



Deaf Education New Zealand

# Annual Implementation Plan

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## 2024

Our Vision

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



# Summary of the plan

## Ko Taku Reo - Deaf Education New Zealand

This is the first year of our new strategic planning cycle, which means many of our actions reflect that we are implementing new processes, completing guidelines, gathering baseline data and exploring new initiatives.

In 2024 we will implement our Ko Taku Reo - Deaf Education NZ Guidelines to support teachers to enrich Deaf culture. Additionally, we will create systems to monitor learner progress, track language acquisition and upskill learner and staff knowledge of New Zealand Sign Language (NZSL).

Throughout the year we will also identify areas in the school and cohorts of learners that need more support and development, and we will design programmes to support this.

There are key actions that relate to each of our three pou. Some key actions could relate to more than one pou as our strategic goals are linked and support each other. These are examples of some of our actions that have been placed under the pou they most relate to.

**Languages:** Create an NZSL tracking system to track NZSL proficiency and increase opportunities for NZSL lessons for learners and staff. Define language deprivation and delay, identify learners working two years below with regards to language and literacy and support them and the team around them to accelerate progress.

**Learning:** Implement Deaf Studies Guidelines, offer more professional learning opportunities for the team around the learner, implement a school-wide monitoring programme using Compass to track student progress and identify those students needing more support.

**Identity and wellbeing:** Monitor and improve learner and staff wellbeing, upskill teacher knowledge about Deaf culture and ways of teaching Deaf and hard of hearing (DHH) learners.

Our implementation plan is a working document and is aspirational, there may be resourcing factors that impact on the delivery of some of these actions. We aim to make progress towards all of these actions by the end of the year, however some actions are longer term than others and will carry over to 2025. We will report against each action at the end of the year with the progress made.



## Where we are currently at Ko Taku Reo - Deaf Education New Zealand

We have been working towards creating Deaf Studies Guidelines that will assist teachers to effectively plan and teach Deaf and hard of hearing (DHH) learners. We recognise that we need consistent teaching and assessment methods across the school.

With regards to our Enrolled learners, in 2023 we achieved our NCEA Level 1 Literacy target for Year 12 learners (89%) and almost achieved this for NCEA Level 1 Numeracy (78%). Results for both Literacy and Numeracy have improved in 2022 and 2023. Most of our learners gain their NCEA Level 1 in Literacy and Numeracy in Year 12 (rather than in Year 11 – this is because many of our learners start with lower levels of language than their hearing peers).

Average Enrolled full school attendance in Term 4 2023 was 83%. Over 2023, 21% of all our students attended at least 90% of the time.

## 2024 Annual Achievement Targets (Enrolled School)

- All Year 3 to Year 10 learners will show progress in maths during the year, learners who are identified as at-risk receive targeted support.
- 90% of learners will achieve NCEA Level 1 Literacy and Numeracy by the end of Year 12.
- Meet Ministry of Education target of regular attendance which is 70% of all students will attend 90% of the time.

The **Sensory Learning Program** is being trialled and adjusted in a Year 0-3 classroom programme. Introducing the Sensory Learning Program will allow teachers to better support our learners and their specific needs as they transition from early years to compulsory schooling. This learning opportunity will also help the learners to develop their confidence and prepare them for more traditional reading, writing, and mathematics experiences.

Enrolled School started to adopt the **Better Start Literacy Approach (BSLA)** for early literacy success. This is a culturally responsive, strength-based approach to literacy, with a strong emphasis on decoding skills and the link between reading and writing. We are working with the BSLA coordinators to adapt this approach to better support our learners that have access to audio sounds. BSLA is best suited for our learners that are learning English through English. The teachers of our junior learners (Year 0-3) are Enrolled in the University of Canterbury micro-credential BSLA course. Learners that are learning English through NZSL continue to be taught through **“Fingerspelling our Way to Reading”** (FOWTR).

# 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 opportunities to learn te reo Māori me ōna tikanga.

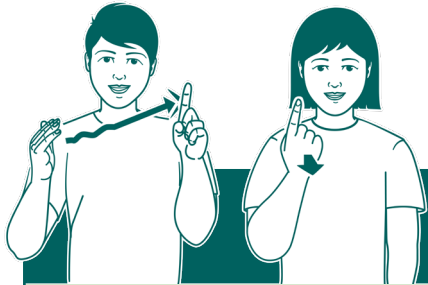
**Cultural Diversity** – Learners and staff have opportunities to explore the rich cultural diversity and value the histories and traditions of the people living in New Zealand and other countries.

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 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.



Rūaumoko Marae, Ko Taku Reo - Deaf Education New Zealand, Auckland, 2022.



# 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.

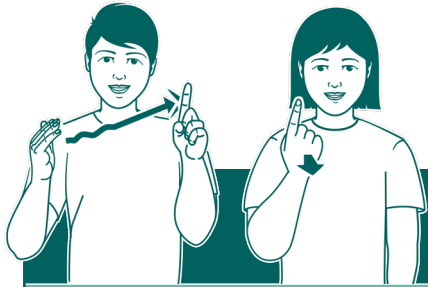
**Annual Target/Goal:**

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?
Regular planned engagement with Deaf community – develop an engagement strategy for the benefit for our learners and staff.	All Senior Leaders – led by Engagement Lead with Communications	An engagement strategy is created.
Active engagement with the wider Deaf community is authentic and culturally appropriate, for the benefit for our learners and staff.	Engagement Lead	Community feed back that they feel welcomed and are active contributors to our school.
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.	Head of Outreach Senior Leader Planning and Engagement	Increased levels of engagement and attendance at local whānau connect events. Open communication is evident.
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.	Head of Pedagogy and Professional Learning	Summary report to outline current state and recommendations for progress over next two years.

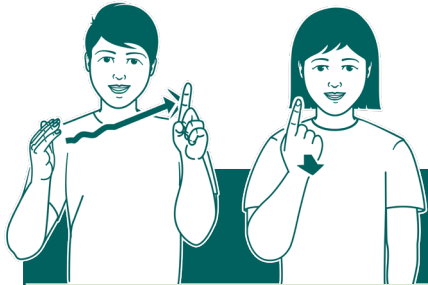


# Strategic Goal 1.A (continued)

## 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?
<p>Implement Te Rito as the Learning Management System (LMS) for teachers.</p> <p>Using Te Rito, collaborate, trial and collect feedback from teachers and learners across the school.</p> <p>Explore use of Te Rito with teams other than teachers across Ko Taku Reo.</p>	<p>Head of Pedagogy and Professional Learning</p> <p>Head of Assessment and Reporting</p>	<p>Modules are evaluated, feedback from users informs further development.</p> <p>Engagement levels with learning opportunities monitored and an increase in access and use of modules is recorded.</p>
<p>Audit of Deaf Culture Induction for new staff and create a clear Deaf Culture Induction Strategy.</p>	<p>Deaf Strategic Lead</p>	<p>Evidence of intake of new staff completing Deaf Culture Induction.</p>
<p>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.</p>	<p>Head of Pedagogy and Professional Learning</p> <p>Teaching and Learning Senior Leaders</p>	<p>Collect baseline data of webinars and workshops (local and national).</p> <p>Regularly measure progress and engagement as this area develops.</p>
<p>Increase spaces on Preschool Residential Courses (PRC) for whānau.</p>	<p>Head of Early Years</p>	<p>Increase in whānau accessing PRC courses.</p> <p>Feedback from whānau.</p>



# 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**

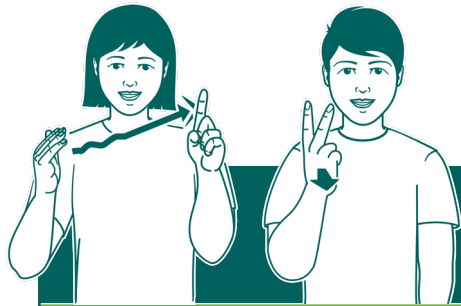
1. Measurements will be created and analysed for staff and learners to monitor wellbeing.
2. Action plans have been created to support learner and staff wellbeing, based on their feedback.
3. Regular wellbeing-related learning opportunities will be available.

Actions	Who is Responsible	How will you measure impact?
Develop and implement a culturally responsive school-wide programme to monitor and improve learner and staff wellbeing.	Head of Assessment and Reporting  HR	Data is available that measures the wellbeing of all our learners and staff. Programme created to improve wellbeing.
Different cohorts of staff e.g. Deaf, Māori, Rainbow, meet regularly and support each other to improve cultural safety and grow cultural capital.	Senior leaders	Staff feel connected and engaged, measured through proactive contribution to staff culture.  Staff are empowered to share cultural capital with colleagues.
All learners are supported to grow their cultural capital through authentic cultural events and learning opportunities.	Māori Strategic Lead  Deaf Strategic Lead	Learning experiences in our programmes across the school will grow cultural understanding.
Set up and trial Virtual Playgroup for 0–5-year-old children and whānau.	Head of Early Years	Monitor and report on how many Virtual Playgroup sessions held, number of participants (whānau and children) and feedback from participants.



# 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.

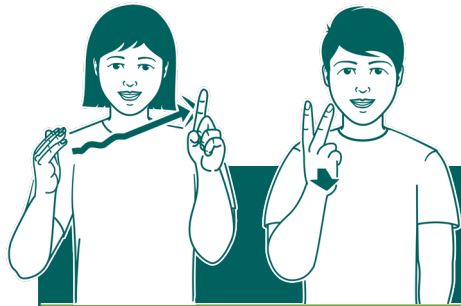
**What do we expect to see by the end of the year?**

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?
Develop a language tracker to collect ECE children's language abilities on entry. Analyse and plan for improvement.	Early Years	Data is collected for all ECE children accessing Ko Taku Reo - Deaf Education services.  ECE children are identified for targeted intervention.
Create and socialise the definitions of Language Deprivation and Language Delay. Develop and share key teaching strategies to accelerate language acquisition.	Head of Pedagogy and Professional Learning	Use the definitions of Language Deprivation and Language Delay to identify those learners who are at-risk.  Support is in place for those identified.
Develop and implement a school-wide programme to monitor progress of teaching (curriculum and Deaf Identity) and learning.	Head of Assessment and Reporting	Data is available that measures the progress of all our learners.

# 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.

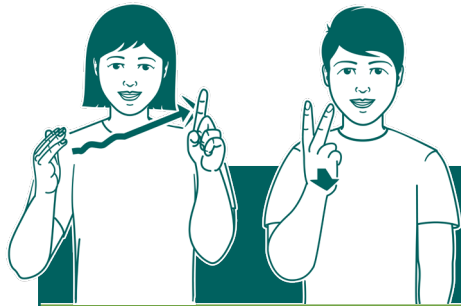
**What do we expect to see by the end of the year?**

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?
Increase the focus on resources that represent our demographic to support teachers in different contexts.	Resources Team	Variety of resources that represent our demographic are created and used.  Contribute, when asked, to the development of new NZSL signs by other groups.
Develop and implement a school-wide programme to identify and monitor our learners who are working two years below in language. Mobilise support for these learners.	Head of Assessment and Reporting	Learners who are working two years below in their language skills are identified and wraparound support is in place.
PLD opportunities offered for mainstream teachers and teacher aides to differentiate their teaching methods to meet the needs of DHH learners.	Head of Pedagogy Head of Outreach	Mainstream teachers will have improved understanding of how to adapt their teaching to cater for DHH learner needs.

# 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.

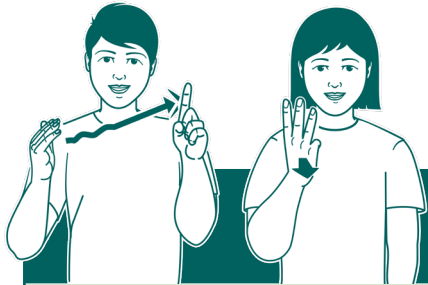
**Annual Target/Goal:**

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?
Explore the place and role of NZSL Language Models in the Enrolled School.	Head of Enrolled School Head of Pedagogy Senior Leader Planning and Engagement	Audit Deaf Teacher Aide and NZSL Tutor practices in Enrolled School settings.  Identify key practices needed for effective Language Model and trial those practices.
Upskill Te Reo Māori concepts in NZSL and tikanga acquisition for all staff.	Māori Strategic Lead	NZSL for Māori concepts are used by learners and staff.  Increase Tutors' and RTDs' Te Reo Māori capabilities to support all learners especially those in Māori-Medium contexts.
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.	Head of Assessment and Reporting  Head of Pedagogy  Deaf Strategic Lead	Plan developed for formative and summative assessment of NZSL for planning and reporting.  (Ensure checklist will generate data required by Ministry of Education).
New Zealand Sign Language Proficiency Interview (NZSLPI) 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.	Head of Pedagogy and Professional Learning  NZSL Services Manager	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.

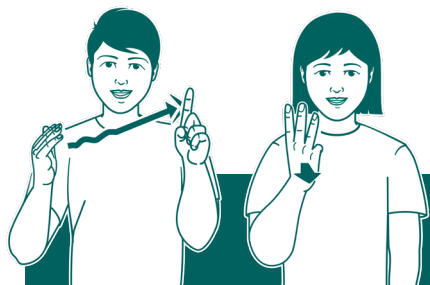
### Annual Target/Goal:

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?
Professional Development provided on adaptation and differentiation of teaching practices – across the whole school (including Early Years).	Head of Pedagogy	Teachers demonstrate adaptation and differentiation in their planning.  Learner needs are being met and they are making acceptable progress.
Create and use planning templates for consistency of effective teaching, house templates on Compass.	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.
Ka Hikitia implementation success criteria are measured against the Ka Hikitia report.	Strategic Lead Māori	Teachers are consistently including the Ka Hikitia Guiding Principles and Outcome Domains in their planning and practice. Teachers have improved their cultural competency and can confidently assess and measure Māori learners' education success as Māori.

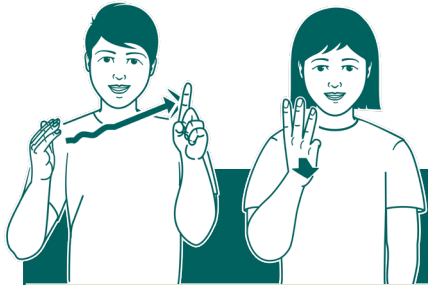


## Strategic Goal 3.A (continued)

### 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?
Continue to implement and evaluate online teaching in the Outreach School.	Head of Online Learning Head of Outreach School	Learners have increased opportunities to connect and learn with other DHH learners. Pre and post surveying of learners to determine their levels of connection.
Create graduate profile for learners.	Head of Enrolled School Curriculum team Head of Pedagogy	Graduate profiles are created and shared with the staff. Graduate profiles are used in curriculum planning.
Develop year level guidelines that follow the 'Towards Independence' programme.	Head of Enrolled School	Learners, staff and whānau have a shared understanding of the guidelines in the 'Towards Independence' programme.
Investigate more efficient ways to increase access to usage and competency of Educational Interpreters and Communication Education Support Workers (CESW).	Head of Enrolled School Director of Education Services Director of Communications and Resources NZSL@Schools Manager	Alternative methods of using Educational Interpreters and CESWs are evaluated and a plan created.
Develop a way of measuring equitable access to teaching and learning (access to interpreters, teachers, NZSL tutors) in Outreach School.	Head of Outreach Head of Assessment and Reporting	A system is developed and used to track access and delivery of service across the country.
Investigate and communicate different pathway models from early childhood to transition from Ko Taku Reo - Deaf Education New Zealand.	Head of Early Years Head of Planning and Engagement	Pathway models showing transitions between different learning contexts across the school are developed.
Develop national best practice guidelines for Indirect Service delivery in Outreach.	Head of Outreach Indirect Service Lead	National consistency for Indirect Service in line with best practice guidelines for which documentation will be developed and socialised.



# 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.

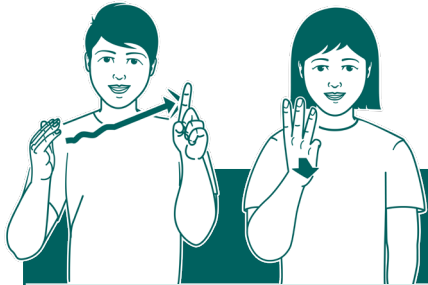
**Annual Target/Goal:**

**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?
Development of Enrolled and Residential learners’ ability to lead cultural proceedings at Rūaumoko and Tuawera.	Kaiwhakahaere Marae Head of Residential and Immersion Head of Enrolled School Marae Education Lead	Succession of learners being able to lead is ensured.
Deaf Studies Guidelines are implemented – including showing practical applications at regular staff meetings and resource development.	Deaf Studies Lead Head of Curriculum Teaching and Learning Senior Leaders	A streamlined way to record the use of our Deaf Studies Guidelines is developed.  Evidence of engagement by teachers who are beginning to embed the Deaf Studies Guidelines.
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.	Māori Strategic Lead Deaf Strategic Lead	Role models have been identified for both Enrolled School locations and Outreach School regions. These role models are engaged in a variety of ways e.g. as guest speakers, cultural leaders, attending events, KIT days and language days.



## Strategic Goal 3.B (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?
Marae education and Mātauranga Māori modules are developed with a Māori Deaf lens and are being included in planning and practice.	Head of Pedagogy and Professional Development  Resource Team  Māori Strategic Lead	Marae education and mātauranga Māori modules are being successfully integrated by TODs and RTDs.
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.

[kotakureo.school.nz](http://kotakureo.school.nz)