

Strategic Goals 2016 -2018

Strategic Goals	2016 Actions	2017 Actions	2018 Aims
Curriculum: All students achieve success in their learning evidenced by progressions in the Individual Learning Plans or Individual Transition Plans. Additionally student cohorts will be targeted in specific learning areas, particularly those students underachieving.	<ul style="list-style-type: none"> Annual Targets will be reported to the board – interim and final analysis of achievement. Trial the Integrated Curriculum Assessment model website – curriculum updated. Duke of Edinburgh introduced in the senior school. Commence planning for cumulative record of achievement and assessment. 	<ul style="list-style-type: none"> Annual targets will identify under-achievers with additional resources provided. Review Early Literacy and Four Blocks’ <ul style="list-style-type: none"> and extend staff capability with next progressions key staff to visit Willans Hill School, NSW Cumulative record of achievement introduced and trialled across the school. 	<ul style="list-style-type: none"> ITP and ILPs process embedded. CPAG philosophy and framework and teacher’s handbook accessible to staff/board via Google docs. Website features curriculum/interactive exemplars. Duke of Edinburgh programme embedded. All students have a cumulative record of achievement. Assessment processes embedded.
Community Engagement: A higher level of engagement with the school community including Maori and Pasifika will in partnership enhance the learning outcomes of our students.	<ul style="list-style-type: none"> Introduce ‘tiqbiz’ to our parent community. Ensure ILP/ITPs are culturally responsive. Ensure parents engage with ‘Lifelinks’ early. Provide presentations via the PTA and school staff. 	<ul style="list-style-type: none"> Promote face to face meetings with Maori and Pasifika whanau including kai. Embrace Maori Language Week and celebrate other cultural weeks. Promote access to our website and blogs. 	<ul style="list-style-type: none"> tiqbiz is accessible by the majority of our school community. Allenvale values the ----- and diversity of all cultures. All the school community are well informed and have a sense of belonging.
Pedagogical Practice: Teaching and specialist staff will investigate and evaluate researched based changes in pedagogical practice for students with special education needs and disabilities and apply proven and effective pedagogy through ‘teacher enquiry’.	<ul style="list-style-type: none"> The Atol toolkit framework is understood and implemented by all staff. The TEACCH programme is understood by all staff (following PLD) A designated teacher will support TEACCH. Teacher enquiry is introduced late 2016. 	<ul style="list-style-type: none"> Consolidate ‘new starts’ understanding and implementation of ATOL in classrooms. Teachers are supported to have TEACCH principles as part of their pedagogical toolkit. Teachers trial teacher enquiry ‘thru’ appraisal. 	<ul style="list-style-type: none"> The ATOL framework is evident in all classes. The TEACCH programme is embedded in teachers’ pedagogical practice. Student learning improves. Teacher enquiry is embedded in appraisal.
Digital Culture: Develop a culture of digital leadership to support and enhance eLearning, promote digital connections across the school community and maximise eTool potential to enhance student learning outcomes.	<ul style="list-style-type: none"> Implementation of classroom digital safety protocols. Develop tiqbiz community communication tool. Rebuild the school website. Increase classroom - community links using Blogs. GAFE implementation consolidation. 	<ul style="list-style-type: none"> Satellite – base school links are seamless. Virtual meeting protocol in place and used by Ashgrove Staff. GAFE extension. Review of School IT assets and asset management. 	<ul style="list-style-type: none"> Solid tools in place to communicate with the community. Satellite – ICT links are seamless with base school. Staff accessing a wide range of PLD opportunities. All classes using a variety of tools to access ICT across the curriculum. Evidence of fluent use of ICT seen throughout the school.
Leading Change: Proactively support the community, staff and students to implement the Special Schools Network agreed outcomes for Allenvale. A new co-located base school and an increased satellite provision in primary, intermediate and secondary settings.	<ul style="list-style-type: none"> Engage in the ‘Grow Waitaha’ project. Progress the Burnside/Cobham satellite provision. Progress the Burnside High satellite provision. Confirm site for new base school with MOE. Engage all staff in developing ‘the ideal school’. 	<ul style="list-style-type: none"> Engage the community in Master Planning. Engage with the Burnside/Cobham school community. Engage with co-located partner board/principal. Maintain regular dialogue with the Ministry staff and the school community. 	<ul style="list-style-type: none"> Complete an Education Brief for the base school. Cobham/Burnside satellite established. Master planning implemented Burnside High. Project brief for Burnside High completed. Base school location confirmed, master planning commenced by the project manager – MOE. The school has robust systems for health and safety.
School Culture: Maintain a respectful, collaborative, high trust community that values all staff and their skills that promote high quality learning and teaching. Professional development, schoolwide and individual will be encouraged. Growing leadership will be valued.	<ul style="list-style-type: none"> Implement recommendations from the SSP review. Provide high quality professional development Senior staff will be provided with Leadership PLD by external facilitator or online leadership courses. Promote a proactive attitude to health and safety in the school. 	<ul style="list-style-type: none"> Consolidate SSP review recommendations. Build on 2016 professional development. Leadership PLD will be provided for senior staff and staff with aspiration for leadership opportunities internally/externally. Consolidate staff competence with health and safety equipment. 	<ul style="list-style-type: none"> All Specialist Service Standards are fully met. All staff have professional development needs met. Allenvale has staff with high levels of leadership capability to support all staff in the transition to the new base school.
Aspirational: Explore the provision of an Early Learning centre for preschool children on the Autistic Spectrum. Allenvale becomes an approved provider of professional development for teachers and aides in regular schools.	<ul style="list-style-type: none"> Visit and evaluate E.L. programmes in Australia. Source statistics and needs from the community and whanau for an ideal E.L. provision. Develop principles and guidelines in partnership with the Ministry ECE sector. Seek suitable premises with an umbrella organisation or establish a link with an Australian provider. 	<ul style="list-style-type: none"> Establish appropriate funding and staff provision. In partnership with Te Ora Hau Trust build suitable premises. Develop parent education sessions through a multi-disciplinary team approach. Evaluate programmes with provider partner. Reciprocal exchange for PLD. 	<ul style="list-style-type: none"> A Ministry approved Early Learning Centre for students aged 3 – 6 on the autistic spectrum established. Information accessible on our website. Media coverage if appropriate.

