Blind and Low Vision Education Network NZ

Te Kotuituinga Matauranga Pura O Aotearoa

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

# 2023 Charter Part B - Planning and Reporting

## Strategic Plan 2022 – 24

## Annual Plan 2023

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# 1. Strategic Overview

| **Vision** **- Every BLENNZ ākonga is well prepared to achieve in life** |
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| **Mission - To enable ākonga who are blind, deafblind or have low vision to reach their full potential, BLENNZ provides quality education and specialist teaching services in partnership with whānau, educators and the wider community** |

| **Beliefs** | **Values** |
| --- | --- |
| * Parents and whānau are the prime educators in their child’s learning * Education is focused on the ākonga within the context of whānau, community and culture * Learning occurs through active engagement in meaningful environments * Ākonga have unique needs requiring specialist learning and teaching approaches * Ākonga have the right to equitable access to education * Ākonga have a right to belong and to realise their potential as participating and contributing members of society * Team collaboration promotes positive outcomes for ākonga | BLENNZ whānau includes ākonga, their whānau, educators and the wider community.  **Whanaungatanga**  At BLENNZ, we demonstrate whanaungatanga through valuing people by building relationships with whānau, prioritising time to get to know them and establish connections.  **Manaakitanga**  At BLENNZ, we elevate mana by showing respect for the emotional, spiritual, cultural, physical and mental wellbeing in the way we welcome, nurture and nourish people **Awhinatanga**  At BLENNZ, we demonstrate awhinatanga through the spirit in which we engage and empathise with each other by assisting the learning of ākonga and whānau.  **Kotahitanga**  At BLENNZ, we demonstrate kotahitanga through striving to reach consensus and unity of purpose, while acknowledging and respecting individual differences and perspectives.  **Ako**  At BLENNZ, we demonstrate ako through creating opportunities where we can learn from each other, recognising that everybody brings knowledge and that ākonga and whānau are intertwined. |

## BLENNZ Board of Trustees is committed to a network that continues to learn and develop, where:

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

2022 – 24 BLENNZ Board are focussed strategically on the redevelopment of the BLENNZ curriculum committing to an explicitly inclusive bi-cultural BLENNZ Curriculum which enables ākonga to develop the life skills and attitudes necessary to prepare them for the world beyond school. Over the next 3 years there is a threefold focus including...

| **Goal 1:** All BLENNZ staff will demonstrate increased knowledge, skills and understanding with regards to integration of bi-cultural practice. | **Goal 2:** To review and revise the BLENNZ Curriculum (Expanded Core Curriculum) ensuring it reflects the intent of the national curriculum refresh, a bicultural and inclusive curriculum. | **Goal 3:** To work in collaboration with ākonga, whānau and teaching team to further develop the scope and integration of the BLENNZ Curriculum for O&M and daily living skills,, this will inform and further develop the services for DOM and Life skills resulting in a holistic approach which leads to enhanced outcomes of ākonga. |
| --- | --- | --- |

## 2022-24 Operational Goals

| Partnerships | Workforce development | Systems/Resources |
| --- | --- | --- |
| The BLENNZ model of partnership is embedded in the network in a sustainable way and becomes the network wide approach, that is congruent when working with ākonga, whānau, colleagues and allied organisations.  This will be based upon as explicit framework for working with others across our working world. | BLENNZ will develop and implement a new strategic planning approach for 2022 – 2024 for professional learning and ongoing development which reflects the three national curricula; and local BLENNZ Curricula.  This will result in a methodical approach to sustainable teacher development and refreshment within our teams. | Working with MOE, contribute to developing a resource that builds knowledge and understanding about digital access in schools with a view to informing decision making that promotes access for learning.  Work with Ministry of Education and BLVNZ to ensure resources (from hardcopy to electronic) are produced internally and externally, in partnership in a sustainable way that enhances access for ākonga.  Embed critical areas of responsibility within the roles and responsibilities of those who lead in areas such as: child rotection and wellbeing to ensure a sustainable model of working. |
| Property |  |  |
| To establish and implement a property framework that ensures BLENNZ teaching and learning environments are fit for purpose and well maintained including:   * Homai Campus * Satellite provision and * Visual/ Sensory Resource Centres.   The framework will encompass both the areas we have full responsibility for while acknowledging the areas of interface with Regional and National MOE property teams. |  |  |

## Strategic Goal Formatting

In the following section you will find an update and overview of the three strategic areas of focus: Biculturalism; Curriculum Refresh and DOM/Life skills.

Each Goal is described in two parts:

* firstly the 2022 – 24 Strategic Goal including the evidence we seek and the areas of focus over the three years and secondly
* secondly the objective that will be focused on in 2023. This will also note who will lead reporting on this in 2023.

## Strategic Goal Biculturalism

### Strategic Goal 1:

**All BLENNZ staff will demonstrate increased knowledge, skills and understanding with regards to integration of bi-cultural practice.**

At the end of the next three years the overarching goal with regards to bi-culturalism in the BLENNZ setting is to know and partner meaningfully and sustainably with the tangata whenua of our rohe; to work to meet their needs and desires regarding their interactions with us.

#### We will evidence this by:

The BLENNZ values are embedded in practice, this is evidenced through an explicit and shared understanding, and is clearly demonstrated by the teaching team through enhanced practice in their planning, implementation and engagement.

A progression of skill, knowledge and use of Te Reo and Tikanga in the work each person does. It is evident that Te Ao Māori and Tikanga are at the heart of what we do and Te Reo is normalised in our working world.

#### The focus in:

2022 – was on **Runga** – Foundations, our relationship with community.

2023 – will be on **Raro** - Cultural Practice

2024 – will be on **Roto** - Bringing it to life:

* Embedding in our teaching and learning at BLENNZ
* Sustainability

## In 2023 the focus will be on Raro - Cultural Practice

2023 Objective 1:

We will work together with local tangata whenua and pan Māori communities both at Homai Campus and across the motu to develop shared understanding about the stories that form our history (our own and those of tangata whenua). We will develop a shared understanding about the values, morals and culture that influence how we work together and with our local iwi, hapu and whānau.

We will explore this through:

* + Pakiwaitara (Narratives)
  + Te Reo Māori me ona Tikanga (Language and Protocols)
  + Toi Māori (Māori Arts)
  + Hiitori (History)
  + Tamaoho Haerenga (Visits to significant places)

Providing authentic understanding and practice relevant to each teams context.

#### Reporting – Natalie Stewart and Karen Callaghan

**Expected outcome for 2023 will be:**

* To bring together te ao Māori and Pākeha knowledge and practices to enhance the wellbeing of ākonga and whānau. To centre Te Ao Māori and tikanga in theory and in practice throughout the BLENNZ network.
* To develop a progression of skills, knowledge and use of Te Reo and Tikanga in the work each person does so that it is evident that Te Ao Māori and Tikanga are at the heart of what we do and Te Reo is normalised in our working world.
* To ensure all BLENNZ staff demonstrate increased knowledge, skills and understanding with regards to integration of bi-cultural practice.

## Strategic Goal Curriculum Review

### Strategic Goal 2:

**To review and revise the BLENNZ Curriculum (Expanded Core Curriculum) ensuring it reflects the intent of the national curriculum refresh, a bicultural and inclusive curriculum.**

#### We will evidence this by:

The BLENNZ Curriculum is refreshed and reflects the changes:

* of the National Curriculum refresh
* in the Expanded Core Curriculum that meet ākonga
* areas such as career and future planning, O&M, life skills sections and
* adds in new areas if identified.

Ᾱkonga and whānau report an experience which is bicultural and inclusive and is holistic in its approach.

#### The focus in:

2022 – was on exploration to determine where we are, what we have and where we might go - aligned with National curriculum refresh and changing needs of ākonga.

2023 – will be on creating revised BLENNZ curriculum.

2024 – will be on the refreshed BLENNZ local curriculum activily being shared across community internally and externally.

## The focus in 2023 will be on refreshing the BLENNZ Curriculum.

**2023 Objective 2:**

We will undertake a review process to inform the development of BLENNZ Refreshed Curriculum document – what Ministry of Education refer to as the ‘Local Curriculum’.

The review process will include:

* reflection of our current curriculum;
* the educational needs and contexts of BLENNZ ākonga;
* the vision of the National Curriculum Refresh; and
* the new content that has been developed in both early learning and compulsory schooling.

### In 2023 the focus will be on:

* Information has been gathered to inform the refresh of our BLENNZ Curriculum document, in 2023, we will review, revise, edit and develop new content.
* The wider leadership team, who originally developed the BLENNZ curriculum, will inform and lead the process to ensure we have diverse perspectives from those most actively engaged in curriculum and access to learning.
* As part of this process we will seek to engage involvement, in the role of critical friend, from a member of the national MOE team involved in this process.
* We will consult with our parent community and sector partners.

#### Reporting – Alison Prskawetz and Karen Callaghan

#### Expected outcome for 2023 will be:

This work will raise awareness of new and established staff through:

* Engagement with the BLENNZ curriculum; Te whariki refresh and National Curriculum Refresh
* Content and structural gaps will be identified.

The information we gather will identify where we are, what we have and determine the plan of what requires further development in 2024.

## Strategic Goal DOM Life Skills

### Strategic Goal 3:

**To work in collaboration with ākonga, whānau and teaching team to further develop the scope and integration of the BLENNZ Curriculum for O&M and daily living skills,, this will inform and further develop the services for DOM and Life skills resulting in a holistic approach which leads to enhanced outcomes of ākonga.**

#### We will evidence this by:

Data that reflects that BLENNZ is fully utilising the network to support provision of a consistent service including:

* ākonga and whānau engagement from birth to end of schooling
* implementation by an informed sustainable workforce who partner effectively with those who have the greatest opportunity to influence ākonga outcomes
* a holistic approach to learning is clear and individual progress is evident.

#### The focus in:

1. – was on consulting with ākonga; whanau and teaching team:

* Reviewing our current curricula and initiating a refresh.
* Scoping and testing provision based on the roles and interface that emerge.

1. – will be on revising curriculum and provision, trialling this. Emerging evidence will inform strengths and gaps in provision.

2024 – will be on embedding practice in our teaching and learning at BLENNZ. Focussing on sustainability.

## 2023 Objective 3:

To refresh of the BLENNZ Curriculum Areas of DOM and Life Skills, based on the findings of 2022 refresh the curriculum areas of DOM and Life skills. Informed by this complete the development of the framework that underpins the provision of these BLENNZ Expanded Core Curricula areas.

**In 2023 the focus will be on:**

* Further development of the framework for life skills informed by the teaching team in 2022.
* Revising the Curriculum content in the BLENNZ Curriculum
* Socialising the framework including board, leadership and critical friend in community and sector.
* Developing and refining tools and a shared understanding of their use across the BLENNZ Network to aid BLENNZ wide ‘engagement’ as defined by the Specialist service pathway step E5 and Behavioural statement and BLENNZ partnering philosophies
* Drafting the foundations skills to be included in Professional Learning and Development of the BLENNZ teaching team

**Expected Outcome**

The Curricula areas of DOM and Life SKilsl will be refreshed.

The refresh has informed the framework of provision for Lifeskills, to ensure it better reflects the input of our teaching team (RTV and DOM), whānau and IEP team members in relation to life skills.

The foundation skills and framework of provision is ready to be embeded in 2024, having been shared with critical friends and the BLENNZ teaching team.

# Operational Objectives 2023

## Partnerships/Organisational Relationships

### Objective 4.1 – School Team

To prioritise the Partnering Framework in the school by providing targeted Professional Learning and Development. This will ensure a shared understanding of the practice and will guide the school team in developing and maintaining positive outcomes when navigating relationships with ākonga, whānau, colleagues and the wider school community.

#### Expected Outcome

Build capability within the school team with regards to working within the partnering framework

There will be evidence of partnering practice in action.

### Objective 4.2 Regional Network

In 2023 the focus will be on continuing to upskill the VRC Coordinators to run these courses as a BLENNZ team independently and introduce partnering practice across additional centres. To undertake this work would complete the WiT partnering delivery for the entire network.

#### Expected Outcome

VRC Coords continue to model and develop partnering practices across all VRCs.

Partnering becomes embedded in team culture and is modelled by leaders of teams.

## Workforce Development

### Objective 4.3 – Developing leadership capability in the leadership and managers team

To facilitate a framework that encourages leaders to grow and reflect on their leadership practice as part of their Professional Cycle.

#### Expected Outcome

The leadership capabilities can be used by the BLENNZ leadership team to shape and critically reflect on overall practice, organizational strengths and needs, and to inform decision about priorities for new professional learning. These capabilities need to be integrated into all professional learning and development, whether it is focused specifically on leadership, curriculum, pedagogy, the development of relationships and partnerships, or systems that support learners. The outcome will be that the leadership capacity in our organization will keep growing.

## Systems and Resources

### Objective 5.1 Digital Access

Continue to work with MoE to develop a culture that builds knowledge and understanding about digital access in schools with a view to informing decision making that promotes access for learning.

#### Expected Outcome:

Resource/information developed to be shared with MOE and schools to assist decision making around accessible content.

### Objective 5.2 AFM – Internal – Resource Production

Further develop and refine a system for internal resource production that meets the needs of ākonga in a timely manner while at the same time producing resources that meet BLENNZ’s obligations under the Marrakesh Treaty where quality assurance is critical.

##### Expected Outcome:

Developed and refined effective systems that have quality assurance for locally produced materials that all resource producers are using.

### Objective 5.3 AFM - External

**Note:** This objective is now under the Resourcing Notice 2023.

### Objective 5.4 Wellbeing 2023

To promote the wellbeing of staff through provision of information and strategies they can integrate into their work life.

Expected Outcome:

Improved staff understanding of wellbeing and impact on everyday practice and interactions with colleagues, whanau and akonga. Resources available for all to access.

Self paced learning sessions have been undertaken termly that promote wellbeing strategies, this aims to improve staff understanding of wellbeing and impact on everyday practice and interactions with colleagues, whānau and ākonga.

## Objective 5.5 Child Protection

To continue to review and strengthen our response to Child Protection through:

* a review of team knowledge of how they would respond to a matter of concern
* provision of Child matters training, in partnership where appropriate, for those new to BLENNZ.

#### Expected Outcome:

* Leadershp Team continue to promote and support the safety and wellbeing of ākonga.
* A survey of staff is undertaken and knowledge of how to respond re matters of concern gauged.
* Feedback is provided and any gaps in understanding of process that have been identified are addressed.
* PLD will be provided working in partnership with Child Matters.

## Workforce Development

### Objective 6.1 Literacy through braille

The adapted programme has been implemented as a PLD component for RTV in 2023.

#### Expected Outcome

The programme will be undertaken and completed by a number of RTV in 2023.

Note: Objective 6.2 No longer required.

### Objective 6.3 – BLENNZ PLD path beyond induction

Complete a stocktake of PLD workshops and modules currently available, identify further workshop development and create a prioritised plan for PLD over time for staff according to their role.

In 2023 the focus will be on identifying individual and group need and curate appropriate PLD to meet that need (being agile and responsive to need).

**Expected Outcome**

Individual and group need identified and appropriate PLD curated to meet needs and a plan in place to prioritise and progress further content development as required.

### Objective 6.4 Ākonga with learning needs that are complex 2023

Complete and socialise the agreed definition for learning needs that are complex initially BLENNZ through a process of consultation. Once draft confirmed consultation will be undertaken with our sector partners.

#### Expected Outcome:

A clear, evidence-based definition provides foundations for accuracy of data collection which in turn informs internal and external working systems and considers collaborative partners. Clarity of identification of this cohort will impact on service delivery to ākonga. The review of literature alongside the prior survey data will guide the direction of learning and development.

### Objective 6.5 Digital competencies of staff 2023

Based on need identified in the 2022 staff survey, begin implementation of PLD as required.

Develop a checklist/resource to establish digital competencies of new staff upon appointment to enable appropriate training to be put in place.

#### Expected Outcome

* Resources will created for use across BLENNZ to meet needs that were indicated in the survey conducted in 2022. This will include Moodle modules which can be completed by staff independently as needed.
* Work with VRC Coordinators to determine appropriate IT PLD for BLENNZ staff nationally and apply for this as appropriate.
* A targeted group of BLENNZ staff will be selected to trial courses and resources and provide feedback.

## Property

Objective: 7.1 Property – Homai Campus

Senior management to review the 10YPP in terms of prioritisation of requirements and then seek Board sign off for the commencement of planned works.

#### Expected Outcome:

By the end of 2023 the Board has approved the prioritisation of works required and the process of undertaking these works has commenced.

### Objective 7.2 Property - Network

To continue to advocate at MOE National and Regional level for Occupancy Agreements for all centres and outposts for the purpose of securing updated agreement.

To develop guidelines for the future review and/or establishment of centres/outposts.

#### Expected Outcome:

All centres and outposts will have current POAs that are in line with MOE processes.

# BLENNZ Framework of Indicators of Ākonga Achievement 2023

BLENNZ uses a network-wide approach to quantifying Ākonga achievement using a framework of evaluation indicators. This systematic approach is intended to enhance opportunities for evidence-based practice and to provide the data needed for the continuing development of nationally consistent practice.

In 2023 BLENNZ will continue to develop pedagogy and practice that supports effective evidence gathering tools and processes for the BLENNZ learning community. There will be specific work undertaken in 2023 to gather a comprehensive understanding of our current evidence based practices in relation to our services provided through the School, National, and Regional teams.

BLENNZ will share this work with the network who continue to seek to improve outcome indicators. The Framework of Indicators will be reviewed accordingly.

Unless otherwise stated, all targets with a percentage approval requirement will be measured on a scale of 1 to 5, 1 being excellent and 5 poor, with a goal of 95% of responses 3 or better.

## School Services

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

### Outcome Indicators

#### Student achievement

In 2023 teachers will consolidate Professional Learning Development programmes on Literacy. Ākonga will be identified within the Learning Progressions for Reading and Writing, and on the continuum for Listening skills. These will inform teaching and measure achievement for ākonga.

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

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

**Identify the proportion of the Ākonga acquiring literacy by:**

1.  The type of literacy programme (conventional or functional)

2.  Their stage of literacy development (Literacy Progressions)

3.  Their level of participation in their literacy programme as defined in the BLENNZ Literacy Learning Progressions.

4. Assessments – conventional or adapted

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

##### Braille or Print Users

* Identify the proportion reading at their chronological age or better as at 30 October 2023.
* For those Ākonga reading at a level below their chronological age:
  + report on each Ākonga’s reading growth and comprehension 30 October 2023
  + teachers will make, for individual Ākonga, specific comment about the barriers to growth, how that has been addressed, and any significant achievement.

###### Dual print braille users

For each medium:

For all Ākonga identify their preferred medium: Exposure. Engagement, Tactile/Symbols, Print, Braille

* For all Ākonga identify their level of reading in their current medium.
* Identify proportion reading at their chronological age or better as at 30 October 2023 in both print and braille.
* For those Ākonga reading at a level below their chronological age:
  + report on each Ākonga’s reading growth and comprehension 30 October 2023
  + teachers will make, for individual Ākonga, specific comment about the barriers to growth, how that has been addressed, and any significant achievement.

**Target**

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

#### 8.1.2.  IEP and ITP goal achievement

Collate the IEP /ITP goal achievement data of each ākonga; success and achievement into a percentage.

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

**Target** -All Ākonga will make progress towards their goals. Supporting evidence will reflect the growth and achievement for each Ākonga.

#### 8.1.3.  BLENNZ Ākonga Qualifications gained and intended pathways

**Homai Campus School Leavers**

* Identify the intended pathways of Ākonga who left school in 2022.
* Identify the qualifications of Ākonga who left school in 2021 in terms of NZQA levels and credits or number of Unit Standards.

Process Indicators

#### Student Achievement

#### Quality of teaching

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

**8.1.4** All ākonga will be identified on the Literacy Progressions of Learning in their preferred medium of learning. Achievement will be assessed and recorded at regular intervals in relation to teaching and learning programmes, in order to meet individual needs.

**Target -** All teachers will have accurately identified and assessed akonga on the Literacy Progressions, beginning, mid and end of year.

#### Parent /Caregiver Feedback

##### IEP Process and Format

* Focus on embedding the 6Fs and Te Aro o through the IEP/ITP process.
* Focus on enabling more equitable access and participation in IEP / ITP meetings, goal setting by parents/ whanau through the 6Fs and Te Aro o..
* All IEP / ITP reporting to parents by the School, will reflect achievement and next steps for learning
* IEPs/ITPs  will be in an accessible  format which has been developed to ensure all reporting is in plain language and clearly articulates to parents the next steps for learning.

**Targets:**

* All IEP/ITPs will include whanau voice through the information and discussion gained from 6Fs and Te Aro o.
* All IEP reporting to parents/caregivers from the School will use the agreed format which will include SMART goal setting across all areas of learning.

#### Satisfaction with Service

* Conduct an annual survey of parents with ākonga attending the School /Satellites to determine the level of satisfaction with the service provided: mid and end of year 2023.

**Target:**

Whānau voice is sought through formal and informal practices to ensure that our programming, and communications are reflective of culture, expectations, aspirations and social, emotional health and wellbeing.

## 8.2 Regional Services

### Outcome Indicators: Student achievement

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

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

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

* Identify the proportion of the Ākonga acquiring literacy by:

1.  The type of literacy programme (conventional or functional)

2.  Their stage of literacy development

3.  Their level of participation in their literacy programme as defined in the BLENNZ Literacy Profile

**Target** - Information will be provided for all ākonga in all three sections.

#### Progress in Literacy

**All braille users from Year 0-8 participating in conventional literacy programmes**

* For all Ākonga identify their current progress as detailed in the Literacy Learning Progressions.

#### ORS verified Ākonga with low vision Primary Aged Year 0-8 participating in conventional literacy programmes

* For Ākonga identify their current progress as detailed in the Literacy Learning Progressions.

**Target** – Information will be provided for all ākonga within the two cohorts

#### 8.2.2 Maths

**Ākonga being supported by RTV itinerating from Visual Resource Centres.**

* Report on Ākonga achievement of identified mathematics targets.

**Target -** All ORS verified vision only Ākonga Primary Aged Year 0-8, both braille and print users, who are following a conventional maths programme, will have their maths levels identified.

#### 8.2.3 BLENNZ Ākonga Qualifications gained and intended pathways

**School Leavers**

* Identify the pathways of Ākonga who left school in 2022.

**Target** – Information is provided for 60% of school leavers in respect to pathways.

### Process Indicators Student Achievement:

#### 8.2.4 Quality of teaching:

**What is being measured?  Teacher skills, knowledge and attitudes as detailed in the Literacy Learning  Progressions (LLP)**

Ākonga Year 0-8 who are participating in a conventional literacy programme.

* BLENNZ teachers working with Ākonga year 0-8 who are participating in conventional literacy programmes, will demonstrate the required skills, knowledge and attitudes as detailed in the LLP.  Teachers will refer to them when gathering information about their students’ literacy strengths and needs (using a variety of reliable formal and informal assessment tools and procedures) in order to plan effective literacy learning programmes. The intention is that students will develop their literacy expertise (the knowledge, skills, and attitudes described in the progressions) purposefully, in meaningful contexts.

**All braille users year 0-8 participating in conventional literacy programmes will have their progress assessed**.

**Target -** All teachers undertaking this assessment have demonstrated their knowledge in the LLP.

**Ākonga who are ORS verified Ākonga with low vision year 0-8 and participating in a conventional literacy programme will have their progress assessed.**

**Target -** All teachers undertaking this assessment have demonstrated their knowledge in the LLP.

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

#### 8.2.5 Access through Technology

What is being measured?  Teacher skills in assessing and accessing appropriate technology for Ākonga

* Report on success rate for assistive technology applications to the Ministry of Education in support of curriculum access for BLENNZ Ākonga attending primary or secondary schools.

**Target** - A 100% success rate with assistive technology applications for 2023.

#### 8.2.6 Parent satisfaction

**What is being measured?**

Satisfaction levels of parents, early childhood settings and schools with the service provided by BLENNZ teachers including measures such as reporting, communication and quality of programmes.

* Conduct an annual national survey of a 10% representative sample of parents with children receiving services from Visual Resource Centres to determine the level of satisfaction with the Resource Teacher Vision service provided.

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

#### 8.2.7 Educational Settings

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

**Target -** A 60% response rate of which 95% of respondents (early childhood centres and schools) evaluate the service provided as appropriate in terms of effectiveness, accessibility and the quality of information and advice provided.

## 8.3 National Services

### Process Indicators

### 8.3.1 National Assessment Services

* Conduct a survey at the conclusion of a national assessment to determine the satisfaction of parents/whānau of ākonga.
* Conduct a small sample survey of parents/whānau where detail about outcomes in relation to recommendations in the report are gathered to ascertain whether the national assessment attributed to positive outcomes for ākonga. This would take place at least 6 months after the assessment to allow time for some of the recommendations to be implemented.

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

### 8.3.2 Residential Services

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

**Target** - A 60% response rate of which 95% of respondents (parents/caregivers) evaluate the service provided as appropriate in terms of quality of communication with home, quality of recreational and cultural activities, student wellbeing and support for the educational programme for their ākonga.

### 8.3.3 Immersion Courses

* Provide 17 short term Residential Immersion Courses in 2023
* Provide 5 on-line Immersion Courses in 2023

**Compulsory School Courses**

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

**Target - Compulsory** Sector

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

 Provide a Year Long Homai Campus Transition Course in 2023.

**Students attending Homai Campus Transition Programme**

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

**Target** - A 60% response rate of which 95% of students evaluate the programme as appropriate in terms of support for goal achievement, overall effectiveness and preparation for independent living and work.

**Ākonga attending Homai Campus Transition Programme**

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

**Target** - A 60% response rate of which 95% of students evaluate the programme as appropriate in terms of support for goal achievement, overall effectiveness and preparation for independent living and work.

### 8.3.4 Developmental Orientation and Mobility Services

* Conduct a survey of learners, their family, and educational team members to determine:
  + Progress and impact of the BLENNZ DOM Service collaborative model: survey ākonga, whānau, team members

**Target** - A 60% response rate of which:

* + 95% of respondents feel the collaborative model enhances DOM programming
  + 95% of respondents note people other than the Specialist have been involved in the DOM programme.
  + 95% of respondents rate communication usefulness, consistency and quality as satisfactory or better
  + 95% of respondents were satisfied or better with the usefulness of the programme in that it made a difference, in meeting the needs of the ākonga.
* Data on DOM Programme plans will be analysed to determine level of goal attainment and RTV involvement

**Target** - 95% of all collaborative learner programme plans:

* Reviewed are noted as goals ‘achieved’ or ‘partially achieved’
* Include formal support by RTV

### 8.3.5 BLENNZ Early Learning Services

#### BELS Immersion

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

**Target** -A 60% response rate of which 95% of whānau surveyed evaluate the programme as appropriate in terms of whānau to whānau connection and learning opportunities.

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

**Target** -A 60% response rate of which 95% of whanau interviewed identify an ongoing impact of connecting and learning from whānau, staff and/or guest speakers on the course.

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

**Target** - A 60% response rate of which 95% of RTV identify a strengthening of relationships with whānau.

#### BELS Sharepoint

* Survey RTV to determine the use and applicability of material available on BELS Sharepoint to support service delivery to ākonga and their whānau.

**Target** - A 60% response rate of which 95% of RTV surveyed evaluate the BELS resources as appropriate for supporting their work with early childhood ākonga and their whānau.

#### BELS Professional Education Programmes (PEP) at Homai

* Collect data on the percentage of current RTV working with early learning ākonga who have attended BELS Professional Educational Programmes.

**Target -** 95% RTV working with early learning ākonga have participated in identified BELS Professional Education Programmes.

Survey RTV working with an EL ākonga, who have attended a PEP in 2023, to determine the usefulness of the PEP.

**Target** – A 60% response rate of which 95% surveyed evaluate BELS PEP as useful in supporting their work with early childhood ākonga and their whānau.

## 8.4 General

**What is being measured?**

Professional knowledge and expertise of BLENNZ teachers and DOM.

### 8.4.1 All BLENNZ Teachers

* Collate data on the percentage of BLENNZ teachers who have a specialist qualification in blindness education at the end of Term 3, 2023.

**Target** -100% of permanent teaching staff has a specialist qualification

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

### 8.4.2 All BLENNZ DOM

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

**Target** - 100% of permanent DOM staff have a recognised specialist qualification and are part of an O&M professional body and/or certified with ACVREP, or are under training towards this.