

# **Homai Early Childhood Centre**

## **2019 ANNUAL REPORT and FINANCIAL STATEMENTS**

School Address:	2 McVilly Road, Manurewa
Postal Address:	Private Bag 801 Manurewa, Auckland, 2243
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School number	25294

# Homai Early Childhood Centre

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# Homai Early Childhood Centre

## Statement of Responsibility

The Board of Trustees have pleasure in presenting the annual report of Homai Early Childhood Centre, incorporating the financial statements and the auditor's report, for the year ended 31 December 2019.

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

The management (including the Service Provider Contact Person and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of the Centre's financial reporting.

In the opinion of the Board and management, the annual financial statements for the financial year fairly reflect the financial position and operations of the Centre.

The Centre's 2019 financial statements are authorised for issue by the Board Chairperson and Principal.



Chairperson



Service Provider Contact Person

3rd June 2020

Date

Date 03-06-2020

**Homai Early Childhood Centre**  
**Entity Information**  
**"Who are we?", "Why do we exist?"**  
**For the year ended**  
**31 December 2019**

<b>Legal Name of Entity:</b>	Homai Early Childhood Centre
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<b>Type of Entity and Legal Basis</b>	Early Childhood Education for children who are blind, deaf blind and low vision. Registered Charity.
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<b>Registration Number:</b>	CC29765
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<b>Entity's Purpose or Mission:</b>	To enable children under 6 years who are blind, deafblind or have low vision to reach their full potential, Homai Early Childhood Centre provides quality education and specialist teaching services in partnership with whanau, educators and the wider community.
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<b>Entity Structure:</b>	The Homai Early Childhood Centre is governed by Homai Early Childhood Centre Education Trust, which is made up of seven Blind and Low Vision Education Network New Zealand (BLENNZ) Board of Trustees.
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<b>Main Sources of the Entity's Cash and Resources:</b>	Ministry of Education funding, revenue from Donations and Grants
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**Contact details**

<b>Physical Address:</b>	2 McVilly Road, Manurewa
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<b>Postal Address:</b>	Private Bag 801, Manurewa, Auckland 2243
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<b>Phone/Fax:</b>	09 268 3212 / 09 267 4496
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<b>Email/Website:</b>	<a href="mailto:earlychild@blennz.school.nz">earlychild@blennz.school.nz</a> / <a href="http://www.blennz.school.nz/school-centres-and-services/services-and-programmes/homai-early-childhood-centre/">http://www.blennz.school.nz/school-centres-and-services/services-and-programmes/homai-early-childhood-centre/</a>
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## Homai Early Childhood Centre

### Statement of Service Performance

"What did we do?", When did we do it?"

For the year ended  
31 December 2019

#### Description of the Entity's Outcomes:

Improved short term and long term educational outcomes for enrolled children who are blind, deafblind and low vision, by providing:

Effective and efficient provision of integrated, specialist services to support learning of children who are blind, deafblind (aged between birth and 6).

Early childhood aged children who are blind, deafblind and low vision with one or two specialist education programme days per week.

Services aligned with Te Whariki, government regulations for early childhood services and special education policies and directions.

Centre is licensed and chartered and meets all government requirements.

Description of the Entity's Outputs, Measures of Quantity and Quality (to the extent practicable), and Measures of the Timeliness of Delivery (if this is important):	Actual	Budget	Actual
	This Year	This Year	Last Year
Funding Child Hours received from MOE for Under 2's	365	297	213
Funding Child Hours received from MOE for 2 and Over	761	1,656	2,166
20 Hours Funding Child Hours	1,160	3,024	1,850
Plus 10 Funding Child Hours	81	437	41
All Day Registered Teacher Hours	279	658	222
All Day Unregistered Teacher Hours	2	4	1
Sessional Registered Teacher Hours	166	244	361
Unregistered Sessional Registered Teacher Hours	-	1	8
Equity Funding Received - Low Socio-economic	\$574	\$1,000	\$592
Equity Funding Received - Special Needs	\$511	\$1,000	\$535

**Homai Early Childhood Centre**  
**Statement of Comprehensive Revenue and Expenses**  
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget \$	2018 Actual \$
<b>Income</b>				
Government Grants	2	193,882	184,771	182,614
Locally Raised Funds	3	642	2,070	291
Interest earned		1,205	800	1,010
		<u>195,728</u>	<u>187,641</u>	<u>183,914</u>
<b>Expenditure</b>				
Locally Raised Funds	3	321	-	-
Learning resources	4	67,305	99,191	66,777
Administration	5	58,633	69,250	62,049
Property	6	2,196	2,200	2,467
Depreciation	7	33,993	31,505	31,734
Loss on disposal of equipment		886	-	-
		<u>163,334</u>	<u>202,146</u>	<u>163,027</u>
<b>Net Surplus (Deficit)</b>		<u>32,394</u>	<u>(14,505)</u>	<u>20,887</u>
Other comprehensive income		-	-	-
<b>Total comprehensive income</b>		<u>32,394</u>	<u>(14,505)</u>	<u>20,887</u>

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

**Homai Early Childhood Centre**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2019

	<b>2019 Actual \$</b>	<b>2019 Budget \$</b>	<b>2018 Actual \$</b>
<b>Balance at 1 January</b>	<u>392,522</u>	<u>392,522</u>	<u>371,635</u>
Total comprehensive revenue and expense for the year	32,394	(14,505)	20,887
<b>Equity at 31 December</b>	<u>424,916</u>	<u>378,017</u>	<u>392,522</u>
Retained Earnings	424,916	378,017	392,522
<b>Equity at 31 December</b>	<u>424,916</u>	<u>378,017</u>	<u>392,522</u>

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

# Homai Early Childhood Centre Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual	2019 Budget (Unaudited)	2018 Actual
		\$	\$	\$
<b>Current Assets</b>				
Cash and cash equivalents	8	292,558	235,937	235,953
Prepayments		327	2,500	2,534
GST Receivable		157	1,448	2,345
Accounts Receivable	9	186	-	-
Property, plant and equipment	10	142,016	143,039	159,944
		<u>435,244</u>	<u>382,924</u>	<u>400,776</u>
<b>Current Liabilities</b>				
Accounts payable	11	10,328	4,907	8,254
		<u>10,328</u>	<u>4,907</u>	<u>8,254</u>
<b>Working Capital Surplus or (Deficit)</b>		424,916	378,017	392,522
<b>Net Assets</b>		<u>424,916</u>	<u>378,017</u>	<u>392,522</u>
<b>Total Equity</b>		<u>424,916</u>	<u>378,017</u>	<u>392,522</u>



**Homai Early Childhood Centre**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		193,696	184,771	182,614
Locally Raised Funds		642	2,070	291
Interest Received		1,205	800	1,010
Goods and Services Tax (net)		(2,188)	897	897
<b>Cash was applied to:</b>				
Payments to Suppliers and employees		(119,799)	(171,554)	(89,634)
<b>Net cash from / (to) the Operating Activities</b>		<b>73,556</b>	<b>16,984</b>	<b>95,178</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(16,951)	(17,000)	(34,135)
Purchase of Investments		-	-	-
Proceeds from Sale of Investments		-	-	-
<b>Net cash from / (to) the Investing Activities</b>		<b>(16,951)</b>	<b>(17,000)</b>	<b>(34,135)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	-
Finance Lease Payments		-	-	-
Painting contract payments		-	-	-
Loans Received/ Repayment of Loans		-	-	-
<b>Net cash from Financing Activities</b>		<b>-</b>	<b>-</b>	<b>-</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>56,605</b>	<b>(16)</b>	<b>61,043</b>
Cash and cash equivalents at the beginning of the year	8	235,953	235,953	174,910
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>292,558</b>	<b>235,937</b>	<b>235,953</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.

## **Homai Early Childhood Centre**

# **Notes to the Financial Statements**

For the year ended 31 December 2019

### **1. Statement of Significant Accounting Policies**

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

Homai Early Childhood Centre (the Centre) is a Crown entity as specified in the Education Act 1989. The Board of Trustees is of the view the Centre 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 2019 to 31 December 2019 and in accordance with the requirements of the Public finance Act 1989.

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

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

##### **Financial reporting standards applied**

Homai Early Childhood Centre (the Centre) has elected to apply PBE SFR-A (PS) Public Benefit Entity Simple Format Reporting - Accrual (Public Sector) on the basis that it does not have public accountability and has total annual expenses of equal to or less than \$2,000,000. All transactions in the Performance Report are reported using the accrual basis of accounting. The Performance Report is prepared under the assumption that the entity will continue to operate in the foreseeable future. The Centre 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".

##### **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**

In preparing these financial statements the Centre has made estimates and assumptions concerning the future in regard to asset lives, and impairment of assets. Where these estimates and assumptions are considered critical by the Centre, they are disclosed in the relevant note below.

#### **c) Revenue Recognition**

##### **Critical Accounting Estimates and Assumptions**

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

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

##### **Donations**

Donations, gifts and bequests are recorded as Revenue on receipt.

##### **Interest income**

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

#### **d) 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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

## **e) Accounts Receivable**

'Accounts Receivable' represents items that the Centre has issued invoices for, but has not received payment for at year end. They are initially recorded at fair value and subsequently recorded at the amount the Centre realistically expects to receive. A provision for impairment of Accounts Receivable is established where there is objective evidence the Centre will not be able to collect all amounts due according to the original terms of the debt. This impairment loss is the difference between the carrying amount of the receivable and the present value of the amounts expected to be collected and has been included under Other Expenditure in the Statement of Comprehensive Revenue and Expense, if not otherwise shown separately

## **f) Investments**

Investments are held with registered trading banks and are classified as current assets if they have maturities of between three months and one year. Those with maturities greater than 12 months after the balance date are classified as non-current assets.

After initial recognition investments are measured at amortised cost using the effective interest method less impairment.

Share investments held by the Centre are measured at fair value. If shares do not have a quoted market price in an active market and fair value cannot be reliably measured, the shares are measured at cost. Any movements in shares measured at fair value are recognised in equity.

At balance date the Centre assesses whether there is any objective evidence that an investment is impaired. Any impairment loss is recorded as an expense in the Statement of Comprehensive Income.

The Centre has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

## **g) 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 \$500 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.

## Depreciation

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

The estimated useful lives of the assets are:

Furniture and equipment	10 - 15 years
Information and communication technology	3 - 5 years

## h) Accounts payable

'Accounts Payable' represents liabilities for goods and services provided to the Centre 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.

## i) Employee Entitlements

### *Short-term employee benefits*

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, annual leave earned to but not yet taken at balance date

## j) Revenue Received in Advance

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

## k) Financial Assets and Liabilities

The Centre's financial assets comprise cash and cash equivalents and Accounts receivable and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

The Centre's financial liabilities comprise accounts payable. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

**l) 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.

**m) Budget figures**

The budget figures are extracted from the Centre budget that was approved by the Board of Trustees.

**n) Services received in-kind**

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

**Homai Early Childhood Centre**  
**Notes to the Financial Statements**  
For the year ended 31 December 2019

**2 Government Grants**

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Operational grants	193,882	184,771	182,614
	<u>193,882</u>	<u>184,771</u>	<u>182,614</u>

**3 Locally Raised Funds**

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

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
<i>Revenue</i>			
Donations	-	-	100
Fundraising	-	2,070	-
Activities	642	-	191
	<u>642</u>	<u>2,070</u>	<u>291</u>
<i>Expenses</i>			
Activities	321	-	-
	<u>321</u>	<u>2,070</u>	<u>291</u>
<i>Surplus/(Deficit) for the year Locally Raised funds</i>	<u>321</u>	<u>2,070</u>	<u>291</u>

**4 Learning Resources**

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Curricular	7,430	26,760	18,986
Employee benefits - salaries	43,395	53,531	45,148
Staff development	16,481	18,900	2,643
	<u>67,305</u>	<u>99,191</u>	<u>66,777</u>

**5 Administration**

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Audit fees	3,628	3,523	3,523
Communication	966	1,000	909
Postage	40	50	27
Consumables	3,051	7,200	7,098
Other Administration	20,492	23,962	19,858
Employee benefits - salaries	24,920	27,515	24,201
Insurance	2,092	2,500	3,050
Service Providers, Contractors and Consultancy	3,444	3,500	3,384
	<u>58,633</u>	<u>69,250</u>	<u>62,049</u>

**6 Property**

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Caretaking and cleaning consumables	640	1,200	960
Repairs and maintenance	1,556	1,000	1,507
	<u>2,196</u>	<u>2,200</u>	<u>2,467</u>

**Homai Early Childhood Centre**  
**Notes to the Financial Statements**  
For the year ended 31 December 2019

**7 Depreciation**

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>(unaudited)</b>	
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Furniture and equipment	23,033	20,794	21,293
Information and communication technology	10,960	10,711	10,441
	<u>33,993</u>	<u>31,505</u>	<u>31,734</u>

**8 Cash and Cash Equivalents**

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>(unaudited)</b>	
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Cash on hand	-	122	122
Bank Current Account	119,476	62,922	62,922
Bank Call account	173,082	172,893	172,909
	<u>292,558</u>	<u>235,937</u>	<u>235,953</u>

**9 Accounts Receivable**

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>(unaudited)</b>	
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Debtors	186	-	-
	<u>186</u>	<u>-</u>	<u>-</u>



**Homai Early Childhood Centre**  
**Notes to the Financial Statements**  
For the year ended 31 December 2019

**10 Property, Plant and Equipment**

	Opening Balance(NBV)	Additions	Disposals	Impairment	Depreciation	Total(NBV)
	\$	\$	\$	\$	\$	\$
2019						
Furniture and equipment	120,900	14,052	(280)	-	(23,033)	111,639
Information and communication technology	39,044	2,899	(606)	-	(10,960)	30,377
	<u>159,944</u>	<u>16,951</u>	<u>(886)</u>	<u>-</u>	<u>(33,993)</u>	<u>142,016</u>

2019

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
Furniture and equipment	253,961	(142,322)	111,639
Information and communication technology	61,198	(30,821)	30,377
	<u>315,159</u>	<u>(173,143)</u>	<u>142,016</u>

	Opening Balance(NBV)	Additions	Disposals	Impairment	Depreciation	Total(NBV)
	\$	\$	\$	\$	\$	\$
2018						
Furniture and equipment	112,760	29,434	-	-	(21,294)	120,900
Information and communication technology	44,784	4,701	-	-	(10,441)	39,044
	<u>157,544</u>	<u>34,135</u>	<u>-</u>	<u>-</u>	<u>(31,735)</u>	<u>159,944</u>

2018

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
Furniture and equipment	247,649	(126,747)	120,900
Information and communication technology	64,285	(25,240)	39,044
	<u>311,934</u>	<u>(151,987)</u>	<u>159,944</u>

**11 Accounts Payable**

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Creditors	10,328	4,907	8,253
	<u>10,328</u>	<u>4,907</u>	<u>8,253</u>

The carrying value of payables approximates their fair value.

**Homai Early Childhood Centre**  
**Notes to the Financial Statements**  
For the year ended 31 December 2019

**12 Related Party Transactions**

The Centre is an entity controlled by the Crown, and the Crown provides the major source of revenue to the Centre. The Centre 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.

The Centre have a contract with BLENNZ to receive services. The value of this contract is \$18,830 excl GST. (2018:\$18,929 excl GST)

BLENNZ receives the grant for the Centre and pay it out to the Centre when received. The Centre received \$175,915 during 2019 (2018: \$173,144)

**13 Contingencies**

There are no contingent liabilities and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

**14 Commitments**

**(a) Capital Commitments**

There were no capital commitments as at 31 December 2019. (Capital commitments at 31 December 2018: nil)

**(b) Operating Commitments**

There were no operating commitments as at 31 December 2019. (2018:nil)

**15 Subsequent Events**

On 23 August 2019 the Trustees resolved to wind up Homai Early Childhood Centre Education Trust with effect from 1 January 2020 and that the net assets (\$424,916) would be transferred to BLENNZ in line with the requirements of the Trust Deed. Homai Early Childhood Centre Education Trust will no longer operate as an Early Childhood Centre. The Facilities will be used as a base for professional learning, parent education and staff development. All staff have been transferred from Homai to BLENNZ, effective 1 January 2020.

**16 Equity Funding and Spending**

	Comp A	Comp B	Comp C	Comp D	Total
Equity Funding	574	511			1,085
Equity Expenditure	574	511			1,085

Component A has been spent on the purchase of additional curriculum resources and an increased range of supplies. Component B has been spent on the purchase of specific learning or teaching resources.

## Independent Auditor's Report

# To the Readers of Homai Early Childhood Centre's Financial Statements For the Year Ended 31 December 2019

The Auditor-General is the auditor of Homai Early Childhood Centre (the Centre). 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 Centre on his behalf.

### Opinion

We have audited the financial statements of the Centre on pages 2 to 16, that comprise the entity information, statement of financial position as at 31 December 2019, the statement of service performance, 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:

- a) the reported outcomes and outputs, and quantification of the outputs to the extent practicable, in the statement of service performance are suitable;
- b) the accompanying performance report gives a true and fair view of:
  - i) the entity information for the year then ended;
  - ii) the service performance for the year then ended; and
  - iii) the financial position of Homai Early Childhood Centre as at 31 December 2019 and of its financial performance, and cash flows for the year then ended.

in accordance with Public Benefit Entity Simple Format Reporting – Accrual (Not-For-Profit) issued by the New Zealand Accounting Standards Board.

Our audit was completed on 3 June 2020. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

### **Emphasis of Matter**

Without modifying our opinion, we draw attention to the disclosures in note 15 on page 16 that outlines the wind up of Homai Early Childhood Centre with effect from 1 January 2020.

### **Emphasis of Matter**

This audit report replaces a previous version that stated that the Centre had failed to meet its statutory reporting deadline of 31 May. As the Centre is an Early Childcare Centre, its reporting deadline is 30 June, so the Centre was in Compliance.

### **Basis for our opinion**

We conducted our audit of the statement of financial performance, statement of financial position, statement of cash flows, statement of accounting policies and notes to the performance report in accordance with International Standards on Auditing (New Zealand) (ISAs (NZ)), and the audit of the entity information and statement of service performance in accordance with the International Standard on Assurance Engagements (New Zealand) ISAE

#### ACCOUNTANTS & ADVISORS

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William Buck Audit (NZ) Limited

(NZ) 3000 (Revised). 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 of Trustees for the financial statements**

The Board of Trustees is responsible on behalf of the Centre 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 of Trustees is responsible on behalf of the Centre for assessing the Centre's ability to continue as a going concern. The Board of Trustees 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 Centre, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from 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 Centre'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 Centre's internal controls.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Centre'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 Centre 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 communicate with the Board of Trustees 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 in the Annual Report. The other information comprises the information included in the annual report being the Entity Information, the Members of the Board of Trustees and the Analysis 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 Centre in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): 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 Centre.

A handwritten signature in blue ink, appearing to read 'Darren Wright'.

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

**Nothing noted that could impact the FS.**

## **BLENNZ Full 2019 Variance Report on the Annual Plan Goals and Objectives**

### **Strategic Goals:**

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

<b>Objective</b>	<b>Who</b>	<b>Objective</b>	<b>Progress / Outcome</b>
1.	Senior Manager School and Residential	Conduct an inquiry, which will engage with a cross section of ākonga (past and present), parents, members of the teaching team and sector partners.	<p><b>Achieved</b> Information/voices was gathered from a cross section of ākonga, parents, teachers and sector forum members. The information was themed and taken forward to form part of the of the Sprint Process.</p> <p>The Sprint took place in Wellington in April formally facilitated by What it Takes (WIT) and comprised members from across the national network with an outcome of five areas to focus on for transition nationally.</p> <p>The voices continue to be gathered of ākonga present and past and parents through focus groups and interviews. This information will continue to inform the process.</p>
2.	Senior Manager School & Residential	Through a co-design process, develop BLENNZ long and short-term transition, immersion and residential programs to effectively meet ākonga need.	<p><b>Achieved</b> Four ideas were developed from the themed feedback of a cross section of voices and the outcomes of the SPRINT process were consulted on and revised. These</p>

Objective	Who	Objective	Progress / Outcome
	and Coordinator Immersion		<p>areas are: prototypes for a transition framework which includes a range of options for access, an initial conversation, mentoring and online information. Following the initial design process the focus moved to further developing the concepts and planning how they may be further developed.</p> <p>The four ideas that emerged and were consulted on were:</p> <ul style="list-style-type: none"> <li>• An initial conversation followed by annual review from point of transition to secondary</li> <li>• Transition Framework - curricula</li> <li>• Online content</li> <li>• Mentors.</li> </ul> <p>They will be introduced in a step by step process throughout 2020, 2021.</p> <p>Planning is well underway for 2020 to introduce some of the initiatives that came out of the Sprint. In alignment with the outcomes of the sprint process, the cohort of learners for the short term Future Planning Immersion for 2020 course has shifted from years 12 and 13 to years 9 and 10 where the initial conversation around transition was identified as needing to take place. This will be taken to the wider network next year after it has been trialled in term 1 with the immersion course.</p>
3.	Senior Manager School & Residential and Coordinator Immersion	Develop a shared and agreed process for ākonga transition, from the start of secondary to the end of compulsory schooling. This will be achieved through BLENNZ leading a working group, which will be informed by the gathering of data from those ākonga who have left the school system and the voice of sector partners.	<p><b>Achieved</b></p> <p>The initial phase of this work has been achieved in 2019. Significant progress has been made in this area. This objective is still in progress as this is now seen as the first of a three year plan.</p> <p>This year has focussed on developing a framework for the transition process. Planning is well underway for the year long residential programme on the Homai campus. A reference group of Resource Teachers Vision from around the country came to Homai Campus where a workshop was held to further develop the year long programme. This has also been shared with sector partners and with BF staff leading transition. Specific programme content focus for each term has been</p>

Objective	Who	Objective	Progress / Outcome
			<p>developed with the input of RTV in light of the themed feedback from the many voices that have been gathered.</p> <p>Term 1 – Lets think about you and your future  Term 2 – Lets get you out and about  Term 3 – Lets develop your ADL skills  Term 4 – Lets develop your ADL skills.</p> <p>Week long immersion courses are also proposed. The content for these courses will complement the year long programme.</p> <p>The initial conversations will begin to be introduced in 2020 and existing initiatives developed in 2020 by a range of centres will continue to be provided based on ākonga need and demand.</p> <p>The appointment of a National Transition Manager from the Blind and Low Vision NZ was made in the third quarter. Meetings with the National Transition Manager have occurred to discuss roles and to identify ideas where both organisations can work in collaboration. He is also taking the opportunity to engage in existing courses. The meetings are ongoing with planning underway for collaboration in relation to working in partnership with aspects of the year long transition programs and immersion programs.</p> <p>There have also been some discussion around mentoring for some ākonga and how Blind and Low Vision NZ may be able to contribute to this work.</p>



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

Objective	Who	Objective	Progress / Outcome
1.	Senior Manager School and Residential	To initiate the self-review process at BLENNZ Homai Campus School.	<p><b>Achieved</b></p> <p>During term 3 a third year social work student had a placement at Homai Campus School. During this time she surveyed 16 ākongā from the school and residential. Questions included whether they felt safe at school and whether school provided them the strategies and resources to support their wellbeing physically and emotionally. The ages of the ākongā ranged from 5 to 21 years. The surveys were done individually with the student asking the questions and then writing down the ākongā response.</p> <p>14 students commented that they felt safe while two felt uncomfortable due to raised aggression and arguments (ākongā). The counsellor was noted as a positive contact while others noted a staff member. Most said they managed their emotions through music or ignoring them.</p> <p>Since the interviews there have been some group work on emotions and social skills. Those in Nikau have an identified Youth Worker allocated to them individually.</p> <p>The survey is to be retaken at the end of the year to identify if interventions taken have made a difference.</p>
2.	Principal Senior Manager Assessment and Teaching	<p>To inform our practice by liaising with and learning from:</p> <ul style="list-style-type: none"> <li>• Ministry of Education Advisors</li> <li>• Sensory School practitioners</li> <li>• Special School practitioners</li> <li>• Educational researchers and other schools for the blind who are working in this area.</li> <li>• Readings and research relevant to the work.</li> </ul>	<p><b>In progress</b></p> <p>Given emerging material from the Ministry of Education and new initiatives from the UK have not progressed to final stage and recommendations. Likely to continue into 2020 building on what is shared / seeded at the BLENNZ staff conference.</p> <ul style="list-style-type: none"> <li>• Readings and research have been collated and will be located on the Hub (BLENNZ intranet).</li> <li>• We have been in liaison with a range of parties, gathering resources, to inform this work including: <ul style="list-style-type: none"> <li>- Ministry of Education – including the latest online links and resources</li> <li>- Sensory Schools Principal who has identified and linked key practitioners in regular settings and residential leading this work.</li> </ul> </li> </ul>

Objective	Who	Objective	Progress / Outcome
			<ul style="list-style-type: none"> <li>- Participation at Wellbeing Conference in September by two senior staff who will present at staff conference.</li> <li>• We have also been in liaison with Barry Coughlan, University of Limerick and Barry Carpenter, Professor in Mental Health, Oxford Brookes University.</li> <li>• Wellbeing is the primary focus of the BLENNZ staff Conference January 22 &amp; 23.</li> </ul> <p>Ministry of Education have released further information in support of this work in the second half of 2019.</p>
3.	Principal	To gather the perspectives of a range of voices to assist us in developing a shared and collective understanding of wellbeing for this cohort.	<p><b>In progress</b></p> <p>There are many voices to gather. In 2019 the voices of 16 ākonga within Homai Campus School were captured along with 45 ākonga attending secondary. The latter group provided their reflections in response to:</p> <ul style="list-style-type: none"> <li>• What does wellbeing mean to you?</li> <li>• What does wellbeing as a vision impaired person mean to you?</li> </ul> <p>Their responses have been analysed and the aggregated findings will be shared with the wider leadership.</p> <p>Across the network teams are initiating activities and strategies to promote wellbeing these need to be collated and shared in the new year to raise awareness of strategies that are positively making a difference.</p> <p>At the recent Sector Forum the community representatives supported a focus on unpacking 'Wellbeing' to be the focus of the Blindness Education Forum in 2020. The emphasis being on unpacking wellbeing from a range of perspectives. This will inform BLENNZ about the role it may play in promoting wellbeing of ākonga.</p>
4.	Principal	To identify potential pilots of enhanced practice for 2020, which have the potential to be trialled through individual and collaborative inquiry process.	<p><b>Partially Achieved</b></p> <p>This term the current initiatives that centres have already initiated are being gathered and shared with a view to promoting wider adoption of those activities that have had a positive impact.</p>

Objective	Who	Objective	Progress / Outcome
			<p>Pilot has been identified and committed to for 2020.</p> <p>Barry Carpenter has invited us to be part of a UK study which is piloting an app to support Student Emotional and Mental Health (SEMH) promotion and data gathering. Jane Thistlethwaite will be the lead facilitator for this. It can be used to focus on areas such as:</p> <ul style="list-style-type: none"> <li>• Being kind to others (SDQ)</li> <li>• Having fun (SBA)</li> <li>• Feeling proud (Resilience, flourishing)</li> <li>• Building strong relationships (Attachment theory).</li> </ul>

## Succession

Objective	Who	Objective	Progress / Outcome
1.	Principal and SMT	To understand our current situation and develop a plan to reduce risk in this period of change.	<p><b>Achieved</b></p> <p>This is the first phase of an ongoing plan to regularly review and actively manage risk generated by succession.</p> <p>Senior Manager Administration provided an overview of all staff across BLENNZ and the potential risk in relation to entitlement to retire. The potential areas and degree of risk was shared with the Senior Managers. Employment processes were then considered and implemented to minimise that risk resulting in positive change for the four teams identified as having high or high to medium risk.</p>
2.	Senior Managers	To ensure all new staff complete an induction process, which is reviewed annually and revised for the following year.	<p><b>Achieved</b></p> <p>Induction content for the package was revised following a review last year and dialogue with new RTV / DOM staff providing feedback at regional meetings.</p> <p>Online content includes text, PowerPoint, talking heads, quizzes and links to documentation and material across the network systems.</p> <p>Access is now provided to an online induction workshop which is now up and running for all new staff. Staff are now completing an online induction process, the online content is complemented by face to face dialogue with their line managers and delegated team members.</p>

Objective	Who	Objective	Progress / Outcome
			<p>The data to track that every new staff member is undertaking this and where they are in the process is being gathered by one of our national administrators. Once we are assured that this is tracking all staff effectively we will then embed this as an automatic part of the process following appointment.</p> <p>Feedback has been very positive.</p>
3.	Senior Managers	<p>To embed a process which annually plans to document and share practice through:</p> <ul style="list-style-type: none"> <li>• Secondment</li> <li>• Sharing of inquiries</li> <li>• Teams and curricula leaders documenting and capturing material for the hub.</li> </ul> <p>Teams sharing of success stories.</p>	<p><b>Achieved</b></p> <p>This is an ongoing process which will continue to be strengthened overtime. Processes are in place to ensure practice is documented and shared on the BLENZ intranet. This has included the secondment of two RTVs in the area of communication plus liaison with outgoing staff members for the purpose of informing induction programmes. In 2019, they have developed and written content for the Hub that is available for all teachers in the BLENZ network regarding the teaching and implementation of tactile graphics and mathematics. This has included PLD across the network.</p> <p>BLENZ National Assessment Service have provided professional learning for 20 RTVs in Functional Vision Assessment and Observation.</p> <p>Further information about Septo Optic Hypoplasia, Albinism is currently under development.</p> <p>DOM team provided 5 courses for the teaching team raising the number of staff who have successfully undertaken the supporters course to 50%.</p> <p>Content has been provided in the area of Deafblind and professional learning focussed on raising awareness of who may have access issues related to being deafblind, this included raising awareness of the agreed definition.</p> <p>The AT application process was actively shared across the team and ongoing support is provided as requested. Information was also provided to the MOE</p>

Objective	Who	Objective	Progress / Outcome
4.	Principal	To enhance the culture of our organisation by making explicit the way in which we partner with ākonga, whānau and our colleagues internally and externally.	<p>assessors to support them to understand the needs and range of solutions that may be considered when evaluating an AT application.</p> <p>Documenting practice is occurring through regular use of the Hub.</p> <p>Curriculum leaders liaise with teams to encourage sharing of inquiries locally (which is detailed in centre minutes) and regionally which occurred at Regional Days across the country.</p> <p>Celebrations of success are evidenced in newsletters, centre minutes and at IEPs. Success stories are also available on the website and included in newsletters and in the Annual Report.</p>
			<p><b>Achieved</b></p> <p>This year's objectives are near completion, themes from end of year workshop anticipated by end of term. This is the first year of a three year process.</p> <p>What it Takes has been contracted and a three year workplan developed. The first phase of this has progressed well during 2019 and a review has occurred to set the program for 2020.</p> <p>In the first year work has focussed on:</p> <ul style="list-style-type: none"> <li>- Finalising the transition work initiated last year, this culminated also in the SPRINT – facilitated by WIT.</li> <li>- DOM team who are nearing completion of a program to continue to enhance partnership within their team and the interface with other teams.</li> <li>- Work with the Early Learning Service to develop a program that can be used internally for professional capability building on – empathetic partnerships with purpose.</li> <li>- WIT have been working with the Wellington, Nelson and Palmerston North teams.</li> <li>- Work has continued with members of the senior leadership team on both a 1:1 and team basis.</li> </ul>

Objective	Who	Objective	Progress / Outcome
			<p>The final meeting with the wider leadership team took place on 11<sup>th</sup> November where we captured our learning to date, this feedback is being themed to draw out:</p> <ul style="list-style-type: none"> <li>- where we are in our development of this practice and</li> <li>- the key learning and components that will become the BLENNZ guide to working in empathetic partnerships with purpose.</li> </ul>

## 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>Partially Achieved</b></p> <ul style="list-style-type: none"> <li>• We have met with MOE Learning Support (LS) senior staff in Early learning and agreed the need for this work.</li> <li>• MOE and BLENNZ have mapped the BLENNZ Early Learning strategy with the MOE LS framework.</li> <li>• A Sensory School meeting took place in September where the interface of LS and ourselves was discussed. The initial points of contact at a local level were recommended as these are at very early, and different phases across the country.</li> <li>• Further conversations are planned for 2020 as the changes in Learning Support continue to develop and new roles such as Learning Support Coordinators and Facilitators begin to take effect.</li> </ul>
2.	Principal Coordinator Kaupapa	To improve the interface between Kāpō Māori Aotearoa (KMA) and BLENNZ.	<p><b>Achieved</b></p> <p>There has been significant improvements in this area in 2019. Some of the evidence of these improvements are listed below:</p> <ul style="list-style-type: none"> <li>• Attendance of KMA CEO at bilingual immersion Te Kuia me te Pūngawerewere.</li> </ul>

Objective	Who	Objective	Progress / Outcome
			<ul style="list-style-type: none"> <li>• KMA accessing Te Reo Māori audio description for use by BLENNZ ākonga.</li> <li>• Meeting with Kelly and Karen both at Homai and in Heretaunga.</li> <li>• Invitation from KMA to run an art session and hold a static display at biannual conference. Both these were successful.</li> <li>• Working with KMA CEO to co-construct how we share information about the roles and responsibilities of BLENNZ and KMA.</li> <li>• Referrals from KMA for BLENNZ services for three ākonga.</li> <li>• KMA CEO would like to work on the 2020 Te Reo Māori and audio described production with support from BLENNZ.</li> </ul> <p>Next steps - With support from KMA, work to develop successful relationships with iwi connected to BLENNZ Visual Resource Centres.</p>
3.	Principal	To establish a regular interface with Sector Partners to enhance the flow of information on a no surprises basis.	<p><b>Achieved</b></p> <p>Although slow to get underway have held meetings with: Regular meetings are taking place with ākonga/ whānau focussed groups:</p> <ul style="list-style-type: none"> <li>• Kāpō Māori Aotearoa, CEO Chrissie Cowan (also with Coordinator Kaupapa)</li> <li>• PVI, CEO David Heather (have included Senior Manager Assessment &amp; Teaching Services).</li> </ul> <p>Contact with others is less frequent, however working relationship is effective:</p> <ul style="list-style-type: none"> <li>• Blind Citizens NZ, CEO Rose Wilkinson (Phone dialogue and face to face meeting)</li> <li>• Deafblind Aotearoa – no meeting at this time. Interface has been directly related to work around deafblind.</li> <li>• Liaison has also occurred with Albinism Trust.</li> </ul>
4.		To facilitate partnerships with DEC's that develop pedagogy and practice in deafblindness.	<p><b>Partially Achieved</b></p> <p>Offers made to both MOE learning Support including Advisor of Deaf Children (AODC) and Sensory Schools have been accepted.</p> <p>Mark Douglas (AODC head at MOE) closely communicated with by Patrick to begin to line up term 4 meeting to present to Learning Support key personnel, this has not occurred at this time.</p>

Objective	Who	Objective	Progress / Outcome
			Presentation was made to the Principals of The DECs who have requested engagement with their team in 2020 to raise awareness of this community of ākonga.

## Workforce Development

Objective	Who	Objective	Progress / Outcome
1.	Coordinators	To continually develop resources which clearly articulate and curate effective practice in blindness education pedagogy and practice.	<p><b>Achieved targets for 2019</b>  <b>Sensory Efficiency – Sue Arrojado</b>  A definition has been established by Steve Bellamy as part of his inquiry work over previous years. This along with a mind map and link to the eye conditions work is in the process of being put on the Hub.  Assessment and Resources for Teaching and Learning are also being developed with much of the work on G Drive, it is now just moving it from G Drive to the Hub.  Modules for Assessment of Learners who are able to use formal tests have been completed. These are currently on the G Drive available to all staff but also will be put on the Hub.</p> <p><b>Achieved targets for 2019</b>  <b>Communication – Ali Prskawetz</b>  We have looked closely at three areas of the communication strand this year. Tactile. Graphics, Mathematics and Augmentative communication. Mathematics and Tactile Graphics have been worked on for a the last 2 years and this year we focused on completing and pulling together all of the resources that we have developed. These areas developed an online space for materials to be collated and stored a living repository for online resources. This has included updating existing materials and developing new materials. The maths supplementary Guide. Has been revised and updated. Tactile graphics the Kiwi lines tactical program Part 1 and 2 have been developed alongside the BLENNZ Pedagogy of Tactile graphics and has been completed. A mind map has been developed and completed as the platform for the online spaces. All three of these areas have an online space on The Hub which has been completed ready to be shared across the</p>



Objective	Who	Objective	Progress / Outcome
			<p>Network. Some of these areas will also be shared on the BLENNZ Website. This is a living space that be added to a developed further.</p> <p><b>Partially Achieved</b>  <b>Access – Karen Gilligan</b>  This area continues to be developed with The Hub being the main space for resources and support. The main focus has been ongoing work around accessible documentation with a mixture of professional development for staff – individual, small groups and large groups. It has been very heartening to see staff development continue within this area and I believe this is key to impacting wider change within education.  Work continues around the move towards digital assessments within school. We are partnering with NZQA and NZCER to do testing in this area to ensure a shared understanding of what is necessary for accessible digital assessments. We are specifically focusing on the needs of ākongā – in terms of technology solutions and skill development, and the procurement and design of digital assessments – ensuring decisions are made with access in mind. This journey is being shared within The Hub so that all staff are aware of what is happening in this area.</p> <p><b>Achieved targets for 2019</b>  <b>Deafblind – Saul Taylor</b>  To better inform the development of PLD and resources specific to learners with deafblindness, it was necessary to capture a national picture of learners with a combined vision and hearing status. Internal processes and systems on how we collect, and curate hearing data were required. The Learner Profile and the categories in eTAP were reviewed (clinically approved by educational audiologist PP) and changed to include clinical hearing information and status, hearing supports and services, devices for hearing access, receptive and expressive communication modes and sensory channels for learning. This data will assist in collecting, curating and utilising the information to inform and create targeted PLD and resources. Hopefully, the data will also influence a review of the BLAF system and national consistency of service delivery for learners with deafblindness.</p>

Objective	Who	Objective	Progress / Outcome
			<p>A shared understanding about hearing, hearing reports, hearing devices for access and hearing supports and services continue to be shared via the Hub. At this stage, resources this year have leaned towards general hearing information. During the BLENNZ conference January 2020, 3 workshops will be run about the diversity of deafblindness, research on tactile communication, and understanding hearing devices, this will provide a snapshot of deafblind learners across the network and the key professional learning needs for RTVs at this time. As visibility and awareness about hearing status continues to develop, more specific and targeted PLD and resources on the compounding nature of deafblindness can begin to occur in 2020.</p> <p><b>Partially Achieved for 2019</b>  <b>Transition – Jenny Ayden</b>  The focus this year has been looking at the transition curriculum and developing a structured 4 term programme which can be differentiated to meet ākonga needs. The programme will be used in both long term and short term transition courses. Future planning is for modules to be developed for ako on line to allow ākonga to connect with the structured programme and transition curriculum. A mind map has been developed for transition from school on the Hub and this is currently being populated with resources and links to related support agencies and resources as well as research findings related to blindness education in the area of career and future planning, transition from school.</p> <p><b>Partially Achieved</b>  DOM content for the hub has been collated within Gdrive and will be uploaded.</p> <p><b>Achieved - Early Learning</b>  Early childhood pedagogy and practice extends across all areas of the curricula. 2019 has seen a focus on developing and collating early childhood resources that will benefit new RTV, and having a centralised system for all RTV to be able to locate significant resources. Documents have been reviewed, rewritten and aligned to meet BLENNZ values and beliefs, and the philosophy and pedagogy of BELS.</p>

Objective	Who	Objective	Progress / Outcome
2.	Curricula Leaders	Curricula leaders will identify who is undertaking inquiry and / or leading practice in the curricula area and establish mechanisms for sharing and partnerships.	<p>A mind map provides a visual representation of the areas of early childhood pedagogy and practice populated to date on The Hub.</p>
<p><b>Achieved targets for 2019</b>  Sensory Efficiency – Sue Arrojado  Senior Teacher NAS has developed modules which have been shared with RTVs attending Functional Vision Assessment PLD and are currently available on G Drive, soon to be on the Hub also. Further links to others undertaking inquiry in this area are happening, a Manager who has done her inquiry on Keratoconus is sharing outcomes with Coordinator NAS and our ophthalmologist and optometrist on 25 November. Further sharing of information will take place at the BLENNZ conference. CVI inquiry including Waitaha project CVI definition are mentioned in objective 4 &amp; 5 below.</p> <p><b>Achieved targets for 2019</b>  Communication – Ali Prskawetz  Tactile graphics has been led by Trish Bishop she has already implemented a two day workshop at the beginning of year she is also presenting at the BLENNZ and SPEVI conference on Tactile graphics to support emergent literacy the BLENNZ way. A tactile library of 145 of levelled instruction readers, sequence books for each letter of the alphabet and alphabet books have been developed this will continue to grow.  Mathematics has been led by Diane Glynan and myself we have worked with Julie Roberts from NZCER. We have delivered National and target PLD across the Network to upskill Teachers in the implementation of Gloss And Jam assessments for the priority learners. We have developed Large print and tactile versions of these assessments. We are gathering our first round of data from this work this month. In 2020 we will be rolling out more PLD for the Base school and the selected Maths Leaders across the network. This will be looking at the data we have collated and developing next steps in assessing our learners developing a consistent tactile assessment to compliment the GLOSS and JAM resources</p> <p><b>Achieved targets for 2019</b></p>			

Objective	Who	Objective	Progress / Outcome
			<p>Access – Karen Gilligan</p> <p>I have worked during 2019 with the leadership team to develop resources for staff leading inquiry areas around the network. This has involved working alongside staff leading curricula/pedagogical areas as well as the staff they have identified as undertaking inquiries in these specific areas.</p> <p>This work has seen the development of curricula and pedagogical areas with content to support staff at all levels across BLENNZ. BLENNZ is rich in knowledge and content around the country, across many areas of curricula and pedagogy and this work has brought much of this into a shared space for everyone to access.</p> <p>The Hub is also developing as a space where people can share their Inquiries across the network. These are quick and easy to set up and provide an opportunity for people to share and test their ideas, while developing content for a range of audiences.</p> <p><b>Partially Achieved targets for 2019</b></p> <p>Social skills have been embedded into every Immersion course this year with a lot of work being done around the building of groups and maintaining the connections for students who have attended Immersion courses. The Youth Working Team from Whare Nikau have worked on a number of courses focussing on team building and social skills and this will be expanded on in 2020. This has had a positive impact on whanaunatanga for ākonga and whanau who attend these courses. The focus on The Hub has been the sharing of research articles and trying to develop a national conversation regarding the importance of social skills for our ākonga. In 2020 we will be looking to form a social skills inquiry group to be headed by an RTV with a particular focus in this area. The Social Skills curriculum area of The Hub now has the Social Skills chapter from Stepping Stones as the first landing point for the pedagogy section of the mind map which details the proposed population of the area and during 2020 more information will be added to flesh out the other areas.</p> <p><b>Achieved targets for 2019</b></p>

Objective	Who	Objective	Progress / Outcome
			<p><b>Deafblind</b> – Saul Taylor</p> <p>Learners with deafblindness make up the third community alongside blind and low vision ākongā, who BLENNZ supports and serves. Working alongside learners with deafblindness and whānau requires targeted, evidence-based ways of practice that acknowledge the uniqueness and diversity of the community. Pedagogy for deafblindness stretches across all of the curricula areas and is a significant aspect in the key areas that the leadership team have been developing: sensory efficiency, communication, social skills, transition, access and early learning. For example, what does transition look like for a learner with deafblindness who includes sign language as his/her communication system? Or what are the specific learning needs for a two-year old with deafblindness who uses touch and proximity as their primary learning channel and how do we support his/her family? Or how do we best communicate and work alongside Deaf and Hard of Hearing services with a eleven-year old BLENNZ learner who uses bilateral hearing aids and a remote mic as he/she moves to another school? Building national capacity and consistency involves the creation of a network of Resource Teachers Vision who currently work or have a passion for working with learners with deafblindness. Currently, a group of BLENNZ staff who attended the 17<sup>th</sup> Deafblind International World Conference in Australia on the 12-16 August, 2019 continue to provide deafblind input in their respective positions across the network. These include members who represent Homai school, VRC manager, BELS, VRC coordinator, NAS and RTV. Widening the circle of representation to involve VRCs and RTVs across the country is one of the next steps in establishing partnerships and information sharing. This has connections to the annual plan goal and objectives and the action steps for deafblind PLD/resources for 2020. During 2019, presentations on BLENNZ deafblind inquiry, the resulting demographics and next steps have been shared internally with the DOM department and externally with the two principals of the DEC's and head of Advisors on Deaf Children/MOE. In addition, the Hub contains sections for deafblind content: Deafblind Pedagogy and the workgroup, Deafblind Learners. These will be two spaces online where BLENNZ staff can access current ideas and research as well as ways of working that have been proven throughout the history of deafblind education.</p>

Objective	Who	Objective	Progress / Outcome
			<p><b>Initiated</b>  <b>Transition – Jenny Ayden</b>  The transition co-design process and outcomes were shared at each of the Regional Days. After which a request for expressions of interest for staff to be part of a reference group as we progress through the initiatives in the National Transition Proposal. A workshop was held at Homai Campus where 10 staff contributed in further developing the transition curriculum. This is to be a 4 term structured programme which can be differentiated to meet ākonga need those This will be trialled in the year long programme and the four short term transition focused immersion courses during 2020. There will be continued reflection and input from members of the reference team as the year progresses. Consultation and collaboration will also take place with sector partners.</p> <p><b>Achieved</b>  <b>DOM</b>  DOM - group inquiry, led by Kay, with the theme reflecting on the service to move forward has included: WIT theming what’s going well and what we can reflect on to move forward interviews from the DOM Specialist team; how we are prioritising learners and next steps; our experiences with training; comparisons of time specialists spend in various activities; assessment tools and how we can evolve these; bitrix use by DOM team; review of Homai campus DOM service and how it fits with network team; where we are at with leading motor development and next steps with RTV courses.</p> <p>The DOM team are presenting their various aspects in January DOM meeting and co-ord bringing group inquiry together for end term 1 2020.</p> <p><b>Achieved - Early Learning</b>  A significant focus of the development of BELS has been the shift toward early childhood focused RTV. Over the course of 2019 centres have moved from many of their RTV “dipping their toes” into early childhood, to employing or selecting one,</p>

Objective	Who	Objective	Progress / Outcome
			<p>or a small number of RTV to be the centre's key RTV for early childhood. This has enabled these kaiako to engage in early learning pedagogy and practice, thus benefiting ākongā and whānau. Literature has unequivocally shown that the employment of early childhood focused staff is paramount to effective services. All early childhood focused staff have this year participated in a BELS Staff Programme, involving 3-days of participatory, active learning. This has been followed-up with ongoing learning and sharing through monthly Zoom meetings between each of the BELS Staff Programmes participants and the BELS team. Two RTVs relatively new to BLENNZ were recognised for their pedagogical knowledge of early childhood practice and engaged to each support one aspect of the BELS Staff Programmes. Two other experienced RTVs also supported the delivery of the programmes. Engaging an ex-RTV through contract work has had significant benefit for the newly developing BELS team. Collaboration between Auckland EC RTV and BELS resulted in strengthening of relationships and development of an initial PATH. A survey of EC focused staff identified areas of knowledge of individual RTV, as well as gaps in early childhood pedagogy and practice. Having this knowledge enables us to provide contacts between RTV seeking information or support. A survey of early childhood inquiries was undertaken this year and RTV undertaking these inquiries encouraged to present their findings at the BLENNZ Conference.</p> <p>A further outcome of the work across the network this year has been an understanding of the need to develop strategies to engage the leadership team in early childhood pedagogy and practice – to believe in, to advocate and to support the initiatives of BELS.</p>
3.	Coordinator Early Childhood	To establish an outreach service to enhance practice in early learning to strengthen effective practice across the network.	<p><b>Achieved</b></p> <p>Planned outcomes have led to the establishment of BELS services. Progress has been made toward shared philosophical understandings of whānau centred participatory practice, BELS Principles and related outcomes of effective practice for early childhood kaiako. This has occurred through three BELS Staff Programmes occurring over 2019, with ongoing monthly Zoom meetings between participants and BELS staff, and encouragement to engage in three dedicated</p>

Objective	Who	Objective	Progress / Outcome
			<p>BELS Workgroups. While not yet universal across all early childhood kaiako within BLENNZ, the pedagogy and philosophy of BELS has been well socialised and continues to evolve and be understood, which will result in better outcomes for ākonga and whānau. Evaluation of the outcomes of the programmes will occur in 2020.</p> <p>BELS have trailed a variety of communication options including Zoom, Hub Workgroups, BELS newsletter, phone connections, and a dedicated BELS email helpline to engage EC RTV. Zoom meetings have drawn the highest involvement.</p>
4.	Coordinator National Assessment Service	To develop our practice in identification and assessment with a focus on cerebral vision impairment.	<p><b>Achieved – first phase of this work</b></p> <p>A definition has been developed and shared with BLENNZ staff at regional days. The PowerPoint for this is available on the Hub. A resource on CVI has been developed and includes current international classifications of CVI. It was completed and shared in May 2019. The definition was also shared at the meeting with MOE on 6 June.</p> <p>A review of current international knowledge and practice relating to assessment and interventions for ākonga with CVI and no additional challenges (CVI Classification 3) has been completed and shared, May 2019.</p> <p>Regular meetings have taken place throughout the year to document progress and review the scope and direction of the project.</p> <p>The information available to date is now with Coordinator Digital Access eLearning to be put on the Hub under CVI. Next steps are currently being documented.</p>
5.	Coordinator National Assessment Service and Christchurch Visual Resource Centre	To complete assessment process for ākonga and work collaboratively with Waitaha to develop a process to build confidence and competence of their teaching team.	<p><b>Achieved targets for 2019</b></p> <p>A review of what is currently happening at special schools in the Auckland Region re: vision screenings, to support and inform the Waitaha school project took place in February and NAS.</p> <p>Waitaha Specialist School's professional learning and development sessions have been completed with positive feedback from staff and the Principal. 16 surveys were completed. Results were extremely positive and comments about what the staff found helpful included;</p>



Objective	Who	Objective	Progress / Outcome
			<ul style="list-style-type: none"> <li>• case studies of a number of Waitaha children;</li> <li>• resources that can be used;</li> <li>• how to engage students who use tactile and aural strategies to engage and make sense of the world; higher understanding of learner need;</li> <li>• different visual impairments and ways to engage students who are auditory and tactile learners.</li> </ul> <p>Suggestions for further learning included:</p> <ul style="list-style-type: none"> <li>• visiting the satellite classes to provide insight on students outside base school;</li> <li>• creating tactile/auditory learning environments and programmes;</li> <li>• how to accommodate movement disorder when teaching through tactile channels, some electronic pictures of resources.</li> </ul> <p>Communication with an ophthalmologist's PA has been taking place to clarify outcomes for the 8 children referred as part of the Inquiry process last year (The optometrist referred these learners for further follow up). One child is still to be seen as parent cancelled the appointment.</p> <p>A discussion with the RTV who is delivering service to Waitaha has given feedback on how this PLD has influenced practice within the school and outcomes are very positive with referrals being made and several new learners identified as meeting criteria for the BLENNZ roll. Teachers and therapists in the school are asking great questions and implementing ideas from PLD as well as creating their own resources and ideas.</p> <p>A meeting with Principal of Waitaha, Principal of BLENNZ and Coordinator NAS will take place on Monday 2 December at BLENNZ Christchurch to look at next steps.</p> <p>The RTV who supports Waitaha school and Coordinator NAS will be presenting at the BLENNZ Conference outcomes of this project to inform future work with specialist schools.</p>

Objective	Who	Objective	Progress / Outcome
6.	Senior Teacher National Assessment Service & Coord VRCs	To be able to clearly and accurately identify BLENNZ ākonga who are deafblind.	<p><b>Achieved targets for 2019</b></p> <p><b>Saul Taylor – liaising with Patrick Pink</b></p> <p>Senior Teacher NAS and Coordinator VRCs have obtained a national picture of learners with deafblindness. 10% of the BLENNZ roll have a permanent hearing status in combination with their vision status. We now also know that 50% of BLENNZ deafblind learners are in regular school settings, and a further third are in special schools. The Learner Profile and eTAP have been reviewed and changed to include clinical hearing information and status, hearing supports and services, devices for hearing access, receptive and expressive communication modes and sensory channels for learning. This will assist in collecting, archiving and selecting data to inform future PLD, resources, funding and service delivery.</p>

## Systems / Resources

Objective	Who	Objective	Progress / Outcome
1.	Coordinators	To establish and maintain a comprehensive catalogue of all BLENNZ learning resources.	<p><b>Partially Achieved</b></p> <p><b>Ali Prskawetz</b></p> <p>A considerable amount of progress has occurred during 2019. The Resource Catalogue Librarian has worked with staff nationally to set up systems and provide PD. 12 of the 14 VRCs have been trained in the use of the system, as well as staff in the Homai Campus School, with more than 5000 items currently catalogued. This year 11 of 13 centres have been visited and training given. (Not including Homai). Well over 5000 items have been added to Accessit. This maintenance work ensures we are maintaining a high standard of cataloguing that benefits all staff using the catalogue. New collections added include kits, FVA, musical instruments and poetry cards. This means staff can now add their own items to these existing records, which saves time. This work is important to our online catalogue as it provides an easy search tool for staff. This ensures the same, updated information is being accessed by all staff who work in centres, to help guide them when cataloguing.</p> <p>The establishment of the initial catalogue of curriculum resources is time consuming so this will be an ongoing piece of work in 2020.</p>

Objective	Who	Objective	Progress / Outcome
2.	Senior Manager Administration	To incorporate all of BLENNZ IT / AT resources into the catalogue.	<p><b>Partially Achieved</b>  <b>Bridget</b>  The focus for 2020 has been to ensure we have captured all IT/ AT / ICT infrastructure items on the asset register with all relevant information documented to enable effective planning to inform replacement cycles.  The intention in 2020 is to also catalogue and bar code all BLENNZ IT resources, integrating this into the Accessit system used for curricula material.</p>
3.	Senior Manager Coordinator Communication	To fully implement the roles and responsibilities of a Prescribed Body.	<p><b>Partially Achieved</b>  <b>Ali Prskawetz</b></p> <ul style="list-style-type: none"> <li>• BLENNZ is working towards all requirements under the Prescribed Body status which has now changed to an Authorised Entity now the Marrakesh Treaty is signed off by government.</li> <li>• A new copyright Bill has been passed through parliament in the last month. With this in mind we are developing a national system.</li> <li>• We have developed a BLENNZ work flow matrix and registry system and are currently working through a national process. This is supported by guidelines to inform staff of their respective responsibilities in complying to Authorised Entity status.</li> <li>• Once this is developed we will work through this with support from our affiliated partners.</li> </ul>

## Property

Objective	Who	Objective	Progress / Outcome
1.	Principals Deaf Education Centre and LSM	<p>To have a mutually agreed process (between MOE, DEC and BLENNZ) confirmed to implement the appropriate agreements for all Centres and Satellites.</p> <p>This will be achieved by a MOE Property person taking responsibility to lead the implementation or updating of agreements nationwide.</p>	<p><b>Achieved targets for 2019</b>  Points of contact from the three parties have been identified:</p> <ul style="list-style-type: none"> <li>• DEC – Principal and EO</li> <li>• BLENNZ – Principal and SM Admin or SM Admin drawn in as required dependent on agenda.</li> <li>• MOE have identified a senior person within the property team whose role is to oversee this work nationally– Stephen Cross: <ul style="list-style-type: none"> <li>o Stephen draws in others to inform the work as appropriate.</li> </ul> </li> </ul>

Objective	Who	Objective	Progress / Outcome
			<p>Face to face meetings have occurred to clarify the existing situation and these are now scheduled as monthly meetings, with plans of action developed around specific areas of need e.g. ICT, Property Occupancy, Capital Works.</p> <p>Property Occupancy Agreements have been prioritised, with a view to confirm a process and work on agreements for Awapuni; Kelburn; Riselaw; and Northland are underway. These will inform process for remaining sites.</p> <p>MOE are recognising some of the internal barriers and aim to have new process minimise these by providing increased guidance to regional property teams and initiating process in partnership with Sensory Schools.</p> <p>The Sensory Schools provide information at various times throughout the year to a number of different groups within MOE. A request by us for MOE to maintain a national spreadsheet tracking all elements of work has been agreed to. This has been populated by Sensory Schools and will be updated on a regular basis.</p>
2.	Principals Deaf Education Centre and LSM	To have a mutually agreed process (between MOE, DEC and BLENNZ) confirmed to review, action and complete the Sensory Schools Capital Works Plan.	<p><b>Achieved</b></p> <p>As above, points of contact from the three parties:</p> <ul style="list-style-type: none"> <li>• DEC – Principal and EO</li> <li>• BLENNZ – Principal and SMAT</li> <li>• MOE – Stephen Cross</li> </ul> <p>Recently completed - Wellington VRC and Palmerston North Sensory Centre at Awapuni School.</p> <p>Current projects include:</p> <ul style="list-style-type: none"> <li>• Tikipunga, Northland Sensory Resource Centre</li> <li>• Scott Point Satellites/Visual Resource Centre</li> <li>• Belmont Satellites/ Visual Resource Centre</li> <li>• Riselaw, Otago Sensory Resource Centre</li> <li>• Awapuni, Palmerston North Sensory Resource Centre</li> </ul>

Objective	Who	Objective	Progress / Outcome
			<p>The entire national spreadsheet for all sensory school property has been reviewed twice during the year. With ongoing progress of prioritised projects and emerging priorities discussed at the National Sensory School Property meeting, convened monthly by MOE. Follow up in relation to matters raised has been undertaken by MOE effecting some positive change re communication. Prioritised projects for 2020 have been identified.</p> <p>Further review required in the near future to prioritise for 2020.</p>