**2018 BLENNZ Full Variance Report on the** Annual Plan Goals and Objectives

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

| **Objective** | **Who** | **Objective** | **Progress** | **Outcome** |
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| 1 | Principal | Undertake professional learning to strengthen the skills of curricula leaders in the inquiry process to:   * lead and mentor others in inquiry * complete the development of a guideline to support inquiry within BLENNZ   to enable improved teaching and learning outcomes that are evidenced based. | Achieved | Work with Core completed, revised vision developed and shared for feedback, inquiry document will be revised for 2019.  Curricula leaders initiating communities of practice related to inquiry focus 2019. |
| 2 | Coordinator  Alison | Focus on numeracy achievement of ākonga by:   * identifying the achievement outcomes in numeracy for a **cohort** of ākonga * collating resources and * providing professional development. | Braille Maths Pedagogy   * Outcomes - Achieved * Resources - Achieved * PLD – Not achieved | Findings of a survey of ākonga and their RTV informed Braille Maths resource review and development, which is completed.  PLD has been planned and will be provided in 2019.  The GLOSS and JAM tests in large print have been developed for each Centre. These are being adapted for braille learners and files for these will be available on G-Drive.  Work in the area of Tactile Graphics has been integrated and informed further development of math resources.  Further PLD planned for both general mathematics and maths through braille in 2019. |
| 2 | Coordinator  Alison | Continuation of Tactile graphics | Achieved | Tactile Graphics level 1 literacy resources available and will be placed on hub.  Tactile Graphics (TG)   * TG image library created; images are filed in categories, and tagged for easy search. * Instructions to make sequence, alphabet books and instructional readers have been created to ensure consistency on a national basis. * The use of the images in instructional readers has been trialled with feedback provided by RTV that reflect positive learning outcomes. * Tactile Graphic Assessment tool for Level 1, created in Part 1 for assessment of early skills, and Part 2 for Numeracy. * Pedagogy of Tactile Graphics document has been reviewed and refined. * BLENNZ Language of Lines tactile program has been revised and used   PLD planned for January 2019 for members of teaching team and the respective AFM producers. |
| 3 | Curricula leaders | Implement the:   * online hubs which become the repository of curricula/pedagogical resources and base for learning communities | Achieved implementation | Examples on line and varying levels of progress re content at this time. |
| 4 | Sharon Duncan  SM A&T | Homai Early Childhood Centre strategic path through a teacher led inquiry model. | Partially achieved | HECC sessions restructured now 2 centre run sessions and one RTV faciliated session.  Inquiry into PLD requirements and provision undertaken and completed, which will inform work plan and approach in 2019. This included:   * Identification of range of delivery models for EC PLD. * Identification of current provision of national PLD across the following teams: NAS; EC Immersion; DOM; HECC; BLENNZ Induction. * Review of current best practice in provision of PLD in Aotearoa, New Zealand.   PLD content requests mainly for practical exemplars and information rather than deeper pedagogy and practice: the ‘what’ rather than the ‘why’.  The Hub utilised to attract early childhood engagement.  PLD content is in process of being developed.  Discussions have occurred with some Managers VRC, to elicit fresh ideas from a regional perspective.  Internally staffing has been amended to form ‘National Early Learning Service’. |
| 5 | SM S&R | Residential programme pathways for transitionusing an evidence based approach. | Partially achieved | While individual ākonga may have achieved the interface of staff has not worked effectively.  Although staff in both settings expressed a commitment to the vision of holistic 24/7 approach, there have been some challenges in implementing such a seamless programme and for staff to learn to work in this new way.  Currently the team are working with and preparing for five ākonga who are returning to progress their transition on 2019.  There is also further working to identify the wider needs for all BLENNZ ākonga and think creative ways in which these needs may be met. We are working with ‘What it Takes’ to support us in progressing this, and will enter a sprint co-design process in term 1. |

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

| **Objective** | **Who** | **Objective** | **Progress** | **Outcome** |
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| 1 | Principal & BOT Chair | **Communication:**   * The Board will initiate regional consultation with a view to hearing the voice of whānau. To gather feedback from BLENNZ community to inform strategic thinking and engagement process. | Achieved | Process achieved however limited input.  Review of how consultation is undertaken required.  Board will consider their consultation questions and may seek external researcher to undertake on their behalf. Focussing their time on meeting with staff and community. |
| 2 | SM A&T  SM S&R | * All team leaders will embed the provision of a biannual team newsletter and an annual regional whānau event in practice. * Enhancing relationships through effective communication and activities. | Newsletters – Achieved  Annual events – Partially achieved | Homai Campus School (HCS) and Residential write and send out a termly newsletter with contributions from each area.  All centres are producing a biannual newsletter and are progressing towards an annual event. |
| 3 | Co-ord DAE | * Establish and initiate an online content development work plan reflecting the needs of whānau | Not achieved | A plan was created to collate videos that capture voices from four areas of BLENNZ: Ākonga; Families/whanau; Staff; and Community. The leadership team each made suggestions about who would be good to capture.  This proved problematic from an organisation perspective and in consultation with the Senior Management Team it was decided to follow a similar approach to collecting voices as we use for annual plan contribution. This means VRCs, BLENNZ service strands, HECC and Homai Campus School will each take responsibility for capturing voices within their own contexts. A contribution schedule has been prepared and will be shared at Managers Meeting early in 2019, as content exists within teams however process to share is ineffective. |
| 4 | SMT  Kelly Doyle | **Capability Building:**   * To raise awareness of and increase the cultural competency of the BLENNZ teaching team. * To provide the BLENNZ teaching team with the tools, experiences and resources to raise awareness and increase cultural competency through data gathering. | Achieved | Initial data gathered showed that work needed to be done in this area. The following are examples of tools and resources:   * BLENNZ Values Introduced * Pōwhiri for new staff and students * Bilingual Immersion Course * Relationships established with Māori Agencies (Ngāti Kāpo) * Resource bank with regard to Māori language and traditions established on G Drive for all BLENNZ staff to access. * They are familiar with and enacting values and express them clearly in action. * They are familiar with the MOE resource ‘He Piringa Whanau’ , understand it’s purpose and articulate how it can be used in the BLENNZ setting.   We have evidence that progress has been made, however there is still work to be done to continue to increase awareness, understanding and upskill BLENNZ teaching team to learn and use the Māori language in everyday situations. |
| 5 | Principal & Coordinator VRC (SD) | * Collaborate with education and health teams in an initiative to inform the development of parent leadership in visioning and goal setting – Now and Next. | Partially achieved | Initial workshop, first of two, held.  Tools trialled and feedback sought from 4 participants, mixed response re usefulness and confidence in using tool.  Feedback from the one external centre that has utilised the process. Major concerns regarding the financial sustainability of process.  Second workshop not progressed at this time until issues re financial sustainability can be resolved. Also further thinking required around how this is woven into service provision and that of others. |
| 6 | Principal | A teaching team will engage in the ‘My Working World’ work programme to enhance their reflective practice resulting in stronger professional and parent relationships. | Achieved | Transition team have been involved in this work as have the members of the leadership team and the Nelson team. Preparation is underway currently to plan the initial work for 2019, with ‘whatittakes’ contracted to provide this support. Work will continue to be progressed and initiated with a number of teams in 2019 -20. |

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

| **Objective** | **Who** | **Objective** | **Progress** | **Outcome** |
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| 1 **Partnerships** | Principal  SMT | Initiate work, with Blind Foundation, to inform a collaborative approach to transition. | Not achieved | An initial meeting has been held and there is a possibility to progress this work in 2019. |
| 2 **Partnerships** | SMT  RTV CVRC | Work with fundholders to develop and trial an approach to enhance outcomes of ākonga who have learning needs which are complex in nature. | Achieved | Partnerships established with ophthalmologists at the Eye Clinic, at Christchurch Hospital for referrals, John Veale optometrist screened students at Waitaha Special School. 30 ākonga assessed and referrals made to ophthalmic team.  Initial information shared with parents and staff and follow up planned. |
| 3 **Partnerships** | Coord DAE | Organise and facilitate a Sector workshop to inform practice in modern learning environments. | Achieved | The two day workshop was achieved and the information gathered is informing priority work for BLENNZ including: Assistive Technology Applications  * Ongoing work to promote application process that results in each ākonga being prepared with appropriate technologies as they move through school. * Working towards all ākonga having a laptop as they move into secondary education.  Online Platforms A number of these have been prioritised and work progressed as follows:   * e-asTTle are in the process of doing a feasibility study around the way the platform currently operates and what is involved in making this accessible. They are interested in making improvements and are currently seeking funding to make this a reality. There is currently no indication about when this funding will be in place. * Study Ladder, A brief check was done which found significant accessibility issues, even on the sign up page. Contact was made earlier in the year asking for clarification and further discussion but no response. Further communication in planned. * Mathletics, contact was made and we were hoping to progress dialogue to resolve the accessibility issues with this product, however they have informed us that they have no plan to offer support for screen readers. * Education Perfect, is next on the list to make contact with. * G Suite - This continues to be a challenge. We are exploring Grackle Docs and other Grackle products but these are aimed at creators not users.  Software Developers  * NZCER – progress being made re how we can work together to enable them to create accessible resources/testing for use in the classroom. They now have planned to create a login to begin testing and work together towards accessible online resources. This is a long term piece of work. * e-asTTle- As explained in point above and * JAM and Linc Ed will be progressed in 2019  Prescribed Body/Authorised Entity  * Since our ILE workshop in April BLENNZ has become a Prescribed Body under the Copyright Act 1994. * We are working internally to lay down processes by which we will produce accessible materials as a prescribed body. * This is an ongoing piece of work that will continue into 2019 and beyond. * We will also use this process to inform the way in which BLENNZ becomes an Authorised Entity once the Marrakesh Treaty is implemented in New Zealand. |
| 4 **Partnerships** | Coord NAS | Collaborate with international & national partners to inform effective practice for assessment and intervention with ākonga who have CVI. | Achieved | Two BLENNZ staff – Sue Arrojado and Patrick Pink – travelled to Narbethong for a 3-day workshop with two optometrists from Kuala Lumpur Hospital and the optometrist who works in the Narbethong team. Florine Pilon (Bartimeus) was one of the guest presenters during these three days. This occurred during the second week of the October term break.  This was followed in Week 1, Term 4 with a 3-day workshop at Homai with presenters include colleagues from: Bartimeus; Narbethong State Special School and State Wide Education, Queensland) having key presenting roles alongside a number of BLENNZ staff, representing key services and strands within our network. This provided significant opportunities for attendees to network, share ideas and make future plans for further development including:   * Continue to network with international colleagues to share resources and ideas. * Communication via email has continued with Florine, Karen and Kerry. * The videos/information to share has been put in a shared space with those who attended are being invited to access this. Wider sharing will take place as work progresses. * To collate and theme the information and ideas taken from the panel and group discussions.   This work definitely established connections nationally and internationally and will be progressed in 2019. |
| 5 **Staff** | SMT &  Contractor | Further develop induction resources | Partially Achieved | The initial section has been completed which is for all BLENNZ staff. The second sections have been outlined but need to be done face to face with other staff because they are site specific.  By the end of the term all of the information that has been gathered will be in the Induction Folder on “G”Drive. This is to make the information available to new staff starting now and at the beginning of next year.  The sections on “G”Drive will be the one for all staff, the section for RTVs and Homai teachers and some professional development packages for teachers.  The professional information for teachers is around BLENNZ Key Services, assessment, the Expanded Core Curriculum, and some information that may be useful to RTVs starting out.  Coordinator DAE, is developing an online space for the Induction package to slot into and this will be available for content to be added next year. |
| 6 **Staff** | SM Admin | Develop a PLD framework to support policy | Achieved. | All PLD requirements identified for 2019 planning and implementation.  PLD Review document has been produced. This has been reviewed by the collective Leadership Team.  Discussions have been held on PLD requirements that need to be actioned. PLD not currently being provided will be reviewed in terms of the 2019 PLD Plan and budget. |
| 7 **Staff** | SM A&T | Develop recommendations for VI Post Grad course. | Achieved | Consultation has occurred across the network and has been collated to inform the recommendations. The findings will be shared with MOE on 14th December.  Some progress has been made with Massey University re the instigation of a mentoring programme |
| 8 **Systems** | Librarian | Establish a resource cataloguing system | Achieved | The BLENNZ Accessit cataloguing system has been established and introduced in six centres:   * Christchurch * Dunedin * Southland * Nelson * Taranaki * Hamilton   Centres now online and cataloguing into Accessit include: Homai, Christchurch, Taranaki, Nelson and Southland.  The cataloguing at Homai is underway. Everyone has been asked to weed their collections.  Cataloguing of Auckland South has also started.  Taranaki’s existing database transfer is complete.  Auckland South is about to get underway.  The manual is completed and the standards for each type of resource are currently being created. |
| 9 **Systems** | Coord VRC | Initiate a national AFM system of support | Partially achieved | Initiated in support of production of tactile graphics work, which has been an effective process.  The BLENNZ AFM Strategy Group have developed a plan of work for 2019 to establish a system that meets the Prescribed Body requirements. |
| 10 **Systems** | Principal   * NAS | Develop a database of ākonga who are deafblind. | Partially achieved | Definition identified, centres beginning to work with NAS to identify ākonga.  BLENNZ, MoE and DECs jointly created criteria to determine which learners on the BLENNZ roll have deafblindness.  Current database (etap) categories for hearing and deafblindness and their effectiveness for documentation and retrieval are currently being reviewed.  Correspondence with e.g. Taranaki Visual Resource Centre has taken place to determine who has a diagnosed bilateral or unilateral sensorineural and/or permanent conductive hearing loss and/or auditory neuropathy spectrum disorder with MoE or DEC support is currently underway.  Correspondence with MoE and the DECs about their systems for documentation, archiving and retrieval with the possible inclusion of similar categories and groupings for BLENNZ database to foster a ‘common’ language when sharing information about deafblind learners is currently being undertaken. |
| 11 **Systems** | Principal  SM A&T | Property  Implement property agreements with MOE | Not achieved | Ongoing advocacy for dialogue with relevant personnel is imperative. Collation of current information re S70s and their contractual time frames has occurred.  A series of meetings and email exchanges have occurred between BLENNZ Principal, MOE Property team and Principals Deaf Education Centres (they have similar concerns). To date no progress made. A joint approach between the three Sensory Schools is required. Ongoing advocacy for dialogue with relevant personnel is imperative. |
| 12 **Systems** | SM A&T | Progress the sensory schools capital works program. | Partially achieved | Slow progress has been made with Wellington, Palmerston North and Otago centres.  Reporting continues on a regular basis to the Board.  Projects underway are in Otago, Wellington, Palmerston North, Auckland South, Auckland North and Northland. BLENNZ has identified other centres where refurbishment is required.  A joint approach between the three Sensory Schools is required.  Ongoing liaison with the MOE Property Advisors remains important as does continued advocacy within each project |
| 13 **Systems** | SM Admin | Refurbish the BLENNZ Homai Campus swimming pool | Not achieved | Project Manager appointed.  Architect and Quantity Surveyor appointed.  Draft concept plans produced.  Draft costings produced.  Budget limits have been set.  Seismic building report has been updated.  Final decision regarding approach refurbish or rebuild confirmed by the Board.  Decision regarding use of heritage architect to be made following final update at December meeting. |