**Blind and Low Vision Education Network NZ**

**Te Kotuituinga Matauranga Pura O Aotearoa**

**A National Network of Services for Children and Young People**



**2017 Charter**

Contents

[Strategic Overview 4](#_Toc476814408)

[Vision 4](#_Toc476814409)

[Mission 4](#_Toc476814410)

[Beliefs 4](#_Toc476814411)

[Values 4](#_Toc476814412)

[1. Introduction 6](#_Toc476814413)

[1.1 Who we are 6](#_Toc476814414)

[1.2 Vision 7](#_Toc476814415)

[1.3 Mission 7](#_Toc476814416)

[1.4 Values 8](#_Toc476814417)

[1.5 Beliefs 8](#_Toc476814418)

[1.6 Intent 9](#_Toc476814419)

[1.7 National Standards 9](#_Toc476814420)

[1.8 Māori Dimension & Cultural Diversity 9](#_Toc476814421)

[2. Services 11](#_Toc476814422)

[2.1 Assessment and Teaching Services 11](#_Toc476814423)

[2.2 School and Residential Services 13](#_Toc476814424)

[2.3 Administration Services 14](#_Toc476814425)

[2.4 Property 15](#_Toc476814426)

[2.5 Contractual Arrangements with the Ministry of Education 16](#_Toc476814427)

[3. BLENNZ Strategic Goals 2016 – 2019 16](#_Toc476814428)

[Goal 1 16](#_Toc476814429)

[Goal 2 16](#_Toc476814430)

[Goal 3 16](#_Toc476814431)

[4. Strategic Plan 2016 – 2019 17](#_Toc476814432)

[Goal 1: 17](#_Toc476814433)

[Goal 2: 18](#_Toc476814434)

[Goal 3: 20](#_Toc476814435)

[5. Annual Plan 2017 22](#_Toc476814436)

[Overview of Goal 1: 22](#_Toc476814437)

[Overview of Goal 2: 23](#_Toc476814438)

[Overview of Goal 3: 24](#_Toc476814439)

[6. BLENNZ Framework of Indicators of Learner Achievement 2017 26](#_Toc476814440)

[Outcome Indicators 26](#_Toc476814441)

[Process Indicators 28](#_Toc476814442)

[Other Educational Settings 31](#_Toc476814443)

[7. Procedural Information 32](#_Toc476814444)

[8. Charter Ratification 32](#_Toc476814445)

# Strategic Overview

| Vision **- Every BLENNZ learner is well prepared to achieve in life** |
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| Mission **- To enable learners who are blind, deafblind or have low vision to reach their full potential, BLENNZ provides quality education and specialist teaching services in partnership with whānau, educators and the wider community** |

| Beliefs | Values |
| --- | --- |
| * Parents and whānau are the prime educators in their child’s learning * Education is focused on the learner within the context of whānau, community and culture * Learning occurs through active engagement in meaningful environments * Ākonga have unique needs requiring specialist learning and teaching approaches * Ākonga have the right to equitable access to education * Ākonga have a right to belong and to realise their potential as participating and contributing members of society * Team collaboration promotes positive outcomes for ākonga | BLENNZ whānau includes ākonga, their whānau, educators and the wider community.  **Whanaungatanga**  At BLENNZ we demonstrate whanaungatanga through valuing people by building relationships with whānau, prioritising time to get to know them and establish connections.  **Manaakitanga**  At BLENNZ we elevate the mana by showing respect for their emotional, spiritual, cultural, physical and mental wellbeing in the way we welcome, nurture and nourish them.  **Awhinatanga**  At BLENNZ we demonstrate awhinatanga through the spirit in which we engage and empathise with each other by assisting the learning of ākonga and whānau.  **Kotahitanga**  At BLENNZ we demonstrate kotahitanga through striving to reach consensus and unity of purpose, while acknowledging and respecting individual differences and perspectives.  **Ako**  At BLENNZ we demonstrate ako through creating opportunities where we can learn from each other, recognising that everybody brings knowledge and that ākonga and whānau are intertwined. |

 **Strategic Goals**

| **Goal 1: All learners are supported by BLENNZ to achieve their full potential through the use of evidence-based practice.** | **Goal 2: Learner progress and achievement is enriched through the building and strengthening of effective learning-centred relationships with each learner’s whānau.** | **Goal 3: Learning is enhanced through the appropriate use of BLENNZ resources, systems and organisational relationships.** |
| --- | --- | --- |

| **We will achieve this by ensuring each ākonga learning is informed by:** | **We will achieve this through:** | **We will achieve this by:** |
| --- | --- | --- |
| * The use of evidenced based tools and processes that inform learning in the Expanded Core Curriculum. * BLENNZ teachers who clearly demonstrate evidence based practice across the Expanded Core Curriculum. | * Staff who recognise parents and whānau as the primary educator. * BLENNZ providing effective communication and consultation with whānau. * Staff who provide parents and whānau with access to information about BLENNZ and other established networks where appropriate. | * BLENNZ fully utilising the Network to support provision of a consistent service. * Providing professional development to support the development of succession and leadership across the teaching team. * Resources to support learning are available, well managed and able to be accessed across the network. * Learning environments are appropriate for BLENNZ learners. |

# 1. Introduction

## 1.1 Who we are

The Blind and Low Vision Education Network NZ (BLENNZ) is a national school that provides a network of education services to 1567 blind, deafblind and low vision learners throughout New Zealand from birth to 21, including those who have additional special needs. BLENNZ was established as a national network of services in January 2005. It is one of the six special schools nationally that have been legislated to provide residential provision for learners.

The purpose of BLENNZ is to ensure that the education needs of learners who are blind, deafblind or have low vision are identified and appropriate programmes and services are available. It aims to support the government goals for education by enhancing education opportunities for its learners, facilitating access to and participation in the regular curriculum and developing skills for independence.

Historically blindness education services were provided either by the Royal New Zealand Foundation of the Blind (now known as the Blind Foundation) through the services based on Homai Campus, or by Visual and Sensory Resource Centres that were part of the state education system. In July 2000 Homai National School for the Blind and Vision Impaired became a state residential special school and in 2005 all of the services were amalgamated to form BLENNZ.

This amalgamation of services was achieved through many years of combined advocacy from parents, teachers, service providers and sector organisations, who expressed a strong desire for a unified, nationally coordinated system for service provision. BLENNZ aims to achieve such co-ordination and cohesion and to reflect the special character of the school through the following objectives:

* Development of nationally consistent practice which is evidence-based
* Implementation of the principles of the National Plan
* Learning and teaching in the Expanded Core Curriculum in the context of the Key Competencies, as expressed in the BLENNZ Curriculum
* Learning and teaching based on the Expanded Core Curriculum as a means of accessing Te Whāriki
* Determination, monitoring and review of learner outcomes
* Clear mechanisms for accountability
* Staffing levels within international benchmarks
* Improved access to services for children and their families/whānau
* Equitable, cohesive and seamless services

BLENNZ is a national school with a national community which includes children and young people, their whānau, Resource Teachers Vision and blindness educators, partner service providers such as the Blind Foundation, and blindness education sector groups including:

* Parents of Vision Impaired NZ Incorporated (PVI)
* Association of Blind Citizens New Zealand Incorporated (ABC NZ)
* Deafblind New Zealand Incorporated
* Kāpō Māori Aotearoa NZ (Ngāti Kāpō), Tamaki Ngāti Kāpo Incorporated and Te Whānau o Homai

BLENNZ education services are provided from 14 locations including:

* BLENNZ Homai Campus, Manurewa, Auckland
  + Homai Campus School and satellite class at James Cook High
  + Residential Service
  + Homai Early Childhood Centre
  + Auckland South Visual Resource Centre
* Northland Visual Resource Centre, Manaia View School, Whangarei
* Auckland North Visual Resource Centre, Marlborough Primary School, Glenfield
* Hamilton Visual Resource Centre, Hamilton North School, Hamilton
* Tauranga Visual Resource Centre, Bethlehem, Tauranga
* Gisborne Visual Resource Centre, Riverdale School, Gisborne
* Napier Visual Resource Centre, Henry Hill School, Napier
* Palmerston North Visual Resource Centre, Somerset School, (moving to Awapuni School in 2017) Palmerston North with outpost at Keith Street School, Wanganui
* Taranaki Visual Resource Centre, New Plymouth Girls High School, New Plymouth
* Wellington Visual Resource Centre, Kelburn Normal School, Wellington
* Nelson Visual Resource Centre, Nelson Intermediate School, Nelson
* Christchurch Visual Resource Centre, Burnside, Christchurch with outposts at Oceanview Heights School, Timaru and Cobden School, Greymouth West Coast
* Otago Visual Resource Centre, Dunedin North Intermediate School, Dunedin
* Southland Visual Resource Centre, Ascot Community School, Invercargill.

## 1.2 Vision

Every BLENNZ learner is well prepared to achieve in life.

## 1.3 Mission

To enable learners who are blind, deafblind or have low vision to reach their full potential, BLENNZ provides quality education and specialist teaching services in partnership with whānau, educators and the wider community.

## 1.4 Values

The services and programmes of BLENNZ are aligned to support the principles and intent of government priorities, goals and strategies for education; the aims of the Disability Strategy for an inclusive society and the removal of barriers; and the principles of best practice in blindness education.

BLENNZ whānau includes ākonga, their whānau, educators and the wider community.

**Whanaungatanga**

At BLENNZ we demonstrate whanaungatanga through valuing people by building relationships with whānau, prioritising time to get to know them and establish connections.

**Manaakitanga**

At BLENNZ we elevate the mana by showing respect for their emotional, spiritual, cultural, physical and mental wellbeing in the way we welcome, nurture and nourish them.

**Awhinatanga**

At BLENNZ we demonstrate awhinatanga through the spirit in which we engage and empathise with each other by assisting the learning of ākonga and whānau.

**Kotahitanga**

At BLENNZ we demonstrate kotahitanga through striving to reach consensus and unity of purpose, while acknowledging and respecting individual differences and perspectives.

**Ako**

At BLENNZ we demonstrate ako through creating opportunities where we can learn from each other, recognising that everybody brings knowledge and that ākonga and whānau are intertwined.

## 1.5 Beliefs

The following beliefs underpin the BLENNZ approach to learning and teaching:

* Parents and whānau are the prime educators in their child’s learning
* Education is focused on the learner within the context of whānau, community and culture
* Learning occurs through active engagement in meaningful environments
* Ākonga have unique needs requiring specialist learning and teaching approaches
* Ākonga have the right to equitable access to education
* Ākonga have a right to belong and to realize their potential as participating and contributing members of society
* Team collaboration promotes positive outcomes for ākonga

## 1.6 Intent

The general intent of BLENNZ is to provide a cohesive national infrastructure to support excellence in teaching and improved outcomes for children and young people who are blind, deafblind or low vision. It will be a system based on collaborative partnerships between children and young people, parents, educators, the blind community and service providers. Interagency collaboration will be sought, particularly with the Ministry of Education, Blind Foundation and Health and Disability Support Services.

It will be a system where the child, parents and whānau are at the centre of practice. Services will be available at locations that enable most productive access and participation, with a range of programmes and services available to children and young people according to their educational needs.

## 1.7 National Standards

The majority of learners who are blind, deafblind and low vision in years 1 – 8 are attending their local school throughout New Zealand, whether a regular school, special unit or special school. They receive educational support from BLENNZ Resource Teachers Vision, but come within the jurisdiction of their respective schools in terms of assessment against the National Standards. BLENNZ teachers may provide advice and guidance to educational settings around appropriate assessment processes.

For the ākonga attending the Homai Campus School, (many of whom have learning needs in addition to their blindness or low vision), the Individual Education Plan (IEP) will continue to be the basis for planning learning programmes. Teachers will use a range of assessment approaches including narrative assessment. All reporting to parents for learners who are in Years 1 - 8 will comply with National Standards guidelines to ensure that it is in plain language and clearly articulates to parents the next steps for their child’s learning, and how they can support the learning outcomes at home. Learner achievement in terms of the National Standards is reported biannually with achievement levels indicative of the level of the learner’s abilities**.**

## 1.8 Māori Dimension & Cultural Diversity

To ensure that BLENNZ meets its obligations under the Tiriti o Waitangi and provides a safe and welcoming environment for all Māori learners, it will:

* Consult and work in a collaborative partnership with the three identified Māori groups with a direct interest in blindness education, Kāpō Māori Aotearoa NZ (Ngāti Kāpō), Tamaki Ngāti Kāpo Incorporated and Te Whānau o Homai
* Consult and work in a collaborative partnership with parents/whānau of Māori learners
* Ensure that the Board of Trustees has a Tangata Whenua appointee, selected by a panel that is representative of consumer-driven kāpo Māori and whānau organisations
* Provide support to Te Whānau o Homai
* Provide appropriate support to Māori learners in both immersion and regular education settings, including accessible format materials in Te Reo
* Support Ministry of Education initiatives to promote achievement of Māori learners.

Partnership with Kāpō Māori Aotearoa NZ (Ngāti Kāpō), Tamaki Ngāti Kāpo and Te Whānau o Homai will be key to accessing the views and aspirations of the BLENNZ network’s Māori community.

In 2017 we will continue to progress work which documents the Kaupapa of BLENNZ. In 2017 the secondment of a teacher to support the development of the BLENNZ Kaupapa, our cultural competency in practice. It is envisaged that this work will progress through 2017 and 2018.

BLENNZ provides services to a significant number of Pasifika learners both on and off campus. In 2017 BLENNZ will continue to build and strengthen staff understanding to promote achievement of Pasifika Learners. Teams will continue to build links with the Pasifika community and Pasifika Services within Ministry of Education, educational settings and allied organisations (including the Blind Foundation) which provide support to Pasifika children and their families. Reflection on practice will be based on how we develop IEP’s and enhance communication with parents, based around the concept of Tala Noa.

In recognition of the cultural diversity of its learners BLENNZ will foster cultural awareness throughout its operations and equal opportunities will be afforded to all learners irrespective of their gender, ethnic origin, religious belief or disability. All learners will receive an education which respects their dignity, meets their individual needs and enables them to attain stated goals.

Examples of how Homai Campus School will reflect this include:

**The unique position of the Māori culture:**

* Active Whānau group
* Powhiri
* Kaumatua invited to events/occasions
* Karakia
* Māori language spoken to students
* Tikanga Māori integrated throughout the school
* Māori staff employed
* Māori legends and texts available in accessible formats
* Whole school visit to Manurewa Marae
* Host visit to the BLENNZ Homai Campus by Manurewa Marae
* Maintain and build the relationship with Manurewa Marae, including reciprocal visits and students work experience.
* Te Reo classes provided

**New Zealand cultural diversity:**

* Greetings in languages of the students
* Music/songs performed from the cultures of the students
* Bilingual staff members
* Food festival
* Displays of art and craft

# 2. Services

In 2017 the Blind and Low Vision Education Network NZ will provide services through three service strands:

* Assessment and Teaching Services
* School and Residential Services
* Administration Services

## 2.1 Assessment and Teaching Services

### 2.1.1 Visual Resource Centre Regional Services

98% of BLENNZ learners are living at home and being educated in their local community. BLENNZ will provide specialist educational support to these learners through Resource Teachers Vision and Developmental Orientation and Mobility Instructors who are based in Visual Resource Centres.

Key services will include:

* Assessment and evaluation, including functional vision assessment
* Early intervention services
* Direct programmes of teaching and learning in the Expanded Core Curriculum in the context of the Key Competencies, of the New Zealand Curriculum and the strands of Te Whāriki for children in their early childhood centres and local schools
* Facilitation and consultation with early childhood and class teachers, other professionals and relevant agencies
* Professional development for class teachers and paraprofessionals
* Education and support programmes for parents
* Provision of accessible format materials
* Access to resources and technology

Visual Resource Centre staff will work in collaboration with regular and specialist educators, and therapist including those with skills and expertise in working effectively with Māori whānau and Pasifika families. Their relationships with the Blind Foundation Children’s Services, Accessible Format Production, and local service offices, will be effective and ensure cohesive and collaborative provision of services.

Each Centre will continue to develop strong relationships with relevant health providers, such as Low Vision Clinics, Disability Support Services, Needs Assessment Services and Audiology Services.

### 2.1.2 National Assessment Service

The National Assessment Service provide educational assessments locally and regionally.

Comprehensive assessment will be carried out by a transdisciplinary team that includes family members and professionals knowledgeable in the developmental and educational implications of blindness and low vision. This team includes specialist teachers, therapists and health professionals.

Assessments will be Individual Plan (IP), Individual Education Plan (IEP) and Individual Transition Plan (ITP) focused and will support developmental and educational planning. They will include:

* Homai Campus based assessment, in collaboration with families and Resource Teachers Vision
* Assessments provided off-campus in collaboration with regional teams. This will grow the capacity of regional assessment teams and build education-health linkages nationally.

### 2.1.3 Immersion Courses

Short term immersion courses of learning and teaching in the Expanded Core Curriculum will be provided for groups of learners with similar needs. These courses will be led by different groups of Resource Teachers Vision from throughout the network, according to their areas of particular strength and expertise. Teams may include where relevant, specialist colleagues from allied organizations such as the Blind Foundation or members of the blindness community who have the relevant skills and experience.

In 2017 course topics will include:

* Career and Future Planning
* Planning for tertiary
* Literacy
* Tactile graphic skill development to support Braille learners in Maths and Science
* Technology: for learners who are blind and who have low vision
* Staff PLD to support improved learner outcomes
* Performing Arts: Music
* Parent Education
* Orientation and Mobility and Physical Abilities
* Social Skills
* Life Skills

### 2.1.4 Specialist Services

BLENNZ provides specialist services including Developmental Orientation and Mobility (DOM) for learners whose resourcing is aggregated. BLENNZ facilitates the referral process for assessment and programme provision for specialist services such as occupational therapy, physiotherapy. These services are provided on the basis of a Memorandum of Understanding between BLENNZ and Ministry of Education.

In 2017 BLENNZ will continue to further develop the DOM service delivery model consolidating the first and second phases of the BLENNZ model for the provision of Developmental Orientation and Mobility services as agreed between the Ministry of Education and BLENNZ.

## 2.2 School and Residential Services

### 2.2.1 Homai Campus School

The Homai Campus School is a specialist school for blind, deafblind and low vision children and young people, including those with additional disabilities. It will provide programmes of teaching and learning in the Expanded Core Curriculum in the context of the Key Competencies of the New Zealand Curriculum as expressed in the BLENNZ Curriculum. Older learners leaving the school are supported by BLENNZ staff and appropriate outside agencies to facilitate transition to a post school life.

Inclusion in the school programme may be short or medium term but it will not usually be seen as a place where students come in for their whole schooling. Admission will be dependent on both meeting the criteria and on the learner’s IEP team determining it to be the best placement.

### 2.2.2 James Cook High School Satellite Class

The James Cook Satellite Class will provide a programme based at a local secondary school for a group of young people who have some barriers to learning in addition to their blindness or low vision.

### 2.2.3 Transition Programmes

The Kickstart transition programme will provide an opportunity for young adults to live in a supported flatting situation as they make the transition to tertiary education, the workplace and living independently.

The Jumpstart transition programme provides an opportunity for young adults to live in a residential hostel as they make the transition to community supported living. This programme will not be offered in 2017 but will be reviewed for 2018 based on student need.

### 2.2.4 Residential Services

Whare Nikau will provide accommodation for learners attending weeklong assessments, specialist secondary school and transition programmes, short term immersion courses and longer term programmes of teaching and learning.

Residential placements will be provided to support learners’ access to appropriate educational settings, including learners attending Manurewa High School.

Programmes in the Expanded Core Curriculum will be coordinated across school and residential settings, with the residential programme also providing specific social and learning programmes in accordance with a learner’s Individual Education Plan and learning pathways developed with family, to further develop their independent living skills.

## 2.3 Administration Services

Administration Services will provide support to the other two service strands. A range of administration services are grouped together to achieve the most effective, efficient, accountable and flexible use of the available resources. There is also significant delegation within national guidelines, of work responsibilities and financial and other resources to regional sites.

Administration services include:

* Administration
* Secretarial
* Finance
* Human Resources
* Property
* Site coordination
* Network coordination
* Catering

## 2.4 Property

The redevelopment of the Homai Campus school and residential buildings was completed in August 2011, and the extension to the Kickstart building in March 2012.

In 2014 the development of an outdoor learning environment including both new playgrounds and gardens for the Homai Campus School and Homai Early Childhood Centre was initiated with the vast majority of the development completed in 2015. This initiative was made possible through the significant support and commitment of The Potter Masonic Trust and Freemasons and culminated in a formal opening in 29th May. The Outdoor Learning Environment will continue to be developed in 2017.

Over 2015-2016 property redevelopment for the Hamilton and Tauranga Sensory Resource Centres was completed. Work continues in partnership with the Ministry of Education on a national basis to ensure that property issues for other Visual Resource Centres are resolved in a coordinated manner through the implementation of the Ministry’s Sensory Resource Centre Capital Works Programme. Priorities for 2017 will include Wellington, Palmerston North, Dunedin, Gisborne and Northland.

Property development for both the Christchurch and Auckland regions continues to be open for discussion with the Ministry of Education. Neither of these regions were included in the original Sensory Capital Works Programme. The increasing population growth in Auckland has resulted in a process of change for the Auckland Visual Resource Centre. In 2017 Auckland-Northland services will be co-ordinated through three Visual Resource Centres: Northland, Auckland North and Auckland South. The concept of a new base for Auckland North Visual Resource Centre with Satellite classes has been approved by the Ministry of Education as part of their Private Public Partnership (PPP3). Discussions continue to be held Ministry of Education regarding the needs of the Sensory Schools in Christchurch in the coming year.

## 2.5 Contractual Arrangements with the Ministry of Education

For 2017 the services of BLENNZ will be provided through a Ministry of Education Resourcing Notice which records BLENNZ’s day school and residential resourcing entitlements as well as the network’s additional national service funding. BLENNZ’s Annual Plan and Annual Report will be the basis for addressing the accountabilities relating to this resourcing.

# 3. BLENNZ Strategic Goals 2016 – 2019

## Goal 1

All learners are supported by BLENNZ to achieve their full potential through the use of

evidence-based practice.

## Goal 2

Learner progress and achievement is enriched through the building and strengthening of

effective learning-centred relationships with each learner’s whānau.

## Goal 3

Learning is enhanced through the appropriate use of BLENNZ resources, systems and

organisational relationships.

# 4. Strategic Plan 2016 – 2019

Goal 1: **All learners are supported by BLENNZ to achieve their full potential through the use of evidence-based practice.**

| **Expectations** | **2016** | **2017** | **2018** | **2019** |
| --- | --- | --- | --- | --- |
| **BLENNZ has clearly defined the evidence gathering tools and processes to inform learning.** | Research is undertaken to define the evidence gathering tools and processes. | Continue to define evidence based approach for each area of the Expanded Core Curriculum.  Initiate implementation and review the use of those evidence based tools and processes which have been identified. | Continue to introduce evidence based tools and processes across the network. | A framework for evidence based practice is clearly articulated across each area of the Expanded Core Curriculum. |
| **All BLENNZ teachers clearly demonstrate evidence based practice across the Expanded Core Curriculum.** | An inquiry of current practice is conducted to identify next steps and enhance practice. | A plan is implemented to strengthen current evidence based practice of Expanded Core Curriculum. | Review the effectiveness of any changes in practice and make further changes as required. | Evidence based approach is embedded in practice. |
| **BLENNZ has a clear understanding and response to its role in providing access for learners to the NZ Curriculum in the area of Health and Physical Education** |  | An inquiry of current practice and need is conducted to identify next steps to enhance practice. | A plan is developed based on the findings of the inquiry and implementation commences. | Implementation continues and evaluation demonstrates that changes have strengthened practice and better meet learner need. |

Goal 2: **Learner progress and achievement is enriched through the building and strengthening of effective learning-centred relationships with each learner’s whānau.**

| **Expectations** | **2016** | **2017** | **2018** | **2019** |
| --- | --- | --- | --- | --- |
| **BLENNZ will provide effective communication and consultation with whānau.** | A consultation and communication plan will be developed with the Board and implemented including at least twice yearly plain language reporting to parents in relation to National Standards. | Review the plan and adjust where required. | Consultation and communication Plan implemented. | Review the effectiveness of the consultation and communication plan to inform future direction. |
| **Staff recognise parents and whānau as the primary educator.** | Develop common expectations regarding effective engagement with parents and whānau. | Establish common expectations with both service strands regarding effective engagement with parents and whānau based on inquiry in 2016 and implement changes. | Review effectiveness of expectations. | Embedded in practice |
| **Staff recognise parents and whānau as the primary educator.** |  | Conduct an inquiry into the current effectiveness of communication between BLENNZ and whānau for a different cohort of learners i.e. moderate. | Establish common expectations with both service strands regarding effective engagement with parents and whānau based on inquiry in 2017 and implement changes. | Review effectiveness of expectations |
| **Staff to provide parents and whānau with access to information about BLENNZ and other established networks where appropriate.** | A process is developed outlining the when, how and what key information parents can access. | Based on the findings of the 2016 a 2-year work plan will be developed to scaffold the development of the website content and hard copy resources. | The second year of the plan will be implemented and existing content reviewed through feedback by the original parent focus groups and sector partners. | The website has an annual work plan of ongoing development and review. |
| **Staff to provide parents and whānau with access to information about BLENNZ and other established networks where appropriate.** |  | Information pathway  for parents and ākonga is developed, incorporating the findings of 2016 work, and includes a review system to support the planned sharing of key information from enrolment to withdrawal from BLENNZ. | Full implementation of the pathway process across BLENNZ. | Review of the pathway. |

Goal 3: **Learning is enhanced through the appropriate use of BLENNZ resources, systems and organisational relationships.**

| **Expectations** | **2016** | **2017** | **2018** | **2019** |
| --- | --- | --- | --- | --- |
| **BLENNZ is fully utilising the Network to support provision of a consistent service.** | Undertake inquiries to inform future provision. | Residential Services  Implement changes based on the inquiry in 2016 for Residential services.  Early Childhood Services  Continue inquiry for future provision early childhood.  Deafblind Services  Initiate inquiry into current needs of learners who are deafblind. | Residential Services  Review changes made to residential and make changes based on findings.  Early Childhood Services  Implement changes based on findings of Early Childhood inquiry.  Deafblind Services  Develop a strategic plan based on findings of inquiry in 2017 re needs of deafblind. | Residential Services  Changes are embedded in residential practice.  Early Childhood Services  Review outcomes for parents and make changes based on findings.  Deafblind Services  Commence implementation of strategic plan within the scope of available resourcing. |
| **Professional development has been provided to support the development of succession and leadership across the teaching team.** | Professional development takes place to support the development of leadership skills of those already in leadership / management roles. | Leadership roles  Continued development of those in leadership roles.  Support to develop skills and competencies of aspiring leaders is informed by responses received in 2016 and the BLENNZ Strategic Plan. | Leadership roles  Leaders and aspiring leaders are supported to develop their skills and competencies. |  |
| **Professional development has been provided to support the development of succession and leadership across the teaching team.** | Coordinators lead professional development in assessment of sensory efficiency. | Teaching roles  Coordinators lead professional development  In assessment and teaching including:   * DOM * Literacy through braille including tactile graphics * Early childhood assessment and documentation * Assessments in NZ school settings * Learners with additional needs including vision. * Social Skills | Teaching roles  Coordinators lead professional development in assessment and teaching including:   * DOM * Life skills * Family focussed practice * Practice for those learners who are deafblind * Access technology for inclusion * Career and future planning | Teaching roles |
| **Resources to support learning are available to be managed and accessed across the network.** | Processes for managing resources are identified and trialled. | Systems for resource development, storage and access and retrieval have been reviewed based on 2016 work and changes are beginning to be implemented. | Systems are now implemented across the network. | Systems are reviewed and refined based on feedback. |
| **Learning environments are appropriate for BLENNZ learners.** | Outdoor learning environment continues to be developed.  Maintenance schedule is drafted. | Continue to develop the Outdoor Learning Environment Phase 2.  Maintenance scheduled is reviewed and updated. | Outdoor learning environment is completed.  Maintenance schedule is reviewed and updated. | Outdoor learning environment is maintained. |
| **Learning environments are appropriate for BLENNZ learners.** | A risk analysis of the swimming pool is undertaken. | A plan to upgrade the pool is developed and initiated based on evidence from 2016. | Continuation of the upgrade of the pool as finances allow. | Continuation of the upgrade of the pool as finances allow. |
| **Learning environments are appropriate for BLENNZ learners.** | Sensory Schools Capital Works Programme is progressed for:  Tauranga; Palmerston North; Wellington; Dunedin; Auckland North (including a satellite); Northland and Christchurch. | Sensory Schools Capital Works Programme is progressed for the next prioritised centres and work continues with the MOE to establish s70 leases for all locations off campus. | Sensory Schools Capital Works Programme is progressed for the next prioritised centres  s70 leases in place and maintenance plans exist for all sites across the network. | Sensory Schools Capital Works programme is completed with s70 leases in place and maintenance plans exist for all sites across the network. |

# 5. Annual Plan 2017

## **Overview of Goal 1:**

**All learners are supported by BLENNZ to achieve their full potential through the use of evidence-based practice.**

| Objective 1 - 2 | Objective 3 | Objective 4 |
| --- | --- | --- |
| **Inquiry** - Continue to define evidence based approach for each area of the Expanded Core Curriculum. | A plan is implemented to strengthen current evidence based practice of Expanded Core Curriculum. | An inquiry of current practice and need is initiated in relation to access for learners to the NZ Curriculum in the area of Health and Physical Education. |
| **Operational** - Initiate adoption and review the use of those evidence based tools and processes which have been identified. |  |  |
| Objective 1- 2 Expectation 2018 /19 | Objective 3 Expectation 2018 /19 | Objective 4 Expectation 2019 |
| BLENNZ has clearly defined the evidence gathering tools and processes. | All BLENNZ teachers clearly demonstrate evidence based practice across the Expanded Core Curriculum. | BLENNZ has a clear understanding and response to its role in providing access for learners to the NZ Curriculum in the area of Health and Physical Education. |

## Overview of Goal 2:

**Learner progress and achievement is enriched through the building and strengthening of effective learning-centred relationships with each learner’s whānau.**

| Objective 1 | Objective 2 - 3 | Objective 4- 5 |
| --- | --- | --- |
| The Board consultation and communication plan is reviewed, revised and implemented. | Establish common expectations with both service strands regarding effective engagement with parents and whānau based on inquiry in 2016 and implement changes. | Website/ resources  Based on the findings of the 2016 a 2-year work plan will be developed to scaffold the development of the website content and hard copy resources. |
|  | Conduct an inquiry into the current effectiveness of communication between BLENNZ and whānau for a different cohort of learners i.e. moderate. | Information pathway for parents and ākonga is developed, incorporating the findings of 2016 work, and includes a review system to support the planned sharing of key information from enrolment to withdrawal from BLENNZ. |
| Objective 1 Expectation 2018 | Objective 2 Expectation 2018 | Objective 3 Expectation 2018 |
| Staff recognise parents and whānau as the primary educator. | BLENNZ will provide effective communication and consultation with whānau. | Staff to provide parents and whānau with access to information about BLENNZ and other established networks where appropriate. |

## Overview of Goal 3:

**Learning is enhanced through the appropriate use of BLENNZ resources, systems and organisational relationships.**

| **Objective 1 – 4** | **Objective 5 – 7** | **Objective 8** | **Objective 9 – 11** |
| --- | --- | --- | --- |
| **Residential Services**  Implement changes based on the inquiry in 2016 for Residential Services.  **Services to Special Schools**  Complete the final phase through a process of inquiry to inform the provision of effective service for leaners with needs which are complex and include vision.  **Deafblind Services**  Initiate inquiry into current needs of learners who are deafblind.  **Early Childhood Services**  Continue inquiry for future provision early childhood. | **Leadership Roles**  Continued development of those in leadership roles.  Support to develop skills and competencies of aspiring leaders is informed by responses received in 2016.  **Teaching Roles**  Coordinators lead professional development in assessment and teaching including:   * DOM * Literacy through braille * Early Childhood assessment and documentation * Assessments in NZ school settings * Learners with additional needs including vision.   **Induction**  A review of current resources is completed and work commences to establish a framework for induction and associated resources. | Systems for resource development, storage and access and retrieval have been reviewed based on 2016 work and change are beginning to be implemented. | **Outdoor Learning Environment**  Continue to develop the Outdoor Learning Environment Phase Maintenance scheduled is review and updated.  **Swimming Pool**  A plan to upgrade the pool is developed and initiated based on evidence from 2016.  **Sensory Schools Capital Works**  Programme is progressed for the next prioritised centres and work continues with the MoE to establish s70 leases for all locations off campus. |
| **Expectation 2019**  BLENNZ is fully utilising the Network to support provision of a consistent service. | **Expectation 2018/19**  PLD has been provided to support the development of succession and leadership across the teaching team. | **Expectation 2018/19**  Resources to support learning are available to be managed and accessed across the network. | **Expectation 2019**  Learning environments are appropriate for BLENNZ users. |

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# 6. BLENNZ Framework of Indicators of Learner Achievement 2017

BLENNZ uses a network-wide approach to quantifying learner achievement using a framework of evaluation indicators. This systematic approach is intended to enhance opportunities for evidence-based practice and to provide the data needed for the development of nationally consistent practice and for a process of continuous improvement. 2017 will provide the fourth year of data analysis in respect of learner achievement based on this framework.

In 2017 BLENNZ will initiate a piece of work to research and define effective evidence gathering tools and processes for the BLENNZ learning community. BLENNZ will share this work with the Ministry of Education and Deaf Education Centres who also seek to further improve outcome indicators. The Framework of Indicators will be amended in future years informed by this research.

Unless otherwise stated, all targets with a percentage approval requirement will be measured on a scale of 1 to 5, 1 being excellent and 5 poor, with a goal of 95% of responses 3 or better.

## Outcome Indicators

### Student achievement

#### 1. Literacy – Using Language, Symbols and Text

**ALL BLENNZ Learners**

Data for reporting on this indicator will be aggregated from BLENNZ Literacy Profile forms, which will be completed by BLENNZ teachers for all learners.

* Identify the proportion of the learners acquiring literacy by:

1. The type of literacy programme (conventional or functional)

2. Their stage of literacy development

3. Their level of participation in their literacy programme as defined in the BLENNZ Literacy Profile

**All braille users from 5 – 12 years old participating in conventional literacy Programmes**

* Identify the proportion reading at their chronological age or better as at 15 November 2017.
* For those learners reading at a level below their chronological age, report on each learner’s reading age and level on 15 November 2017.
* For learners who are reading below their chronological age, BLENNZ teachers will make a specific comment for individual learners on any barriers to progress and any notable achievement.

**ORS verified learners with low vision 5 – 12 years**

* Identify the proportion participating in conventional literacy programmes who are reading at their chronological age or better as at 15 November 2017.

**Learners at Homai Campus School participating in conventional literacy Programmes**

* Report on each learner’s reading age on 15 November 2017.

**Target**

Learners will improve their reading age by a minimum of 6 months and progress towards National Standard expectations by the end of 2017.

#### 2. Numeracy

**Learners at Homai Campus School participating in conventional numeracy Programmes**

* Report on each learner’s achievement of individual numeracy targets.

**Target**

Learners at Homai Campus School participating in conventional numeracy Programmes will achieve their individual targets in numeracy and progress towards National Standard expectations by the end of 2017.

#### 3. IEP and ITP goal achievement

**Learners attending Homai Campus School**

* Collate IEP goal achievement data for students attending Homai Campus School.

**Target**

Learners at Homai Campus School will achieve 80% of their IEP goals during 2017.

**Learners attending the Kickstart transition programme**

* Collate ITP goal achievement data for students.

**Target**

Learners attending the Kickstart programme will achieve 80% of their ITP goals during 2017.

#### 4. BLENNZ Learners Qualifications gained and intended pathways

**School Leavers**

* Identify the intended pathways of learners who left school in 2016.
* Identify the qualifications of learners who left school in 2016 in terms of NZQA levels and credits or number of Unit Standards.

#### 5. BLENNZ Kickstart students, up to 5 years later.

#### Ex Kickstart students

* Identify their qualification pathway and achievement level
* Identify employment status since leaving Kickstart
* Identify their living arrangements.

#### 6. National Standards

For learners for whom BLENNZ hold the aggregated ORS and those not verified (moderate) one year after starting school.

* Collate the achievement of learners in: reading; writing and numeracy.

## Process Indicators

### Student Achievement

### Quality of teaching

**What is being measured? Teacher assessment skills in literacy**

**BLENNZ learners 5 – 12 years who are participating in a conventional literacy programme and acquiring literacy through touch.**

* BLENNZ teachers working with learners acquiring literacy through touch from 5 – 12 years who are participating in conventional literacy programmes, will demonstrate the required skills in carrying out a Running Record assessment.

**Target**

All braille users from 5 – 12 years old participating in conventional literacy programmes will have their reading age assessed and documented by their BLENNZ teacher using the Running Records diagnostic assessment.

All teachers undertaking this assessment have demonstrated their competency.

**BLENNZ ORS verified learners with low vision who are 5 – 12 years and participating in a conventional literacy programme.**

* BLENNZ teachers working with ORRS verified learners who have low vision from 5 – 12 years old who are participating in conventional literacy programmes, will demonstrate the required skills in carrying out a Running Record assessment.

**Target**

All ORS verified learners with low vision from 5 to 12 years old participating in conventional literacy programmes will have their reading age assessed and documented by their BLENNZ teacher using the Running Records diagnostic assessment.

All teachers undertaking this assessment have demonstrated their competency.

**What is being measured? Teacher skills in assessing and accessing appropriate technology for learners**

**Primary and Secondary School Learners**

* Report on success rate for assistive technology applications to the Ministry of Education in support of curriculum access for BLENNZ learners

**Target**

A 100% success rate with assistive technology applications for 2017

**What is being measured? Professional knowledge and expertise of BLENNZ teachers**

**All BLENNZ Teachers**

* Collate data on the percentage of BLENNZ teachers who have a specialist qualification in blindness education at the end of Term 3, 2017

**Target**

100% of permanent teaching staff has a specialist qualification

80% of non-permanent teaching staff has a specialist qualification

**What is being measured? Satisfaction levels of parents, early childhood settings and schools with the service provided by BLENNZ teachers including measures such as reporting, communication and quality of programmes.**

### Parents

#### Homai Campus School

* All reporting to parents by the Homai Campus School will be against the learners’ IEPs. It will be in an agreed format which has been developed to comply with the National Standards Guidelines to ensure that all reporting is in plain language and clearly articulates to parents the next steps for their child’s learning, and how they can support the learning outcomes at home.

**Target**

100% of reports to parents/caregivers from Homai Campus School use the agreed format.

95% of respondents (parents/caregivers) surveyed express satisfaction with the new style and formatting of reports with regard to clarity of information and clear articulation of the next steps in the child’s learning and how they can support this learning at home.

* Conduct an annual survey of parents with children attending Homai Campus School to determine the level of satisfaction with the service provided.

**Target**

95% of respondents (parents/caregivers) evaluate the service provided as appropriate in terms of the quality of classroom programmes, ease of communication with the home, child safety, assessment and feedback.

### Homai Residential Services

* Conduct an annual survey of all parents of learners who are in residence in the Homai Campus hostels to determine the level of satisfaction with the service provided. This will, in part, demonstrate compliance with the terms of the Hostel Licence.

**Target**

95% of respondents (parents/caregivers) evaluate the service provided as appropriate in terms of quality of communication with home, quality of recreational and cultural activities, student wellbeing and support for their child’s educational programme.

### Visual Resource Centres

* Conduct an annual national survey of a 10% representative sample of parents with children receiving services from Visual Resource Centres to determine the level of satisfaction with the Resource Teacher Vision service provided.

**Target**

95% of respondents (parents/caregivers) evaluate the service provided as appropriate in terms of effectiveness, communication with home and support for their child’s educational programme.

### Students

**Homai Campus School – Kickstart Programme**

* Conduct an annual end of year survey of students attending the Kickstart programme to determine their level of satisfaction with the programme.

**Target**

90% of students evaluate the programme as appropriate in terms of support for goal achievement, overall effectiveness and preparation for independent living and work.

## Other Educational Settings

### Visual Resource Centres

* Conduct an annual national survey of a 10% representative sample of early childhood centres and schools, and of all relevant special schools, that receive a service from Visual Resource Centres to determine the level of satisfaction with the Resource Teacher Vision service provided.

**Target**

95% of respondents (early childhood centres and schools) evaluate the service provided as appropriate in terms of effectiveness, accessibility and the quality of information and advice provided.

### National Assessment Services

* At the time of the assessments conduct surveys to determine the satisfaction of parents/whānau of learners receiving National Assessments.
* Conduct a survey of Resource Teachers Vision six weeks’ after national assessments have taken place to determine levels of satisfaction and effectiveness of written reporting.

**Target**

95% of respondents (parents/whānau and teachers) evaluate the assessments/programmes as appropriate, effective, timely and culturally relevant.

### Immersion Courses

* Provide 20 - 22 Immersion Courses in 2017.

**Compulsory School and Early Childhood Courses**

* Conduct learner and/or parent surveys of Immersion Course participants to determine the level of satisfaction with the programme.

**Target**

90% of respondents (learners and parents) surveyed evaluate the programme as appropriate in terms of course content and the positive learning outcomes experienced.

* Conduct a follow-up survey of a sample of learners, parents and / or teachers (class or RTV) to determine level of usefulness of the resources that accompanied the Immersion Course.

**Target**

90% of respondents (learners, parents and teachers) surveyed evaluate the resources as appropriate and the content has been useful following the course.

### Developmental Orientation and Mobility Services

* Conduct a survey of teachers and teacher aides to determine the level of satisfaction with the service and programme provided**.**

**Target**

90% of respondents (teachers and teacher aides) surveyed evaluate the programme as appropriate in terms of course content and the positive learning outcomes experienced.

* Conduct parent surveys to determine level of satisfaction with the service and programmes provided.

**Target**

90% of respondents (parents) surveyed evaluate the programme as effective, timely and relevant.

* Conduct learner surveys to determine level of satisfaction with the service and programmes provided.

**Target**

90% of respondents (learners) surveyed evaluate the programme as useful and relevant.

# 7. Procedural Information

Copies of the Charter will be disseminated to:

* Each Visual Resource Centre and its parent community
* Homai Campus and its parent community
* The community’s Sector Group partners
  + Parents of Vision Impaired NZ Incorporated (PVI)
* Association of Blind Citizens NZ Incorporated (ABC NZ)
* Royal New Zealand Foundation of the Blind (now known as the Blind Foundation)
* Deafblind (NZ) Incorporated
* Kāpō Māori Aotearoa NZ (Ngāti Kāpō)
* Ministry of Education

The Charter will be available in accessible formats including Braille, large print and electronically, and will also be placed on the BLENNZ Website

# 8. Charter Ratification

This Charter has been ratified by the BLENNZ Board of Trustees and was submitted to the Ministry of Education by the 1 March 2017.