



**Ko
Taku
Reo**

Deaf Education New Zealand

Annual Implementation Plan

2026

Our Vision

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



Summary of the 2026 plan

Ko Taku Reo - Deaf Education New Zealand

Languages for learning, communication and connection

The focus for 2026 will be on developing a reading program for children and young people who learn through eyes only (NZSL users). We will be developing a standardised approach to teaching NZSL as a subject to all learners in the enrolled school. This is separate to a BiBi approach or teaching through NZSL. This will be an NZSL curriculum which teaches learners about the structures, linguistics and whole language learning approach.

Learning

When students attend school regularly achievement and learning success improves. Using our STAR response as part of the Ministry's response to attendance we aim to have consistency of attendance across all areas of the enrolled school and the residences.

Developing a Bilingual and Bi-cultural shared philosophy will support our teachers and our teacher aids to improve consistent approaches to BiBi teaching and learning in the classroom. Further this will support teachers in the implementation of the BiBi best practices across all of our provisions and services.

Identity and Wellbeing

When staff and students feel safe, they develop and have a sense of belonging at work and in learning. Following the results of the staff well-being survey we are committed to rolling out support across all staff in 2026. Leadership learning and knowledge will be strengthened through specifically tailored programs for Deaf staff who are currently in leadership or aspiring to be leaders. Alongside this will be a leadership course for all leaders which develops connections and allyship between all leaders - Deaf and hearing.



Where we are currently at

Ko Taku Reo - Deaf Education New Zealand

Attendance

Enrolled School is now well established within the MoE Stepped Attendance Response (STAR). We have an attendance management plan which is publicly available on our school website.

2025 was the first year Ko Taku Reo accurately processed data on attendance to the STAR categories.

Regular / Good Attendance - Students Attending 90% or More

| 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 |

Annual Achievement Target #1

The Ko Taku Reo 2026 target for attendance is 70% of enrolled students attend regularly (90% of the time).

Annual Achievement Target #2

Literacy and Numeracy- 70 % of students make accelerated progress against their IEP goals in 2026

Annual Achievement Target #3

NCEA - 80% of school leavers achieve level 2 NCEA.



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

Ko Taku Reo - Deaf Education New Zealand

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

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

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

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

Information on teaching and learning strategies

Continued focus on BiBi practices and structured literacy with a specific focus on developing a reading continuum for Turi ākongā who use NZSL as their language medium. We will strengthen our programming and planning approaches. The Ministry's mandated reporting structures and requirements will also be embedded across 2026.



Strategic Goal 1

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.

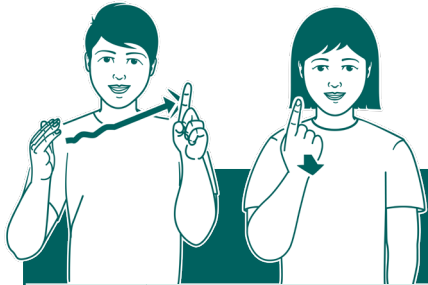
Annual Target/Goal:

- A. Engagement with community is authentic and valued
- B. Staff wellbeing shows an improvement as per the staff well-being survey
- C. Recruitment of staff is aligned with the policy and procedure, is fair and responsive to needs.
- D. Communication to the school community is planned, targeted and intentional.

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

1. Clear guidelines on engagement with community, including Whanau, parents, students, stakeholders, and Deaf community.
2. Clear guidelines and an action plan for communications.
3. Staff wellbeing improves during 2026. Staff have a greater understanding of how to support the wellbeing of colleagues.
4. Clear understanding of recruitment of staff is implemented across the school.

| | Actions | Who is Responsible | Resources Required Corp. Serv. Resources FIN, HR, ADM, P&A | Timeframe | How will you measure impact? |
|------|--------------------------------------------|-------------------------|----------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 i | Implement engagement plan | DP culture and language | IT, Administration and Communication team support for promotion and roll out of events | 2026 | Community engagement at events (numbers of attendance recorded). Ko Taku Reo staff have an increased understanding of the areas of work across the school through internal communications. |
| 1 ii | Develop and implement a communication plan | DP culture and language | Comms team Whole school engagement ROS, ES, Admin | Term 2 2026 | Communication plan published and socialised. Timetable of communication plan is internally published and followed. Communication is consistent and transparent. |



Strategic Goal 1 (continued)

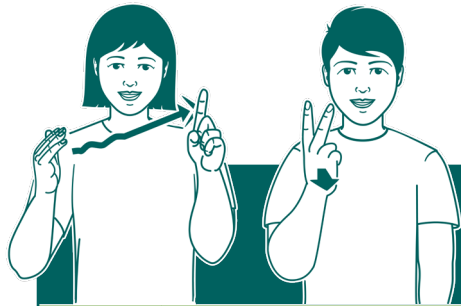
Ko Taku Reo - Deaf Education New Zealand

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|-------|----------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------------------------------------|
| 1 iii | Develop and implement a culturally responsive staff well-being action plan | Executive team | PLD on psychosocial safety training for exec and leaders Staff wellbeing survey HR, H&S teams | 2026 | Staff wellbeing survey shows Improved wellbeing |
| 1 iv | Develop and implement a staffing unit review | Executive Principal | Executive team meeting time Finance, HR, Payroll to share FTTE and staffing impacts. | Term 1 2026 | New policy in place Procedure for recruitment being followed BOT reporting |
| 1 v | Develop a staffing unit policy | Executive Principal | HR, Finance, Executive leadership team | Term 2 2026 | New policy in place Procedure for recruitment being followed |

Strategic Goal 2

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. All teaching staff are engaging in professional learning about BiBi practices, as evidenced by number of sessions attended, number of views on videos.
- B. All enrolled school students y1-10 are engaged in NZSL language classes, with a report shared with whānau
- C. Engagement in reading increases for learners who are eyes only with a 5% improvement of reading in the early years a schooling
- D. Cohort of Deaf students who are 'Eyes Only' in the Enrolled School will be identified and data collected on level of reading ability assessed using the Draft 'Eyes Only' Reading Approach.

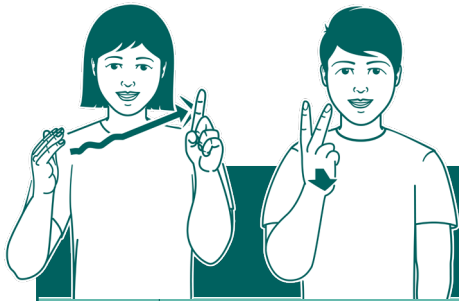
What do we expect to see by the end of the year?

1. A reading continuum has been developed and is being rolled out across the enrolled school provisions.
2. Eyes only learners are engaged in reading.
3. NZSL is used consistently through the school and more learners are engaged in the use of NZSL for conversational and social emotional learning.

| | Actions | Who is Responsible | Resources Required Corp. Serv. Resources <i>FIN, HR, ADM, P&A</i> | Timeframe | How will you measure impact? |
|------|-------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 i | Develop and implement a Deaf Bi-Bi pedagogy philosophy | DP Curriculum and Pedagogy | BiBi Expert Teachers Curriculum and Pedagogy Leaders Resource Team- Video and e-Learning Travel to Australia | Term 4, 2026 | Staff observation (through BiBi team) Engagement in BiBi team sessions Staff engagement in NZSL Sparks |
| 2 ii | Develop and implement a reading continuum for 'Eyes Only' ākongā in Enrolled School | DP Curriculum and Pedagogy | BiBi Expert Teachers Curriculum and Pedagogy Leaders Resource Team- Video and e-Learning | Term 4, 2026 | Teachers complete F2F and Online Learning Modules. Teacher Individual Learning Plans reflect measurable goals against Bilingual Rubric. Assessment of reading demonstrates Improved outcomes. |

Strategic Goal 2 (continued)

Ko Taku Reo - Deaf Education New Zealand



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| | Actions | Who is Responsible | Resources Required Corp. Serv. Resources <i>FIN, HR, ADM, P&A</i> | Timeframe | How will you measure impact? |
|-------|-------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------|--------------|---------------------------------------------------------------------------------|
| 2 iii | Develop and implement the NZSL 'learning in languages' curriculum | DP Curriculum and Pedagogy DP teaching and learning | PLD in NZSL learning in languages curriculum | Term 4, 2026 | Engagement and reporting of NZSL classes. Timetable of scheduled classes |



Strategic Goal 3

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.

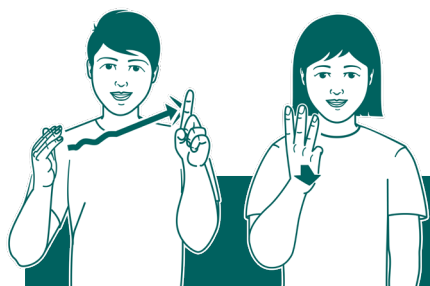
Annual Target/Goal:

- A. All enrolled school whānau receive a clear and informative report demonstrating growth for learners.
- B. R/TODs are accessing and using data to Inform teaching and learning plans.
- C. All learners are receiving instruction in the health curriculum.
- D. Deaf and hard of hearing learners have a deeper sense of self as reported in the SQD survey at the end of 2026.

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

1. Deaf Studies Units 1-5 implemented into enrolled school and regional outreach services accessing for their learners.
2. Educators are using data to inform their practice. Evidence informed practices are implemented in the classroom and through regional outreach services.
3. Reporting to whānau is clear and aligned with the Ministry's expectations and guidance.

| | Actions | Who is Responsible | Resources Required Corp. Serv. Resources <i>FIN, HR, ADM, P&A</i> | Timeframe | How will you measure impact? |
|-------|-----------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 i | Develop and implement Deaf Studies units | Executive Principal | FTTE - Deaf staff member to write these units. PLD for teaching staff on delivering their units in our provisions PLD for outreach staff on the delivery of these units. | 2026 | Deaf students' units are available to all staff. Timetable of deaf studies classes Reporting of outcomes to assessments in classes (local curriculum reporting of formative tasks) |
| 3 ii | Implement health curriculum in Enrolled School | DP teaching and learning | PLD for teaching staff on delivering their units in our provisions | 2026 | Timetable of health curriculum classes Reporting of outcomes to assessments in classes (local curriculum reporting of formative tasks) |
| 3 iii | Develop and implement Leadership PLD for aspiring leaders | Executive Principal | HR, Finance and PLD budget | March-Nov 2026 | Recruitment and appointment of aspiring staff to leadership roles |



Strategic Goal 3 (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 | Resources Required Corp. Serv. Resources <i>FIN, HR, ADM, P&A</i> | Timeframe | How will you measure impact? |
|--------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 iv | Support staff to access the Masters of Disability (deaf and Hard of hearing) | Executive Principal | HR, Finance and PLD budget | 2026 | Staff accessing and completing the masters units/ subjects. |
| 3 v | Investigate, adapt and contextualise the Theory of mind program- ProTOM- program for DHH students in Enrolled school. | DP Curriculum and Pedagogy | Curriculum and pedagogy team to explore program Access to deaf teachers to adapt content to NZ context. | 2026 | The program is contextualised to New Zealand ready to train teachers and roll out in Enrolled school & Regional outreach services. |
| 3 vi | Develop and assessment schedule including necessary tools and training | DP Curriculum and Pedagogy DP Teaching and learning | Reporting and Analysis Lead Curriculum School Leaders- ES, ROS, EY | | Assessment schedule is shared with all staff. Assessment takes place as planned. |
| 3 vii | Develop and update reporting requirements, in line with Ministry guidelines, for Whānau | DP teaching and learning | IT team Ministry documents | | Reporting meets the Ministry requirements ready for roll out 2027 |
| 3 viii | Develop and deliver PLD for R/ TODs around data and evidence informed best practice. | Executive Principal | Regional Outreach Services team Enrolled School Early Years | | A PLD plan for 2027 is developed and shared with staff. Staff attendance at PLD is recorded. Presentation shared with staff are evidenced. |

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