



1/12/2023

Principal
Blind and Low Vision Education Network New Zealand
9(2)(a)

Kia ora 9(2)(a)

Resourcing Notice for Blind and Low Vision Education Network New Zealand (BLENNZ)

This Resourcing Notice records additional grants to BLENNZ in recognition of their specialised service. It outlines the basis for the resourcing, sets the purpose and explains the payment cycle and process.

These payments will be made through Pourato and visible in your funding summary. The payments for 2024 are shown using GST exclusive figures. GST will be included and visible in Pourato.

This resourcing is separate from and additional to:

- the 2024 Operational Grant and Staffing Entitlement notified to BLENNZ through Pourato.
- ORS verified students enrolled with BLENNZ that have the same resourcing entitlements as other ORS students.
- specialist ORS services detailed in BLENNZ's separate *Specialist Service Provider: Schools in respect of ORS and School High Health Needs Funding* agreement (the ORS Fundholder Agreement) with the Ministry of Education's national office.

The Schedule of this notice explains additional resourcing provided to BLENNZ for:

- School Board expenses
- Early childhood contracts
- Residential funding
- Resource Centre Funding
- Resource Teacher of Vision Impaired (RVI) Admin
- Resource Teacher of Vision Impaired (RVI) Travel

- Developmental Orientation and Mobility
- Orientation and Mobility services
- National Specialist Assessment services
- National Professional Learning and Development

General

Te Tāhuhu/The Ministry's contact people for this notice.

Rowena Stauber, Resourcing Operational Policy Senior Advisor for Funding questions,
rowena.stauber@education.govt.nz or (04) 463 8441

Ann-Marie Browne, Team Leader Provider Services for Reporting and Outcomes questions,
annmarie.browne@education.govt.nz or (04) 463 7041

Nāku noa, nā



Blythe Wood
Manager, Provider Services

Te Pae Aronui

SCHEDULE

GST exclusive

This schedule details the additional operational funding. The purpose, calculation method and 2024 funding amount for the payments are included.

Developmental Orientation and Mobility Services:

Purpose: Recognition of BLENNZ specifically addressing the needs of learners who are blind, deafblind or low vision in areas of the expanded core curriculum, primary orientation and mobility.

Outcomes: Improved short and longer-term educational outcomes for students on the ORS verified high and very high with vision as their primary need. Refer to the outcomes for Regional Teaching

Calculation: 9(2)(b)(ii)

Payment 2024: 9(2)(b)(ii)

Early Childhood Contracts

Purpose: Recognises BLENNZ's integrated early involvement service providing co-ordinated and specialist early childhood teaching for blind, deafblind and low vision children under 6 years of age.

Outcomes Sought: Improved short and longer-term educational outcomes for the children enrolled withing their regular Early Childhood portfolios.

Calculation: 9(2)(b)(ii)

Payment for 2024: 9(2)(b)(ii)

BLENNZ's 2023 staffing for the early involvement service is **2 FTTE's and 2 units**¹.

¹ Provided through the [Education \(2024 School Staffing\) Order 2023](#) for the employment of RTV's at BLENNZ. 2.00 FTTE is designated for the Early Intervention Service.

National Assessment Services

Purpose: Recognises services provided for national professional assessment for blind, deafblind and low vision learners between 0 and 21 years. And travel costs for the learner and one parent or caregiver.

Outcomes: Learners will learn effectively through active participation in the New Zealand Curriculum and the Expanded Core Curriculum.

Calculation: 9(2)(b)(ii)

Payment 2024: 9(2)(b)(ii)

National Professional Learning and Development

Purpose: Recognises services for national professional learning and development for teachers and para-professionals working with learners who are blind, deafblind or low vision.

Outcomes: Delivery of programmes meets professional development requirements.

Calculation: 9(2)(b)(ii)

Payment 2024: 9(2)(b)(ii)

Orientation and Mobility Services

Purpose: Recognition of services to specifically address the needs of moderate ORS verified students with vision as primary need.

Calculation: 9(2)(b)(ii)

Funding 9(2)(b)(ii)

Residential Funding

Purpose: Recognises the service costs necessary to maintain a well-run residential facility including:

- furniture and equipment
- transport and vehicles where required and as specified
- recreational equipment and resourcing from residential programmes
- repairs, replacement and maintenance of the above
- full accommodation and residential service-related costs, and
- short and long term courses.

Outcomes: Students will receive equitable access to services that respond to specific educational, social and wellbeing needs.

Calculation: 9(2)(b)(ii)

Funding: 9(2)(b)(ii)

Resource Teacher Vision Impaired (RVI) Travel

Purpose: Recognition of travel for staffing allocated to BLENNZ through the Regional Teaching and Specialist Services and aggregation of ORS specialist teaching staff for blind, deafblind or low vision students verified as having a high or very high need in vision.

Outcomes: High need in vision ORS students receive equitable access to Resource Teacher's Vision.

Calculation: 9(2)(b)(ii)

Funding: 9(2)(b)(ii)

Regional Teacher Vision Impaired (RVI): Administration

Resource Teacher Vision Admin Grant for 65.10 FTTE is now delivered to BLENNZ through the Operational Grant.

This Resourcing Notice makes available additional Resource Teacher Admin grant funding.

Purpose: Recognition of administration costs for staffing allocated to BLENNZ.

Outcomes: High need in vision ORS students receive equitable access to Resource Teacher's Vision.

Funding:

9(2)(b)(ii)

School Board Expenses

Purpose: Recognises the additional costs resulting from BLENNZ servicing a national student catchment.

Calculation: 9(2)(b)(ii)

Funding: 9(2)(b)(ii)

Youth Library Service

The Youth Library Service is located at the Homai Campus in Manurewa, Auckland. The service is to support all children and students who are blind, deafblind or low vision with appropriate learning resources in accessible format materials (AFM).

Resources will be delivered via a request management and prioritisation matrix management system. Overall oversight and responsibility for the end-to-end request management system and operational function.

Performance indicators

Key personnel assigned to provide the Youth Library Service must have the following attributes, skills and knowledge;

- Knowledge and experience providing library services to children and students,
- Knowledge and experience in matching client needs with appropriate AFM resources,
- Experience running a request management system linked to production services

Calculation: 9(2)(b)(ii)

Funding (GST exclusive) 9(2)(b)(ii)

Production of Accessible Format Materials

The purpose is to ensure pre-school and school-aged students who are blind, deafblind or have low vision have timely access to high quality AFM learning resources that are appropriate to their learning needs.

The following services are required:

- a) Maths, science, music and other complex works not available in another suitable format (Braille hardcopy, tactile diagrams, twin vision, kitset, collage, e-text, large print, audio and ePUB3)
- b) Material for internal examinations including key texts required for an examination subject
- c) Complex material not available in other formats, with multiple students benefitted
- d) Mix of a request: large print with tactile diagrams; e-text with tactile diagrams; e-braille, music requests with just the words and hard copy braille music notation.
- e) Material that is required quickly, less complex and is highly personalised, ie. one off teaching resource
- f) Less complex material not available in other formats, with single student benefitted
- g) Less complex material that is likely to be repeated where multiple students will benefit
- h) Less complex material that is likely to be repeated and used by small groups of students

Performance indicators

Services are to be:

- Delivered on time and to the required performance standards or quality set out in this description or reasonably notified by the Ministry to the BLENNZ from time to time.
- Within the amount agreed.
- With due care, skill and diligence, and to the appropriate professional standard or in accordance with good industry practice as would be expected from a leading Supplier in the relevant industry.
- In a collaborative manner ensuring all requests for complex materials is completed and produced on time with any third-party provider as mutually agreed.

Key personnel involved with the production of AFM must have the following attributes, skills and knowledge;

- Knowledge, understanding, experience and technical skills to produce AFM resources,
- Ability to draw on specialist expertise from other sources and experts, where they lack the required expertise,
- Knowledge of legislation and requirement around the provision of AFM services including accessing materials for reproduction.

Calculation: 9(2)(b)(ii)

Funding (GST exclusive) 9(2)(b)(ii)

Appendix One - Funding summary

Pourato funding component	Component previous name	2024 GST exclusive
Developmental Orientation and Mobility Services – High and Very High	Developmental Orientation and Mobility	9(2)(b)(ii)
Early Childhood Contracts	Early Involvement Service	
National Professional Learning and Development		
National Specialist Assessment Services		
Orientation and Mobility Services		
Production of Accessible Format Materials		
Residential Funding	Residential Services	
Resource Centre	Visual Resource Centre Funding	
Resource Teacher Vision Impaired – Administration Grant		
Resource Teacher Vision Impaired – Travel Grant		

School Board Expenses	Board Expenses	9(2)(b)(ii)
Youth Library Service		

Appendix Two - Outcomes and Reporting

The outcomes the Ministry of Education (the Ministry)² expects are:

- Presence: Children and young people with additional learning needs are present and welcome in early learning and Kāhui Ako/kura/school settings.
- Participation: Children and young people with additional learning needs participate and engage in early learning and Kāhui Ako/kura/school settings.
- Wellbeing: Children and young people with additional learning needs feel supported, have good emotional and social skills and a sense of belonging in early learning and Kāhui Ako/kura/school settings.
- Progress and achievement: Children and young people with additional learning needs progress and achieve in early learning and Kāhui Ako/kura/school settings.

Family, Whānau and education outcomes are:

- Families and whānau are confident in the ability of the education system to meet the needs of their children and young people
- Early learning providers, Kohanga Reo, kura and schools, demonstrate inclusive practices in their everyday actions and activities
- Children and young people and their whānau are actively involved in decisions about their learning and education pathways
- Children and young people are safe and happy in education settings and attend their education place of choice.

System changes so Māori are enjoying and achieving education success as Māori³ are:

Te Whānau:

- Education Services provide for learners within the context of their whānau.
- Māori learners and their whānau are informed and demanding decision makers, with high expectations of education services.
- Māori learners and their whānau are supported to plan and pursue pathways that they aspire to.

Te Tangata:

- Education services are free from racism, discrimination and stigma.

²² [Attendance-and-Engagement-Strategy-Document.pdf \(education.govt.nz\)](#)

³ [Ka Hikitia – Ka Hāpaitia | The Māori Education Strategy \(English\) – Education in New Zealand](#)

- Māori learners and whānau have identified racism as a major barrier in our education system. Services address racism, including equitable access to services in ways that promote fairness, and are respectful and culturally appropriate so that Māori learners and their whānau have a strong sense of belonging.

Te Kanorautanga:

- The Māori population is diverse and needs to be understood in the context of their diverse aspirations and lived experiences.
- Education services recognise and provide for Māori diversity. Education workforce has the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.

Te Tuakiritanga:

- Education will support the growth and development of the Māori language.
- The identity, language and culture of Māori learners and their whānau is supported to strengthen belonging, engagement and achievement as Māori. So that Māori can actively participate in te ao Māori, Aotearoa and the wider world.

The BLENNZ Board will report, using an agreed template, approximately one month prior to each of the Ministry and Board twice yearly strategic planning meetings - in its Annual Report and in an interim milestone report. Some measures will necessarily be indirect.

Where BLENNZ is the delegated fund manager for ORS specialist services and teacher aide support, its reporting against the ORS Funding Agreement (for Specialist Service Provider in respect of Ongoing Resourcing Scheme, ORS Extension and School High Health Needs Funding) continues through its local Ministry of Education office [see Schedule B: Reporting Requirements. Page 10].

Where BLENNZ is the fund manager for aggregated ORS, it will report on the purchase of ORS specialist services from the local Ministry of Education, districts and working with districts on the ORS teacher aide allocation process for students verified with vision as their primary need.

Reports will be sent through at the agreed time to Ministry contact person: Ann-Marie Browne, Team Leader Provider Services Annmarie.Browne@education.govt.nz

Appendix Three – Ongoing considerations

Staffing

1. Continued Ministry work to ensure an adequate and sustainable funding base for Resource Teachers Vision. Staffing levels under the Staffing Order have not been reviewed for BLENNZ since 1997. The BLENNZ Board has alerted the Ministry to this issue for several years, requesting that a formula be agreed to take account of the following factors driving increased demand for support:
 - National population growth since 1997, particularly Auckland's rapid growth in recent years.
 - Increased awareness of the levels of achievement for students with visual impairment.
 - Greater FTTE to cover travel for RTV services for students in rural and remote settings.
2. Variables for consideration in the funding formula may include:
 - population growth
 - level of learning support needed
 - whether a direct or indirect service is needed
 - degree of dispersal of students
 - opportunities for technology to support timely and efficient service delivery
 - travel and administration costs.

Services

3. Continued strengthening of the national network of services, including Regional Teaching Services and early childhood outreach, to:
 - Align student need, workforce capability and capacity, and service design and delivery.
 - Confirm the purpose of and the outcomes sought from the Ministry investment in early involvement services to address the learning needs of the national network. BLENNZ has reconfigured the traditional Early Years provision to a network-wide approach. This is working to lift competence and capacity, particularly for those in isolated settings.
 - Identify a mechanism for resource provision which provides a formula based approach explicit to specialist service delivery that leads to improved outcomes for learners who are verified High or Very High for other needs and also have a vision concern. These learners are most frequently attending special schools which may purchase services, such as Developmental, Orientation and Mobility services, from BLENNZ. Such services would be focussed on assessment, PLD, advice and guidance. Confusion about how these services are funded has remained unresolved since the initial resource aggregation process in 2012. Clarity is needed about Ministry expectation and funding mechanisms.
 - Develop options for future resourcing of Cortical Vision Impairment (CVI) and DeafBlind initiatives.

Property

4. Continued strengthening of the national network of infrastructure services to:
 - Develop national consistency in infrastructure to support the national vision for sensory needs.
 - Undertake planning to inform national property infrastructure decisions, and establish a process for regular review of capital network needs.
 - Support sector relationships, including with regular schools, and between Developmental Orientation and Mobility services and Ministry staff engaged in first time enrolment property work in line with the March 2016 BLENNZ, Blind Foundation, EIS Property and Learning Support FAQ.

Reporting

5. To further discussion on staffing and funding matters, further reporting will be provided on any underspends, including staffing. This will provide clarity on what any underspends are being directed towards (including future projects) and the complexities of fully utilising staffing.

Developmental, Orientation and Mobility (DOM) funding

6. It has been signalled that the current funding model for DOM is not sustainable. The training required to become a DOM does not include becoming a registered teacher. This has meant that they are placed on the Support Staff Collective agreement. Becoming a qualified DOM requires extensive training and study. To attract ideal candidates, DOM salaries have been aligned to both the Primary Teachers and the Collective Agreement that includes Therapists (Kaiārahi i te Reo, Therapists', ATSSD and Special Education Assistants' Collective Agreement). Although they are not registered teachers, they receive any increase that is a result of negotiations to these collectives.
7. The Ministry has now been alerted to these increases, including general inflation, and how they are slowly decreasing the value of this budget. The current numbers for this service are growing, however the budget is stagnant and increases in salaries mean they are losing positions, and this impacts the services received by ākongā and their whānau.”

[See Annex 3 for further information on 2023 Property arrangements.]

Annex 3: Property

Overview and future planning

1. All schools receive an Operations Grant based on the number of students on their roll. They also receive funding for maintenance and minor capital works based on the legitimate space (square metres) occupied.
2. BLENNZ currently has a base at Homai Campus, a national network of fourteen sensory / visual resource centres and one satellite class located in Auckland. The Ministry plans to initiate a 5 year plan with BLENNZ in 2018 to forecast future needs and to ensure that regional teams include BLENNZ in their annual planning and project management processes. This 5 year plan will be reviewed annually by BLENNZ and the Ministry, and the Deaf Education Centres where premises are shared.

Base school property, 5YA and 10YPP

3. BLENNZ's Homai Campus was rebuilt in 2011. After 10 years the campus now qualifies for a Five Year Funding Agreement (5YA) The process for receiving this has been initiated by the Ministry. The Ministry notifies the BLENNZ Board of Trustees of their responsibilities for managing school property in a Property Occupancy Document, to be reviewed on a regular schedule. <http://www.education.govt.nz/school/property/state-schools/property-occupancy-document/>

Sensory resource centre property

4. The property guideline for learning support facilities is provided on the Ministry's web pages: <http://www.education.govt.nz/school/property/state-schools/school-facilities/special-education-facilities/>. Work on the regional network of Sensory Resource Centres continues to ensure suitable condition of facilities and to accommodate increases in Resource Teachers of Deaf (RTDs), NZSL tutors, Resource Teachers of Vision (RTVs) and Developmental Orientation and Mobility instructors across the country.

Satellite class property

5. Information about establishing and maintaining a special school satellite on a host school site is provided online <http://www.education.govt.nz/school/property/state-schools/school-facilities/special-education-facilities/special-schools/satellite-units-on-host-school-sites/>. The primary focus of a relationship between host and base schools is an effective partnership to support inclusion, and effective teaching and learning. Agreements regarding recoverable expenses are recorded in Annexure 2 of the POD agreement. If issues arise regarding satellite costs Ministry staff are available to give advice and facilitate discussion between the host and base school.

Property modifications

6. Reports and recommendations for property modification is a Ministry service which includes both specialists, such as occupational therapists and physiotherapists from Learning Support, and Ministry staff. More information on property modification is available on the Ministry's website:

<https://www.education.govt.nz/school/funding-and-financials/funding/learning-support-property-modifications-at-schools/>

Problem solving

7. If you have any property questions, contact your School Property Advisor or Stephen Cross, Infrastructure Manager, Stephen.cross@education.govt.nz, Phone 9(2)(a)
8. To progress property issues relating to sensory resource centres, the base school or satellite please contact your School Property Advisor or Manager Learning Support by calling your local Ministry office <http://www.education.govt.nz/ministry-of-education/regional-ministry-contacts/>



Te Mahau

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