**Blind and Low Vision Education Network NZ**

**Te Kotuituinga Matauranga Pura O Aotearoa**

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



**2021 Charter**

Table of Contents

[1. Strategic Overview 3](#_Toc57618992)

[Strategic Goals 4](#_Toc57618993)

[2019 – 21 Strategic Imperatives: Transition Wellbeing Succession 5](#_Toc57618994)

[2019 - 21 Operational Imperatives 6](#_Toc57618995)

[2. Introduction 7](#_Toc57618996)

[2.1 Who we are 7](#_Toc57618997)

[2.2 Vision 8](#_Toc57618998)

[2.3 Mission 8](#_Toc57618999)

[2.4 Intent 8](#_Toc57619000)

[2.5 Resourcing 8](#_Toc57619001)

[2.6 Māori Dimension & Cultural Diversity 9](#_Toc57619002)

[3. Services 10](#_Toc57619003)

[3.1 School Services 11](#_Toc57619004)

[3.2 Regional Services 11](#_Toc57619005)

[3.3 National Services 12](#_Toc57619006)

[3.4 Administration Services 16](#_Toc57619007)

[3.5 Property 16](#_Toc57619008)

[3.6 Contractual Arrangements with the Ministry of Education 18](#_Toc57619009)

[3.7 Health and Safety 18](#_Toc57619010)

[4. BLENNZ Framework of Indicators of Learner Achievement 2021 19](#_Toc57619011)

[4.1 School Services 19](#_Toc57619012)

[4.2 Regional Services 22](#_Toc57619013)

[4.3 National Services 25](#_Toc57619014)

[4.4 General 28](#_Toc57619015)

[5. Procedural Information 29](#_Toc57619016)

[6. Charter Ratification 29](#_Toc57619017)

# 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. |

## Strategic Goals

| **Goal 1: Ākonga are actively supported by BLENNZ to achieve their potential through the use of evidenced-based practices.** | Goal 2: Learning is enriched/improved through ongoing relationship development between BLENNZ, ākonga and their whānau. | Goal 3: Ākonga learning is enhanced through the appropriate use of BLENNZ resources, systems and organisational relationships. |
| --- | --- | --- |

| We will **evidence** this by ensuring **the learning of each** ākonga is informed through: | We will **evidence** this through: | We will **evidence** this by: |
| --- | --- | --- |
| * The effective use of evidence based tools and processes that are targeted appropriately to the individual ākonga needs, informing their learning goals in respect to the Expanded Core Curriculum. * BLENNZ teaching team clearly demonstrating evidenced based practice in their planning, implementation and evaluations of the Expanded Core Curriculum for individuals and / or groups of ākonga | * Staff providing appropriate and regular communication and consultation with whānau relevant to their roles. * Staff providing parents and whānau with access to information about BLENNZ and other established networks where appropriate. * Staff who actively acknowledge through their practice and relationships that parents and whānau are the primary educators. | * BLENNZ fully utilising the network to support provision of a consistent service. * Providing professional development to support succession and leadership across the teaching team. * Resources to support learning being available, well managed and able to be accessed across the network. * Learning environments that are appropriate for BLENNZ ākonga. |

## 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 rangatahi need in transition beyond compulsory schooling. * BLENNZ will have the processes in place that effectively meet the needs of rangatahi in the process of transition beyond compulsory schooling. * BLENNZ will have a range of programmes in place for ākonga who we have a primary responsibility for. * BLENNZ will work with our sector partners to help rangatahi to step successfully into life beyond school. | * In collaboration with whānau and ākonga BLENNZ will gain an understanding of what is important to sustain ākonga wellbeing. * BLENNZ will clearly articulate the role it plays in the wellbeing of ākonga, based on identified need and evidence. * BLENNZ programmes and services will respond to and integrate strategies and approaches for ākonga wellbeing. | * BLENNZ values and beliefs will be explicit and embedded into our internal and external partnerships. * BLENNZ systematically manages risk through regular monitoring and review of staffing across the BLENNZ network. * BLENNZ will intentionally plan and implement processes to ensure that our history, institutional knowledge, and effective practice is well documented and shared with new and existing staff. * BLENNZ will continue to systematically document and develop pedagogy and practice. |

## 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 effectively 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. |  |  |

# 2. Introduction

## 2.1 Who we are

The Blind and Low Vision Education Network NZ (BLENNZ) is a national school that provides a network of education services to 1608 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 five specialist 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 (known as Blind and Low Vision NZ) 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 Services, short and long term courses and residential
  + Homai Early Childhood Centre
  + Auckland South Visual Resource Centre
* Whangarei Visual Resource Centre, Tikipunga High School, Whangarei
* Auckland North Visual Resource Centre, temporarily located at Wairau Intermediate School, Forrest Hill, Auckland
* Hamilton Visual Resource Centre, Hamilton North School, Hamilton with outposts in Thames and Taupo
* Tauranga Visual Resource Centre, Bethlehem, Tauranga with an outpost in Whakatane
* Gisborne Visual Resource Centre, Riverdale School, Gisborne with an outpost in Wairoa
* Napier Visual Resource Centre, Henry Hill School, Napier
* Palmerston North Visual Resource Centre, Awapuni School, Palmerston North with an outpost at Keith Street School, Whanganui
* New Plymouth Visual Resource Centre, New Plymouth Girls High School, New Plymouth
* Wellington Visual Resource Centre, 27 Kowhai Road, Kelburn, Wellington
* Nelson Visual Resource Centre, Salisbury School, Nelson; with an outpost in Blenheim
* Christchurch Visual Resource Centre, Burnside, Christchurch with outposts at Oceanview Heights School, Timaru; and Cobden School, Greymouth West Coast
* Dunedin Visual Resource Centre, Dunedin North Intermediate School, Dunedin (Moving to Riselaw Road in 2020)
* Invercargill Visual Resource Centre, Ascot Community School, Invercargill.

## 2.2 Vision

Every BLENNZ ākonga is well prepared to achieve in life. ‘

## 2.3 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.

## 2.4 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 and Low Vision NZ and Health and Disability Support Services.

It will be a system where practice is ākonga 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.

## 2.5 Resourcing

Resourcing for BLENNZ is documented annually in a **Resourcing Notice for the Blind and Low Vision Education Network NZ. This is developed in partnership between Ministry of Education and BLENNZ and is signed off prior to the end of each calendar 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.

## 2.6 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 and whānau 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 New Zealand Inc, and Te Whānau o Homai (a Homai based support group)
* 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 to host manuhiri and events on the Homai Campus
* Provide appropriate support to ākonga and whānau Māori in both immersion and regular education settings, including accessible format and functional vision assessment materials in Te Reo Māori. Will provide a learning environment where:
  + Families and whānau are confident in the ability of BLENNZ teaching team to meet the needs of their children and young people
  + Inclusive practices are evident in everyday actions and activites
  + Children and young people and their whānau are actively involved in decisions about their learning and education pathways
  + Children and young people are safe and happy in their learning and supported to attend their education place of choice.
* Support Ministry of Education initiatives to promote achievement of ākonga Māori.

BLENNZ are in dialogue with a Wānganga (an indigenous tertiary education provider). The aim is to collaborate from 2021 to support development of BLENNZ’s kaupapa across the network. It is intended that this collaboration will support both BLENNZ and the tertiary provider in immersing taurira me kaiko in both organisations in their respective kaupapa and shared areas for growth.

The aim is that we will both share our visions and embrace each other’s vision:

* Active Whanau group
* Powhiri
* Kaumatua invited to events/occasions
* Karakia and waiata
* Te reo me ngā Tikanga Māori is integrated throughout the school
* Maori legends and texts available in accessible and tactile formats
* Te Reo Māori Functional Vision Assessment available
* Te Reo classes facilitated
* Bilingual Immersion opportunities
  + Te Ao Māori celebrations – Matariki and Māori Language Week
  + Mentors

BLENNZ provides services to a significant number of Pasifika ākonga both on and off campus. In 2021 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 Blind and Low Vision NZ) which provide support to Pasifika children and their families. Reflection on practice will be based on how we develop Individual Education Plans (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.

**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.

# 3. Services

In 2021 the Blind and Low Vision Education Network NZ will provide services through four service strands:

* School Services
* Regional Services
  + Resource Teachers Vision
  + Developmental Orientation and Mobility Specialists
  + Both providing an itinerating service, this specialist teaching team are based at BLENNZ Visual Resource Centres and their respective outposts, and offer a range of provisions including direct teaching, advice and guidance, and group sessions.
* National Services including:
  + Residential offering long and short term immersion courses
  + National Assessment
  + Early Learning
* Administration Services

BLENNZ Residential Services also provides accommodation for ākonga and whānau, while accessing the various service strands on campus.

## 3.1 School Services

### 3.1.1 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, 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.

### 3.1.2 James Cook High School Satellite

The James Cook Satellite classes 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.

### 3.1.3 Tamaoho Satellite

In Term 1 2021 a new satellite will open for ākonga in the Auckland South / Pukekohe area, BLENNZ Homai, Tamaoho Satellite. It has capacity for two groups of ākonga. The first class will start in Term 1 when the centre opens. This centre is co-located with BLENNZ Pukekohe Visual Resource Centre.

### 3.1.4 Future Satellite Provision

Planning has been completed for a further satellite in the North Auckland area at Scott Point. This satellite will be co-located with a BLENNZ Visual Resource Centre. The Scott Point facility is not anticipated until 2023.

Further planning is underway in collaboration with the Ministry of Education, Auckland based Network team, to ensure pathways of learning are available for ākonga attending BLENNZ satellite as they reach secondary age.

## 3.2 Regional Services

### 3.2.1 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 may 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 in partnership with Blind Low Vision NZ
* 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 Blind Low Vision NZ 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.

### 3.2.2 Specialist Services including DOM

BLENNZ provides specialist services including Developmental Orientation and Mobility (DOM) for ākonga whose resourcing is aggregated to BLENNZ. In these cases BLENNZ will 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.

## 3.3 National Services

BLENNZ provides a range of national services including assessment, early learning, and residential services. All services utilise the residential facilities making the most of the opportunities that the residential facilities provide.

### 3.3.1 National Assessment Services

The National Assessment Service provides 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.

### 3.3.2 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 reporting a high level of satisfaction about the services they receive and this is consistent across BLENNZ
* Ākonga as active learners.

These 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; whānau; 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, educators and internal workforce development. The team 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 remain to facilitate access to information for parents as soon as possible especially those for whom BLENNZ is likely to be the primary provider, understanding that early identification and referral is essential for positive outcomes.

Priorities in 2020 will be to promote early referral and identification: ongoing provision of professional learning and development; distance support for identified priority ākonga; provision of immersion courses; and information and advice.

### 3.3.3 Residential Services

Residential facilities based at Homai Campus enable BLENNZ to bring together ākonga, whānau and educators to build knowledge, skills and networks within an accessible environment. It provides a rare opportunity for this low incidence population to experience learning in an environment that is designed to enable access and reduces isolation.

Whare Nikau provides accommodation for ākonga attending week long assessments, specialist secondary school and transition programmes, short term and longer term programmes of teaching and learning. Whare Titoki may also be used in this way and includes a small flat which provides opportunity to promote skills in independence.

The Bach enables BLENNZ to provide accommodation for adults visiting the campus in support of ākonga, assessment, teaching and learning, at a cost effective rate.

#### 3.3.3.1 Immersion Courses

Residential facilities are available for short-term immersion courses of learning and teaching in the Expanded Core Curriculum for groups of ākonga with similar needs. From time to time when numbers make it fiscally responsible they may be provided off campus. Due to the uncertainty around COVID-19 and face to face delivery in 2021 13 online courses and 10 on campus courses will be provided.  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 and Low Vision NZ (aka Blind Foundation) or members of the blindness community who have the relevant skills and experience.

**In 2021 course topics will include:**

Term 1 (1 February – 16 April)

Three on-campus, three online

1. Online Braille - Middles - Flat Stanley

2. Online Braille - Becoming Digital Citizens

3. On-Campus Braille - Music Launchpad

4. Online Braille -  Emergent ZoomPals

5. On-Campus Braille  - Juniors - Mahi Ngātahi (Working Together)

6. On-Campus Future Planning - Transition

Term 2  (3 May – 9 July)

Four on-campus, one online

1. On-Campus -  Recent Vision Loss

2. Online Braille - Becoming Digital Citizens 2

3. On- Campus - Transition Taster

4. On-Campus - Ākonga ORS (additional needs)

5. On-Campus -  Ngā Whetū o Matariki

Term 3 (26 July – 1 October)

Four on-campus, three online

1. Online Braille - Becoming Digital Citizens
2. Online Braille Juniors - BANZAT Writing
3. Online Braille Seniors - BANZAT Writing
4. On-Campus Braille Middles - Building, Creating and Exploring!
5. On-Campus Low Vision - Music
6. On-Campus Braille Emergent - Active Learning
7. On-Campus Ākonga with additional needs - Transition Conversations

Term 4  (18 October - 20 December)

Two online, Three on-campus

1. Online Braille Group 2 – Becoming Digital Citizens
2. On-Campus Braille Music
3. On-Campus Braille Seniors – Where is Carmen?
4. On-Campus Year 13  - Transition
5. Online Ākonga ORS Plus – Life skills

#### 3.3.3.2 Transition Programmes

Residential placements will be provided to ākonga in the Transition Pathway Programme.  The Transition Pathway Programme is a long term immersion option which will provide an opportunity for young adults to develop the skills they require to enable them to make a successful transition to life beyond school. Programmes in the Expanded Core Curriculum will be coordinated across school and residential settings, with the residential programme also providing specific social and learning programmes in accordance with nga ākonga Individual Education or Transition Plan and learning pathways developed with family, to further develop their independent living skills. They will work through a programme over the course of a year and depending on progress may have the opportunity to live in a supported flatting situation as they make the transition to their life beyond school. For some this may include working towards employment, tertiary study, life in community, flatting and/or supported living.

#### 3.3.3.3 Residential

Residential placements will provide support to ākonga access to appropriate educational settings, including ākonga attending Manurewa High School and James Cook Satellite class.

All ākonga accessing longer term residential programmes are required to meet the criteria as outlined in BLENNZ policy.

## 3.4 Administration Services

Administration Services will provide support to the other 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

## 3.5 Property

### 3.5.1 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. From 2019 part of the ground floor of the Titoki building has been utilised as a “flat” to give ākonga in the transition programme the opportunity of trialling flatting situations. This teaching space requires further development to meet changing learner need, BLENNZ is working with MOE to explore how this might be achieved.

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 2021 with the development of the space immediately to the front of the day school, this was carried forward from 2020. A feasibility study for the redevelopment of the indoor swimming pool was completed in 2018. After considerable discussion and review the Board made the decision to fund a new purpose built swimming pool complex which will be located closer to the school buildings. The pool complex will also include a gym equipment exercise room. In 2019 building plans were completed, council approval commenced and the tender process was completed. It was expected that building would commence in 2020 with the expected completion date being mid year, this has now moved to completion at the end of 2021.

BLENNZ Homai Campus includes two residential facilities, provided by Ministry of Education, which enable residential provision and one facility that is the responsibility of BLENNZ. Residential facilities include: Titoki Whare; Nikau Whare and The Bach. Titoki was refurbished by the MOE, Nikau was a new build in 2011 by the MOE as part of the new school build, and The Bach was transferred to BLENNZ by the MOE following the completion of the new school.

### 3.5.2 Resource Centres

Work continues in partnership with the Ministry of Education and the Deaf Education Centres to progress the development of property across the national network of Sensory Schools.

In 2021 our work will focus on completion of new builds and refurbishments that are currently underway. We continue to prioritise bases for BLENNZ Outposts in collaboration with Ko Taku Reo and MOE. We will also focus on the next prioritised centres, identified in collaboration between the three parties. As a group we continue to work to resolve, in a coordinated manner, a systematic approach to the Ministry’s Sensory Resource Centre Capital Works Programme. Some matters have been in process for a significant time.

BLENNZ is aware that the MOE has been undertaking significant work in the area of development of property at both a national and regional level of property provision that will meet ākonga and whānau need, BLENNZ will work collaboratively with relevant parties as this unfolds.

At this time progress has been made as follows:

| Resource Centre | Priority | Refurbish | Relocate and Refurbish | Rebuild |
| --- | --- | --- | --- | --- |
| Whangarei Visual |  |  | Completed |  |
| Auckland North Visual  and Satellite |  |  | Temporary relocation completed | In progress. Anticipated completion 2023 |
| Auckland South Pukekohe Visual and Satellite |  |  |  | In progress  Anticipated completion January 2021 |
| Hamilton Sensory |  |  |  | Completed |
| Tauranga Sensory |  |  |  | Completed |
| Gisborne Visual | High |  |  |  |
| Napier Visual | Medium |  |  |  |
| Palmerston North Sensory |  |  | Completed |  |
| Taranaki Visual |  |  | Completed |  |
| Wellington Visual |  |  |  | Completed |
| Nelson Visual |  |  | Temporary relocation completed  Process initiated |  |
| Christchurch Visual | Low/Med |  |  |  |
| Dunedin Sensory |  |  | In progress | Completed |
| Invercargill Visual | Low/Med |  |  |  |

Napier Visual Resource Centre was damaged from flooding in late 2020. BLENNZ will continue to work with the host school principal, Ministry of Education and insurers to restore the centre.

Priorities for 2021 include those projects that are currently in progress or have been initiated in 2020. In 2018 we had anticipated to include Gisborne, which is a priority for both Van Asch Deaf Education Centre (VADEC), now Ko Taku Reo, and BLENNZ. Unfortunately, no progress has been made with Gisborne.

In 2020 BLENNZ were required, at short notice, to vacate the site they had occupied for more than a decade, at Nelson Intermediate. The Principal of Salisbury Residential School and MOE enabled us to temporarily relocated to a space on the Salisbury site. We had been informed that the MOE would progress a longer term solution on site in 2020, this has not got underway at this stage, we anticipate it will be progressed in 2021.

Associated with this is work we continue to work with MOE to ensure that all centres located across the network have the appropriate property agreements in place. Previously the work was focussed on developing a shared understanding with MOE of the current status of Property Occupancy Document (POD) agreements, the range of understanding across schools and regional MOE property teams about the resourcing for heat, light, and water, maintenance and the reimbursement of fair and reasonable costs. While there is now improved documentation, the understanding and interpretation remains variable especially at the regional level of MOE.

Given to the slow pace of change, impacted by 2020 challenges, BLENNZ will now take the lead on this work in relation to our Property Occupancy Documents to ensure they are in place and fit for purpose. We will continue to work in partnership with the Ministry of Education and Sensory Schools to build understanding at a regional level, drawing on them (on a no surprises basis) to support the change process as and where needed.

## 3.6 Contractual Arrangements with the Ministry of Education

For 2021 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.

## 3.7 Health and Safety

BLENNZ is committed to meeting the requirements of the Health and Safety at Work Act 2015 to do what is “reasonably practicable” to keep workers and others healthy and safe. BLENNZ will continue to have strong policies and regular monitoring and review processes in place to ensure that there are systems to identify, assess and manage risks ahead of any harm and remove or reduce those risks “so far as is reasonably practicable.

# 4. BLENNZ Framework of Indicators of Learner Achievement 2021

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 2020 BLENNZ will continue to develop pedagogy and practice that supports effective evidence gathering tools and processes for the BLENNZ learning community. There will be specific work undertaken in 2020 to gather a comprehensive understanding of our current evidence based practices in relation to our services provided through the School, National, and Regional teams.

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.

## 4.1 School Services

School Services are inclusive of both BLENNZ Homai Campus School and BLENNZ satellites.

### Outcome Indicators

#### Student achievement

In 2021 teachers will be undertaking Professional Learning Development programme on Literacy. This will inform more effective ways of delivering and measuring literacy learning achievements.

#### 4.1.1 Literacy – Using Language, Symbols and Text

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

* 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

Data for reporting on the following two indicators (**for braille/ print or dual print/braille users**) will be drawn from e.g. BLENNZ IEPs, BLENNZ Literacy Profile, and Literacy Learning Progressions which capture learner growth. **These will be undertaken by teachers for all ākonga following a conventional literacy program**.

##### Braille or Print Users

* Identify the proportion reading at their chronological age or better as at 15 November 2021.
* For those learners reading at a level below their chronological age:
  + report on each learner’s reading growth and comprehension 15 November 2021.
  + teachers will make, for individual learners, specific comment about the barriers to growth, how that has been addressed, and any significant achievement.

###### Dual print braille users

For each medium:

* For all learners identify their preferred medium.
* For all learners identify their level of reading in their current medium.
* Identify proportion reading at their chronological age or better as at 15 November 2021 in both print and braille.
* For those learners reading at a level below their chronological age:
  + report on each learner’s reading growth and comprehension 15 November 2021.
  + teachers will make, for individual learners, specific comment about the barriers to growth, how that has been addressed, and any significant achievement.

**Target**

Learners following a conventional literacy program will show growth in their reading, in the medium of choice.

##### 4.1.2. IEP and ITP goal achievement

Collate the IEP goal achievement data of each ākonga taking one goal from each of the following:

* BLENNZ Curriculum
* NZ Curriculum / Key Competencies
* Vision specific goals
* Therapy goals

Each goal will have a maximum of two specific learning objectives.

Each time a goal is achieved a new goal will be set.

**Target:**

All learners will have achieved the majority of their goals, supporting evidence is available which demonstrates the growth and achievement of each learner.

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

**Homai Campus School Leavers**

* Identify the intended pathways of learners who left school in 2020.
* Identify the qualifications of learners who left school in 2020 in terms of NZQA levels and credits or number of Unit Standards.

### Process Indicators

#### Student Achievement

##### Quality of teaching

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

No target is set at this time, measures of quality teaching will emerge from the Professional Learning Development programme on Literacy.

#### Parent /Caregiver Feedback

##### IEP Process and Format

* Following the Term 4, IEP review with parents, parents were invited to participate in an IEP survey. Feedback will inform the School team in further refining the IEP process, with a focus on enabling more equitable access and participation in IEP meetings, goal setting by parents/ whanau.
* All reporting to parents by the School will be agreed and reflect the learners’ IEP goals.
* IEPs will be in a an accessible 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**

All IEP reporting to parents/caregivers from the School will use the agreed format which will include SMART goal setting across all areas of learning.

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.

#### Satisfaction with Service

* Conduct an annual survey of parents with ākonga attending the School /Satellites 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.

## 4.2 Regional Services

### Outcome Indicators: Student achievement

#### 4.2.1 Literacy – Using Language, Symbols and Text

**ALL BLENNZ Learners Receiving services from the Itinerant Team**

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**

* For all learners identify their reading age and chronological age as at 15 November 2021.
* For all learners identify their current progress as detailed in the Literacy Learning Progressions

**Dual print braille users, from 5-12 participating in conventional literacy programmes**

* For all learners identify their current medium.
* For all learners identify their reading age and chronological age as at 15 November 2021.
* For all learners identify their current progress as detailed in the Literacy Learning Progressions

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

* For all learners identify their reading age and chronological age as at 15 November 2021.
* For learners identify their current progress as detailed in the Literacy Learning Progressions.

#### 4.2.2 Maths

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

* Report on each learner’s achievement of identified mathematics targets.

**Target**

* All verified vision only learners age 5 – 12 years who are following a conventional maths programme, will have their maths levels identified.

#### 4.2.3 BLENNZ Learners Qualifications gained and intended pathways

**School Leavers**

* Identify the intended pathways of learners who left school in 2020.
* Identify the qualifications of learners who left school in 2020 in terms of NZQA levels and credits or number of Unit Standards.

### Process Indicators Student Achievement:

#### 4.2.4 Quality of teaching:

**What is being measured? Teacher skills, knowledge and attitudes as detailed in the learning literacy progressions.**

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, knowledge and attitudes as detailed in the LLP. Teachers will refer to them when gathering information about their students’ literacy strengths and needs (using a variety of reliable formal and informal assessment tools and procedures) in order to plan effective literacy learning programmes. The intention is that students will develop their literacy expertise (the knowledge, skills, and attitudes described in the progressions) purposefully, in meaningful contexts.

**Target**

All braille users from 5 – 12 years old participating in conventional literacy programmes will have their progress assessed.

All teachers undertaking this assessment have demonstrated their knowledge in the LLP

**Learners who are 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 using a variety of reliable formal and informal tools

**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 together with information about their progress in literacy with reference to the Literacy Learning Progressions.

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 understanding the Literacy Learning Progressions.

**Target**

All ORS verified learners with low vision from 5 to 12 years old participating in conventional literacy programmes will have their literacy levels documented by their BLENNZ teacher/ or in partnership with the classroom teacher/SENCO.

All teachers undertaking this analysis have demonstrated their expertise in understanding the theoretical knowledge of learning to read and write in that this is a developmental process, that social and cultural practices shape literacy and that students take individual and multiple pathways to learning.

#### 4.2.5 Access through Technology

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 ORS are aggregated to BLENNZ, are identified by age and year level and the technology they have allocated at this time.
* Report on success rate for assistive technology applications to the Ministry of Education in support of curriculum access for BLENNZ learners attending primary or secondary.

**Target**

A 100% success rate with assistive technology applications for 2021.

#### 4.2.6 Parent satisfaction

**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.

* 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**

A 60% response rate of which 95% of respondents (parents/caregivers) evaluate the service provided as appropriate in terms of effectiveness, communication and reporting with home and support for educational programmes for their ākonga.

#### 4.2.7 Other Educational Settings

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

**Target**

A 60% response rate of which 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.

## 4.3 National Services

### Process Indicators

### 4.3.1 National Assessment Services

* Conduct a survey at the conclusion of a national assessment to determine the satisfaction of parents/whānau of ākonga.
* Conduct a small sample survey of parents/whānau where detail about outcomes in relation to recommendations in the report are gathered to ascertain whether the national assessment attributed to positive outcomes for ākonga. This would take place at least 6 months after the assessment to allow time for some of the recommendations to be implemented.
* Conduct a survey of Resource Teachers Vision six weeks’ after national assessments have taken place and report has been received, to determine levels of satisfaction and details about implementation of recommendations.

**Target**

A 60% response rate of which 95% of respondents (parents/whānau and teachers) evaluate the assessments/programmes as appropriate, effective, timely and culturally relevant.

### 4.3.2 Residential Services

* Conduct an annual survey of all parents of learners who are in residence in the Homai Campus hostels to determine their increased competence in relation to their ECC Goals/Steps Programme. This will, in part, demonstrate compliance with the terms of the Hostel Licence.

**Target**

A 60% response rate of which 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.

### 4.3.3 Immersion Courses

* Provide 23 short term Immersion Courses in 2021
  + 13 Online
  + 10 On Campus

**Compulsory School Courses**

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

**Target - Compulsory**

Compulsory Immersion 60% response rate of which 95% of respondents (ākonga, parents and teachers) surveyed evaluate the resources as appropriate and the content (skills and information gained) having had a positive effect on their compensatory skills following the course.

* Provide a Year Long Homai Campus Transition Course in 2021

**Students attending Homai Campus Transition Programme**

* Conduct an exit survey of ākonga attending the Transition programme to determine their level of satisfaction with the programme.

**Target**

A 60% response rate of which 90% of students evaluate the programme as appropriate in terms of support for goal achievement, overall effectiveness and preparation for independent living and work.

**Learners attending the transition programme**

* Collate STEPS goal achievement data for students.

**Target**

Learners attending the programme will achieve 80% of their Steps goals during 2021.

**Ākonga attending Homai Campus Transition Programme**

* At the end of each term students complete a self-review with regards to their increased competence in relation to their ECC Goals/Steps Programme
* Conduct an exit survey of ākonga attending the Transition programme to determine
  + Their level of Transition preparedness as they move out of BLENNZ service provision.

**Target**

A 60% response rate of which 90% of students evaluate the programme as appropriate in terms of support for goal achievement, overall effectiveness and preparation for independent living and work.

### 4.3.4 Developmental Orientation and Mobility Services

* Conduct a survey of learners, their family, and educational team members to determine:
  + How we are moving toward the collaborative model

**Target**

A 60% response rate of which:

* + 90% of respondents feel the collaborative model will improve DOM programming
  + 90% of respondents note people other than the Specialist have been involved in the DOM programme.
* Satisfaction with timeliness, quality and diversity of communication, and how well we all worked together to meet agreed DOM Goals:

**Target**

A 60% response rate of which:

* + 90% of respondents rated timeliness of contact and support as satisfactory or better
  + 90% of respondents rated communication usefulness, consistency and quality as satisfactory or better
  + 90% of respondents listed more than one form of communication as used in the DOM programme
  + 90% of respondents noted that they were satisfied or better with how all involved understood the DOM programme and worked to meet the agreed goals.
* Satisfaction with the impact of the DOM programme on those involved

**Target**

A 60% response rate of which 90% of respondents were satisfied or better with the usefulness of the programme and that it made a difference.

### 4.3.5 BLENNZ Early Learning Services

#### BELS Immersion

* Conduct a survey of whānau attending immersion courses to determine the level of satisfaction in opportunities to connect with and learn from other whānau and attending staff.

**Target**

A 60% response rate of which 90% of whānau surveyed evaluate the programme as appropriate in terms of whānau to whānau connection and learning opportunities.

* Conduct a follow-up phone interview of a sample of parents and whānau to determine ongoing impact of connecting and learning from whānau, RTV and guest speakers from the immersion course.

**Target**

A 60% response rate of which 90% of whānau interviewed identify an ongoing impact of connecting and learning from whānau, staff and guest speakers on the course.

* Conduct a survey of RTV attending immersion courses to determine value of strengthening relationships with whānau during and following the course.

**Target**

A 60% response rate of which 90% of RTV identify a strengthening of relationships with whānau.

#### BELS Sharepoint

* Survey RTV to determine the use and applicability of material available on BELS Sharepoint.

**Target**

A 60% response rate of which 90% of RTV surveyed evaluate the BELS resources as appropriate for supporting their work with early childhood ākonga and their whānau.

#### BELS Sessions at Homai

* Conduct a survey of whānau attending these sessions, in written and/or oral format, to determine the impact of the programme on the child, whānau and wider community,

**Target**

A 60% response rate of which 90% of whānau surveyed identify an ability to apply their learnings from the centre into the home and community environments.

## 4.4 General

**What is being measured?**

Professional knowledge and expertise of BLENNZ teachers and DOM.

### 4.4.1 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, 2021.

**Target**

100% of permanent teaching staff has a specialist qualification

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

### 4.4.2 All BLENNZ DOM

* Collate data on the percentage of BLENNZ DOM who have the post graduate qualification in Specialist Orientation and Mobility

**Target**

100% of permanent DOM staff have a recognised specialist qualification, or are under training towards this,

# 5. Procedural Information

The BLENNZ Charter will be available in an accessible format on the BLENNZ website for people and organisation to access and download. Braille and large print copies will be made available upon request.

# 6. 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 2021.

.