

Strategic Goals	2017	2018	2019	2020 Outcomes
<p>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.</p>	<ul style="list-style-type: none"> Annual targets will identify under-achievers with additional resources provided. Review Early Literacy and Four Blocks. The Prince's Trust Achievement Programme or the Duke of Edinburgh Award will be introduced. The revised Transition Programme will be reviewed. A Digital Technology curriculum will be designed. The CPAG document will be reviewed. 	<ul style="list-style-type: none"> All students will have communication systems suitable to their needs to ensure they can engage with learning and achieve. A communication pathway for each student will be in place to record progress over time. Review assessment practices. Review the revised Transition Curriculum. Trial the Prince's Trust Achievement programme. 	<ul style="list-style-type: none"> Prince's Trust/Duke of Edinburgh embedded. CPAG philosophy and framework and teachers' handbook accessible to staff/board via Google Docs. Website features curriculum/interactive exemplars. All students have a cumulative record of achievement. Assessment processes embedded. 	<p>Our students are able to access appropriate tools that suit individual learning needs and that enable them to experience success, engagement and participation in the school and the wider community.</p>
<p>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.</p>	<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 events. Promote access to our website, Facebook, blogs and Flexbuzz. Ensure we are culturally responsive. 	<ul style="list-style-type: none"> Engage the school community in the Education Brief for the new co-located base school. Survey the school community – communication. Increase engagement with the school's Maori and Pasifika whanau through Culturally Responsive Practice. 	<ul style="list-style-type: none"> Engage the school community in the planning and design of the base school and satellites. Allenvale values the diversity of all cultures. All the school community are well informed and have a sense of belonging. 	<p>Allenvale will have strong links with our parent/whanau, valuing the expertise of family and community through authentic engagement and participation in the school.</p>
<p>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'.</p>	<ul style="list-style-type: none"> Consolidate 'new starts' understanding and implementation of AToL in classrooms. Teachers are supported to have TEACCH and Four Blocks principles as part of their pedagogical toolkit. Teachers trial teacher enquiry as an appraisal focus. Teachers include sensory diets where appropriate. 	<ul style="list-style-type: none"> Increase the Outreach teacher roll. Consolidate the Four Blocks literacy concept. Promote AToL, TEACCH and Four Blocks Literacy tools. Teacher inquiry forms a key aspect of appraisal. Sensory diets are embedded into the curriculum. 	<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. A culture of inquiry into teacher practice will promote critical reflection and links actions to student learning outcomes. 	<p>Allenvale School has a reputation for excellence in pedagogical practice. Staff are committed to ongoing self-review and improvement. Staff demonstrate a 'growth mindset' open to growth and learning at all stages of their careers.</p>
<p>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.</p>	<ul style="list-style-type: none"> Satellite – base school links are seamless. Virtual meeting protocol in place and used by Ashgrove staff. GAPE extension and maintenance. Implement key recommendations – computer use review. Develop a Digital Technology curriculum. Increase the use of Class Blogs. Further develop Flexbuzz as a community communication tool. 	<ul style="list-style-type: none"> Students can access digital tools to enhance their communication and learning. Students will be supported by safe practices and digital citizenship education. Further develop the Digital Technology curriculum to engage all learners in collaboration with staff from Waitaha and Ferndale Schools. 	<ul style="list-style-type: none"> A range of tools are in place to communicate with the school community. Satellite – ICT links are seamless with the 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 is evident throughout the school in learning and teaching practice. 	<p>Teachers and Specialists will have confidence and competence within E-learning and the use of GAPE. All staff work 'above the line'. Students' learning will be maximised by the use of e-tools to improve their learning outcomes and confidence as learners.</p>
<p>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.</p>	<ul style="list-style-type: none"> Engage with the 'Grow Waitaha' project. Form strong professional relationships with the Ashgrove School staff and community. Engage with co-located partner board/principal. Maintain regular dialogue with Ministry staff and the school community to confirm the base school site. Engage with the Burnside High community. 	<ul style="list-style-type: none"> Engage the school staff in Master Planning for the new co-located base school. Engage with staff/community to develop the 'ideal school' – property and pedagogical practice. Work in positively with the host school to plan for satellite provision – Burnside/Cobham and Burnside High. Strategically plan for roll reduction over three years. Explore engagement with ECE/Autism. 	<ul style="list-style-type: none"> Cobham/Burnside satellite established. Master planning completed – Burnside High. Project brief for Burnside High completed. Base school: detailed planning and design commenced by the project manager – MDE. The school has robust systems for health and safety. 	<p>Students and staff engage in learning and teaching in environments that suit the varied needs of our population that support best practice in teaching students requiring high and very high learning support. This will occur in a range of facilities, base school, satellites and TEC unit.</p>
<p>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, school wide and individual will be encouraged. Growing leadership will be valued</p>	<ul style="list-style-type: none"> Review the Transition to School process. Build on 2017 professional development. Leadership PLD will be provided for senior staff and staff with aspiration for leadership opportunities through external facilitator or online courses. Consolidate staff competence with health and safety. Focus on Specialist Service Standards partially met. 	<ul style="list-style-type: none"> Review the Advisory Support Group concept to ensure it is meeting the needs of the school. Promote opportunities for those with aspirations for leadership to put their learning in their practice. All staff have their professional development needs met. Focus on Specialist Service Standards partially met. Transition to UBRS/MAPA from SCM to support student wellbeing. 	<ul style="list-style-type: none"> All staff have their professional development needs met. Allenvale has staff with high levels of leadership capability to support all staff in the transition to the base school. All Specialist Service Standards are fully met. 	<p>Professional development is highly valued by the board and the school community and are provided with learning opportunities in a variety of ways to support the strategic direction of the school, the Ministry and Government policies.</p>
<p>Aspirational: Establish a clear position to follow a cohort of students during their enrolment at Allenvale. Allenvale becomes an approved provider of professional development for teachers and aides in regular schools.</p>	<ul style="list-style-type: none"> Appoint Deans for ILP and IEP students. The recommendations of the national project 'Future Network Planning' will support specialist schools enhancing their service. 	<ul style="list-style-type: none"> Engage with the Community of Learning (COL) to which Allenvale is a member to plan how professional learning and development can be delivered to staff in the COL. Consider after school care options for the Allenvale community. Consider the value of appointing a Dean for new enrolments in 2018. 	<ul style="list-style-type: none"> Appoint a Dean for new enrolments 2019. Provide effective PLD in specialist education pedagogical practice to the COL to enhance student engagement, progress and inclusion. 	<p>Students will have their learning progress and achievement monitored by a key staff member throughout their enrolment. The expertise and skills of teaching and specialist staff will ensure the COL's inclusive practices for students verified to receive DRS.</p>



