

**Belonging**  
Whanaungatanga

**Generosity**  
Atawhai

## 2018 Annual Plan

*'Toward Community Inclusion'*  
*Ko te kura, ko te hāpori, ko tātou.*

**Independence**  
Mana Motuhake

**Success**  
Tutukitanga

### Student/Ākonga Achievement Targets (SATs)

**Annual Target 1:** 70% of all non-Māori & Pasifika ākonga will achieve 70% or greater of their ILP key learning goals across all domains (the 'majority cohort').

**Annual Target 2:** Māori & Pasifika ākonga will equal or surpass the 'majority cohort' in achieving their key learning goals across all domains in their ILP.

**Annual Target 3:** 80% of the 'special cohort' (ākonga who did not achieve 75% of their ILP goals in 2017) will achieve 70% or more of their key learning goals when all domains are combined.

**Annual Target 4:** 70% of all non-Māori & Pasifika ākonga will achieve 75% or more of their key learning goals across all domains (the 'majority cohort').

**Annual Target 5:** Māori & Pasifika ākonga will equal or surpass the 'majority cohort' in achieving their key learning goals across all domains in their ITP.

**Annual Target 6:** 80% of the 'special cohort' (ākonga who did not achieve 70% of their ITP goals in 2017) will achieve 70% or more of their key learning goals when all domains are combined.

**Annual Target 7:** 80% of the identified cohort of ākonga (TEC, Rooms 14K, 14T & 13) will improve their fitness.

**Annual Target 8:** All identified ākonga (PMLD) from rooms 5, 6, 9 & 10 will make progress toward achieving the 43 key milestones in the Quest for Learning Curriculum. (Social Interaction, Cognitive and Communication strands)

### Objectives to Support Student/Ākonga Learning Outcomes

- Maintain the ATOL Toolkit framework.
- Promote the principles of TEACCH and Four Blocks across the school
- Revise Assessment practices
- Ensure that ākonga and their family's aspirations are central to all Individual Transition Plans.
- Increase te reo Māori and tikanga Māori and engagement with whanau through culturally reflective practice.
- Ensure the SPEC curriculum is provided for students where relevant.
- Introduce the Prince's Trust Achievement Programme (NZQA approved), for targeted students alongside the SPEC programme.
- The Curriculum Guidelines and Framework will be accessible through the school portal.
- Ensure 'partially met' Specialist Service Standards are fully met.
- Support professional development that enhances ākonga communication.
- Continually work towards State of the Art IT infrastructure.
- Develop and maintain access to quality digital tools.
- Enhance digital connections across the school community through the IT ASG.
- Develop a leading Digital Technology curriculum including a strong pathway to growing good digital citizens.
- Ensure ākonga have access to coding including a weekly club.
- Access a local code club for high performing ākonga.
- Support ākonga 'curiosity' with access to Robotics and Electronics.
- Develop guidelines for ILP/ITPs and goal setting.
- Decrease the use of passive YouTube and screen time consumption.
- Implement any changes/developments – Assessment Continuum topic.
- Introduce the revised transition into school process (Specialist Services) including new report format.
- Review Specialist Services delivery.
- Specialist Services' referrals will be tracked on the school portal.
- Confirm and introduce the student communication profile.
- Confirm the Communication Philosophy and Framework document.
- Consider appointing a Dean for new enrolments.

### Operational Goals

#### Property and Finance

- Implement maintenance on an 'as needs' basis.
- Replace one van.
- Review the Property Occupancy Document (POD) variation with Westburn School and Ashgrove School (satellite cost provision).
- Move to Zero Accounting Software.

#### Health and Safety

- Revise the Desk File (annual)
- Transition from SCM to UBRS and MAPA.
- Provide training to all staff on Understanding Behaviour, Responding Safely (UBRS).
- Provide targeted staff with MAPA training – physical restraint practices.
- Provide PLD for all staff 'Recognising' abuse of children/young people'.
- Revise the Behaviour Support Manual into an online (portal) version 'Positive Behaviour Support'.

#### External

- Parent evenings – curriculum, sexuality education and future of Allenvale School.
- Increase engagement and collaboration with Ferndale and Waitaha schools.
- Continue to build relationship with Cobham Intermediate/Burnside Primary.
- Progress satellite provision at Burnside High in partnership with the Ministry of Education.
- Progress discussions re base school co-location site with the Ministry.
- Increase community interaction with the school.
- Maintain a strong reciprocal partnership with Ashgrove School.
- Increase the number of schools engaging in the Outreach Service.

#### Staff

- Ensure staff are well informed and supported in managing change. (Grow Waitaha).
- Ensure staff are competent with 'G.Suite' and become digitally fluent.
- All teachers, specialists, administration and teacher assistants will receive schoolwide and/or individual PLD and sensory learning through 'call back days' or teacher only days with a focus on Positive Behaviour, Culturally Responsive Practice and Leadership.
- Provide teachers/team leaders/specialists with Leadership PLD (CORE).
- Review the efficiency of the teacher assistant appraisal process.
- Appoint an 'In School Leader' for the Waimairi-iri COL.
- Promote 'Wellbeing' across the school through the Wellbeing ASG.





