

# Blind and Low Vision Education Network NZ

## Annual Report

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

<b>Ministry Number:</b>	4156
<b>Principal:</b>	Karen Stobbs
<b>School Address:</b>	2 McVilly Road, Manurewa
<b>School Postal Address:</b>	Private Bag 801, Manurewa, Auckland, 2243
<b>School Phone:</b>	09 266 7109
<b>School Email:</b>	<a href="mailto:karen.stobbs@blennz.school.nz">karen.stobbs@blennz.school.nz</a>

#### Members of the Board of Trustees:

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires/Expired</b>
Mitch Harris	Chairperson	Elected	Jun-22
Karen Stobbs	Principal	ex Officio	
Nathaniel Louwrens	Parent Rep	Elected	Dec-20
David Cullen	Parent Rep	Elected	Jun-22
Christopher Gunn	Parent Rep	Elected	Jun-22
Graeme Hood	Parent Rep	Elected	Dec-20
Kelly Doyle	Staff Rep	Elected	Jun-22
Wendy Chiang	Other	Appointed	Dec-20
John Mulka	Other	Appointed	Jun-22
Nigel Ngahiwi	Other	Appointed	Jun-22
Ross Meikle	Other	Elected	Nov-23
Martine Abel-Williamson	Other	Appointed	Dec-23

# Blind and Low Vision Education Network NZ

Financial Statements - For the year ending 31 December 2020

## Index

<b>Page</b>	<b>Statement</b>
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expenses
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash flows
6 - 19	Notes to the Financial Statements
	Independent Auditor's Report
	<b>Other Information</b>
	Kiwisport Report
	Analysis of Variance

# Blind and Low Vision Education Network NZ

## Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees (the Board) has pleasure in presenting the annual report of Blind and Low Vision Education Network NZ incorporating the financial statements and the auditor's report, for the year ended 31 December 2020

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Mitchell Harris

Full Name of Board Chairperson



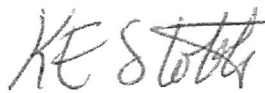
Signature of Board Chairperson

28 May 2021

Date:

Karen Elizabeth Stobbs

Full Name of Principal



Signature of Principal

28 May 2021.

Date:

## Blind and Low Vision Education Network NZ

# Statement of Comprehensive Revenue and Expenses

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>				
Government Grants	2	22,810,812	20,570,398	20,911,218
Locally raised funds	3	262,795	161,500	193,431
Interest Earned		151,920	180,000	314,499
Gain on sale of plant & equipment		463	-	115
Other Revenue		13,043	-	-
		<u>23,239,033</u>	<u>20,911,898</u>	<u>21,419,263</u>
<b>Expenses</b>				
Locally raised funds	3	51,300	136,000	47,277
Learning resources	4-8	17,005,691	17,598,927	15,930,651
Administration	9	1,221,624	1,288,455	1,364,541
Property	10	3,085,083	2,280,682	2,909,073
Finance Costs		11,285	13,872	12,882
Depreciation	11	563,134	521,000	498,294
Loss on sale of asset		8,850	-	4,885
		<u>21,946,967</u>	<u>21,838,936</u>	<u>20,767,603</u>
<b>Net Surplus (Deficit)</b>		<u>1,292,066</u>	<u>(927,038)</u>	<u>651,660</u>
Other comprehensive revenue & expenses			-	-
<b>Total comprehensive revenue &amp; expenses for the year</b>		<u>1,292,066</u>	<u>(927,038)</u>	<u>651,660</u>

The above Statement of Comprehensive Income should be read in conjunction with the accompanying notes.

# Blind and Low Vision Education Network NZ

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Balance at 1 January</b>		13,266,114	13,266,114	12,581,830
Total comprehensive revenue and expenses for the year		1,292,066	(927,038)	651,660
Owner transactions		-	-	-
Contribution - Furniture and Equipment grant		128,779	0	32,624
Transfer (to)/from restricted Equity		-	-	-
		14,686,959	12,339,076	13,266,114
Retained Earnings		14,686,959	12,339,076	13,266,114
Reserves				
Restricted Equity at start of the year		206,549	-	206,723
Transfer Homai Special Funds	22	409,658	-	(174)
Restricted Equity at the end of the year		616,207	206,549	206,549
<b>Equity at 31 December</b>		15,303,166	12,545,625	13,472,663

*The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.*

# Blind and Low Vision Education Network NZ

## Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual	2020 Budget	2019 Actual
		\$	(Unaudited) \$	\$
<b>Current Assets</b>				
Cash and cash equivalents	12	1,803,587	1,119,421	1,707,136
Accounts receivable	13	1,360,132	1,237,045	1,237,045
GST Receivable		37,531	65,364	65,364
Prepayments		105,133	127,980	127,980
Inventories	14	3,585	3,020	3,020
Investments	15	10,007,766	2,952,452	8,952,452
		<u>13,317,734</u>	<u>5,505,282</u>	<u>12,092,997</u>
<b>Current Liabilities</b>				
Accounts payable	17	1,325,764	1,053,760	1,053,760
Revenue received in advance	18	118,173	70,562	70,562
Provision for cyclical maintenance	19	192,445	150,118	150,118
Lease liability	20	68,842	71,149	71,149
		<u>1,705,224</u>	<u>1,345,589</u>	<u>1,345,589</u>
<b>Working Capital Surplus or (Deficit)</b>		11,612,510	4,159,693	10,747,408
<b>Non-current Assets</b>				
Property, plant and equipment	16	4,014,435	8,723,282	3,062,605
		<u>4,014,435</u>	<u>8,723,282</u>	<u>3,062,605</u>
<b>Non-current Liabilities</b>				
Finance Lease term liability	20	44,721	58,292	58,292
Provision for cyclical maintenance	19	-	-	-
		<u>44,721</u>	<u>58,292</u>	<u>58,292</u>
<b>Net Assets</b>		<u>15,582,224</u>	<u>12,824,683</u>	<u>13,751,721</u>
<b>Equity</b>		<u>15,303,166</u>	<u>12,545,625</u>	<u>13,472,663</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

## Blind and Low Vision Education Network NZ

### Statement of Cash Flows

For the year ended 31 December 2020

	Note	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		8,916,996	8,373,414	8,571,452
Locally Raised Funds		186,920	161,500	287,839
Goods and Services Tax (net)		(143,169)	-	(43,626)
Payments to Employees		(3,943,370)	(4,492,947)	(3,706,177)
Payments to Suppliers		(3,121,459)	(5,066,279)	(3,753,326)
Cyclical Maintenance Payments		(11,000)	(16,822)	-
Interest Paid		(11,285)	(13,872)	(12,882)
Interest Received		174,997	180,000	312,685
<b>Net cash from / (to) the Operating Activities</b>		<b>2,048,630</b>	<b>(875,006)</b>	<b>1,655,965</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(1,245,870)	-	(732,833)
Proceeds from Sale of Investments		-	-	-
Purchase of Investments		(1,055,314)	-	(6,326,409)
Transfer of HECCT Cash Assets		278,211	-	-
<b>Net cash from / (to) the Investing Activities</b>		<b>(2,022,973)</b>	<b>-</b>	<b>(7,059,242)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		128,779	-	32,624
Finance Lease Payments		(57,985)	-	(53,684)
<b>Net cash from Financing Activities</b>		<b>70,794</b>	<b>-</b>	<b>(21,060)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>96,451</b>	<b>(875,006)</b>	<b>(5,424,337)</b>
Cash and cash equivalents at the beginning of the year	12	1,707,136	1,994,427	7,131,473
<b>Cash and cash equivalents at the end of the year</b>	<b>12</b>	<b>1,803,587</b>	<b>1,119,421</b>	<b>1,707,136</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been omitted.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

# Blind and Low Vision Education Network NZ

## Notes to the Financial Statements

### For the year ended 31 December 2020

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

Blind and Low Vision Education Network NZ (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

##### **b) Basis of Preparation**

###### ***Reporting Period***

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

###### ***Basis of Preparation***

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

###### ***Financial Reporting Standards Applied***

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

###### ***PBE Accounting Standards Reduced Disclosure Regime***

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

###### ***Measurement Base***

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

###### ***Presentation Currency***

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

###### ***Specific Accounting Policies***

The accounting policies used in the preparation of these financial statements are set out below.



### ***Critical Accounting Estimates And Assumptions***

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

#### ***Cyclical maintenance***

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 19.

#### ***Useful lives of property, plant and equipment***

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 16.

### ***Critical Judgements in applying accounting policies***

Management has exercised the following critical judgements in applying accounting policies:

#### ***Classification of leases***

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

#### ***Recognition of grants***

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

## **c) Revenue Recognition**

### ***Government Grants***

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

**Other Grants**

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

**Donations, Gifts and Bequests**

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

**Interest Revenue**

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

**d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

**e) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

**f) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

**g) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

**h) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

**i) Inventories**

Inventories are consumable items held for sale and comprise of stationery. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

## **j) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

## **k) Property, Plant and Equipment**

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

### ***Finance Leases***

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

### ***Depreciation***

Property, plant and equipment are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements - Crown	10-75 years
Furniture and Equipment	10-15 years
Information and Communication	4-5 years
Motor vehicles	5 years
Textbooks	3 years
Library Resources	12.5% Diminishing value
Leased assets held under a Finance Lease	Term of Lease

## **l) Intangible Assets**

### *Software costs*

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

## **m) Impairment of property, plant, and equipment and intangible assets**

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

## **n) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

## **o) Employee Entitlements**

### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

### *Long-term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

## **p) Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

## **q) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

## **r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

## **s) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

**t) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

**u) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

**v) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

**x) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

## 2 Government Grants

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Operational grants	1,139,337	883,342	878,637
MOE Residential grant	1,852,153	1,852,151	1,819,405
MOE Resource Teachers of Vision Impairment grant	1,467,195	1,460,621	1,431,318
MOE Vision & Sensory Resource Centre grant	864,330	860,457	812,902
MOE Teachers salaries grant	11,462,368	10,500,000	10,407,401
Special Education Grants/ORS	757,834	727,073	657,952
MOE Document of Accountability Board Support	16,449	16,012	15,729
MOE Document of Accountability Assessment/Training	835,732	835,733	820,956
Regional Specialist Services	1,195,419	1,195,417	1,174,567
Use of land and buildings grant	2,461,796	1,696,984	2,360,028
Other government grants	758,199	542,608	532,323
	<u>22,810,812</u>	<u>20,570,398</u>	<u>20,911,218</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$86,076 for the year ended 31 December 2020.

## 3 Local Fundraising

Local funds raised within the School's community are made up of:

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations	31,164	0	7,380
Fundraising	54,221	66,500	42,354
Activities	6,550	0	21,299
Trading	170,860	95,000	122,398
	<u>262,795</u>	<u>161,500</u>	<u>193,431</u>
<b>Expenses</b>			
Fundraising (costs of raising funds)	0	45,000	0
Trading	51,300	91,000	47,277
	<u>51,300</u>	<u>136,000</u>	<u>47,277</u>
<b>Net Surplus for the year Locally raised funds</b>	<u>211,495</u>	<u>25,500</u>	<u>146,154</u>

## 4 Learning Resources - Day School

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Curricular	42,770	55,814	32,629
Equipment repairs	7,724	7,000	5,592
Employee benefits - salaries	11,431,026	10,638,797	10,519,356
Staff development	6,199	16,000	4,187
	<u>11,487,719</u>	<u>10,717,611</u>	<u>10,561,764</u>

## 5 Learning Resources - ORS

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Curricular	235,259	306,097	220,720
Equipment repairs	2,398	1,000	393
Employee benefits - salaries	538,565	486,358	330,013
Staff development	0	1,000	123
	<u>776,222</u>	<u>794,455</u>	<u>551,249</u>

## 6 Learning Resources - Residential

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Curricular	169,655	307,383	288,211
Equipment repairs	2,480	2,500	850
Employee benefits - salaries	905,911	1,065,800	847,019
Staff development	10,326	6,000	4,826
	<u>1,088,372</u>	<u>1,381,683</u>	<u>1,140,906</u>

## 7 Learning Resources - National Services

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Curricular	1,305,837	1,827,525	1,397,789
Equipment repairs	5,643	9,100	6,809
Employee benefits - salaries	1,782,177	2,110,338	1,721,748
Staff development	553,028	747,621	525,793
	<u>3,646,685</u>	<u>4,694,584</u>	<u>3,652,139</u>

**8 Learning Resources - Vision Resource Centres**

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Curricular	2,993	7,600	19,476
Employee benefits - salaries	3,657	2,594	4,807
Staff development	43	400	310
	<u>6,693</u>	<u>10,594</u>	<u>24,593</u>

**9 Administration**

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Audit Fees	10,038	10,038	9,745
Board of Trustees fees	9,530	12,000	7,040
Board of Trustees expenses	45,938	72,598	62,384
Communication	520,555	495,610	443,783
Consumables	11,146	9,000	19,621
Operating Leases	10,796	996	598
Legal Fees	1,648	-	1,442
Other	137,086	198,770	311,168
Employee benefits - salaries	436,875	450,162	473,662
Insurance	4,230	4,281	3,716
Service providers, Contractors, and Consultancy	<u>33,782</u>	<u>35,000</u>	<u>31,382</u>
	<u>1,221,624</u>	<u>1,288,455</u>	<u>1,364,541</u>

**10 Property**

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	37,819	42,200	39,632
Cyclical Maintenance Expense	98,827	16,882	16,881
Grounds	5,202	10,000	10,877
Heat, Light and Water	192,268	194,500	186,911
Rates	10,672	12,500	10,938
Repairs and Maintenance	47,381	59,718	70,563
Use of Land and Buildings	2,461,796	1,696,984	2,360,028
Security	8,422	9,000	8,194
Employee Benefits - Salaries	218,117	238,898	197,288
Property Rental	<u>4,579</u>	<u>-</u>	<u>7,761</u>
	<u>3,085,083</u>	<u>2,280,682</u>	<u>2,909,073</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.



**11 Depreciation**

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Building improvements - Crown only	68,878	67,699	68,102
Furniture and equipment	247,634	342,074	213,424
Information and communication technology	161,487	106,327	133,244
Leased assets	79,531	-	78,255
Motor vehicles	5,604	4,900	5,269
	<u>563,134</u>	<u>521,000</u>	<u>498,294</u>

**12 Cash and Cash Equivalents**

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Cash on hand	3,935	1,000	3,935
Bank Current account	755,271	618,421	1,252,362
Bank Call account	1,044,381	500,000	450,839
Short-term bank deposits with a maturity of three months or less	-	-	-
Net cash and cash equivalents for cashflow statement	<u>1,803,587</u>	<u>1,119,421</u>	<u>1,707,136</u>

The carrying value of short-term deposits with maturity dates of three months or less approximates their fair value.

Of the \$1,803,587 in the School's funds, \$616,207 is held on behalf of Homai Special Funds (2019: \$206,549)

**13 Accounts Receivable**

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Debtors	244,666	27,479	29,800
Receivables from the Ministry of Education	44,682	46,922	44,601
Interest accrued	17,046	40,123	40,123
Staffing Banking underusage	105,642	320,917	320,917
Teacher salaries grant	948,096	801,604	801,604
	<u>1,360,132</u>	<u>1,237,045</u>	<u>1,237,045</u>
Receivables from Exchange transactions	17,046	40,123	40,123
Receivables from non-exchange transactions	<u>1,343,086</u>	<u>1,196,922</u>	<u>1,196,922</u>
	<u>1,360,132</u>	<u>1,237,045</u>	<u>1,237,045</u>

**14 Inventories**

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Assessment Stock	3,585	3,020	3,020

**15 Investments**

The school's investment activities are classified as follows

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Current Assets			
Short-term bank deposits with maturities greater than three months and no greater than one year.	10,007,766	2,952,452	8,952,452

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2020.

## 16 Property, Plant and Equipment

2020	Opening Balance(NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total(NBV) \$
Building improvements	1,048,411	31,036	-	-	(68,878)	1,010,569
Furniture and equipment	1,402,358	1,187,324	(1,183)	-	(247,634)	2,340,865
Information and communication technology	478,947	240,151	(7,667)	-	(161,487)	549,944
Leased assets	108,639	65,303	-	-	(79,531)	94,411
Motor Vehicles	24,250	-	-	-	(5,604)	18,646
Balance at 31 December 2020	3,062,605	1,523,814	(8,850)	-	(563,134)	4,014,435

2020

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building improvements	1,395,351	(384,782)	1,010,569
Furniture and equipment	4,491,558	(2,150,693)	2,340,865
Information and communication technology	1,209,425	(659,481)	549,944
Leased Assets	279,705	(185,294)	94,411
Motor Vehicles	64,697	(46,051)	18,646
Balance at 31 December 2020	7,440,736	(3,426,301)	4,014,435

The net carrying value of equipment held under a finance lease is \$94,411 (2019: \$108,638)

The net carrying value of motor vehicles held under a finance lease is \$18,646 (2019: \$24,250)

2019	Opening Balance(NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total(NBV) \$
Building improvements	1,112,747	3,766	-	-	(68,102)	1,048,411
Furniture and equipment	1,047,177	570,992	(2,387)	-	(213,424)	1,402,358
Information and communication technology	435,650	180,690	(4,149)	-	(133,244)	478,947
Leased Assets	124,779	62,115	-	-	(78,255)	108,639
Motor Vehicles	25,606	3,913	-	-	(5,269)	24,250
Balance at 31 December 2019	2,745,959	821,476	(6,536)	-	(498,294)	3,062,605

2019

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building improvements	1,364,314	(315,903)	1,048,411
Furniture and equipment	3,312,193	(1,909,835)	1,402,358
Information and communication technology	1,018,977	(540,030)	478,947
Leased Assets	265,302	(156,663)	108,639
Motor Vehicles	72,786	(48,536)	24,250
Balance at 31 December 2019	6,033,572	(2,970,967)	3,062,605

## 17 Accounts Payable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Operating Creditors	258,701	150,714	150,714
Accruals	8,038	6,745	6,745
Creditors and Accruals for PPE items	-	-	-
Employee benefits - salaries accrual	948,096	801,604	801,604
Employee benefits - leave accrual	110,929	94,697	94,697
	1,325,764	1,053,760	1,053,760
Payable for exchange transactions	266,739	157,459	157,459
Payables for non-exchange transactions - other	1,059,025	896,301	896,301
	1,325,764	1,053,760	1,053,760

The carrying value of payables approximates their fair value.

**18 Revenue received in advance**

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Doherty Fund	97	-	97
Other fees received in advance	118,076	70,562	70,465
	<u>118,173</u>	<u>70,562</u>	<u>70,562</u>

**19 Cyclical Maintenance**

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Provision as the start of the year	150,118	132,600	133,237
Increase to the provision during the year	98,827	17,518	16,881
Use of the provision during the year	(56,500)	-	-
Provision as the end of the year	<u>192,445</u>	<u>150,118</u>	<u>150,118</u>
Cyclical maintenance - Current	192,445	150,118	150,118
Cyclical maintenance - Term	-	-	-
	<u>192,445</u>	<u>150,118</u>	<u>150,118</u>

The board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations as at 31 December 2020. Present obligations are identified in the school's current 10 year property plan approved by the Ministry of Education. The provision has not been adjusted for inflation and the effect of the time value of money.

**20 Finance Lease Liability**

The School has entered into a number of finance lease agreements for computers. Minimum lease payments payable:

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
No Later than One Year	68,842	71,149	71,149
Later than One Year and no Later than Five Years	44,721	58,292	58,292
Later than Five Years	-	-	-
	<u>113,563</u>	<u>129,441</u>	<u>129,441</u>

**21 Funds Held for Capital Works Projects**

During the year the School did not receive or apply funding from the Ministry of Education for capital works projects.  
(2019:Nil).

## 22 Related Party Transactions

In 2020 the net assets of the Homai Early Childhood Centre Education Trust were transferred to BLENNZ in line with the requirements of the Trust Deed. The transfer consisted of the net book value of Property, Plant and equipment of \$142,018 as at 1 January 2020 and cash assets of \$278,211, totalling \$420,229. Of the funds transferred, \$10,571 has been used in 2020 specifically for the purpose of the BLENNZ Early Learning Service.

The school is an entity controlled by the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example Government departments, and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

## 23 Remuneration

### Key management personnel compensation

Key management personnel of the school include all trustees of the board, principal, deputy principals and head of departments

	2020	2019
	Actual	Actual
	\$	\$
<i>Board members</i>		
Remuneration	9,530	7,040
Full-time Equivalent members	0.14	0.15
<hr/>		
<i>Leadership team</i>		
Remuneration	495,060	403,266
Full-time equivalent members	4.00	3.37
	4.14	3.52
	504,590	410,306

The full time equivalent of Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

### Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2020	2019
	Actual	Actual
	\$000	\$000
Salaries and other short term employee benefits:		
Salary and other payments	170 - 180	160 - 170
Benefits and other emoluments	0 - 5	0 - 10
Termination benefits	-	-

### Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands

Remuneration	2020	2019
\$000	FTE number	FTE number
100-110	12	5
110-120	1	2
120-130	1	-
	14	7

The disclosure for 'Other Employees' does not include remuneration of the Principal.

## 24 Compensation and other Benefits upon leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was as follows:

	2020 Actual	2019 Actual
Total value	-	-
Number of people	-	-

## 25 Contingencies

There were no contingent assets or liabilities as at 31 December 2020. (2019:nil)

### Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

## 26 Commitments

### (a) Capital Commitments

The school has committed to spend \$4.5m in 2021 on the upgrade of the swimming pool building and hoist equipment. The Ministry has approved funding for this project.

(Capital commitments at 31 December 2019: the school has committed to spend \$133,000 for the purchase of a generator, \$45,000 for the purchase of furniture and \$16,078 for the purchase of lundia shelving. The school has also committed to spend \$3.68m in 2020 on the upgrade of the swimming pool building. The Ministry has approved funding for this project. Tender procedures have not yet been initiated.)

### (b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments as 31 December 2019: nil)

## 27 Managing capital

The school's capital is its equity and comprises capital contributions from the ministry of Education for property, plant and equipment, and accumulated surpluses and deficits. The school does not actively manage capital but "attempts" to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

## 28 Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instruments categories are as follows:

### Financial assets measured at amortised cost

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Cash and cash equivalents	1,803,587	1,119,421	1,707,136
Receivables	1,360,132	1,237,045	1,237,045
Investments - Term deposits	10,007,766	2,952,452	8,952,452
Total Cash and Receivables	<u>13,171,485</u>	<u>5,308,918</u>	<u>11,896,633</u>

### Financial liabilities measured at amortised cost

Payables	1,325,764	1,053,760	1,053,760
Finance leases	113,563	129,441	129,441
Total financial liabilities measured at amortised cost	<u>1,439,327</u>	<u>1,183,201</u>	<u>1,183,201</u>

## 29 Events after balance date

There were no significant events after the balance date that impact these financial statements.



## Independent Auditor's Report

# To the Readers of Blind and Low Vision Education's Financial Statements

## For the Year Ended 31 December 2020

The Auditor-General is the auditor of Blind and Low Vision Education Network NZ (the School). The Auditor-General has appointed me, Darren Wright, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

### Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

### Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## **Responsibilities of the Board for the financial statements**

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

## **Responsibilities of the auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to



the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Kiwisport Report, the Members of the Board of Trustees and the Analyses of Variance, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



**Darren Wright**  
**William Buck Audit (NZ) Limited**  
On behalf of the Auditor-General  
Auckland, New Zealand

# BLENNZ Full 2020 Variance Report on the Annual Plan Goals and Objectives

## Strategic Objectives

### Making a difference: Evidence-based

Objective	Who	Objective	Progress / Outcome
1.	Senior Manager School and Residential	To gather a comprehensive understanding of our current evidence based practices in relation to our services provided through our: School; National; and Regional teams to ensure evidence focusses on the difference we are making.	<p><b>In progress</b></p> <p>During 2020 each team undertook to collate information across their service strand with a view to developing a a framework for reporting across the network. This has surfaced a number of matters that need further work before arriving at a solution.</p> <p>For the school the IEP and process has surfaced as a central starting point to lift āakonga and whānau engagement and voice; the national services identified barriers to engagement and the need to refine their strategies; and the regional team have surfaced a number of themes that may be useful to unpack further if we are to capture ‘are we making a difference and if so for whom?’</p> <p>A summary of their progress is captured below.</p> <p><b>School Services</b></p> <p>The IEP is a central point for documenting goals, identifying the evidence and monitoring change. The school is in the final stages of collating feedback from parents and whānau regarding the IEP process and how beneficial they feel it is for their tamariki. The intent is to use this feedback to rework a more reflective and accessible IEP document guidelines and process that parents and whānau can more actively engage in, be it onsite at Homai, at their own home, or another place of their choosing such as their local Marae. Initial feedback is indicating that parents and whānau are signalling that having a choice for IEP meetings is a positive move. The revised process and guidelines will be ready for trial in term 1 2021.</p>

Objective	Who	Objective	Progress / Outcome
			<p><b>National Services</b></p> <p>Throughout this process the National Strand Coordinators identified issues in their approaches to gaining feedback. Lack of Engagement and potential over-surveying were identified as concerns. For 2021 a combined National Service Survey as follow-up will be progressed to simplify the process and the experience for the end user. This will be constructed in term 1 2021 for trialling.</p> <p><b>Regional</b></p> <p>The data gathered from the Centre Coordinators has been shared with the Leadership Team. This collaborative approach has led to clarification of some of the theme analyses in order to better inform next steps. Consistencies of approach and findings were very evident and will lead to a shared understanding of the approach for 2021.</p> <p>A review of the four main themes following the analysis will occur. This relates to the understanding of managers in defining themes – are we measuring the same things. A structure is to be established throughout 2021 that identifies both the purpose and processes of evidence.</p>

### Transition Ākonga from the start of secondary through to the end of compulsory schooling

Objective	Who	Objective	Progress / Outcome
1.	Coordinator Immersion Residential	To prepare the foundation documents that will underpin the integration of Immersion and Residential Services providing clarity of	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• The enrolment process for ākonga coming into residential services has been documented for both ākonga attending residential services and attending high school and ākonga coming into the Transition programme.</li> <li>• The Residential Hostel Regulations and current procedures for Immersion and Residential have been integrated into one set of procedures.</li> <li>• The Transition Taster Weekend has taken place with four potential students for 2021 identified, and three for 2022</li> </ul>

Objective	Who	Objective	Progress / Outcome
		roles, responsibilities for individuals and as a licensed Hostel	<ul style="list-style-type: none"> <li>• Documentation and information has been collated and submitted a new Hostel Licence has been issued and is valid until 25th June 2023.</li> <li>• All Residential Job Descriptions have been reviewed – substantial changes were made to the Youth Worker Job Description to align these to both the Youth Worker Principals and the BLENNZ Values.</li> <li>• Whānau Booklet has been finalised and is ready for distribution to families at the whānau hui at the start of 2021.</li> <li>• All outcomes for Transitions Objective One have been met;</li> <li>• Residential Philosophy is known and understood by all team members.</li> </ul>
2.	Coordinator Immersion Residential	To implement the first year of the revised residential transition programme that emerged from the 2019 SPRINT which includes a termly focus for rangatahi in the transition process.	<p><b>Achieved</b></p> <p>All outcomes this objective have been met.</p> <ul style="list-style-type: none"> <li>• Residential Philosophy of care is evident in interactions and learning.</li> <li>• Partnerships with sector forum partners is beginning to be woven through the transition programme.</li> <li>• Detailed planning undertaken for 2020 is being used as a framework for 2021.</li> <li>• Transition Programme is taking place across a number of spaces on the Homai Campus including Whare Nikau and Titoki.</li> <li>• Residential Team is actively involved in planning and delivery of the Transition Programme.</li> </ul>
3.	Coordinator Immersion Residential	To trial a short term course “Future Planning” based on the long term transition programme	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• Course planned and delivered in Term 1 Term 3 Initial Conversation” planned and delivered.</li> <li>• Due to COVID-19 the Initial Transition Conversation course was unable to be completed so this objective has not been met. The initial transition conversation is a priority for 2021</li> </ul>

Objective	Who	Objective	Progress / Outcome
4.	Coordinator Immersion Residential	To establish online content for transition including: The Hub, Ako Online transition modules in alignment with the long-term transition course, the inclusion of transition on the BLENNZ Website.	<p><b>Not Achieved</b></p> <ul style="list-style-type: none"> <li>• The information for whānau has been collated via the whānau handbook and will go up into the online space by the end of 2021. Transition modules have been created and were delivered via Zoom during COVID. In 2021 the learning from this online delivery will be implemented in the Transition programme. The Transition ākonga will return home two weeks prior to the end of each term and participate in Transition at a distance via online learning. This will enable the generalisation of skills learnt on in the Transition programme at Homai into their local area. This will be done in conjunction with the primary service providers from Blind Low Vision NZ in their local area.</li> <li>• The development of online modules has not progressed but as the Transition programmes continue to develop across the various settings the modules will be prioritised at a later time. Ākonga have been trialling a proprietary on-line Transition programme called “Work Ready”. If suitable those ākonga who are interested will enrol in this in 2021.</li> </ul>
5.	Coordinator Immersion Residential	To initiate work with Blind and Low Vision NZ and other sector partners to further the creation of a mentoring network.	<p><b>Initiated</b></p> <p>Blind Low Vision have agreed that they will connect the ākonga who are coming into the Residential Transition programme in 2021 with peer support and mentoring.</p>
6.	Coordinator Immersion Residential SM AT SMS	To create an initial conversation guide around transition for all year 9 ākonga for implementation during 2021	<p><b>Initiated</b></p> <p>There was another lockdown in Term Three which meant that the Initial Conversation Immersion did not take place. The impacts of COVID-19 with the resignation of four of the Youth Workers meant that the focus of the Residential Senior Team had to go towards the employment of new Youth Workers and the rebuilding of the Residential Team in Term Four. There is a</p>

Objective	Who	Objective	Progress / Outcome
			commitment in 2021 for the Initial Transition Conversation to be implemented in three key areas; Immersion, Regional Centres, Homai Campus School.

## Wellbeing - Ākonga for whom BLENNZ is the primary provider.

Objective	Who	Objective	Progress / Outcome
1.	Senior Manager School	To participate in a UK study which is piloting an app to support Student Emotional and Mental Health (SEMH) promotion and data gathering.	<p><b>In progress</b></p> <p>Impacted by COVID 19 and leave this work did not progress as planned.</p> <ul style="list-style-type: none"> <li>• Senior Manager School engaged with the UK team re this project and provided updates to the team. In line with UK Schools resumed collection of student voice late in year.</li> <li>• Decision made to trial with senior ākonga, gathering voice using SEMH App during Term 4. Senior School teachers alongside social work student (previously trained in using the SEMH App) initiated this.</li> <li>• Ākonga voice across range of curriculum learning / experiences has been captured via the App.</li> <li>• Ākonga have expressed positive reflections on reviewing their learning with teachers. <ul style="list-style-type: none"> <li>○ October 2020, Senior Manager, met with teachers, social work student and two ākonga involved who selected favourite learning activity reflection. Very powerful reflections. Ākonga will select video reflections to be sent home for whānau to view.</li> </ul> </li> <li>• This process will grow further and continue into Term 1 2021, where it is anticipated these reflections will become part of IEP feedback for these ākonga to then include reciprocal feedback from parents / whānau.</li> </ul>
2.	ST A&T Coords	To investigate the use of the Meke	<p><b>Not Achieved</b></p> <ul style="list-style-type: none"> <li>• All Immersion courses in Term Four have been moved online due to COVID which effectively has meant that the trial of the Meke Meter was</li> </ul>

Objective	Who	Objective	Progress / Outcome
	Immersion Residential	Meter for well-being assessment.	not able to be undertaken in Term Four. We will reassess the tool's suitability in Term Four. In light of Fiona Hansen's work around student wellbeing we will investigate a range of other tools including the EPOCH Measure of Adolescent Well-being (PDF) and other's recommended by the Ministry of Education (NZ).
3.	SM A&T	To trial a range of activities/programs, that have an evidence base that enhance wellbeing of ākonga. This will be informed by pre and post programme surveys	<p><b>In progress</b></p> <ul style="list-style-type: none"> <li>• Feedback from the Coordinators has suggested that initiatives whereby Curriculum activities would provide the forum for this work have not been possible due to distance working relationships as a result of Covid.</li> <li>• Wellbeing has been a focus for all individual communications as part of the IEP, but not as part of group activities as these have not occurred.</li> <li>• Next steps will be to reconsider the way forward for 2021 and how this could work in a range of contexts be these as a shared approach or not.</li> </ul>

## Succession

Objective	Who	Objective	Progress / Outcome
1.	Principal SMT	To establish a staffing review process to monitor succession for staging.	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• The updating of succession planning document was commenced based on information available from end of year staffing. It will be completed early 2021 for ongoing review by the Senior Management Team.</li> </ul>
2.	SMAT SMSS	To identify employment strategies that increase the number of strong candidates attracted to Auckland based positions	<p><b>Partially Achieved</b></p> <ul style="list-style-type: none"> <li>• The <b>Assessment and Teaching Team</b> has largely remained fully staffed recently especially where positions are permanent or full time. Some difficulties remain with changes in funding as part positions, or positions available at the end of the school year have not necessarily always attracted a lot of applicants. Staff who require leave as a result of ACC or illness impacts on service delivery as it is evident that the length of time for</li> </ul>

Objective	Who	Objective	Progress / Outcome
			<p>cover is not always known. BLENNZ is not employing staff from abroad however the current interest in working across the network is heartening.</p> <ul style="list-style-type: none"> <li>• The <b>School</b> has consolidated the new school team, with appointments into the Senior School area during 2020. We have focussed on building up our Teacher Aide capacity, streamlining skill sets for staff including initiating regular training for Teacher Aides as a new process within the school.</li> <li>• In July we appointed a Music Therapist 0.4 for the remainder of the term who worked with ākonga throughout the school. In term 4 we started processes to consider building our own in house therapy team. From 2021 we anticipate employing our own speech language and occupational therapist.</li> <li>• In 2021 two teachers will be starting their two year post graduate qualifications in vision impairment through Massey. Two teachers completed and passed the Braille Transcribers course in term 4. At the end of the school year we appointed a further RTV who has qualifications in vision impairment and braille who will be joining the school in March 2021.</li> </ul>
3.	VRC Coordinator	To further develop BLENNZ online induction programmes focussing specifically on content for RTVs and DOM specialists starting work at BLENNZ	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• An additional team member has been added to the two working groups to address accessibility and to check for and correct any errors or continuity anomalies. During term 4 access was given to 1 DOM and 2 RTVs to work through and give feedback.</li> <li>• Evaluation remains in progress with feedback analyses and recommendations for change to occur in readiness for Term 1, 2021.</li> <li>• Additional information continues to be identified and added as required ensuring content is approved by strand lead practitioners.</li> <li>• All VRC managers have been given access in order to support induction within their centres.</li> </ul>



Objective	Who	Objective	Progress / Outcome
			<ul style="list-style-type: none"> <li>New workshops identified for 2021 are Teacher Aides, Youth Workers, VRC administration, and volunteers.</li> </ul>
4.	VRC Coordinator	To continue to review and update information on the general induction workshop ensuring information is up to date and remain relevant.	<p><b>Achieved</b></p> <p>Changes in staffing have been updated. New PowerPoints continue to be developed as services evolve and information is provided by strand leads to ensure content is appropriate and correct. This will continue to be a termly ongoing process.</p>
5.	SMT	To share practice across the network through the presentation of curricula inquires on the Hub.	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>This forum continues to be well populated and was in use prolifically during Lockdown. This was a positive outcome as staff could explore areas of interest and enhance their own learning. Ongoing updating and refinement is helpful and provides an innovative space for all.</li> <li>Curriculum sites have made a significant leap forward this year with the leadership of the Coordinators.</li> </ul>
6.	Principal	To enhance the culture of our organisation by making explicit the way in which we partner with ākongā, whānau and our colleagues	<p><b>Achieved – Year 2 programme</b></p> <p>This is the second year of a three year contract with What it Takes. Given the context a high level of agility was required.</p> <ul style="list-style-type: none"> <li>As 2020 has progressed the constant change, increased workload and multiple relationships have come into focus, the leadership team have remained on their developmental edge. They have been invitational and generous to new members of their teams and have looked for ways to support the learning and culture shift across their teams and network. Effective relationship building skills and communication are interdependent,</li> </ul>

Objective	Who	Objective	Progress / Outcome
		internally and externally.	<p>it is impossible to learn to truly partner and engage with people from books or online courses.</p> <ul style="list-style-type: none"> <li>• This year has offered opportunities to combine technology with learning and behavioural change. We have all encountered unprecedented situations, context and environment changes – this has required new responses and dialling up empathic action, meeting crises and changes in working practices and team culture, all have required refreshed and new responses.</li> <li>• Developing relationship expertise and the associated communication skills requires leaders -formal and informal- to be open to ongoing learning. We have started to implement key and foundational principles of partnering and have provided a variety of tools to support skill acquisition in relational expertise across 4 VRC's this year.</li> <li>• Our aim is to further distil the essence of this and move from a lead facilitator and tuakana teina relationship, with key influencers, to a coach and practical support role, to ensure partnering practices are modelled and supported across the VRCs and VRCs and network.</li> </ul> <p><b>Our focus for 2021</b> is to grow and strengthen relationships across BLENNZ, led by the SMT, and with key influencers , support them to develop processes collaboratively that travel across and into BLENNZ. BLENNZ's empathically guided partnership framework will be articulated, socialised and integrated further embedding it in the culture ('This is how we do things around here'). The BLENNZ kaupapa will be experienced across each staff members working world – with ākongā, their whānau, their colleagues, their community partners and stakeholders, with key artefacts to sustain and concretise the relational expertise integrated and expressed across Aotearoa.</p>

## Operational Goals

### Partnerships/Organisational Relationships

Objective	Who	Objective	Progress / Outcome
1.	Principal & Senior Management Team	To work in partnership with MOE Learning Support leaders to ensure BLENNZ and MOE maintain a clear and shared understanding of our respective roles and responsibilities.	<p><b>Initiated</b></p> <p><b>Regional</b> Re-establishing relationships with the MOE and Learning Support Networks nationally remains important. These government departments are experiencing a significant change with both staff and organisational structure. All Managers are encouraged to connect with relevant personnel in their area to initiate some partnering. This is very much ongoing as service delivery returns to normal for BLENNZ personnel but equally so as the MOE establishes new positions and new responsibilities. It has become increasingly clear that connecting with the right person is pivotal in establishing processes for such work as environmental audits, specialist services, assistive technology, teacher aide moderations and property matters.</p> <p><b>School</b> We are continuing to develop and establish connections with local Learning Support MoE. There have been some recent staffing changes locally. The aim is to build new strong links in 2021.</p> <p><b>MOE Learning Support National</b> Dialogue has occurred around matters as they arise. MOE had signalled a meeting with both Sensory Schools but this has not been convened. No formal meeting has been planned at this stage will hold over now until 2021.</p>

Objective	Who	Objective	Progress / Outcome
2.	Principal Coordinator Kaupapa	To maintain the positive interface between Kāpō Māori Aotearoa NZ (KMA) and BLENNZ while establishing relationships with MOE and iwi.	<p><b>In progress</b></p> <ul style="list-style-type: none"> <li>• Co-ordinator Kaupapa has kept in regular contact via phone and email with KMA CEO. There have been discussions about new referrals to the KMA roll, the role of KMA in the study being undertaken by Post Grad students, a joint planning exercise with regard to a te reo Māori audio described play (Covid 19 disrupted this). There was also communication with regard to services needed by a grieving ākongā over the rāhui.</li> <li>• Te whānau o Homai and Co-ordinator kaupapa keep in regular contact with Manurewa Marae whānaunga.</li> <li>• There was not much advance in MOE iwi contacts and this remains a work in progress. This will be reactivated through MOE National Office before the end of term 2 to identify who we might be able to engage with at a national level to pave the way for this work.</li> </ul>
3.	Principal	To sustain 2-4 meetings with each of our sector partners: Blind Citizens NZ; Kāpō Māori Aotearoa NZ; and PVI, to enhance the flow of information on a no surprises basis.	<p><b>Achieved</b> <b>Kāpō Māori o Aotearoa</b></p> <ul style="list-style-type: none"> <li>• The interface for this partnership has been enhanced through the Coordinator Kaupapa, this will continue for a day-to-day matters, and is informed by need of both parties. The CEO and Coordinator draw the Principal in as and when appropriate, with our next meeting proposed to inform the further development of the direction of BLENNZ work in support of specialist learning and teaching across our network, and our colleagues in Kohanga reo and Kura.</li> <li>• Regular contact is kept with KMA CEO. The Post Grad students were part of a virtual on-line hui that enabled them to learn all about KMA from the CEO and ask any questions that arose.</li> </ul> <p><b>CEO of PVI</b></p>

Objective	Who	Objective	Progress / Outcome
			<ul style="list-style-type: none"> <li>• Rebekah Graham commenced her new role in January of this year. She met with our Senior Team at the start of term 1 by way of introduction to the senior leaders, who might be her points of contact. It was also an opportunity to visit BLENNZ Homai Campus and have an overview of the services we provide. During Level 3 – 4 we had contact on email and phone, ensuring that Rebekah had a point of contact should any specific matters require follow up. Rebekah also informed us of some specific MSD financial support to whānau, due to COVID-19 isolation, Rebekah acted as a conduit for us to ensure that connections could be made for whānau who were struggling financially to meet immediate learner needs. Contact was then made via ZOOM.</li> <li>• In October the Principal and Senior Managers attended the PVI Conference and facilitated a session with parents to gather their insights on transition.</li> <li>• During term 3 and 4 Rebekah has also been in contacted by Coordinators Visual Resource Centres and Digital Access and E-Learning in relation to webinars and consultation processes with Parents.</li> </ul> <p><b>CEO BLVNZ</b></p> <ul style="list-style-type: none"> <li>• COVID 19 had a significant impact on workloads and we have been in contact via phone and ZOOM we are now working to re-establish regular meetings albeit in different ways. In October the Principal attended the AGM and conference via ZOOM.</li> </ul>
4.	Senior Manager	To develop a partnership with Vision Impairment Education Workforce	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• The partnership with View is proactive and positive. Communications are now occurring regarding the possible purchase of the trialled</li> </ul>

Objective	Who	Objective	Progress / Outcome
	Assessment and Teaching	(VIEW) for the purpose of enhancing pedagogy and practice that is informed by published international research.	PLD. Feedback and discussion with SMT suggests this course, adapted to the New Zealand context is likely to enhance pedagogy and practice for the majority of RTVs. How this is practically developed is a work in progress but the partnership with Massey University may contribute to this course development in 2021-2022. This partnership with VIEW has been positive and informative. It is likely that this initial work lays the foundation for ongoing opportunities to enhance practice through this international connection.

## Staff Capability Building

In 2020 focus will be on building staff competency and confidence in specific areas relating to **Accessibility, Assessment, Numeracy, Literacy, Early Learning**

Objective	Who	Objective	Progress / Outcome
1.	Coordinator DAEL	<b>Accessibility</b> To develop basic accessibility standards which are used by all staff in documentation around the network.	<b>Achieved</b> <ul style="list-style-type: none"> <li>Like many things in 2020, the plan for Accessibility work across the network has not gone entirely as expected. Two of the main actions to be achieved was to determine the confidence of staff around the network and to determine staff within strands, services and teams who were able to lead and provide support. It has been determined through survey feedback that before we look at confidence levels, BLENNZ needs to make sure that everyone understands why we are committed to Accessibility.</li> <li>Lockdown provided rich opportunities to begin using webinars for professional development across the network. A webinar for all staff around creating accessible documents was held with over 90 staff registering. Those staff not able to attend at the time were able to</li> </ul>

Objective	Who	Objective	Progress / Outcome
			<p>watch the webinar later through the new Vimeo Professional Learning and Development space. There are several spaces where staff can access content including The Hub, Ako Online (for new staff) and professional development opportunities are available as needed.</p>
2.	Coordinator Kaupapa and Senior Teacher NAS	<p><b>Functional Vision Assessment (FVA) in Te Reo Māori</b></p>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• The Te Whatakakitenga Māori (FVA) was introduced across the BLENNZ Network.</li> <li>• A highlight was an FVA Māori being carried out by National Assessment Services at a full assessment which was also reported in Te Reo Māori.</li> <li>• A new referral was assessed in te reo Māori at Te Kura o Waikaremoana by the Kaupapa Co-ordinator</li> <li>• Feedback was acquired from VRC Managers as to how the resource is being used across the network.</li> <li>• Full complementary functional tactile and auditory assessments with the appropriate assessment materials/tools and accompanying scripts in te reo Māori are the next steps in developing, trialling and gathering feedback on the range of sensory assessments for children, young people and their whānau, whose choice is to be assessed in te reo Māori.</li> </ul>
3.	Coordinator National Assessment Service	<p><b>Cerebral Vision Impairment</b> To continue to develop our practice in identification and assessment with a focus on cerebral vision impairment (CVI)</p>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• CVI Definition is on the Hub. CVI diagnosis information has been shared and will be added to the Hub before end of 2020.</li> <li>• CVI resources continue to be added to, with some overlap in the complex needs work being developed.</li> <li>• Assessment for this group of learners will be included in the complex needs work in 2021 with the BLENNZ AAA document already available as support/guidance.</li> </ul>

Objective	Who	Objective	Progress / Outcome
			<ul style="list-style-type: none"> <li>Relationships with our partners in Australia and Bartemeus continue and the involvement of MOH and MOE means collaboration is possible in this work at a level beyond BLENNZ.</li> <li>The audit of BLENNZ files has begun (Christchurch information has been gathered and letters to Christchurch and Tauranga ophthalmologists have been sent and optometrist will continue this work in 2021).</li> </ul>
4.	Coordinator VRC and Snr Teacher NAS	<p><b>Ākonga who are deafblind</b></p> <p>To create and implement systematic professional development opportunities and continue to compile online resources to upskill identified RTVs so they are more equipped to work with learners with deafblindness and their whānau. The purpose of this is to enhance learner outcomes for the identified 10% of BLENNZ learners</p>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>PD material was migrated over to the new BLENNZ Intranet on Sharepoint which has provided an exciting new platform for greater engagement with staff in terms of PD opportunities.</li> <li>Current data on BLENNZ learners on the Deafblind roll has been updated to include information on sensory channels use for access/learning/communication, types of hearing devices and any other details around types/degree of hearing status/loss which is referred to PD opportunities for RTVs.</li> </ul> <p><b>Awareness Raising – Deafblind</b></p> <ul style="list-style-type: none"> <li>A deafblind hui was held in Palmerston North on the 4 December that provided region-specific data and inform next steps for relevant PLD and resources based on the ākonga in each region alongside the continuation of partnering with local deafblind and hard of hearing colleagues.</li> </ul> <p><b>BLENNZ Leadership – Deafblind</b></p> <ul style="list-style-type: none"> <li>Through Massey University BLENNZ offered PLD on Deafblindness to the year one students on the post graduate course (Blind and Low Vision endorsement) and also year 1 students from the Deaf and Hard of Hearing endorsement.</li> </ul>



Objective	Who	Objective	Progress / Outcome
			<ul style="list-style-type: none"> <li>• BLENNZ has commenced working with Massey University to create a 20 hour 2 credit module in deafblindness for the Massey University Specialist Teacher Programme (Vision).</li> <li>• Internally BLENNZ has provided PD to a number of DOMS on specific adaptations needed to most effectively work alongside deafblind learners in regards to their orientation and mobility.</li> <li>• Support is being provided to BLENNZ staff nationally in terms of raising awareness of deafblindness through Assessment referrals, learner profile discussions and Admissions and Withdrawal Committee meetings.</li> </ul>
5.	Coordinator National Assessment Service	<b>Ākonga with complex learning needs</b> To grow leadership and raise teacher capacity/sustainability in respect to sensory needs of ākonga.	<b>Partially Achieved</b> <ul style="list-style-type: none"> <li>• A plan to develop resources was developed in term 1.</li> <li>• A CVI Powerpoint is now available to access.</li> <li>• The development of a resource package on CVI has commenced.</li> </ul>
6.	Coordinator National Assessment Service	<b>Assessment of ākonga with complex learning needs</b> To create a PLD programme to support RTVs in assessment of ākonga with complex needs that will include resources to use and how to interpret observations and findings and implement a suitable	<b>In progress</b> <ul style="list-style-type: none"> <li>• Lockdowns as a result of COVID 19 have impacted on the timeframe for this goal/objective. The material that everyone requires as a baseline for what will be presented at Regional Days will be made available on the Hub in Term 1, 2021. Delivery of pertinent information for all will be presented at Regional days in term 2. Further work in this area will be developed over the year and it is likely that PLD opportunities for those who would like to be 'ninjas' (ideally one or two in each centre) will take place over 2021 in sessions using the format of the FVA PLD.</li> </ul>

Objective	Who	Objective	Progress / Outcome
		programme for these learners.	
7.	Coordinator Communication	<p><b>Mathematics – assessment and reporting; accessibility of learning material</b></p> <p>To develop competence in assessment and reporting in Maths in the New Zealand context in all areas for 5-12 year olds.</p> <p>To develop the skillset required so that all RTV's ensure that the NZC Mathematics is accessible for the VO ORS learners in the 5-12 year old cohort.</p>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• Zoom workshop held with Maths Ninjas on looking and understanding multiplicative thinking.</li> <li>• PLD has begun with the Homai Campus School around assessment of level 1 in mathematics.</li> <li>• Face to face session has occurred for the northern region to develop teachers understanding of multiplicative thinking.</li> </ul>
8.	Coordinator Communication	<p><b>Mathematics – Homai Campus School assessment and reporting.</b></p> <p>To develop their understanding of the mathematical progressions and assessments for level 1 using rich tasks.</p>	<p><b>In progress</b></p> <ul style="list-style-type: none"> <li>• Due to COVID-19, the campus teaching team did not receive as much input as was planned from NZCER. In 2021, the majority of the funded hours will be allocated to the school.</li> </ul>

Objective	Who	Objective	Progress / Outcome
9.	Coordinator Communication	<b>Literacy: Accessibility of learning materials</b> To continue to grow and develop the tactile graphics library to ensure that there are 20 readers at each PM level until level 15.	<b>Achieved</b> <ul style="list-style-type: none"> <li>For the most part this goal has been achieved, with only four reading levels short of two books each.</li> </ul>
10.	Coordinator Communication	<b>Literacy: Professional Learning and Development</b> Through targeted PLD and immersion courses to develop and share the collective understanding of tactile graphics progressions for early braille learners	<b>Achieved – Graphics PLD</b> <ul style="list-style-type: none"> <li>Tactile Graphics have been shared in January at the SPEVI and BLENNZ conferences.</li> <li>The tactile pedagogy has been referenced.</li> <li>Additional PLD was held for resource producers and RTVs in the Southern area and Wellington.</li> <li>No input has occurred to date re the Early Learning content due to the priority being placed on sequence books, alphabetic books and instructional readers.</li> </ul>
11.	SM A&T	<b>Literacy: Distance Course</b> To trial 'Teaching Literacy Through Braille' as an on line distance course provided by VIEW to ascertain its suitability within NZ context.	<b>Achieved</b> <ul style="list-style-type: none"> <li>Two RTVs completed this course. Reflections and feedback on the course has been received. As a result of this BLENNZ has ascertained that the course is suitable with some modifications for the NZ context. BLENNZ is now negotiating with VIEW to purchase appropriate sections of the teaching of literacy through braille course.</li> </ul>

## Systems / Resources

Objective	Who	Objective	Progress / Outcome
1.	Coordinator VRC Communication	To establish and maintain a comprehensive catalogue of all BLENNZ learning resources	<b>In progress</b> <ul style="list-style-type: none"> <li>• 16 administration/resource production staff nationally received cataloguing training in 2020.</li> <li>• 3 PD follow-up visits were made.</li> <li>• Homai campus admin staff received introduction to Accessit training.</li> <li>• By the end of 2020 over 11,000 items have been added to Accessit.</li> </ul>
2.	SM Administration	To commence to incorporate BLENNZ IT / AT resources into the catalogue of BLENNZ learning	<b>In progress</b> <ul style="list-style-type: none"> <li>• Training of relevant administration staff is nearing completion.</li> <li>• Cataloguing of resources for the School has commenced.</li> <li>• Cataloguing of the leadership team management resources is complete.</li> <li>• Cataloguing of IT resources nationally has commenced.</li> <li>• Cataloguing will continue in 2021</li> </ul>
3.	SMT Coordinator VRC Communication & DAEL	To begin implementation of the roles and responsibilities associated with being an Authorized Entity under the new Copyright Act 2019.	<b>Achieved</b> <ul style="list-style-type: none"> <li>• A series of definitions have been developed and shared with the leadership team to gain a shared understanding about what being an Authorised Entity means.</li> <li>• Documentation and policies have been shared with the leadership team, AFM group and the Managers to ensure everyone understands the rights and responsibilities or copyright and therefore what it means to being part of a prescribed body.</li> </ul>

## Property

Objective	Who	Objective	Progress / Outcome
1.	Principal with Senior	<b>Property Occupancy Documents</b>	<b>In progress</b>

Objective	Who	Objective	Progress / Outcome
	Manager A&T and School	To establish a clearly articulated process for establishment and review of Property Occupancy Documents (POD) resulting in all POD agreements for BLENNZ resource centres and satellites established or reviewed	<ul style="list-style-type: none"> <li>• BLENNZ has initiated POD agreements for sites that have come to completion in 2020. Some of these may be in process as the year draws to a close as we await sign off from:               <ul style="list-style-type: none"> <li>○ host school or</li> <li>○ revised name changes and requirements of our sensory partners Ko Taku Reo.</li> </ul> </li> </ul> <p>We continued to liaise with the MOE at a national level to progress a systematic way forward for all property matters.</p>
2.	Principal & Senior Managers	<p><b>Property</b></p> <p>To maintain a regular review process (between MOE, DEC, and BLENNZ) for the portfolio of property encompassed within the Sensory Schools Capital Works Plan</p>	<p><b>In progress</b></p> <ul style="list-style-type: none"> <li>• Progress has occurred for a number of property matters including:               <ul style="list-style-type: none"> <li>○ Riselaw Road facility, Dunedin</li> <li>○ Whangarei facility, Northland</li> <li>○ Awapuni facility, Palmerston North and next centres have been prioritised for development.</li> </ul> </li> <li>• Anticipated completion in early 2021 are:               <ul style="list-style-type: none"> <li>○ Tamaoho Satellite and VRC, Pukekohe, new build</li> <li>○ James Cook Satellite refurbishment</li> </ul> </li> <li>• Not initiated at this time Scott Point Satellite and VRC, where we await MOE advice on progress.</li> <li>• Overall good progress has been made in 2020, the in progress status refers to the remaining facilities that have yet to be refurbished or rebuilt.</li> </ul>

# **2020 Audited Financial Statement**

(Refer to separate audited Financials)