turi Māori to lead this, overseen by Nicki Morrison.	Senior Students will be supported to lead powhiri and other cultural proceedings at our Marae.
<b>Action 3b iii</b>  Deaf Studies Guidelines are implemented – including showing practical applications at regular staff meetings and resource development.	Theme one released to staff at teacher only day. High levels of engagement and uptake of content.	Role out the remaining themes in the Deaf Studies by October 2025. Supporting material will continue to be developed.
<b>Action 3b iv</b> Identify role models for both Enrolled School locations and Outreach School regions. These role models might be able to be engaged as guest speakers, attending events, KIT days and language days.	Electronic data base of Deaf Models has been created, this will evolve and be added to over time.	Guidelines required on how to engage with Deaf Role models.
<b>Action 3b v</b>  Strengthen Deaf Studies and Deaf Pedagogies in Early Years settings using the Te Whāriki curriculum framework and create planning exemplars.	Early Years have been working with Deaf Studies Lead to authentically integrate the Deaf Studies into planning,	No longer necessary to include this action on our strategic plan for 2025. We will continue to integrate Deaf Studies in to Early Years planning and content delivery

## Evaluation and analysis of the school's students' progress and achievement (required) and team to fill this in

This evaluation and analysis is similar to what schools already do to support governance and leadership activities. This was also required previously through [National Administration Guidelines](#) (NAG) 1b and 2d. Therefore, you should be able to use your existing data collection and reporting systems to do this evaluation.

**This evaluation and analysis shows how all your students have progressed and achieved over the last year. This is different from your statement of variance which reports on the progress your school has made against the targets set out in your annual implementation plan.**

**The key audience for this continues to be your community so it must be written in a way that they will understand.**

If changes to evaluation approaches are needed as part of implementing the updated national curriculum we will communicate these to schools as soon as possible through the Ministry website. Support will be available through your local Ministry office and through your ERO Evaluation Partner.

For information on how to do an evaluation and analysis, check out pages 35 – 39 in our [Leading Local Curriculum Guide – Strategic planning guide](#). Note that this document was written for secondary schools however the section on evaluation can apply to all schools.

Your **evaluation and analysis** must:

- include how your school's students have performed **across the national curricula**.

This means your school considers the impact of your local curriculum, as a whole, on the performance of your students (as you would have done previously under NAG 1b and 2d).

While this does not mean each learning area requires its own individual evaluation and analysis, your school needs to be considering how you know students have made expected progress across the learning areas.

The approach to evaluation and analysis is flexible and will reflect the needs of your school's local community; as a starting point, your school could consider the curriculum and assessment priorities that have been laid out in their strategic and annual planning.

Your school will need to draw on good quality assessment information from a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum. This will be a mix of qualitative and quantitative information. For example, your school might include case studies from learners and whānau, progress in relation to curriculum levels, trends reflected in standardised assessment (such as for literacy and numeracy across the curriculum), NCEA achievement, wellbeing feedback, participation, and attendance.

- include information relating to **groups of students whose needs have not yet been well met**.
- protect your student's **personal information** – this is required under the Privacy Act 2020 – make sure you read our guidance on this on our webpage [Publishing your documents online – Ministry of Education](#). There are also some e-learning modules on the Privacy Commissioner website that you might find useful.
- use simple words (free from jargon where possible) and sentence structures to make information more understandable for your community. This is a new requirement to ensure ākonga, whānau and communities have the information they need to effectively participate in their school's planning and reporting process.

- Digital.govt.nz have range of resources on writing in plain language including:
  - [Plain Language](#)
    - [Plain English](#)
    - [Simple sentences](#)
  - [Tone and voice](#)
  - [Content design](#)
- Ensure you use inclusive language
  - [Inclusive language – digital.govt](#)
- Ensure your language does not promote deficit stereotypes e.g. use “working towards” rather than “not achieving”

Further support can be found here:

- [Measuring progress across the curriculum / Assessment and reporting guide / Home - Assessment \(tki.org.nz\)](#)
- [Help for Boards \(nzstaresourcecentre.org.nz\)](#)
- [Report time! / Reporting to parents & whānau / Home - Assessment \(tki.org.nz\)](#)

## How we have given effect to Te Tiriti o Waitangi

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 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 implemented policies and practices in ways that are sensitive to the cultural backgrounds, values and needs of individual learners and their families.

We use practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.

# Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p><i>Ko Taku Reo works at meeting and maintaining its good employer obligations.</i></p> <p><i>We are running a 3 x Pulse Staff wellbeing survey, starting end of Term 2 to encourage staff to engage with such surveys and to assist the school gain a current perspective of need from staff around their good and safe work conditions</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Ko Taku Reo remains challenged to respond effectively to the financial impact of high inflation and the subsequent influence this has in the work place an employment. This has resulted in some organisational change, with some to come. As well there is an increase discussion around wellbeing, ∴ our programme around EEO is significantly targeted into the recruitment and HR management area – ensuring appropriate cultural understanding is applied to each situation.</i></p> <p><i>Ensuring fairness and equity in relation to employment processes. E.g. with in HR processes, dealing with DHH staff can take 2-3 times longer due to the need for extended/explained processes, use of interpreters etc.</i></p> <p><i>Ko Taku Reo runs a Deaf Futures group where specifically DHH staff can meet to together and consider the organisation through a deaf and hard of hearing lens and report that to executive leadership for change.</i></p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p><i>Ko Taku Reo acknowledges staffing gaps in Deaf and Hard of Hearing (DHH), as well Māori staff.</i></p> <p><i>Our first responsibility is to the best person with attributes fit for the role.</i></p> <p><i>Where we have more than one applicant that is suitable, on a close close/similar interview rating and one being DHH and/or Māori, we consider the needs this person may have for the role and role context e.g for a DHH person, interpreter needs; and, where appropriate will apply an appointment bias towards the DHH and/or Māori staff.</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>• The aims and aspirations of Maori,</li> <li>• The employment requirements of Maori, and</li> <li>• Greater involvement of Maori in the Education service?</li> </ul>	<p><i>Ko Taku Reo has reappraised our staffing in the cultural area and have restructured the Māori and Deaf strategic roles into more operational ones with increased accessibility to all staff – not just executive management.</i></p> <p><i>Three new advisory roles are being advertised shortly covering Maori, Deaf and Pasifika. These roles will have wide scope across the organisation to advise, support, encourage staff and to advise leadership on areas of growth and change.</i></p> <p><i>We have Māori representation advising the commissioner with strong representation from the Turi (Deaf) Maori community in the Auckland area.</i></p> <p><i>Māori/ Deaf/Pasifika staff have equal opportunity for all employment in the organisation and to personal professional development.</i></p> <p><i>We ensure Māori customs e.g Karakia is practiced at the start and end of meeting also where food is to be eaten; as well, that new staff are welcomed onto our marae ( our physical space) with a Powhiri and Mihi Whakatau.</i></p>
How have you enhanced the abilities of individual employees?	<p><i>Ko Taku Reo runs a professional development programme based on services' need and staff development need. As well as regular PD being part of staff meetings, PD can be applied for (individual or group) to attend external providers.</i></p>
How are you recognising the employment requirements of women?	<p><i>Ko Taku Reo employs a majority of women. Our main acknowledgement comes by way of pastoral support for familial needs by way of leave management and also regular management of variations to work via applying flexible work arrangements. A recent wellbeing initiative aimed to raise awareness and understand around the issues of menopause..</i></p>



How are you recognising the employment requirements of persons with disabilities?	<p><i>Ko Taku Reo is the largest single employer of DHH staff in NZ. The deaf cultural needs of this group often require additional resources e.g. interpreter services, HR support/advice. As well we have a Deaf Futures group that meets to consider, engage in and assist inform deaf strategy in the organisation.</i></p> <p>The new Deaf Advisor position has broad org. accessibility &amp; we expect better collaboration with our DHH staff.</p> <p>We regularly use external OT's to ensure staff with injuries or disabilities can have their work place maximised ergonomically. As well over all of this year we have worked with a staff member in middle leadership who had a severe stroke in January to assist rehab back into work.</p>
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NB Deaf Culture and managing the needs of this societal sub cultural group within the Ko Taku Reo workplace for DHH staff is a major EEO focus.

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓ a	
Has this policy or programme been made available to staff?	ü	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓ b	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓ c	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓ b	
Does your EEO programme/policy set priorities and objectives?		x d

- An updated EEO 'policy' was approved by the board last year.
- Staff wellbeing role was filled on 13 May 2025. EEO will be part of the Wellbeing role to ensure awareness is created, supported and maintained and EEO initiatives are reported.
- Ko Taku Reo temporarily appointed a Wellbeing person to scope, plan and initiate a Wellbeing program at Ko Taku Reo, which includes EEO scope. This role finishes mid June with the Lead role just started. By end of Term 2 the first of three 'Pulse' wellbeing survey will start and run over 2025 to formally gather information.
- We are required to review the EEO policy regularly as part of the board review, assuerty process and make any changes required to meet compliance. We expect with the new staff appointment as per b (above) to generate new effective work and responses in this area.

## Financial statements

Our financial statements are attached and will be published on our website

## Report on other special and contestable funding

No special or contestable funding.

### Kiwisport funding

Our school received \$2,521.32 as part of the 2024 operational grant (2023: \$2,671.48). This funding is intended to increase student participation in organised sport.”