**Blind and Low Vision Education Network NZ**

**Te Kotuituinga Matauranga Pura O Aotearoa**

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



**2019 Charter**

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# Strategic Overview

| **Vision** **- Every BLENNZ ākonga is well prepared to achieve in life** |
| --- |
| **Mission - To enable ākonga 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 ākonga 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. |

## 2019 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. | * 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. * Staff who recognise parents and whānau as the primary educator. | * 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. |

All work reported on will be evidence based, there will be an emphasis on enhancing communication, strengthening relationships and using resources effectively.

## 2019 – 21 Strategic Imperatives: Transition Wellbeing Succession

**Committing to continual improvement we will: Seek to Understand; Co-create; Trial; Learn; and Take the best forward**

| **Transition** | **Wellbeing** | **Succession** |
| --- | --- | --- |
| BLENNZ will have a comprehensive understanding of rangitahi need in transition.  BLENNZ will have processes and programmes in place that effectively meet the needs of rangitahi in the process of transition. | BLENNZ will have a clear understanding of what is important for ākonga to gain and sustain wellbeing.  BLENNZ will clearly articulate the role it plays in enhancing the wellbeing of ākonga, based on identified need and evidence. | BLENNZ will have managed risk during this significant period of change in the demographics of our teaching community.  BLENNZ will plan effectively to ensure that our history, institutional knowledge and effective practice is well documented and shared with new staff to minimise organisational risk during this period of significant change. |
| BLENNZ will have an effective interface with our sector partners who work with us to enable rangitahi to step successfully into their life beyond school. | BLENNZ programmes and services will respond to and integrate strategies and approaches to enhance ākonga wellbeing. | BLENNZ values will be explicit and evident in our partnerships internally and externally.  Our values are core to how we work in partnership internally and externally. Our values will be embedded into actions through intentional and explicit work across the organisation. |

## 2019 - 21 Operational Imperatives

| Partnerships | Workforce development | Systems/Resources |
| --- | --- | --- |
| BLENNZ will continue to make explicit, embed, and develop BLENNZ culture and how we operate in partnership in the interest of ākonga achieving their goals. | Staff continually seek to enhance practice. | BLENNZ has a comprehensive resource catalogue which is regularly updated. |
| The interface with both Ministry and Sector partners are priorities for BLENNZ. These key partnerships are working effective in the interest of ākonga. | Practice is evidence based and findings are shared with colleagues who can then integrate and adapt. | BLENNZ has implemented processes to ensure its responsibilities as a Prescribed Body and an Authorised Entity are met. |
| Property |  |  |
| All centres are functional and efficient places that enable all functions of service provision.  All centres have up to date Property Occupancy Document (POD) agreements in place, implemented and monitored by MOE.  The Sensory Schools capital works program is regularly reviewed and progress is being made to update all centres. |  |  |

# 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 1580 blind, deafblind and low vision ākonga throughout New Zealand from birth to 21, including those who have additional learning 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 ākonga.

The purpose of BLENNZ is to ensure that the education needs of ākonga 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 ākonga, 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 ākonga 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 ākonga, 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)
* Kāpō Māori Aotearoa New Zealand Inc and Te Whānau o Homai
* Association of Blind Citizens New Zealand Incorporated (ABC NZ)
* Deafblind Association NZ Charitable Trust

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, 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 (Moving to Riselaw Road in 2019)
* Southland Visual Resource Centre, Ascot Community School, Invercargill.

## 1.2 Vision

Every BLENNZ ākonga is well prepared to achieve in life.

## 1.3 Mission

To enable ākonga 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.

## 1.5 Intent

The general intent of BLENNZ is to provide a cohesive national infrastructure to support excellence in teaching and improved outcomes for ākonga who are blind, deafblind or low vision. It is a system based on collaborative partnerships between ākonga, 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 practice is child centred and whānau focussed. Services will be available at locations that enable most productive access and participation, with a range of programmes and services available to ākonga according to their educational needs.

## 1.6 Resourcing

Resourcing for BLENNZ is documented annually in a **Resourcing Notice for the Blind and Low Vision Education Network of New Zealand. This is developed in partnership between Ministry of Education and BLENNZ and is signed off prior to the end of each calendar in year in preparation for the year ahead. T**he Resourcing Notice records BLENNZ’s resourcing for the current school year. It outlines the basis of the resourcing received, sets the purposes for which funding can be used and explains the payment, reporting cycle and processes.

## 1.6 Māori Dimension & Cultural Diversity

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

* Consult and work in a collaborative partnership with the two identified Māori groups with a direct interest in blindness education, Kāpō Māori Aotearoa NZ, and Te Whānau o Homai
* Consult and work in a collaborative partnership with parents/whānau of Māori ākonga
* 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 ākonga in both immersion and regular education settings, including accessible format materials in Te Reo
* Support Ministry of Education initiatives to promote achievement of Māori ākonga.

Partnership with Kāpō Māori Aotearoa New Zealand Inc and Te Whānau o Homai will be key to accessing the views and aspirations of the BLENNZ network’s Māori community.

In 2019 BLENNZ will continue the seconded position, increasing this to a fulltime role, this team member is undertaking self-review and implementing a work plan to advance our cultural competency in practice, progressing work which documents the Kaupapa of BLENNZ. In 2019 we envisage that this will involve three strands:

* Linking our values into actions (ākonga, whānau and BLENNZ Kaiako)
* Familiarisation with MOE resources and expectations
* BLENNZ, Te Reo me Ngā Tikanga Māori in action.

BLENNZ provides services to a significant number of Pasifika ākonga both on and off campus. In 2019 BLENNZ will continue to build and strengthen staff understanding to promote achievement of Pasifika Ākonga. 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 ākonga BLENNZ will foster cultural awareness throughout its operations and equal opportunities will be afforded to all ākonga irrespective of their gender, ethnic origin, religious belief or disability. All ākonga 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 and waiata
* Tikanga Māori and Te Reo Māori integrated throughout the school
* Māori legends and texts available in accessible formats
* Te Reo Māori Functional Vision Assessment available
* Te Reo classes provided

**New Zealand cultural diversity:**

* Greetings in languages of the ākonga
* Music/songs performed from the cultures of the ākonga
* Bilingual staff members
* Food festival
* Displays of art and craft
* Activities that reflect cultural recognition.

# 2. Services

In 2019 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 ākonga are living at home and being educated in their local community. BLENNZ will provide specialist educational support to these ākonga through Resource Teachers Vision and Developmental Orientation and Mobility Instructors who are based in Visual/Sensory 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 therapists 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 on and off campus for groups of ākonga 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 2019 course topics will include:

* Low Vision and Braille
  + Future Planning  High School Yrs 9-10 x 1
  + Additional learning needs 14+ x 1
  + Music – Auckland Arts Festival  x 1
  + Recent Vision Loss x 1
  + Planning for Tertiary x 1
* Braille
  + Primary Juniors 5-7 years Tactile skills x 2
  + Primary Middles – Maths and Literacy x 2
  + Primary Seniors – Braille Technology and ADL x 2
  + Intermediates – Braille Technology and ADL x 2
  + High School – Let’s Go Flatting ADL x 1
* Severe low vision
  + 5-8 years x1
  + 9-12 years Transition Primary to Intermediate x1
* Early childhood x 8

### 2.1.4 National Early Learning Services

BLENNZ has reviewed its current use of resources and has restructured the early childhood services to more effectively support a network wide consistent, coordinated approach in early childhood placing the child in the context of whānau centred practice.

This will be evidenced by a:

* Network wide philosophical commitment to and understanding of an agreed BLENNZ approach of placing the child in the context of whānau centred practice.
* Pedagogy and practice in early childhood is consistent across the network.
* Parents report a high level of satisfaction about the services they receive and this is consistent across BLENNZ
* Ākonga as active learners.

The National Early Learning Services will use a transdisciplinary approach to enable BLENNZ RTV and parents through: assessment; advice and guidance; intensive PLD for a range of people including: parents; whanau; BLENNZ teaching team: RTV, ESW, and Specialists; and external teaching teams: EC teachers, ESW, and specialists. The service will work to provide information online (hard copy as appropriate) for advice for parents and educators and internal workforce development. They will endeavour to support parent / whānau connections and regional provision of professional learning and development for infants and children who are primarily supported by other services. However the priority will be to facilitate access to information for parents as soon as possible especially those whose child is likely to be ORRS Vision Only verified, understanding that early identification and referral is essential for positive outcomes. Priorities in 2019 will be to promote early referral and identification: provision of professional learning and development; distance support for identified priority ākonga; provision of immersion courses; and information and advice.”

At this time Homai Early Childhood Centre will continue to provide two sessional days in 2019.

### 2.1.5 Specialist Services

BLENNZ provides specialist services including Developmental Orientation and Mobility (DOM) for ākonga 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.

## 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 ākonga, 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 ākonga 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 or long term. Admission will be dependent on both meeting the documented criteria and on the ākonga’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.

In 2019 a second space in the satellite will allow access to a secondary setting for those older ākonga who require an environment to support their physical needs as well as their visual ones.

### 2.2.3 Transition Programmes

The Transition Pathway 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. It will also provide an opportunity for young adults to live in a residential hostel as they make the transition to community and supported living.

### 2.2.4 Residential Services

Whare Nikau will provide accommodation for ākonga 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 ākonga access to appropriate educational settings, including ākonga attending Manurewa High School and James Cook satellite class. Residential placements will be provided to ākonga in the Transition Pathway Programme.

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 ākonga’s Individual Education or Transition 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, financial and other resources to regional sites.

Administration services include:

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

## 2.4 Property

### 2.4.1 BLENNZ Homai Campus

The redevelopment of the Homai Campus school and residential buildings was completed in August 2011, and the extension to the Titoki building in March 2012. In 2019 the ground floor of the Titoki building will be utilised as a “flat” to give ākonga in the transition programme the opportunity of trialling flatting situations.

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 2015.  The Outdoor Learning Environment continued to be developed through the considered allocation of BLENNZ resourcing and the ongoing generosity of Freemasons in 2017. It now includes an astro turf sports area, a courtyard and water feature. All of these features incorporate rich learning opportunities. This work will continue to be progressed in 2019 with consideration being given to the space immediately to the front of the day school. A feasibility study for the redevelopment of the indoor swimming pool was completed in 2018. The Board has approved funding for the upgrade/rebuild of the swimming pool building, with this expecting to take place in 2019.

### 2.4.2 Resource Centres

Work continues in partnership with the Ministry of Education and the Deaf Education Centres to continue to progress the development of property across the national network of Sensory Schools. We will continue to progress this work in 2019 to ensure that property issues for other Sensory / Visual Resource Centres are resolved in a coordinated manner through the implementation of the Ministry’s Sensory Resource Centre Capital Works Programme. At this time progress has been made as follows:

| Resource Centre | No Action At This Time (NAATT) | Refurbish | Relocate and Refurbish | Rebuild |
| --- | --- | --- | --- | --- |
| Northland Visual |  |  | Process initiated |  |
| Auckland North Visual  and Satellite |  |  | Process initiated |  |
| Auckland South (Pukekohe Base) Visual and Satellite |  |  | Process initiated |  |
| Hamilton Sensory |  |  |  | Completed |
| Tauranga Sensory |  |  |  | Completed |
| Gisborne Visual | NAATT |  |  |  |
| Napier Visual | NAATT |  |  |  |
| Palmerston North Sensory |  |  | In progress |  |
| Taranaki Visual |  | Completed |  |  |
| Wellington Visual |  |  |  | In process |
| Nelson Visual | NAATT |  |  |  |
| Christchurch Visual | NAATT |  |  |  |
| Otago Sensory |  |  | In progress |  |
| Southland Visual | NAATT |  |  |  |

Priorities for 2019 include those projects that are currently in progress or has been initiated. In 2018 we had anticipated to include Gisborne, which is a priority for both Van Asch Deaf Education Centre (VADEC) and BLENNZ and Nelson which is a priority for VADEC. Unfortunately, no progress has been made with either at this time.

Associated with this is work in partnership with the Ministry of Education to ensure that all centres located across the network have the appropriate property agreements in place. In 2019 work will continue to ensure that there is a clear understanding between all parties of the resourcing for heat, light, and water, maintenance and the reimbursement of fair and reasonable costs. This work will need to be undertaken in partnership between the Ministry of Education and Sensory Schools, with MOE taking a leading role.

There has been a lack of engagement and progress with these matters during 2019. BLENNZ will work with the Deaf Education Centres to identify leadership within Ministry of Education to progress this work.

## 2.5 Contractual Arrangements with the Ministry of Education

For 2019 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 Framework of Indicators of Learner Achievement 2019

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 continuing development of nationally consistent practice.

In 2019 BLENNZ will continue to develop pedagogy and practice that supports effective evidence gathering tools and processes for the BLENNZ learning community. BLENNZ will share this work with the network who continue to seek to improve outcome indicators. The Framework of Indicators will be reviewed accordingly.

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 2019.
* For those learners reading at a level below their chronological age, report on each learner’s reading age and level on 15 November 2019.
* 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.
* That individual case studies are undertaken, this will involve 20% of ākonga whose data has been gathered across a 5 year period.

**All dual print braille users participating in conventional literacy programmes**

For each medium:

* For all learners identify their preferred medium
* For all learners provide details of time spent accessing both print and braille separately
* For all learners identify their rate of reading in both print and braille.
* For all learners identify their reading level.
* Identify proportion reading at their chronological age or better as at 15 November 2019 in both print and braille
* For those learners reading at a level below their chronological age, report on each learner’s reading age and level on 15 November 2019.
* 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 2019.

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

* Report on each learner’s reading age on 15 November 2019.

**Target**

Learners will improve their reading age by a minimum of 6 months and progress towards National Standard expectations by the end of 2019.

#### 2. Numeracy

**Learners being supported by RTVs itinerating from Visual Resource Centres.**

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

**Target**

All braille learners Year 0 – Year 11 who are following a conventional numeracy programme, will have their numeracy levels identified.

#### 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 2019.

**Learners attending the transition programme**

* Collate ITP goal achievement data for students.

**Target**

Learners attending the programme will achieve 80% of their ITP goals during 2019.

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

**School Leavers**

* Identify the intended pathways of learners who left school in 2018.
* Identify the qualifications of learners who left school in 2018 in terms of NZQA levels and credits or number of Unit Standards.

#### 5. Learners enrolled at BLENNZ Homai Campus School and Residence

Through the process of initiating the wellbeing@school self review undertake the student survey with Residential, Transition, James Cook Satellite; and ākonga in Takahe and Pukeko.

This will provide baseline information to inform next steps.

## 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 a 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 ORS 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**

Undertake a snapshot of all learners, following a conventional programme, whose ORRS are aggregated to BLENNZ, are identified by age and year level and the technology they have allocated at this time.

**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 2019

**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, 2019

**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.

#### Teaching Team based at BLENNZ Homai Campus School and Residential

Through the process of initiating the wellbeing@school self review undertake the teacher survey with the teaching team including.

This will provide baseline information and inform next steps.

### Parents

#### Homai Campus School

* All reporting to parents by the Homai Campus School will be against the learners’ IEPs. It will be in a format which has been developed to ensure all reporting is in plain language and clearly articulates to parents the next steps for learning, and how they can support the learning outcomes for ākonga 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 ākonga 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 the educational programme for their ākonga.

### 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 educational programmes for their ākonga.

### Students

**Homai Campus School Transition Programme**

* Conduct an exit survey of ākonga attending the Transition 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 ākonga 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 26 Immersion Courses in 2019.

Compulsory School and Early Childhood Courses

* Conduct ākonga 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 ākonga, parents and / or teachers (class or RTV) to determine level of usefulness of the resources that accompanied the Immersion Course.

**Target**

90% of respondents (ākonga, 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.

# 4. Procedural Information

Copies of the Charter will be disseminated to:

* Each Visual / Sensory 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)
* Kāpō Māori Aotearoa New Zealand Inc and Te Whānau o Homai
* Association of Blind Citizens New Zealand Incorporated (ABC NZ)
* Deafblind Association NZ Charitable Trust
* Blind Foundation
* 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

# 5. 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 2019.