ALLENVALE SCHOOL

TOWARD COMMUNITY INCLUSION

ko te kura, ko te hāpori, ko tātou!

Charter

2016

Vision

'Toward Community Inclusion'

Ko te kura, ko te hāpori, ko tātou

Core Values

Belonging
Whanaungatanga

Independence
Mana Motuhake

Generosity
Atawhai

Success
Tutukitanga

Mission Statement

Allenvale staff, in partnership with the school's community, will provide a respectful, focused and safe learning environment. This will be achieved through excellence in teaching that ensures that all students are provided with knowledge, skills and attitudes that enable them to be included in the community while meeting their aspirations and those of their family/whānau/caregiver.

THE PURPOSE OF ALLENVALE SCHOOL

The purpose of Allenvale School is to provide special education in a specialist setting for ORS verified students who require a curriculum that is significantly adapted. Students who have a high to profound intellectual disability including students on the autistic spectrum in years 1-13 are eligible for enrolment. Placement at Allenvale School will:

- Increase learning achievement through a significantly adapted and individualised curriculum
- Provide programmes to enhance each student's personal and social skills and
- Provide flexible pathways for students to be included in the community.
- Provide a student centered transition programme for post school life.

GENERAL DESCRIPTION

Allenvale School is a specialist provider for students who are, with few exceptions, verified as eligible to receive targeted funding through the Ongoing Resourcing Scheme (ORS).

Specialist teachers, teacher assistants and specialist services including; speech and language therapists, an occupational therapist , a physiotherapist , a music therapist and a psychologist are employed by the Board of Trustees. There is approximately 80 staff.

Teaching staff, teacher assistants, administration staff and therapists work collaboratively to implement programmes designed to meet students' needs. Staff focus on individual student needs, interests and aspirations through effective planning, assessment and current pedagogy.

Our classes are well organised and routines orderly while effective teaching strategies make learning fun, challenging and successful. Well-targeted, meaningful, stimulating, integrated, learning programmes are responsive to our students' specific and highly variable needs, and a regulated pace of learning engages students in planned sequential learning experiences. Regular experiences outside the classroom are an integral aspect of students' literacy, social and communication skills development.

Allenvale School currently has one satellite at Westburn School.

Allenvale School, in partnership with the Ministry of Education has developed an off-site tertiary education unit for students aged 17 years and above. This is located at the Papanui Youth Development Centre.

The intention is to develop a greater range of satellite units in consultation with Special Education, Ministry of Education following the Minister's agreement with the board's preferred options including a new collocated base school.

The first of these units will be established at Ashgrove School in Rangiora and will open 2017.

Allenvale offers a specialist teacher outreach service to students who are ORS verified however are enrolled in their local school.

NATIONAL LEARNING PRIORITIES

The school will determine its priorities by focusing on New Zealand's National Learning Priorities.

National learning priorities are currently determined to be:

- Raising expectations for achievement of all learners.
- Focus on numeracy and literacy.
- Focus on quality teaching.
- Strengthening family and community involvement.
- Focusing on outcomes.
- Developing a collaborative and responsive education network.
- Supporting the future proofing of our educational institutions.
- Promoting the knowledge base of the sector.
- Focusing resources on our priorities.

Local priorities will be identified through:

- The school's programme of self-review.
- Analysis of student achievement.

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

- Allenvale School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.
- In recognizing the unique position of Māori culture, Allenvale School will provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) as relevant to our student's needs and abilities.
- Students will be given the opportunity to be involved in the school's kapahaka group.
- Should a parent request further tikanga Māori or te reo Māori for their child, it would be identified through the ILP/ITP meeting and a programme developed appropriate to the child's need.
- Allenvale School has appointed a Kaumatua.

CONSULTATION WITH MĀORI WHANAU

All parents/whānau who identify their children as New Zealand Māori were individually consulted with. Plans and targets for student achievement were promulgated and further input invited. Whānau were also invited to give feedback on the school's 'Māori Student Achievement Strategy 2016 – 2018'. All parents//whānau are invited to contribute their views informally or formally at any time during the year.

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MAORI STUDENT ACHIEVEMENT STRATEGY 2016 - 2018

The board and staff of Allenvale School support the promotion of improved student achievement for Māori students.

We believe that this can be achieved by Allenvale School being committed to the following ideals.

- The board of trustees and staff will encourage whānau participation in the school.
- The staff will be supported to build their knowledge and confidence in te reo Māori and tikanga Māori through professional development opportunities, learning waiata and mihi at staff meetings.
- Increasing the use and knowledge of te reo Māori in the school by having bilingual signage and Māori language in the school environment.
- That students will have the opportunity to participate in kapahaka at school.
- That our Māori students' goal achievement will be equal to or greater than non-Māori IEP goal achievement.
- Students will build their knowledge of te reo Māori and tikanga Māori within their capability.
- That teachers will have consistently high expectations of our Māori students.
- That teachers will bring the Māori perspective into the classroom programme.
- This strategy will be supported by the Tikanga Māori Advisory Support Group (ASG) and the school Kaumatua.

GOVERNING AND MANAGING THE SCHOOL

1. We follow legislative and Ministry of Education requirements.
2. We are a collaborative school and work as a team to provide strong direction for the school through shared goals, strategic and annual planning.
3. We use self-review as the mechanism through which we gather and analyse information on the effectiveness and quality of our policies, practices and programmes.
4. We incorporate staff appraisal as part of the self-review process.
5. The board of trustees has a process for effective targeted budgeting based on its knowledge, understanding and commitment of the school's special needs.
6. We employ staff who have a wide range of specialist skills and passion and experience in working with students with intellectual and physical disabilities.

REPORTING TO PARENTS/WHANAU/BOARD

- Meet the teachers – February.
- ILP meetings are held term one.
- ITP meetings are held term one.
- ILP review meetings are held term three.
- ITP review meetings are held term three.
- Comprehensive written reports for all students – December.
- Transition reports (school leavers) written end of each term.

  - ILP/ITP target achievement, whole school and Māori/Pasifika student achievement reported and analysed twice in each school calendar year.
  - Student Achievement Targets (cohorts) that will include under achievers, will be reported to the board as interim and finalised analysed data mid-year and end of year to inform new student achievement targets for the following year.

STUDENT ACHIEVEMENT

- Students' strengths are recognised and enhanced in an environment that promotes effective pedagogy and consistent practice.

- Students are empowered to engage with learning through:

  - a safe, caring and nurturing environment.
  - recognising the student and not the disability.
  - being respected by staff as having individual rights
  - having success celebrated.
  - a partnership between the school and the student's home.
  - teachers demonstrating effective pedagogy.
  - quality achievement information that is based on effective, valid and reliable assessment.
  - the valuing of New Zealand's bicultural heritage.
  - effective specialist therapy provision and intervention.

- Students' special learning needs will be met in a school culture that values safety, transparency, internal evaluation (self-review) and external evaluation.

- Students' knowledge, skills and values will be promoted through:

  - the adaptation and design of the *New Zealand Curriculum* at all levels appropriate to the learning needs of the students.
  - the design of individual learning plans (ILPs).
  - the design of individual transition plans (ITPs).
  - access to a range of specialist services including speech language, psychological, physiotherapy, occupational therapy and music therapy.
  - student's involvement in the wider community.
  - access to social and life skills programmes.

- Programmes will provide students with improved learning outcomes in:

  - communication skills (applying a total communication approach).
  - basic literacy skills.
  - living skills including numeracy and information skills (using language, symbols and texts).
  - physical skills including self-care, wellbeing and recreation.
  - self-management skills including self-esteem and emotional wellbeing, personal and community living skills (managing self).
  - social and cooperative interactive skills including self-management and monitoring of behaviour (relating to others).
  - problem solving relating to personal and community living skills (participating and contributing).
  - using thinking to make sense of and to ask questions about information, ideas and experiences (thinking).

Annual Planning 2016/Student Achievement 1

Strategic Goal: All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP) Additional cohorts will be targeted in other specified learning areas.	
Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.	Annual Target: At least 75% of all students will achieve 70% or more of their Individual Learning Plan (ILP) key learning goals in the domain of **Language and Communication.**

Baseline Data/ Historical Position: **2014 IEP Goal Achievement = 75%** **2105 ILP Key Goals = 39%**

IEP (1- 4 primary goals) has been superseded by the Individual Learning Plan that encompasses all the student's learning. Students will have a minimum of four key learning goals with many having in excess of ten goals. The results from 2015 reflect the transition period from IEP to ILP and the shorter period from which the data was analysed.

Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Data gathering will focus on: 1. The **ILP** domain of Language and Communication 2. All four domains for schoolwide reporting Support for teachers will be targeted through PLD and SLT input where identified Augmentative communication devices for individual students will be accessed by SLT's Resources to support learning and teaching will be identified at team and ASG level. Purchases will be made through the curriculum budget	deputy principal curriculum ASG facilitator	curriculum	over the 2016 year	• the annual target will be met • resources identified to support learning & teaching will be accessed • data and accompanying comments will be lodged by teachers on a google spreadsheet as each KLG is achieved. This is located on the staff portal. • data will be synthesized against the number of KLG's set up for each student • overall data across all four domains will reflect a final percentage • exit data results to be reported to staff, students, board and parents whanau • next steps will be identified for consideration in the 2017 SATs	• interim data will be collected July/August • interim data and results of progress will be reported to staff, students, board,parents and whanau • interim data to inform next steps for the remainder of the year

Annual Planning 2016/Student Achievement 2

Strategic Goal:
All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP) Additional cohorts will be targeted in other specified learning areas.

Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.	Annual Target: **Māori & Pasifika** students' achievement of their key learning goals from the ILP domain of Language and Communication and overall goal achievement will be equal to or greater than their non-Māori/Pasifika peers.

Baseline Data/ Historical Position: **2014 IEP Achievement = 77%** **2015 ILP Achievement = 40%**

The IEP (1- 4 primary goals) has been superseded by the Individual Learning Plan that encompasses all the student's learning. Students will have a minimum of four key learning goals with many having in excess of ten goals. The results from 2015 reflect the transition period from IEP to ILP and the shorter period from which the data was analysed.

Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Data gathering will focus on: 1. The **ILP** domain of Language and Communication 2. All four domains for schoolwide reporting. Support for teachers will be targeted through PLD and SLT input where identified Augmentative communication devices for individual students will be accessed by SLT's Resources to support learning and teaching will be identified at team and ASG level, including the Maori and Pasifika ASG. Purchases will be made through the curriculum budget	deputy principal Specialist Services curriculum ASG facilitator	curriculum	over the 2016 year	• the annual target will be met for students identifying as Maori & Pasifika • data in the domain of Language and Communication will be analysed on an individual basis • teachers will lodge results on a spreadsheet as KLG's are achieved. This is located on the staff portal • data across all four domains will be synthesized for comparison • over-all data will reflect a final percentage • final data and analysis will be reported to staff, students board, parents and whanau • next steps will be identified for consideration in the 2017 SATs	• interim data will be collected in July/August • interim data analysis results will be reported to staff, students board, parents and whanau • interim data to inform next steps for the remainder of the year

Annual Planning 2016/Student Achievement 3

Strategic Goal: All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP) Additional cohorts will be targeted in other specified learning areas.	
Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement involving those students who did not achieve as expected in 2015.	Annual Target: All students who did not achieve their key learning goals in the domain of **Language and Communication** in 2015 will achieve these goals in 2016 (cohort identified from previous year's results)
Baseline Data/ Historical Position: 2014 IEP Not Achieved = 25% (cohort 75) 2015 ILP Language & Communication 57% The 2015 year end data reflects the review of the IPL and the introduction of the ILP. The key learning goals were set from term two during the transition from the IEP. Data was gathered and analysed from May to September.	

Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Data gathering will focus on: 1. The **ILP** domain of Language and Communication (goals not previously achieved) 2. All four domains for schoolwide reporting	deputy principal		over the 2016 year	• the target will be met • the cohort will involve only those non-achievers • teachers will develop knowledge and skills to raise achievement • PLD has been effective • teachers will lodge data on a google spreadsheet as each KLG is achieved. This is located on the staff portal • individual data will be synthesized for analysis • overall data will reflect a final percentage • final data to collected for analysis in Nov/Dec • final data will be reported to staff, students, board, parents and whanau	• interim data to be collected July/August • interim data to be analysed and reported to staff, students, board, parents and whanau • interim data to inform next steps for the remainder of the year
Teachers will target non-achieving students for intensive input		PLD			
Support for teachers will be targeted through PLD and SLT input	PLD ASG facilitator				
Augmentative communication devices for individual students will be accessed by SLT's	specialist services				
Resources to support learning and teaching will be identified at team and ASG level. Purchases will be made through the curriculum budget	curriculum ASG facilitator	curriculum			

Annual Planning 2016/Student Achievement 4

Strategic Goal:
All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP)
Additional cohorts will be targeted in other specified learning areas.

Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.	Annual Target: At least 75% of all students will achieve their key learning goals in their Individual Transition Plan from the domain **Communication and Relationships.**

Baseline Data/ Historical Position: 2014 ITP Goal Achievement = 80% 2015 ITP Goal Achievement = 87%
In 2014 the analysed data included all long term goals from the four domains in the ITP.
In 2015 the communication and relationships domain achievement was extrapolated from the whole ITP data. Communication and Relationships achievement = 78%.

Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Data gathering will focus on: 1. The **ITP** domain of Communication and Relationships 2. All four domains for schoolwide reporting	deputy principal		over the 2016 year	• the annual target will be met • resources identified to support learning & teaching will be accessed • data will be lodged by teachers on a google spreadsheet as each KLG is achieved. This is located on the staff portal. • data will be synthesized for the KLGs in the domain • overall data across all four domains will reflect a final percentage • exit data results to be reported to staff, students, board and parents whanau • next steps will be identified for consideration in the 2017 SATs	• interim data will be collected in July/August • interim data analysis results will be reported to staff, students board, parents and whanau • interim data to inform next steps for the remainder of the year
Support for teachers will be targeted through PLD and SLT input where identified	transition teacher	PLD			
Augmentative communication devices for individual students will be accessed by SLT's	specialist services	therapy			
Resources to support learning and teaching will be identified at team and ASG level. Purchases will be made through the curriculum budget	curriculum ASG facilitator	curriculum			

Annual Planning 2016/Student Achievement 5

Strategic Goal:
All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP)
Additional cohorts will be targeted in other specified learning areas.

Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.	Annual Target: **Māori & Pasifika** student's goal achievement in the domain of Communication and Relationships and overall goal achievement of the ITP will be equal to or greater than their non-Māori/Pasifika peers.

Baseline Data/ Historical Position: 2014 ITP Goal Achievement = 80% 2015 ITP Goal Achievement = 70%
In 2014 the analysed data included all long term goals from the four domains in the ITP.
In 2015 the Communication and Relationships domain achievement was extrapolated from the whole ITP data. Communication and Relationships achievement = 78.2%.

Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Data gathering will focus on: 1. The **ITP** domain of Communication and Relationships 2. All four domains for schoolwide reporting	deputy principal		over the 2016 year	• the annual target will be met • resources identified to support learning & teaching will be accessed • data will be lodged by teachers on a google spreadsheet as each KLG is achieved. This is located on the staff portal. • data will be synthesized for the KLGs in the domain • overall data across all four domains will reflect a final percentage • exit data results to be reported to staff, students, board and parents whanau • next steps will be identified for	• interim data will be collected in July/August • interim data analysis results will be reported to staff, students board, parents and whanau • interim data to inform next steps for the remainder of the year
Support for teachers will be targeted through PLD and SLT input where identified	transition teacher	PLD			
Augmentative communication devices for individual students will be accessed by SLT's	specialist services	therapy			
Resources to support learning and teaching will be identified at team and ASG level including the Maori and Pasifika ASG. Purchases will be made through the curriculum budget	curriculum ASG facilitator	curriculum			

Annual Planning 2016/Student Achievement 6

Strategic Goal:
All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP)
Additional cohorts will be targeted in other specified learning areas.

Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.	Annual Target: The identified cohort (12 students) who did not achieve their key learning goals in the domain of **Communication & Relationships** in their Individual Transition Plan in 2015 will achieve these in 2016.

Baseline Data/ Historical Position: 2014 Not Achieved (all goals) = 20%. 2015 Not Achieved (Communication /Relationships) = 22%
The target for 2016 will specifically focus on those students who did not achieve their 2015 key learning goals in the domain of Communication and Relationships.

Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Data gathering will focus on: 1. The **ITP** domain of Communication and Relationships (goals not previously achieved) 2. All four domains for schoolwide reporting	deputy principal		over the 2016 year	• the annual target will be met • resources identified to support targeted students will be accessed • data will be lodged by teachers on a google spreadsheet as each KLG is achieved. This is located on the staff portal. • data will be synthesized for the KLGs in the domain • overall data across all four domains will reflect a final percentage • exit data results to be reported to staff, students, board and parents whanau • next steps will be identified for consideration in the 2017 SATs	• interim data will be collected in July/August • interim data analysis results will be reported to staff, students board, parents and whanau • interim data to inform next steps for the remainder of the year
Teachers will target non-achieving students for intensive input	transition teacher				
Support for teachers will be targeted through PLD and SLT input		PLD			
Augmentative communication devices for individual students will be accessed by SLT's	specialist services	therapy			
Resources to support learning and teaching will be identified at class, team and ASG level. Purchases will be made through the curriculum budget	curriculum ASG facilitator	curriculum			

Annual Planning 2016/Student Achievement 7

Strategic Goal: All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP) Additional cohorts will be targeted in other specified learning areas.	
Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.	Annual Target: 80% of the identified PMLD cohort will increase their competency on the **Switch Progression Road Map Assessment** scale, build on their prior learning and where appropriate, progress one step on the continuum.
Baseline Data/ Historical Position: 2104: 80% of the cohort progressed two steps 2015: 89% progressed 1,2 or 3 steps This target increases the level of participation, choice making and independence for profoundly learning disabled students.	

Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Data gathering will focus on: • achievement within the Switch Progression Road Map Assessment Scale Teachers will target students for intensive input to raise achievement, towards progressing one more step on the continuum	PMLD teaching team		over the 2016 year	• the annual target will be met • students will retain prior learning and skills and build upon them • students will begin to learn to generalise skills to other settings • teachers will be supported to target students • ICT support demonstrated success • new and improved resources will be sourced and will be effective • next steps will be identified for potential inclusion in the 2017 SAT's	• interim data will be collected in July/August • interim data analysis results will be reported to staff, students board, parents and whanau • interim data to inform next steps for the remainder of the year
ICT input will be accessed if required	ICT teacher	ICT			
Teachers will consolidate student's prior learning including generalisation					
Resources to support targeted learning a will be reviewed and improved or more suitable resources will be sourced	curriculum ASG facilitator	curriculum			

Annual Planning 2016/Student Achievement 10

Strategic Goal: All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP) Additional cohorts will be targeted in other specified learning areas.	
Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.	Annual Target: **Cycle Skills**. 75% of the junior school cohort in rooms 1, 2, 11, 12 and 15 will progress at least one step on the cycle skills task progression continuum.
Baseline Data/ Historical Position: Cycle skills are considered to be of benefit to all students including; increased physical fitness, motor skills, and coordination. It also raises the confidence and self-esteem of our students through a fun activity. It also provides for health and wellbeing outcomes for the pupils. Cycle riding provides an opportunity for students to self-manage risks in a supportive and safe learning environment.	

Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Task progression developed Data gathering :progress along the bike skills task progression continuum Teachers will assess junior students on the bike skills continuum to identify baseline data Teachers will target students' specific needs when engaging them in the development of bike skills Guidance will be sourced from the OT and physiotherapist who will assist with techniques via a referral. Resources to support learning and teaching will be identified at a class and team level. The OT, bike programme TA and Lead teacher for sports will liaise regarding equipment needed	O.T. Physio & Lead Tcher Sport Lead Teacher Sport occupational & physiotherapist. Cycle programme TA & lead teacher sport	school operation budget	over the 2016 year	• the annual target will be met • teachers will be upskilled in teaching bike skills • students will make progress, develop and generalise skills • the OT & physiotherapist will be available to support teachers and TA's with class based cycle programmes via referral. • cycles, and associated resources will be improved • final data will be reported to staff, students, board, parents and whanau • final data will inform next steps regarding the cycle programme for juniors at Allenvale	• interim data to be collected July/August • interim data to be analysed and reported to staff, students, board, parents and whanau • interim data to inform next steps for the remainder of the year