



ALLENVALE SCHOOL

Ko te kura, ko te hāpori, ko tātou
Toward community inclusion

Charter 2019

Vision:

*Ko te kura, ko te hāpori, ko tātou
Toward community inclusion*

Values:

Whanaungatanga	Belonging
Mana Motuhake	Independence
Atawhai	Generosity
Tutukitanga	Success

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, learning and therapy that ensures all students are provided with knowledge, skills and attitudes that enable them to be included in the community, while meeting their personal aspirations and those of their whānau/family or caregiver/s.

Allenvale School provides education in a specialist setting for students who are ORS verified. All students have an intellectual disability and many have specific disabilities and/or difficulties which mean they require a highly differentiated teaching and learning pathway which is not available in a mainstream school. Our curriculum therefore, while based on the New Zealand Curriculum (NZC), is significantly adapted. Blended throughout are the therapeutic supports students require to engage in and maximize their learning. Allenvale School enables students to maximize their achievement by providing:

- a significantly adapted and individualised curriculum
- programmes which enhance each student's personal, social and emotional wellbeing
- flexible pathways for students to better access and be included in the community
- student centered transition programmes for life after school

Allenvale School is a specialist provider for students who are verified as eligible to receive targeted funding through the Ongoing Resourcing Scheme (ORS). This funding allows students to benefit from specialist teacher; Therapist and Teacher Assistant support throughout their schooling. Specialists currently employed by the Board of Trustees include: Speech Language Therapists (SLT); Occupational Therapists (OT); Physiotherapists (PT); Music Therapist (MT); Psychologist (Psych) and Behaviour, Digitech and PE & Health Specialist teachers. Currently there are approximately 112 full time and part time staff.

Teachers, therapists, teacher assistants and administration staff work collaboratively to develop, refine and implement programmes designed to meet students' needs. Staff focus on individual student needs, interests and aspirations and long term goals. Effective planning, assessment and including current specialist pedagogical practice in all programmes students enjoy here at school, enables high levels of success and achievement for all of our students.

Allenvale School currently has one satellite class at Westburn School and a double satellite at Ashgrove School in Rangiora. Senior students in their transition years benefit from attending TEC - an off-site tertiary education unit. This is located at the Papanui Youth Development Centre.

Plans are in place to build a double satellite provision in the new Burnside/Cobham rebuild, possibly another at Burnside High School and perhaps the most important development of all is the new base school building project, which is currently being finalised.

Allenvale also offers a Specialist Teacher Outreach Service (STOS) to students who are ORS verified but enrolled in mainstream schools. Through this service mainstream colleagues are supported and upskilled to differentiate the programmes their ORS students receive.

Board of Trustees (BOT)

The Board of Trustees is accountable for the governance of the school and the school's overall performance. The day-to-day management of the school is delegated to the principal.

The board, in consultation with our wider school community, sets the vision for the school, and ensures that it complies with legal and policy requirements. Policies are at a governance level and outline clear delegations to the principal. Enhancing student achievement is a key focus.

All of New Zealand's state and state-integrated schools have a board of trustees. The board of trustees is the Crown entity responsible for the governance and the control of the management of the school. The board is the employer of all staff in the school, is responsible for setting the school's strategic direction in consultation with parents, staff, and students, and ensuring that its school provides a safe environment and quality education for all its students. Boards are also responsible for overseeing the management of personnel, curriculum, property, finance, and administration.

The board strives to:

- follow legislative and Ministry of Education requirements
- develop, through consultation with our community, shared goals, strategic and annual planning
- use self-review processes of policies, practices and programmes to ensure students opportunities for achievement are maximised
- set and manage the schools budget
- employ staff who have a wide range of specialist skills and passion and experience in working with students with intellectual and physical disabilities

Priorities for the board's Strategic Plan are identified through:

- National Education Goals
- The school's programme of self-review
- Analysis of student achievement

BOT Cycle of Self Review 2019 - 2020

	2019	2020	2021
Terms 1 & 2	<p>NAG 2</p> <p>Policy and Procedures</p>	<p>NAG 4</p> <p>Policy and Procedures</p>	<p>NAG 6,7,8</p> <p>Policy and Procedures</p>
Terms 3 & 4	<p>NAG 3</p> <p>Policy and Procedures</p>	<p>NAG 5</p> <p>Policy and Procedures</p>	<p>NAG 1</p> <p>Policy and Procedures</p>
Advisory Support Groups (ASGs) continuously reflect on current practices – this may lead to spontaneous self-review.			
Targeted Internal Evaluation	<ul style="list-style-type: none"> • Specialist Services Standards (SSP) – Provider’s Assurance Statement (February) • Review the Specialist Service Standard provider expectations • Student survey – ‘<i>Me & My School</i>’ (adapted) • Outreach Service Survey • Review the effectiveness of behaviour support practices in line with the restraint guidelines and Allenvale’s manual • Evaluate the effectiveness of the Specialist Services provision 	<ul style="list-style-type: none"> • Specialist Services Standards (SSP) – Provider’s Assurance Statement (February) • Review the Specialist Service Standard Provider expectations • Review Culturally Responsive Practice • Review the school values • Parent satisfaction survey • Staff Wellbeing survey 	<ul style="list-style-type: none"> • Specialist Services Standards (SSP) – Provider’s Assurance Statement (February) • Review the Specialist Service Standard Provider expectations • Evaluate student outcomes post school • Wellbeing survey – admin, TAs and Teachers • Student Survey – ‘<i>Me & My School</i>’ (adapted) • Review the Behaviour Support Manual • Review student emotional safety • Parent satisfaction survey • Review the host school/satellite provision and student integration • Review the effectiveness of the Advisory Support protocol
Compliance and Good Practice Indicators – Annual Review			

Aotearoa New Zealand and Cultural Responsiveness

- procedures and practices are developed that reflect Aotearoa/New Zealand's cultural diversity and the unique position of Māori culture
- instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) are incorporated in purposeful and meaningful ways in all students learning opportunities
- students are 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
- with the planned building of a new base school in a new location, proactive links are being forged with local iwi and whānau. This will ensure that the kaupapa and pedagogy continue to be respectful and inclusive, and strengthen
- consultation with Māori and Pasifika is an inherent part of our annual review process and day to day practice

Reporting to Parents, Whānau and the Board

- Meet the Teacher meetings are held early in Term 1
- ILP/ITP (Individual Learning or Transition Plan) meetings are held in Term 1
- ILP/ITP reviews are held in Term 3
- Students' Annual Reports are shared with parents/whānau in Term 4
- Transition and Specialist Service reports (school leavers) are written at the end of each term
- Principal's Update is shared weekly with parents and whānau celebrating students achievements, school developments and information
- The school year is celebrated and reported on annually in a School Magazine
- The school website and social media are used for more general and informal reporting
- The Board of Trustees meets twice termly and is updated on all areas of students' progress, achievement at these times
- 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



5 Year Plan				
	Term 1	Term 2	Term 3	Term 4
2018				Collective review of Strategic Plan began Key findings were to refine and focus to enable both whole school understanding and ownership at every level
2019	Annual PLD and Strategic Plan identified key areas for review, refinement and development: <ul style="list-style-type: none"> • English: beginning with establishing a whole school system of assessment • Digital Technologies: refine the focus, establish a core group and begin structured, coordinated work to establish a whole school curriculum • Te Reo Māori me nga Tikanga Māori: refine the focus of the existing ASG and established pedagogy/practice within the school and incorporate into understanding, knowledge, teacher/therapist planning and delivery, and practice of all staff. Establish links and work with iwi in West Belfast area. • Multisensory Education: to better blend knowledge, skills and understandings based on solid assessment and planning throughout the school • Establish core Learning Area focus groups to work towards developing a seamless whole school curriculum and assessment document by end of year 2020 • Consolidate on the leadership focus of last year by establishing Professional Leadership Teams and responsibilities now that all positions are filled and no one is in an acting position • Review and reallocate MUs to reflect the strategic plan and move towards dispersed leadership • Begin extensive consultation and development of plans for new school build and satellites which are known to all staff and community • Review of Wellbeing for Success documents and recommendations for our school 			

<p>Terms 1 - 4</p>	<ul style="list-style-type: none"> • PLTs to be established and an agreed pattern of working established • Teachers/Therapists to align to Learning Area groups • KC language to be integrated into planning • Termly review to continue and get embedded • PL roles reviewed and focus/prioritises agreed by Term end • PLD delivery begins • All leadership teams reflect on the Hauora/Wellbeing document in relation to our kura • Agreement reached regarding new builds and property developments with MOE and shared with all stakeholders • Education Brief for new build started • Therapists' assessments and priorities incorporated clearly into classroom planning and the ILP/ITP process • School portal review begins 	<ul style="list-style-type: none"> • DigiTech Lead Team focus and workings clearly identified and shared with all staff for the next 2 years • Hauora/wellbeing document shared with all teachers and Therapists for consideration and reflection • School wide review on ASG and alignment with refined Strategic Plan and Learning Area prioritisation • Review of Sensory Maths and Sensory Assessments • Termly meetings of Learning Area groups established and discussion shared with staff • Behaviour Support PL clearly established and understood by all staff • Feedback from PLTs and true clarity on role and systems established • Term end review of collegial and transdisciplinary workings of 	<ul style="list-style-type: none"> • Key Competency Pathway and ULST Key Competency Indicators introduced through in school PLD and Lead Teacher/s • Assessment – end of term review identifies core English assessments to be refined and form the focus of term 4 PD within school • End of term review sets out final terms review of key PLD areas and Strategic Plan review for Term 4 • ITP/ILP process discussed with parents • Ongoing review of website and social media reviewed within our school community • All PLs to have attended Cultural Awareness Day at Tuahiwi Marae day by end of term 	<ul style="list-style-type: none"> • PL PE & Health review completed and focus shared with staff throughout the term with clear systems established for transdisciplinary workings for 2020 and on • DigiTech Lead Team share 2019 findings and focus for 2020 • All teachers fully upskilled in baseline English assessments and the production of a whole school Assessment document agreed upon for trialling next year • Collective end of year review format by all staff • Findings reported to the board and included in refining next year's focus • School Magazine produced celebrating both student and staff achievements in 2019 • Co-constructed Annual Plan shared with the BOT for their consideration
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	<ul style="list-style-type: none"> School website/social media review begins TA hours and manner of working reviewed termly Reporting to parents reviewed through consultation with school stakeholders on a termly basis Termly Mihi Whakataua begins 	<p>Therapists and teachers</p> <ul style="list-style-type: none"> All teachers are enabled to visit other special schools in Christchurch relating the visits to their inquiry question (terms two and three) 		<ul style="list-style-type: none"> Based on the consultation throughout the year, a new Charter and Strategic Plan for 2020 agreed by the BOT and shared with stakeholders
2020	<ul style="list-style-type: none"> Allenvale Curriculum and Assessment document drafted KCP becomes a working tool to support teachers planning and student learning L2L and Inquiry enhance student engagement and achievements across the school Hauora/Wellbeing purposefully incorporated throughout learning areas and staff practice Enviroschools review and what it means for our school Communication Rich Environments are consolidated 			
Terms 1 - 4	<ul style="list-style-type: none"> PLD: English, digitech and te reo māori me ngā tikanga māori Communication rich planning and delivery incorporating te reo, ATs Key priorities identified from 2019 End of Year Review and incorporated into year plan/focus and termly review cycle 	<ul style="list-style-type: none"> PLD: English, digitech and te reo māori me ngā tikanga māori 	<ul style="list-style-type: none"> PLD findings incorporated into the evolving curriculum document and staff toolkits Digitech Team draw up initial review and share with staff/BOT 	<ul style="list-style-type: none"> PLD findings fully incorporated into the curriculum document and staff toolkits Digital Curriculum completed Website and Social Media review and update complete Review of PL teacher roles at Allenvale
	2021 is the year earmarked for moving into our new base school			
2021	<ul style="list-style-type: none"> Revised Curriculum and Assessment introduced 			
Terms 1- 4	<ul style="list-style-type: none"> Termly Review of prioritised learning and PD End of term review will identify areas to be refined and/or built on each term 			Full Review of Curriculum and Assessment
2022	<ul style="list-style-type: none"> Curriculum and Assessment embedded throughout the school 			

Terms 1 - 4	<ul style="list-style-type: none"> • Termly Review of prioritised learning and PD • End of term review will identify areas to be refined and/or built on each term 	
2023	<ul style="list-style-type: none"> • Refinement of Allenvale Curriculum and Assessment 	
Terms 1 - 4	<ul style="list-style-type: none"> • Termly Review of prioritised learning and PD • End of term review will identify areas to be refined and/or built on each term 	



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2019 Annual Plan Professional Development

Focus	In school Professional Leader/s	External providers and What	Where	When	How
Multisensory	Linda King Michelle King	PD R Hirstwood – focus assessment Les Staves – focus Maths Specialist team workshops	Here In class and workshops In class and workshop	January March Ongoing	Richard Hirstwood – Workshop on purposeful Multisensory assessment (Environment, GAS and Happiness Audit). Outcome will be that teachers/therapists have a solid understanding of how they can bring these back into their classrooms to inform planning and delivery. In class observations and side by side work to refine and further develop differentiated approaches to teaching mathematics within a sensory framework. Two after school workshops sharing tools, Roots of Maths Landscape Throughout the year therapists will provide workshops to deepen staffs understanding of prioritised areas of therapy, e.g. Sensory Profiles/Diets; functional skill development and communication, and how they can be linked into ever more purposeful and differentiated programmes of work within the context of the curriculum as well as discreet stand-alone therapeutic interventions.

English	Sonja Smith	Lead teachers of English within the SEPANZ network and Kāhui Ako PLD provider	In class; staff meetings and school visits	Ongoing	<ul style="list-style-type: none"> a. Review of school assessment and curriculum refinement – in class and teacher workshops b. Hui with appropriate colleagues from identified networks c. Visits to schools with identified best practice in this area d. See points under PLD contract
MOE PLD Contract	Gary Quarless Jenny Gosney Linda King	CORE Education Clickspealed.NZ	Mix of workshops and in class workings	January 2019 to July 2020	<p>Digital Technologies: priority focus is on digital fluency, competencies and safety.</p> <p>English:</p> <ul style="list-style-type: none"> i. Language and Communication ii. Assistive and Augmentative Communication Technologies iii. Reading (shared, guided and self-directed) iv. Writing – working with words <p>NZC Key Competencies and the Key Competency Pathway NB: The manner in which all PLD will be delivered will be based on and incorporate approaches closely linked to: Learning to Learn and Inquiry based teaching, learning and reflection TEAM approach (i.e. all staff are leaders) This will refine and embed prioritised PD, practice and school developments over the last few years work in these areas</p>
Te reo Māori me ngā tikanga Māori	All school leaders	Kāhui Ako Cultural Responsiveness Lead Teachers Tuahiwi Education Providers	In school workshops Marae and pā workshops	Ongoing	<p>Kāhui Ako termly workshops for all staff by the Lead Teachers of Cultural Responsiveness. A fifth workshop in Term 4 will be a review and focus on developing the next Strategic Plan in this area.</p> <p>Tuahiwi Education Workshops. Focus is: <i>Ngāi Tahu migration – who are Ngāi Tahu and Ngāi Tūāhuriri</i>; Mihimihi; Tikanga and kawa; Pōwhiri process.</p> <p>Kāhui Ako day: Kaiāpoi Pā hikoi - Kaiāpoi Pā walk. A guided talk at the old Kaiāpoi Pā site. <i>As Ngāi Tūāhuriri is our local hapū it is important all staff have this opportunity.</i></p>

Transdisciplinary Working and Therapy	Gary Quarless Michelle King	Blended with above providers	In class modelling In school workshops	Ongoing	Identified key areas of therapeutic practice and programmes within each area will be delivered as after school training by the Therapists. These will include: SLT: Communication including the use of visuals aids to learning, and engagement. OT: Sensory Profiles and Sensory Diets & Sensory Snacks. Fine motor skill development and the use of play in students' development. PT: Safe lifting and manual handling -We are moving away from saying 'lifting' as lifting manually is illegal. We are using the term 'Moving and Handling'. MT: the use of music to engage and enhance student participation, learning and focus within the classroom. Psychologist & Behaviour Specialist: Enabling students to better manage themselves. Specialist Services team: Transdisciplinary working.
Behaviour Support	Hamish Allan-Caney Graeme Eastwood	If required	In class programme development, modelling and workshops as needed	Ongoing and as required	Timetabled work in classes by Hamish. Prioritised programme/support development as needed. Blending of teacher and therapy assessments/supports/programmes. Psychologist & Behaviour Specialist: Enabling students to better manage themselves. OT: Sensory Regulation. SLT: Communication. MT: Sensory Regulation.

Student Achievement Target for 2019:

- To balance all students achievements across ILP/ITP goals