# 2017 Annual Plan: Detailed

## 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. |

##### **Goal 1: Objective 1: Inquiry**

**Continue to define evidence based approach for each area of the Expanded Core Curriculum.**

| ****Timeframe**** | ****Responsible**** | ****Action**** | ****Expected Outcome 2017**** | ****Evidence**** |
| --- | --- | --- | --- | --- |
| **Term 1**  **7th Feb**  **22nd Feb**  **15 - 17th March**  **13th April** | **Principal and Senior Managers** | **Inquiry Process**  **Projects and inquiries that have emerged from the 2016 work are confirmed and initial background work commences to progress these areas of evidence based practice in: Life skills; Literacy; Family focussed practice; Cultural competency; Career and Future Planning; and aspects of assessment and sensory efficiency.**  Each lead researcher will develop a detailed action plan, which has 4 phases one for each term. | * **Each lead researcher has, in collaboration with the team and informed by others, clearly defined the project / inquiry.** * **Goal defined (22nd Feb)** * **Areas of inquiry shared with service team leaders on 15/16th March and at a staff meeting for the school and HECCET.** * **Detailed action plan submitted to respective line manager at the latest by end of week 7, term 1.** * **Initial reconnaissance completed by end of term and placed on shared space.** * **The steps and timeframes to achieve the 2017 outcomes have been developed in collaboration and are clearly identified across the team for 2017.** | **Research team meeting minutes.**  **Action plan per inquiry / project.** |

## Goal 1: Objective 1: Inquiry continued …

**Continue to define evidence-based approach for each area of the Expanded Core Curriculum.**

| ****Timeframe**** | ****Responsible**** | ****Action**** | ****Expected Outcome 2017**** | ****Evidence**** |
| --- | --- | --- | --- | --- |
| **Term 2 and Term 3**  **4th & 5th May** | **Senior Managers** | Each lead researcher will oversee the implementation and completion of their action plan. | **The work is:**   * **being shared across the research team to inform the evolution of the work being undertaken 4th & 5th May.**   + **drawing in/on a range of teachers from across the network.**   + **being shared across both campus based and regional teams.**   **Plans fully implemented and completed.** | **Progress reports for each phase of work.**  **Records of research and team / project meetings and events.**  **Portfolio of work undertaken.** |
| **Term 4 by**  **9th & 10th November** | **Principal and Senior Managers** | **The outcomes of each inquiry are evaluated and findings shared.** | **A report including a full evaluation is completed and shared with the research team.**  **Reports include recommendations to inform next steps in adoption of developed / confirmed tools and processes.**  **The need for the development or acquisition of any new tools or processes have been identified.** | **Reports**  **Documented tools and processes** |

## **Goal 1: Objective 2: Operational**

**Initiate adoption and review the use of those evidence based tools and processes, which have been identified.**

| ****Timeframe**** | ****Responsible**** | ****Action**** | ****Expected Outcome 2017**** | ****Evidence**** |
| --- | --- | --- | --- | --- |
| **Term 1**  **22nd February**  **11th March**  **15 – 17th March**  **13th April** | **Principal and Senior Managers** | **Operational**  **Evidence based practice that has emerged from the 2016 work are confirmed and initial background work commences to operationalise these areas of evidence-based practice across the network: Literacy - braille pedagogy; Assessment of Social Skills; documentation in Early Childhood; and aspects of Assessment / Sensory Efficiency.**  Each lead practitioner will develop a detailed action plan, which clearly articulates how this will be achieved. | * **Each lead researcher has, in collaboration with the team and informed by others, clearly defined the process for operationalising practice.** * **Areas of work to be shared with senior 11th March and service team leaders on 15/16th March and at a staff meeting for the school and HECCET.** * **Detailed action plan submitted to respective line manager at the latest by end of week 7, term 1.** * **The steps and timeframes to achieve the 2017 outcomes have been developed in collaboration and are clearly identified across the team for 2017.** * **Implementation process is initiated.** | **Research team meeting minutes.**  **Implementation plan per curricula area.** |

##### **Goal 1: Objective 2: Operational** continued …

**Initiate adoption and review the use of those evidence based tools and processes, which have been identified.**

| ****Timeframe**** | ****Responsible**** | ****Action**** | ****Expected Outcome 2017**** | ****Evidence**** |
| --- | --- | --- | --- | --- |
| **Term 2 and Term 3**  **4th & 5th May** | **Senior Managers** | Each lead practitioner will oversee the implementation and completion of their respective action plan. | **The work is:**   * **being shared with the senior leadership team 4th & 5th May.** * **professional learning and development is being provided to a range of teachers from across the network prioritised by the relevance to the curricula area.** * **what is occurring is being shared across both campus based and regional teams.**   **Plans fully implemented and completed by the end of term 3.** | **Progress reports for each phase of work.**  **Records of research and team / project meetings and events.**  **Portfolio of work undertaken.** |
| **Term 4 by**  **9th & 10th November** | **Principal and Senior Managers** | **The outcomes of the implementation are evaluated and findings shared.** | **A report including a full evaluation is completed and shared with the research team.**  **Reports include recommendations to inform next steps in adoption of developed / confirmed tools and processes.**  **The need for the development or acquisition of any new tools or processes have been identified.** | **Reports**  **Documented tools and processes** |

## **Goal 1: Objective 3:**

**A plan is implemented to strengthen current evidence based practice of Expanded Core Curriculum.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2017** | **Evidence** |
| --- | --- | --- | --- | --- |
| Term1 | Senior Managers | Findings of the 2016 inquiry are shared with professional leaders of both the school and regional services. | Professional leaders across the school and regional services have a clear idea of BLENNZ current practice. |  |
| Term 1 - 2 |  | Guidelines are developed to inform practice based on findings. | A group is formed to develop the guidelines.  A draft set of guidelines is completed. | Draft guidelines |
| Term 2 |  | Draft guidelines are shared with teachers and feedback sought. | Feedback informs the final set of guidelines. | Focus group sessions are held |
| Term 3 |  | Implement revised guidelines within one or two VRCs and one classroom. | Guidelines are implemented  Feedback is received. | Teachers are using guidelines. |
| Term 4 |  | Evaluate a sample of IPs based on new guidelines. | Changes are becoming evident in practice. | Evaluation report |

## **Goal 1: Objective 4:**

**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.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2017** | **Evidence** |
| --- | --- | --- | --- | --- |
| Term1 | Principal | Identify person to lead this work and develop a framework for the inquiry.  Develop a framework for the inquiry and from this a detailed action plan. | A framework has been developed with input from the coordinators and senior managers. | Framework document  Action plan |
| Term 2 - 3 |  | Implement plan.  Gather information from a range of sources including teachers working in a range of settings and levels; ākonga and parents. | Findings are gathered and analysed. | Interview schedules  Surveys |
| Term 4 |  | Evaluate findings and make recommendations. | A report is developed which includes methodology, findings, and recommendations. | Report |

## **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. |

## **Goal 2: Objective 1:**

**The Board consultation and communication plan is reviewed, revised and implemented**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| **Term 1** | Principal | The Board develop a three-year consultation and communication plan as part of the Board work plan. | A consultation and communication plan is developed and is being implemented. | Work plan  Protocols |
| **Term 2** | Principal and Board chair | The board confirm the consultation and communication plan. | Plan is agreed ready for implementation in 2017 is underway and review date set. | Plan for 2017 |

## **Goal 2: Objective 2**:

**Establish common expectations with both service strands regarding effective engagement with parents and whānau based on inquiry in 2016 and implement changes.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| Term 1  7th March  15th & 16th March | Principal | Share findings of the 2016 inquiry with Managers and Coordinators.  Seek feedback on how we may improve engagement with parents.  Small group identified to progress this work. | Parent perspectives shared.  Strengths identified.  Gaps and areas for further improvement identified.  Terms of reference in place for group. | Powerpoint presentation  Minutes  Terms of Reference |
| Term 2 | Senior Managers | Group progress a document which outlines BLENNZ expectations for parent engagement. | Future expectations document has been drafted and is ready to share. | Parent engagement document. |
| Term 3  22nd August  13th & 14th September | Principal | Draft document is shared and feedback gathered to inform final version.  Some centres are trying new approaches. | A common view is forming of the range of possible strategies for engagement. | Finalise document |
| Term 4 | Principal | Expectations for 2018 are shared in preparation for planning for and implementation in 2018. | Staff and parents have access to the findings informing this work.  Expectations, based on the findings, and discussion are clearly articulated and known by staff.  Teams are planning to integrate ideas into 2018. | Expectations documented |

## Goal 2: Objective 3:

**Conduct an inquiry into the current effectiveness of communication between BLENNZ and whānau for a different cohort of learners i.e. moderate.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| Term 1 | Principal | Develop a framework for this inquiry and identify key contributors. | Plan for inquiry developed and shared. | Plan |
| Term 2 | Principal and Senior Managers | Information is gathered from a sector of the learning community i.e. learners with moderate needs. | Parents have been surveyed | Data from:  Surveys  Meeting notes |
| Term 3 | Principal | Data is collated and analysed. | Common themes are identified and documented. | Report on findings |
| Term 4 | Principal | Findings are shared in preparation for planning to implement any changes in 2018 | Findings shared with leadership team and board. | Expectations documented |

## Goal 2: Objective 4:

**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.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| Term 1  15th February  6th March  March  15th / 16th March | Principal  Senior Manager S&R | E-learning facilitator will develop a draft work plan for 2017 / 18 which outlines the:   * Staged development of the website content * Introduction of intranet system Share the draft with the senior leadership team.   Share with sector groups seeking feedback and identifying opportunities to collaborate in relation to content; groups include but are not limited to PVI; Ngāti Kāpo; Blind Citizens.  Finalise work plan and share with managers. | SMT agree work plan 2017 /18  Scope is shared with coordinators and managers  Any immediate changes that can be made are.  Information from all groups informs work plan for the online environment. | Work plan  Record of meetings |
| Term 2 – 4 | Principal | Elearning facilitator:   * reports progress to line manager and updates senior leaders at each meeting. * keeps teachers across the network up to date, as new content is available. | The work plan drives the development of information in the online space and informs changes to processes to ensure parents have easy access to information. | Improved access to information for parents. |

## Goal 2: Objective 5:

**An 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.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| Term 1  SMT/Coords  7th Feb. | Principal | The findings of 2016 focus groups (AP / KG) are reviewed by the senior leadership team | Information is developed to share with managers in March meeting | Content for pathway  Record of meetings |
| Managers 15th / 16th March |  | Key information and milestones are mapped as part of a senior leadership team meeting. | Feedback is identified | Record of meetings |
| 23rd March  SMT |  | SMT revise material based on feedback. | Revised pathway document and processes | Pathway document |
| Term 2 |  | Changes to etap system based on pathway are explored and costed. | Clear understanding of systems changes and associated timeframes and costs. | Report and  Costing |
|  | Senior Manager A&T / S&R | Pathway document shared with teaching teams at regional days and school and centre staff meetings | Feedback is received. | Record of meetings |
| Term 3  13th & 14th September |  | Final document / process is confirmed at managers meetings. | Process and information agreed | Document finalised |

| Term 4 |  | Changes are made to database as appropriate.  Documents associated with process finalised and disseminated for implementation 2018. | Database changes in place.  Flow diagram describing information pathway completed and introduced to all teams at team meetings. | Data fields  Information pathway |
| --- | --- | --- | --- | --- |

## 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 learners 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. |

## Goal 3: Objective 1:

**Residential Services: Implement changes based on the inquiry in 2016 for Residential services.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| **February** | Principal and Senior Manager School and Residential | Initial report on 2016 Inquiry presented to the Board | Presentation at February BOT meeting. | Report completed and presented. |
| **March** | Senior Manager S&R Services | Develop a draft proposal for discussion with the Board on any proposed changes to future service and delivery. | Draft proposal developed. | Draft proposal completed. |
| **April** | Principal & Senior Manager S&R Services | Board consultation and discussion takes place. | Board consultation takes place. | Board meeting minutes. |
| **May – September** | Principal & Senior Manager S&R Services | Consultation and discussion with newly appointed SMT S&R Services on any proposed changes to future service and delivery.  Consultation with appropriate staff. | Consultation takes place. | Written report on consultation responses. |
| **October** | Principal & Senior Manager S&R Services | Strategic Plan presented to the Board for approval. | Present at October BOT meeting. | Strategic Plan completed. |
| **November** | Principal & Senior Manager S&R Services | Implementation plan for any approved changes developed to take effect from the start of the 2018 school year. | Implementation Plan completed. | Changes implemented from 2018. |

## Goal 3: Objective 2:

**Special Schools: Complete the final phase a process of inquiry to inform the provision of effective service for learners with needs which are complex and include vision.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| **November - December** | Principal | Organise consultation process through SEPANZ.  Undertake consultation to gather the perspectives of the potential role of BLENNZ in support of improved outcomes for learner attending Special Schools. | Special Schools are consulted.  Data gathered informs the process of review. | Meeting has taken place.  Scope of work documented.  Presentation.  Draft interview schedule. |
| **February** | Principal & Coord S&R | Undertake a second round of consultation through survey monkey. | Special schools are consulted. Data gathered informs process of review. | Draft discussion paper developed and accompanying Powerpoint. |
| **March** | Principal & Coord S&R | Collate and analyse the data. | Information informs the provision of services to learners. | Data quantitative and qualitative. |
| **April 4th / 5th** | Coord S&R | Develop a discussion paper highlighting a framework for future provision and practice. | Leadership team have the opportunity to consider findings and dialogue re draft framework. | Draft discussion paper developed and accompanying Powerpoint. |
| **26th May** | Principal & Coord S&R | Share findings with the Board as appropriate. | Board have the opportunity to consider findings. | Report to Board. |
| **Term 3** | Coord S&R | Senior leadership team reflect on implications of work to date and determine impact on practice and provision. | Leadership team have the opportunity to develop an approach for consultation with the wider team. | 2018 planning reflects decisions made. |
| **Term 4** | Principal & Coord S&R | Meet with relevant parties to share findings and proposed next steps. | Findings are shared within BLENNZ and feedback sought and considered prior to discussion with Special Schools and MoE, which informs planning / provision. | Presentation.  Meetings have taken place. |

## Goal 3: Objective 3:

**Deafblind Services: Initiate inquiry into current needs of learners who are deafblind.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| **Term 1**  **February** | Principal | Identify staff member to lead inquiry who develops a draft inquiry plan. | A plan is developed which includes:   * Development of definition * Identification of learners * Initial scoping of learner need | Draft plan. |
| **March** |  | The draft plan is shared with others and findings inform final plan for inquiry.  Plan is initiated. | Plan is finalised.  Background information is gathered to inform definition and data. | Range of definitions and Data sources. |
| **Term 2** |  | Work is progressed to develop a draft definition based on internal and external perspectives.  Initial data is gathered informed by BLENNZ data. | Draft definition is developed ready for consultation.  Report outlining current data re learners is developed.  Learners identified are reflected in the definitions that have been developed | Draft definition |
| **Term 3** |  | Consultation takes place internally and externally to inform the definition and an understanding of the strengths and weaknesses of current data. | Consultation has taken place through focus groups and has involved sensory schools and other specialists who may be working with deafblind. | Record of meetings.  Report of findings. |
| **Term 4** |  | Analyse the findings from term 3 and compile a report, which reflects an agreed definition and makes recommendations to enhance data and any emerging themes from the work to date. | Report is presented to the senior leadership team.  Work informs immediate changes and steps to be taken in the 2018 annual plan. | Presentation.  Annual plan objective for 2018. |

## Goal 3: Objective 4:

**Early Childhood Services: Continue Inquiry for future provision early childhood.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| **Term 1**  **February – March 7th / 15th / 16th** | Principal | Share initial strategic thinking with: HECC staff, Immersion Coord, Senior team and Managers. | Initial strategic thinking shared.  Perspectives and feedback are gathered, understood and inform thinking. | Presentation.  Record of meetings. |
| **March – April** | Principal | Review existing documentation associated with functions, roles and responsibilities of HECC.  Seek external advice from eg. MoE, NZSTA as appropriate. | An understanding of current wording ad impact of any potential change is identified and understood. | Record of findings and recommendations. |
| **March – April** | Principal | Meet with Ministry of Education to explore the flexibility in current funding.  Principal, SMAT and Coordinator EC work to identify appropriate sessional funding avenues, this will include ‘playgroup’ funding. | Ministry of Education agree to progressing strategic thinking into action.  Alternative funding avenues are identified.  Strategic document is finalised. | Resourcing Notice.  Documentation from MoE.  Strategic Path. |
| **April – May** | Senior Manager  Assessment &  Teaching | Advertise Early Childhood immersion position | Immersion Teacher EC appointed and progressing provision and planning. | Contract.  Calendar of events. |
| **Term 2** | Senior Manager  Assessment &  Teaching | Share the concept of the strategic direction with teachers across the network. | Information is shared at regional team meetings and school staff meeting. | Record of meetings. |
| **Term 3** | Coordinator EC Senior Teacher | Initiate inquiry into effective models of distance learning / provision. | Findings inform EC strategic planning and implementation. | Mid 2018 inquiry Report. |
|  |  | Initiate the implementation of the strategic direction through: survey of the Early Childhood PLD requirements, which informs a resource development plan.  EC staff continue to gather photos, videos. | An initial scope for PLD is documented and prioritised; this work is informed by a core reference group.  A resource development plan is established.  Photos and videos are to be integrated into resources for EC. | Survey.  Report of findings.  Resource Development plan. |
| **February – December** | Principal | Continue to work with MoE to ensure BLENNZ has the appropriate staffing aligned with learner need. | Ministry have a clear understanding of the current strengths and weaknesses of our current resourcing.  Discussion is underway to address any gaps. | Staffing documents. |

## Goal 3: Objective 5:

**Professional development takes place to support the development of leadership skills of those already in leadership / management roles. Leadership roles**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| **Term 1**  **February 7th – March 7th** | Senior Management Team | **Resources**  A small working group is established on 7th Feb to lead the collation and posting of BLENNZ leadership resources online. This will include resources related to the leadership PLD conducted in 2017.  The group will set a work plan and this will be shared with senior leadership team March 7th. | Members identified.  Work plan developed and meetings set. | Work plan. |
| **Term 2**  **13th June** |  | Material is posted in the online space.  Material is shared with senior leadership team on **13th June**. | Resource has been shared with management team.  Resources available for use. | Online space.  Content. |
| **Term 1** | Senior Managers Assessment & Teaching and School and Residential | The Senior Management Team will plan for continued development of those in leadership roles through PLD including: OTL workshop 17th March. | Centre of Leadership AU | 1-day workshop. |
|  |  | Those involved in OTL plan for and commit to continued learning and practice of the skills and strategies. | Reflection informs how OTL work is kept at the forefront.  Coordinators touch base with participants to reflect on ongoing learning. | Improved communication observed. |
| **Term 1 – 3** | Senior Managers Assessment & Teaching and School and Residential | The feedback from aspiring leaders informs provision of PLD by coordinators and others. PLD will be focussed on that provided for Senior Teachers in 2016 including DiSC and Lenconi. | PLD provided by BLENNZ Coordinators as appropriate.  Course uses resources collated by BLENNZ. | Workshop Agenda.  DiSC profiles developed.  Dominance (D), Influence (I), Steadiness (S), and Compliance (C) to ascertain personality style. |

## Goal 3: Objective 6:

**Teaching roles: Coordinators lead professional development in assessment and teaching for teachers across the network.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| **Term 1** | Senior Manager Assessment & Teaching  Senior Manager School & Residential | Coordinator plan the provision of workshops including:   * DOM * Literacy through braille * Early Childhood assessment and documentation * Assessments in NZ school settings * Learners with additional needs including vision. | A plan is developed collaboratively to ensure provision of PLD has maximum impact for targeted audience and provision is coordinated. | PLD plan / dates. |
| **Term 2 – 3** |  | Workshops are provided. | Professional development results in improved practice informing learning. | Workshop agenda and content.  Evaluations. |
| **Term 4** |  | Decisions are made based on 2017 PLD, inquiries and projects which informs planning for 2018. | Recommendations are considered and reflected in 2018 annual plan. | Record of recommendations.  Draft annual plan. |
| **February – December** | Principal | Continue to work with MoE to ensure BLENNZ has the appropriate staffing aligned with learner need. | Ministry have a clear understanding of the current strengths and weaknesses of our current resourcing.  Discussion is underway to address any gaps. | Staffing documents. |

## Goal 3: Objective 7:

**Induction: A review of current resources is completed and work commences to establish a framework for induction and associated resources.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| **Term 1** | Senior Manager Assessment & Teaching  Senior Manager School & Residential | Collate any suggestions about induction that may have been provided to date.  Undertake a review of existing induction material within respective service teams. | There is a shared understanding of any earlier work including recommendations.  A report is developed reflecting the content and audience for existing material. | Report to Principal, which will also be shared at the 4th April Senior Leadership meeting. |
| **Term 2** | Senior Managers Assessment & Teaching and School and Residential | In consultation with respective service teams and based on the findings of the review develop a framework for induction at the time of and post-employment.  Some obligatory elements may be identified for development and work initiated. | A plan is developed collaboratively to ensure provision of PLD has maximum impact for targeted audience and provision is coordinated.  Work is progressed for some components of induction packages. | Draft Induction plan.  Resource material. |
| **Term 3** | Senior Managers Assessment & Teaching and School and Residential | Draft Induction Plan is shared and feedback sought. | Final Induction Plan is informed through consultation process. | Induction Plan finalised. |
| **Term 4** | Senior Managers Assessment & Teaching and School and Residential | Decisions are made based on 2017 work and induction for 2018 planned as well as priority pieces of work. | Recommendations are considered and reflected in 2018 annual plan. | Record of recommendations.  Draft 2018 work plan. |

## Goal 3: Objective 8:

**Systems for resource development, storage and access and retrieval have been reviewed based on 2016 work and changes are beginning to be implemented.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| **February** | Principal & SM Administration | Process to employ a librarian to lead the next phase of this initiative is initiated. | Librarian to lead this project is employed on a fixed term basis. | Advert.  Person Specs.  Job Description. |
| **March / April** | Principal & SMT | Appointment is made.  Orientation for the new staff member to BLENNZ and the project. | Librarian is appointed and has a clear sense of BLENNZ and the role they are employed to fulfil. | Induction material.  2016 Resources Project notes. |
| **April** | Principal & Librarian | A plan of work is developed and shared with SMT. | Report supplied and face-to-face briefing takes place. | Work plan. |
| **May - November** | Librarian  Principal & SMT | Librarian works through the agreed plan of work. | Plan of work is initiated and regular review takes place.  Software system purchased.  Cataloguing and systems developed and centre content is coming into database in a systematic way.  Plan for implementing library system across all centres and teams is developed and shared.  Plan is beginning to be implemented.  Key staff are receiving PLD as software is rolled out. | Meeting notes.  Software.  Resource database.  Network wide library database.  Implementation plan. |

## Goal 3: Objective 9:

**Continue to develop Phase 2 of the Outdoor Learning Environment (OLE)**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| **January** | Senior Managers Administration and S&R | Work is undertaken to complete the grid. | Grid is ready for use in term 1. | Grid. |
| **February** | SM Administration | Maintenance scheduled is reviewed and updated once work is completed. | OLE is well maintained. | Schedule. |
| **March** | Principal & SMT | Convene a meeting of the SMT to identify and prioritise remaining elements.  Plan is circulated to leadership team for feedback. | All elements known and priorities listed. | List of elements. |
| **April** | Principal & SM Administration | Plan developed scoping completion over next two – three years. | Plan presented to Senior Management team for approval and Board as appropriate. | Plan of work. |
| **May – December** | SM Administration | Work is progressed on the next identified priority within the resourcing available. | Contractors identified and work initiated.  Approved elements are completed. | Contract / contractors.  Agreed work completed. |

## **Goal 3: Objective 10:**

**A plan to upgrade the pool is developed and initiated based on evidence from 2016.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| **February** | Principal & SM Administration | Following approval from the Board, quotes are obtained to commence prioritised repairs and maintenance. | Quotes are obtained and work progressed. | Confirmed budget.  Quotes. |
| **April** | Principal | The Board as part of the April meeting have all information at hand to consider the future development, use and sustainability of the pool facilities. | The Board are well informed and able to determine a strategic direction. | Engineers Report.  Running costs.  Range of views about use on and off campus. |
| **May – June** | Principal | A draft strategic plan for the redevelopment of the pool is developed. | Draft plan developed. | Memorandum to Board. |
| **August** | Principal & Board Chair | Strategic plan is presented to the Board for their consideration. | A decision is made for the future of the pool to inform BLENNZ strategic planning. | Minutes of the Board meeting. |
| **September – December** | Principal | Based on the decision of the Board a project team may be convened to progress any future development.  This team will develop both strategic and detailed planning for the future development of the pool. | Team identified if required.  Work commences after clarifying terms of reference for the project team.  Plan of work is developed. | Membership.  Terms of Reference.  Record of meetings. |

## Goal 3: Objective 11:

**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.**

| **Timeframe** | **Responsible** | **Action** | **Expected Outcome 2016** | **Evidence** |
| --- | --- | --- | --- | --- |
| **Quarterly meetings** | Principal | The Principal continues to:   * Liaise with Ministry of Education to progress the Sensory Schools Capital Works Programme. * Sensory Schools Principals work with MoE to progress the implementation for the s70 lease agreements. | BLENNZ works effectively with the Sensory Schools and Ministry of Education to establish quality-learning environments across the BLENNZ network.  S70s are increasingly in place. | Sensory Schools Capital Works Plan updates.  Minutes of meetings.  Projects progressed. |
| **February – November** | Principal | The Principal with the support of the Senior Management team undertake to lead and manage the work plan for 2016. | Sensory Schools Capital Works Programme is progressed for:   * Wellington * Palmerston North * Dunedin * Gisborne * Auckland North (including a satellite) and * Northland | Prioritised projects are completed or in progress. |
| **February – November** | Principal | The Principal and team work with MoE to explore opportunities as they arise. | Opportunities are explored and may include but not be limited to:   * Auckland region * Christchurch | Data. |