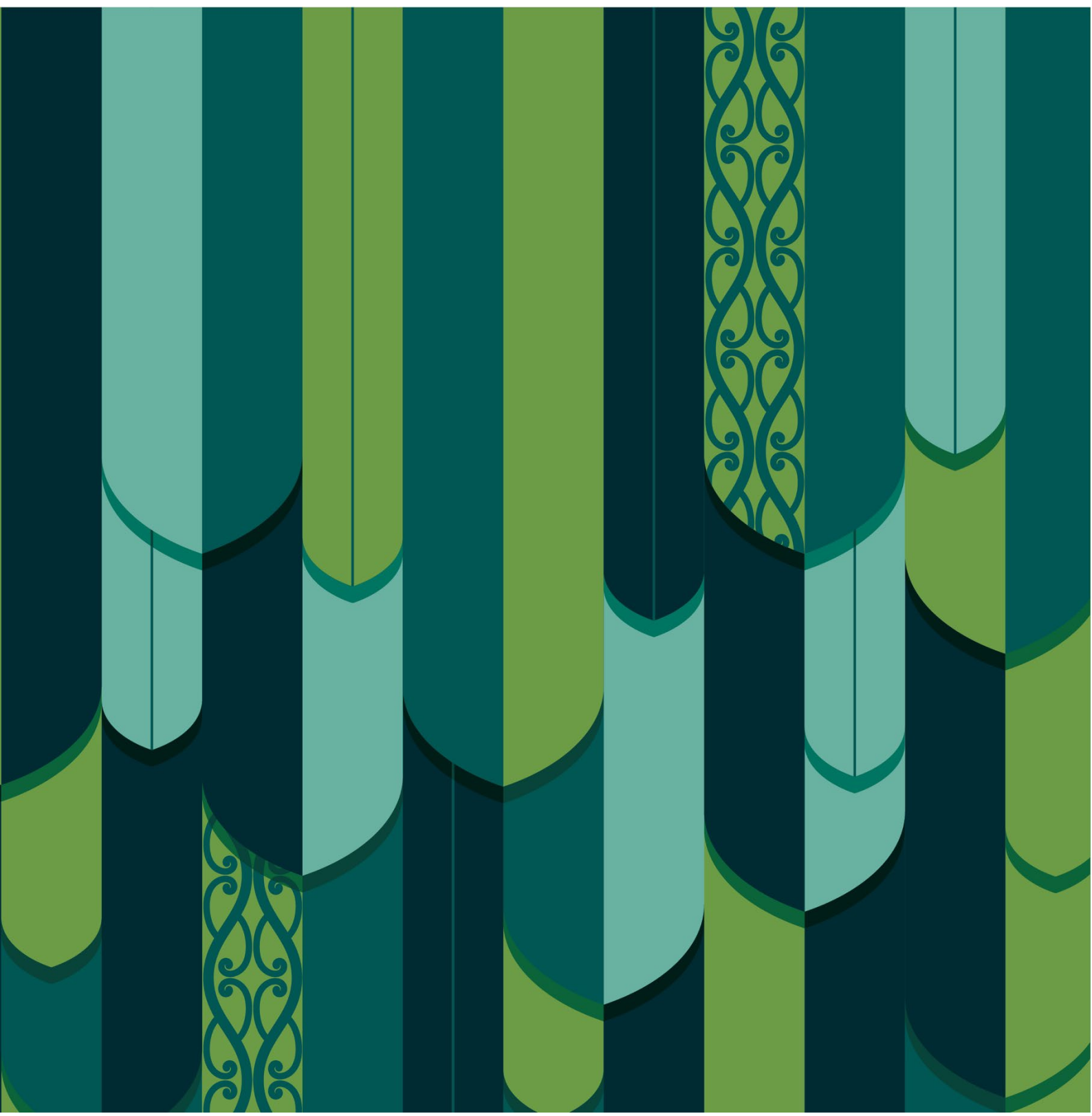


# 2025 Annual Report

Ko Taku Reo - Deaf Education New Zealand



# Executive Principal's Report

As New Zealand's leading provider of education for Deaf and Hard of Hearing (DHH) learners, Ko Taku Reo has again navigated a transformative year in 2025, marked by significant progress and ongoing challenges. This year saw the school appoint a new Executive Principal and establish a new board of trustees. Guided by the 2025 Strategic and Implementation Plans and the Education Review Office (ERO) recommendations, we have continued to focus on 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

During 2025 we still had 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 maintain their commitment to the teaching and learning outcomes across the school whilst also acknowledging the uncertainty of their roles. Late in 2025 the school undertook a realignment process which provides some clarity on the organisational structure moving into 2026. During 2026 this organisational structure will come into place and see some stability return to leadership teams. This year, several senior leaders participated in a 360 appraisal. This process provides clear feedback and goals for each of our leaders moving forward.

## Focus Areas for Teaching and Learning

This report provides an analysis of key areas of improvement 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 2025.

## 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 2025 school year saw notable progress in specific areas, but persistent challenges in attendance, teaching consistency, and student achievement remain critical areas of focus.

During 2025 we maintained a core focus on supporting teachers with access to high quality teaching and learning for all students. This included the IEP process where goals are targeted and measurable. Consultation with families is core to ensuring all plans are responsive to student and Whānau needs.

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.

Work continues on the pedagogy handbook with the BiBi pedagogy rubric rolled out to staff in 2025. These two documents are designed to support teachers in delivering high quality access and deep understanding of pedagogy for deaf learners.

## 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.

During 2025 Outreach School continued to expand the offerings 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 ensures that more students can 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 2025, 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. During 2025 we trialled a speech language assessment approach for outreach. This program allowed us to identify gaps in knowledge and areas where we can target our supports and learning.

### **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. During 2025 we strengthened this practice with the Ministry's introduction of refreshed curriculum areas in English and Mathematics. This 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.

Assessment practices continue to evolve. In 2025, 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. As the Ministry begins to develop their assessment guidelines, the teaching and learning team have been focused on ensuring that these assessments can be accessed by a whole range of students. This will be an ongoing focus for 2026.

Reporting has been an area of improvement during 2025 and we have reflected on feedback from parents and whānau. Again, this is an area that we are monitoring as the Ministry releases its curriculum refresh. At Ko Taku Reo we are working to ensure that parents and whānau have timely access to student learning results and can plan alongside the school in the next steps that also inform IEP review and development.

### **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.

Our focus continues to be 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 2025 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. Regular callback days in term breaks have focused on compliance, policy and procedure that also strengthened the skills of the staff across both Christchurch and Auckland.

### **Early Involvement Services: Language acquisition in early years**

In 2025, the focus in the Early Years had strong links to the Implementation Plan regarding language acquisition, language delay, Preschool Residential Courses and continued access to the virtual playgroup. These actions are resourced within the current Resource Notice and Early Years funding. The virtual playgroup is now running fortnightly and will continue to run for 2026 as part of the services offered in early involvement. Preschool Residential Courses have been popular and embedded in best practices in 2025.

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 2025, 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. Knowing this deeply and implementing a consistent approach during 2026, will ensure the early years teams use tools and strategies that accelerate language acquisition for these preschool learners. This learning is used across the variety of settings where preschool learners attend (preschool, playgroups, virtual playgroup, Preschool Residential Courses and the Early Years Whanau Centre) and will continue to be strengthened into the future.

### **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



Amy Geue  
Executive Principal  
Ko Taku Reo – Deaf Education New Zealand

## Statement of variance: progress against targets

### Strategic Goal 1.A - 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	Progress during 2025	Next steps
1a i	<b>Implement engagement strategy. Engagement with community is authentic and culturally appropriate for the benefit of our learners and staff.</b>	<p>Engagement took place across New Zealand with several different groups. This included</p> <ul style="list-style-type: none"> <li>- Engagement with Strategic planning</li> <li>- Feedback from parent and whānau communities</li> <li>- Engagement with Deaf communities</li> <li>- Engagement with stakeholders.</li> <li>- Purposeful engagement with whānau in our provisions each term</li> </ul>	<p>Plan purposeful and strategic engagement with all stakeholders and the school community.</p> <p>Seek authentic voice in strategic planning and improvement planning.</p> <p>Use this voice to feed into programmes and experiences for our learners.</p>
1a ii	<b>Outreach to administer a survey to parents to find out satisfaction levels of service and communication.</b>	<p>Surveying of parents and whānau about service delivery and engagement. Surveys included collecting feedback on satisfaction levels across the school and all its functions.</p> <p>Additional questions were added to seek parent views on strategic direction.</p>	<p>Use feedback and parent voice to ensure that service delivery meetings needs of all learners and is authentic to local contexts.</p>
1a iii	<b>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.</b>	<p>3 regional leaders have met with parent groups, and one further one is planned. Strengthened connections and more communication has been evident.</p> <p>Whānau newsletter created, and regional leaders to connect with local parent group via email to introduce themselves.</p> <p>This was paused due to external circumstances</p>	<p>This is ongoing work and will be a focus in some areas in 2026.</p>
1a iv	<b>Introduce new form for collecting data about PLD offered to adults supporting our students. Use data to plan for PLD to meet emerging needs.</b>	<p>PLD forms have been completed and are ready for people to use but not many people have been using them to date.</p>	<p>During 2026 further data will be collected around the value and purpose of PLD including the impact on workload and teaching direction.</p>

## Strategic Goal 1.B & C - 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.

### 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	Progress	Next steps.
1 b&c i	Measure Deaf identity for students within wellbeing surveys.	The survey has now been produced to completion and provided to Enrolled School for use I in T1 2026. For Outreach school, it is likely to be used early in 2026.	Students across Ko Taku Reo's services will complete the survey and the results will be used to determine next steps in the development of a Wellbeing strategy.
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.	Wellbeing draft action plan is in draft format having been informed by 2 staff wellbeing surveys  In the Online Learning space, Outreach and Online learning leaders have started development to target the needs of our students more explicitly, through two programmes (Identity and Wellbeing, and Transition). These are only in concept stage.	A wellbeing strategy and plan will be developed in 2026 for staff and students.
1 b&c iii	Implement a culturally responsive school-wide programme to monitor and improve staff wellbeing including Deaf identity. Monitor wellbeing with surveys.	Second survey completed. Key theme is psycho-social safety. Training will be provided on this in term 1. Staff want recognition and understanding of the different roles in the school. Staff will be able to access a fitness passport at a discounted rate.	A wellbeing plan has been developed, and this will be implemented during 2026.
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.	The Deaf futures groups meets regularly once a term, and inputs into staff understanding of Deaf Culture and how we work together in a culturally responsive way.	Work will continue into the different groups and building allyship across Ko Taku Reo. This team will support the relationship and culture of working with Deaf and hearing staff.  2026 sees 3 new cultural advisor roles being recruited who will take lead in supporting staff and building of cultural capital.
1 b&c v	Create modules for teachers to learn how to increase their students' cultural capital.	Waiting for the Turi Māori lead for Māori cultural capital module.  Deaf Cultural module series. The first 2 modules are drafted- 'Communication' and 'Deafhood'. Continuing into 2026, making videos, uploading to Learn Worlds.	With the appointment of three cultural advisors, this work will gain traction. Further units in the deaf studies curriculum will also be developed for rollout.
1 b&c Vi	Strategic planning occurs for Teacher of the Deaf recruitment.	Another recruitment video being worked on.	This is ongoing work in 2026. Work around the leadership structure and recruitment being a key part of a workforce strategy.

**Strategic Goal 2.A - 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	Progress	Next steps
2a i	<b>Identify key teaching strategies to accelerate language acquisition, adapt if necessary to fit our context and then socialise with staff.</b>	Work in the area if the Bi Bi project has seen a shift in focus into access the language through high quality teaching and access to bilingual and bicultural practices. This combined with the structured literacy units and the adaptations that are required for eyes only learners is providing clear direction for teachers. Modules in Learn Worlds(Learner management system) are supporting teachers to understand this approach and move forward in their practice.	Modules will continue to be worked on in term 2026 which will enhance the bi bi practices. The development of a reading program for eyes only learners will further strengthen the approaches.

**Strategic Goal 2.B - 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	Progress	
2b i	<b>Continue to embed adaptive and differentiated teacher practice with teachers. PLD offered to mainstream teachers will be as accessible as possible and recorded for future use.</b>	Learn Worlds platform was selected as the platform to allow for sharing modules to mainstream.  Initial roll out implemented in team 4 and will be strengthened in 2026	Migration is underway, moving all PLD modules from Te Rito across to LearnWorlds. Staff are checking and upgrading modules. Modules will be more accessible for all staff internal and external. Learning will be mor engaging. Module use can be tracked and monitored easily in Learn Worlds.

**Strategic Goal 2.C - 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.

	<b>Actions</b>	<b>Progress</b>	<b>Next steps</b>
2c i	<b>NZSL Checklist is part of the suite of assessment tools used for teaching and reporting across the school and services for students.</b>	There is a proposed version for rollout across ES and NZSL@School students. Still conversations on final iteration.	During 2026 the focus on assessments will continue across the school. This will be holistic in nature and include NZSL assessment
2c ii	<b>Develop and implement NZSL programmes (which includes assessments) that will demonstrate progression in students' NZSL skills.</b>	NZSL checklist has been refined, working group discussing the need for one checklist in the school. Screener can be used as a quick assessment for new students.	Further work will continue into 2026. Additionally, there will be a focus to roll out the learning in languages curriculum for NZSL in enrolled school.
2c iii	<b>Define language models in Enrolled School.</b>	Meetings held with provision leads to discuss the opportunities a language model could provide.  Identified current staff to trial as language models. Ormiston provisions identified as best location.  Proposal for change in process for Auckland provisions to allow for staffing to implement new language model roles.	While the school defines the Bi Bi philosophy this work will be paused. Once the philosophy is in place we will be able to develop a role description that aligns to this work.
2c iv	<b>Define language models outside of Enrolled School.</b>	T4 RSW recording in Wk 8, with TCL. This video can be used externally (on the FAQs page for NZSL Services) and as an internal teaching resource.	While the school defines the Bi Bi philosophy this work will be paused. Once the philosophy is in place we will be able to develop a role description that aligns to this work.
2c v	<b>Increase the use of NZSL for Māori concepts</b>	This action will be on the next strategic plan and hopefully led by our Turi Māori appointment.	The appointment of the Turi Māori advisor will support the leadership of this work in 2026.
2c vi	<b>Develop and implement an NZSL programme (which includes assessments) which will result in progression for identified staff.</b>	NZSL assessments for teachers have been completed.  Staff are accessing Draft Bilingual Rubric created for self-reflection and observation.  <ul style="list-style-type: none"> <li>• Bilingual survey 200 reflections received!</li> </ul>	Professional development in NZSL and BiBi practices to continue into 2026. Assessment in term 3 and 4 will support the Kura's understanding of growth and impact from this learning.

## Strategic Goal 3.A - 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.

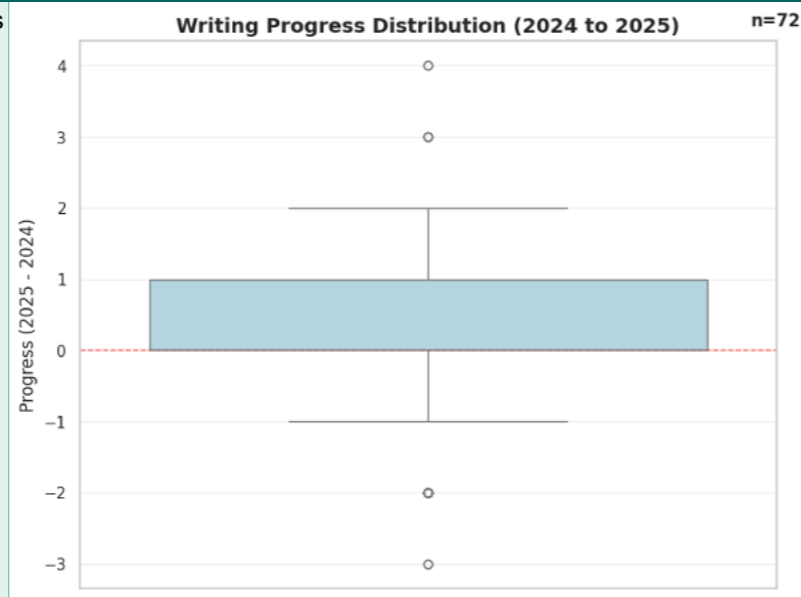
### What do we expect to see by the end of the year?

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	Progress	Next steps															
3a i	Effective teaching will occur across the school to achieve accelerated progress.	<p>Structured Teaching module being developed at present.</p> <p>PLD attendance compulsory for all teachers- BSLA and Impact Ed for 3 x Literacy Structured Literacy Days AND Structured Maths PLD days.</p> <p>NZSL Deaf Bilingual PLD Workplan outlines how we will be working with teachers in ES/ EY and OS to improve teacher practices when working with NZSL students</p>	PLD is continuing throughout 2026 to focus on the key mandated areas of the curriculum as well as the Bi Bi pedagogy.															
3a ii	70% of students attend school regularly, which is defined as 90% attendance.	<p>Term 4 – Enrolled school shared attendance strategy with Residential to strengthen the attendance goals across residential settings as another way of supporting. Residential have added action to their ERO action plan to create an addition to the ES strategy which targets residential students.</p> <p><b>Regular / Good Attendance - Students Attending 90% or More</b></p> <table border="1"> <thead> <tr> <th>Period</th> <th>% of students Above 90% Attendance</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>58.62%</td> <td>68 / 116 students</td> </tr> <tr> <td>Term 2</td> <td>39.66%</td> <td>46 / 116 students</td> </tr> <tr> <td>Term 3</td> <td>41.59%</td> <td>47 / 113 students</td> </tr> <tr> <td>Term 4</td> <td>44.95%</td> <td>49 / 109 students</td> </tr> </tbody> </table>	Period	% of students Above 90% Attendance	Count	Term 1	58.62%	68 / 116 students	Term 2	39.66%	46 / 116 students	Term 3	41.59%	47 / 113 students	Term 4	44.95%	49 / 109 students	As per the Ministry's mandated requirement we have developed a STAR plan that supports teachers, whānau and students with attendance. Our attendance management plan is on the website and shared with parents of enrolled school students.
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3a iii

60% of all students make accelerated progress in their Writing IEP goals within 12 months, which is defined as more than one year reading age gain within one year of teaching.



The chart above shows the progress in writing measured in Asttle total score. The mean was 0.32 points. Expected progress would be an increase of about 4 points per year. The bars are 25/50/25 %.

**Narrative:**

Writing achievement shows a significant proportion of students performing below expected levels, with 59 learners not yet meeting curriculum expectations. Only a small number are achieving at or above expectations (11 and 5 students respectively), indicating that writing is a key area for targeted improvement through raising high quality teaching standards and providing development in teaching pedagogies and strategies.

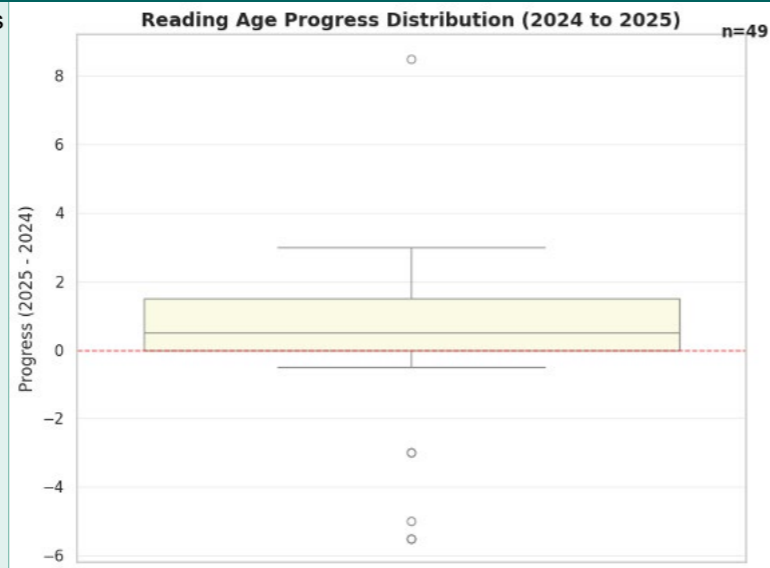
The progress shows that most writers experienced modest improvement, with the middle 50% of progress values falling between slightly below zero and about one point of growth meaning students do not make suitable progress to close the achievement gap. A few outliers on both the positive and negative ends indicate that while some individuals made exceptional gains, others faced notable setbacks.

Data specific to IEP's is not obtainable. Anecdotally many students achieved IEP goals mid year and progressed to new goals. This however isn't a robust measure of writing progress.

Continued focus for 2026 given the Ministry has mandated structured literacy and the need to improve this data through evidence based bibi structured teaching practices.

3a iv

60% of all students make accelerated progress in their Reading IEP goals within 12 months, which is defined as at least 2 Asttle writing sub-levels of progress within one year of teaching.



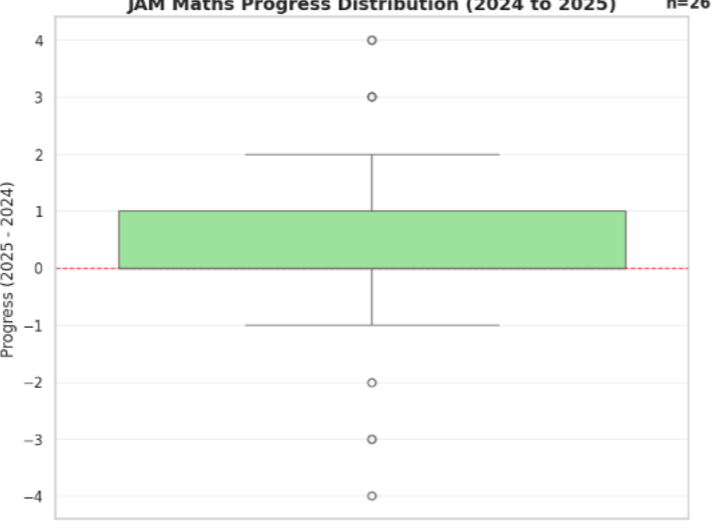
The chart shows the reading age progress for the past 12 months. The mean was 0.4 years progress per year in reading age.

**Narrative:**

The achievement data show that a large majority of enrolled students (62) are reading below the expected level, with only a small number reading at (9) or above (2) benchmark. Despite this, the progress data indicate that most students made positive gains in reading age from 2024 to 2025. A handful of students demonstrated substantial improvement, as reflected in the upper outliers, while a few experienced declines. Overall, the results suggest that although baseline achievement remains low, many students are moving in the right direction.

Data specific to IEP's is not obtainable. Anecdotally many students achieved IEP goals mid year and progressed to new goals .This however isn't a robust measure of progress.

Continued focus for 2026 given the Ministry has mandated structured literacy. Further 2026 will see a draft reading program for eyes only learners developed.

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.	<p style="text-align: center;"><b>JAM Maths Progress Distribution (2024 to 2025)</b> n=26</p>  <p>This chart shows the progress in JAM stages. The average progress was 0.44. The expected progress would be 1 stage per year.</p> <p><b>Narrative:</b></p> <p>Maths progress in the JAM Assessment data from 2024 to 2025 for the students is generally positive, with the median progress (the line inside the box) falling at +1.0 points. However, the JAM achievement data reveals a challenge, with 71.4% (20 students) performing Below the expected level, and only 28.6% (8 students) performing at the expected level. This suggests that despite the overall positive progress from the prior year, a significant majority of students still lack proficiency in the maths curriculum. The data collectively highlights a critical need for focused intervention in this curriculum area.</p> <p>Data specific to IEP's is not obtainable. Anecdotally many students achieved IEP goals mid year and progressed to new goals .This however isn't a robust measure of progress.</p>	Continued focus for 2026 given the Ministry has mandated structured mathematics and our data suggests a need for a focus on this through structured maths teaching.
3a vi	Implement the 'Towards Independence' programme into Tū Kōkiri and Ormiston Senior and evaluate the success of the programme in 2025.	<p>Gateway programme and funding underway in Auckland including a visit to a mainstream school to hear about and see this in successful action.</p> <p>All gateway funded positions filled and planned for completion by end of year. 2026 application completed to increase gateway places to cover all Tu Kokiri and Hagley students in 2026.</p>	Students will continue to access the gateway program with many students to access and attend work experience and work placement options. Transition and senior learning strengthened in this area with plans developed in consultation and collaboration with Whānau and students.
3a vii	<b>Develop a way of measuring equitable access to teaching and learning in Outreach School.</b>	<p>Moderation Tool now on Compass, under Learning Tasks. Now delivering time allocations as per resourcing notice, nationwide.</p> <p>We are now able to relatively easily extract the session attendance of student by time attending. This means that in future both access and attendance can be measured.</p>	<p>The moderation tool will be embedded into practise and reviewed at strategic points throughout 2026 to measure its effectiveness.</p> <p>Feedback and review of the moderation tool will take place to ensure that it is measuring and documenting what it is designed to measure.</p> <p>The use of the moderation tool will be moved to business-as-usual work for outreach teachers and leaders.</p>

3a viii	<b>Investigate and communicate different pathway models from Early Years to transition from Ko Taku Reo.</b>	4 plain PDFs created about our student pathways in early years, primary, secondary and transition. These have been collaborative documents with links to website. Will go up on website this term.  Interactive map still being created by design team (this is in draft with us right now for final check). This will be ready for launch and on website by beginning of 2026.	In 2026 a new website is going to be explored and launched. In this website there will be clear documentation of the pathways for all learners.  We will then develop a communications and engagement plan for sharing this information wider with the community.
3a ix	<b>Implement national best practice guidelines for Indirect and Direct Service delivery in Outreach, evaluate effectiveness.</b>	New Indirect process 'soft rollout' T4. Extensive piece of work. Now all done through an online application. First point of contact at the start of the year now via Teresa	This work will continue into 2026 with a deepening understanding of the role of an RTD in all forms of service delivery.
3a x	<b>Implement new planning templates.</b>	Good progress in Enrolled school with templates created and embedded across core learning areas. Exemplar planning has been created which has supported consistency and modelled curriculum coverage expectations.	During 2026 the enrolled school will work to embed the new templates across all of the provisions and across all year levels. PLD will be provided to staff to support their learning and planning.
3a xi	<b>Create guidelines on efficient ways to access and use Educational Interpreters</b>	Consultation with staff has commenced and a deeper level of understanding around their role is supporting the co-design of these guidelines	This is an ongoing focus.

### Strategic Goal 3.B - 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	Progress	Next steps
3bi	<b>Development of Enrolled and Residential learners' ability to lead cultural proceedings at Rūaumoko and Tuawera.</b>	<u>Sign Waiata</u> : Ongoing creation of more waiata in sign language to support inclusive cultural expression. <u>Whakatau/Mihi Training</u> : Young men are being mentored by <i>Turi Māori male staff</i> to develop confidence and skill in delivering whakatau and mihi. <u>Karanga Training</u> : <i>Turi Māori students</i> are learning to perform karanga for welcoming manuhiri, with support from <i>Turi Māori staff</i> and guidance from kuia when needed.	Succession of cultural leadership must be guided by experienced individuals. It is recommended that experienced cultural leaders (not peers) take responsibility for mentoring learners to ensure depth, accuracy, and integrity in cultural proceedings.
3bii	<b>Four remaining themes of Deaf Studies Guidelines shared with the staff and implemented in planning.</b>	Additional support has been provided to get the Deaf Themes completed and ready for use however they are still delayed. Theme three is now going to be released by the end of the term.	This is a major priority (as part of our local curriculum) into 2026 to ensure that our learners across the school have access to Deaf Culture units.
3b iii	Strengthen Deaf Studies and Deaf Pedagogies in Early Years settings using the Te Whāriki curriculum framework and create planning exemplars.	Delayed progressing this because further Deaf Studies themes haven't been released	Work to continue into 2026 to align to the deaf studies units.
3b iv	Further consultation with the Enrolled school's community to design a school curriculum, which may be personalised according to location and context.	Health curriculum developed alongside Sport Waitakere as our Healthy active school partner and in first round of consultation.	Implementation of the Health curriculum will take place during 2026.



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

Te Tiriti o Waitangi – Ko Taku Reo 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 tūri 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>Ko Taku Reo works at meeting and maintaining its good employer obligations. For example:</p> <p>The school ran two Pulse Staff wellbeing surveys (1 @Term 2 start and 1 @Term 4 end) encouraging staff to engage with the survey and to assist the school gain a current perspective of need from staff around their good and safe work conditions. The outcomes of these surveys have some work-ons for the organisation and are sitting with the schools' leadership team for further planning and action.</p> <p>For the surveys, a cross section of Deaf and Hard of Hearing (DHH) staff, DEIA staff were engaged to assist write and vet relevant questions, and to validate (or not) the nature of the employment process. There was great buy in from a range of DEIA representative staff.</p> <p>The school is active at supporting key days/weeks of the year, including NZSL week, Bullying Awareness, Breast Cancer Awareness etc.</p> <p>Unlike most other schools, but due to size and complexity, Ko Taku Reo employs a large HR team covering HR, Payroll, H&amp;S/Wellbeing and HR data analysis. Their primary focus is compliance across the people management areas.</p>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p>Ko Taku Reo remains challenged to respond effectively to the impact of the high cost of living and the subsequent influence this has in the workplace on employment. Ko Taku Reo believes it is fulfilling, albeit a struggle at times, its obligations to EEO's for all staff in our employ.</p> <p>Ko Taku Reo's programme focuses primarily on recruitment and HR management areas – ensuring appropriate cultural understanding is applied to each situation. Ensuring fairness and equity in relation to employment processes E.g. within HR processes, dealing with DHH staff can take 2-3 times longer due to the need for extended/explained processes, use of interpreters etc.</p> <p>In addition, there is an increasing discussion around wellbeing, and the appointment of a H&amp;S/Wellbeing leader in May to oversight this work. Part of this role is oversighting and ensuring EEO principals are apparent in our school.</p> <p>The school now has a new school board (replacing a commissioner intervention) with a high level of DHH representation from parents.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Ko Taku Reo acknowledges staffing gaps in DHH, as well Māori staff. The school's first responsibility is directed by legislation and requires ensuring the school appoints the best person with attributes fit for any role.</p> <p>Where the school has 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.</p>
How are you recognising,	<p>Ko Taku Reo has reappraised its staffing in the cultural area, and three new advisory roles are being advertised shortly covering Māori, Deaf and Pasifika. These roles will have wide scope across the organisation</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>to advise, support, encourage staff and to advise leadership on areas of growth and change.</p> <p>We have had Māori representation advising the commissioner with strong representation from the Turi (Deaf) Māori community in the Auckland area. This has continued into supporting our new Executive Principal, Amy Geue.</p> <p>As a school, the aims and aspirations of Māori are enhanced by the application of Māori curriculum and Te Tiriti principles.</p> <p>Māori/ Deaf/ Pasifika staff have equal opportunity for all employment in the organisation and to personal professional development.</p> <p>The school ensures Māori customs and protocols are followed as appropriate to the situation e.g. Karakia is practiced at the start and end of meeting also where food is to be eaten; additionally, new staff and guests are welcomed onto our Marae (Kelston) and Whare (Sumner) with a Powhiri and Mihi whakatau.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>Ko Taku Reo runs a professional development programme based on services and staff development need. As well as regular PLD being part of staff meetings, PLD can be applied for (individual or group) to attend external providers.</p> <p>The school is currently engaged in an MOE project to enhance the use and application of NZSL for our teaching staff and to ensure we better support our students and DHH colleagues.</p> <p>The school's onboarding programme ensures staff are training around understand deaf culture and how best to work within our deaf centric environment. With that staff are supported to attend NZSL learning programmes.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>Ko Taku Reo employs mostly women. Our main acknowledgement comes by way of pastoral support for familial needs by way of leave management and regular management of variations to work via applying flexible work arrangements.</p> <p>A wellbeing initiative aimed to raise menopause awareness has very good webinar attendance.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>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, engagement/processing time etc.</p> <p>The new cultural advisor roles for next year will increase. accessibility to decision making, improve the staff voice and improve workplace collaboration with our DHH staff.</p> <p>We regularly use external occupational therapists to ensure staff with injuries or disabilities can have their workplace maximised ergonomically.</p> <p>To meet staff, need there is an increasing awareness of needing to apply / improve DEIA attitudes within staff.</p>

Note: 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?	✓ b	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓ c	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓ d	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓ e	
Does your EEO programme/policy set priorities and objectives?	✓ f	

- a. An updated EEO 'policy was approved by the board last year.
- b. All staff have access via our intranet system, KELVAN, to this policy.
- c. Yes, the 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.
- d. Ref. [c]
- e. 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.
- f. Not formally at this stage allowing for changes in leadership and leadership structures. However, our focus has been on broad based EEO application into recruitment and with structure change, how staff internally

## 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

The school received \$2,350.10 as part of the 2025 operational grant (2024: \$2,521.32). This funding is intended to increase student participation in organised sport.”

## 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 \(tki.org.nz\)](#)