Annual Implementation Plan - Progress in 2024

Our vision

Our three pou

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

Identity and wellbeing



Languages for learning, communication and connection

Strategic goals

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

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 whanau.

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

1. Surveyed enrolled and outreach students around wellbeing.

- 2. A new form has been created for Professional Learning and Development (PLD) that will be offered by us for adults, this is nearly ready to be rolled out to the school.
- 3. New learning management system, Te Rito, has been launched for teachers to use, and training modules are now available, with more to come.
- 4. Deaf Culture Induction strategy for new staff has been created.
- 5. Virtual Playgroup up and running.
- 6. Engagement Plan has been developed and we are currently getting feedback from stakeholders.

Key actions completed in 2024

- 1. Definition of Language Deprivation and Delay has been developed and is ready to be shared with staff.
- 2. A toolkit of language assessments for students is ready to trial across the school.
- 3. New Zealand Sign Language (NZSL) checklist has been created and trialled with a group of Deaf students whose preferred language of access is NZSL and is now being adapted for use in other areas of the school.
- 4. New English and Communication, and, Maths and Statistics curriculums were the focus of PLD. Enrolled School teachers delivered an hour a day of reading, writing and mathematics.
- 5. Approximately 300 staff received regular NZSL lessons.

- Provision.
- 5. Ka Hikitia report finalised.
- developed.





1. All teachers have been involved in professional development on adaptation and differentiation of their teaching methods to meet the needs of DHH learners.

2. Online teaching has been expanded to include more teachers delivering lessons to outreach students.

3. The Towards Independence programme for students transitioning out of school is being trialled at Hagley

4. Indirect Service Handbook has been updated with roles and responsibilities matrix.

6. Marae education and Mātauranga Māori modules

7. Deaf Studies Guidelines launched.

8. Database of role models established.

9. Teachers across the school continue to integrate

Deaf Studies into their planning and lesson delivery.