

2024-2027 STRATEGIC PLAN: 2025

HRC VISION

- Tailored programmes and interventions provide new skills to support neurodiverse and/or intellectually impaired ākonga in engaging in their local education.
- HRC has strong relationships with tangata whenua, whānau and referrers.
- Kaiako are highly effective specialists.
- Referrers are aware of our service and the referral process and stay involved while each ākonga is at HRC.
- Our service gives effect to Te Tiriti o Waitangi and supports the teaching and learning of te reo me ona tikanga.

HRC PURPOSE

Whakarangatirahia: Be the best you can be.

To deliver an effective time-limited, targeted intervention for neurodiverse and/or intellectually impaired ākonga with complex needs who require specialist intervention to develop skills and strategies to assist full engagement in their local education so they can be the best they can be.

HRC VALUES

Manawa-roa Be Resilient

Whanaungatanga Build Relationships

Whaiwhakaaro Reflect

STRATEGIC GOALS

- | | | |
|----|--|---|
| 1. | A tailored curriculum. | Weave Te Mātaiaho, the HRC curriculum, and All About Me together and train kaiako. |
| 2. | Highly effective ways of teaching and interacting. | Implement the intentional approaches of a therapeutic milieu, structured new literacy curriculum and numeracy curriculum. |
| 3. | Strong relationship with tangata whenua. | Strengthen relationships with mana whenua to enhance the outcomes of ākonga. |
| 4. | Evaluative Research. | Research conducted to measure RSS effectiveness. |

AT HRC, OUR WORK WILL BE UNDERPINNED BY APPROACHES THAT ARE:



Evidence-based



Culturally responsive



Ākonga-centred



In partnership with ākonga, whānau, and referrer



In a physically and emotionally safe therapeutic environment



Inclusive



Relationship-based



Planned and purposeful



Trauma-sensitive

WHAT OUTCOMES DO OUR COMMUNITY SAY THEY WANT FROM OUR KURA?

ĀKONGA WANT TO:

- make friends.
- learn to manage their anger.
- learn to cope with their anxiety.
- get better at reading and maths.
- learn about their culture.
- get help when they need it.
- be seen and heard.
- feel safe.
- belong/fit in.

WHĀNAU WANT THEIR RANGATAHI TO:

- learn skills so they can manage themselves in a mainstream kura.
- be able to handle big emotions.
- get quality academic support.
- be happy and accepted at kura.
- develop knowledge of te reo and tikanga Māori.
- learn life skills and become more independent.
- be happy and safe while living away from home.

REFERERS WANT HRC TO:

- give ākonga the tools required to manage their emotions.
- support the development of social skills.
- engage ākonga in education.
- provide useful information to receiving kura at transition time.

KAIAKO WANT TO:

- align with the latest research and evidence of what works in residential settings.
- have strong relationships with tangata whenua.
- embed the new curriculum.
- be confident in delivering the Common Practice Model.
- become better at enacting the intentional use of the Daily Life Events.
- share knowledge with other professionals.

ANNUAL IMPLEMENTATION PLAN 2025

Where we are currently at:

After two years of facing potential closure, the middle of 2024 saw the Minister of Education, Hon Erica Stanford, announce that residential kura in Aotearoa are to remain open. This was despite the 2022 recommendations to the New Zealand Government by the United Nations Convention on the Rights of Persons with Disabilities that all residential schools should be closed immediately.

1. New curriculum

In 2023, we began developing our new local curriculum and piloted the 'All About Me' (AAM) programme, created in collaboration with a Ministry of Education psychologist. This programme utilises psychological assessments to help us identify areas for growth and track progress in the essential soft skills HRC is responsible for nurturing. These skills are critical for ensuring that ākonga can engage effectively in education and lead independent lives after transitioning.

By 2024, we completed the new HRC curriculum, along with extensive supporting documentation. The introduction of new pre- and post-assessments, such as the Pier-Harris 3, has proven valuable in detecting subtle changes in self-concept. As we conclude 2024, we are focused on embedding these practices, with plans for 2025 to incorporate the new government-mandated literacy and numeracy curricula. Additionally, we will be implementing the required PAT assessments as part of our continued commitment to improving ākonga outcomes.

2. New ways of teaching and interacting

In 2022, we began implementing the Daily Life Events framework across the kura—an evidence-based model used in residential settings worldwide. All kaiako received in-depth training from Dr Leon Fulcher, including a 3-day deep dive over two consecutive years. Additionally, kaiako were trained in the complementary 'Three Pillars of Transforming Care' model, delivered by Dr Howard Bath, which draws on evidence-based, trauma-informed approaches.

While we have observed significant growth in kaiako abilities, the next step is ensuring that all kaiako consistently apply these skills, making every interaction one that fosters ākonga growth, particularly in areas like self-management, self-awareness, social and relationship skills, approach to learning, connectedness, and problem-solving.

In 2024, a group of subject matter experts began meeting termly with Shane Murdoch to ensure these new learnings continue to be embedded within the kura. Originally, the Ministry of Education had planned to introduce the Common Practice Model, with training for all teaching kaiako scheduled for 2024. However, this was shelved following the change of government. Instead, the focus shifted to the release of the new literacy and numeracy curricula in 2025.

Throughout 2024, our teaching kaiako continued training sessions that began in 2023 with the Ministry of Education's curriculum leads. Kaiako familiarised themselves with Te Mātaiaho as new resources were progressively approved and released. Additionally, the principal and five kaiako received training through the University of Canterbury's Better Start Literacy Approach, a structured literacy programme that was successfully rolled out in every classroom at the kura.

3. Stronger relationship with tangata whenua

We are a kura that places a strong emphasis on Māori culture, which is largely the result of the strength of our Māori caucus, Te Tao Kokiri, led by our Kaiwhakahaere. We are a national kura with ākonga from throughout New Zealand. While at HRC, ākonga are living in the fold of Ngāi Tahu, but they bring their own tupuna from throughout Aotearoa.

We have had links to Ngāi Tahu through our board member Joseph Tyro, and kaiako te reo teacher (of kaiako) Makayla Hewlett. Dr Terry Ryan was our kaumatua but unfortunately, Dr Ryan recently passed. We are grateful for the legacy of a Māori kura name and name of the whare steeped in

tikanga that he gifted us. There is no individual that can fill the gap in our hearts left by that mighty totara but it is time to strengthen connections with tangata whenua.

In 2024, we worked closely with Taumutu, our local hapu. As a koha, we undertook two occasions where kaiako and ākonga lent a helping hand at their marae, removing weed from the stream and placing mulch under native trees. Ākonga participated in a noho marae. We invited Taumutu to our hāngī, and they provided feedback on our cultural narrative.

4. Research conducted to measure RSS outcomes

Research into the outcomes of the New Zealand residential specialist schools has not been undertaken previously. Given the nature of the cohort of HRC (numbers are low, ākonga are enrolled for short-term interventions) and that ākonga have intellectual impairments or are neurodiverse, the academic measures gathered and reported by typical kura do not provide valid information that can guide our strategic direction. A significant component of the work undertaken at HRC is on soft skills, that is, skills for learning, social skills, and self-management skills. These skills are essential for engagement in education; however, they are difficult to measure.

The combined board is confident that the two kura are making a significant difference for Māori and Pasifika ākonga and would like to gather information to demonstrate this.

In 2023, the board discussed this idea and began the process of formulating a research question. The project was planned to be undertaken in 2024; however, in 2024, the board postponed this piece of work. The board is yet to decide on a date for the work to begin.

How our targets and actions will give effect to Te Tiriti o Waitangi:

1. One of our four goals is to strengthen our relationships with mana whenua. This will ensure we consult the local Māori community about the direction of our kura and their aspirations for Māori ākonga.
2. Te Reo Māori me ona tikanga will be valued and promoted in the development of our new curriculum.
3. The curriculum will ensure all ākonga have the opportunity to learn about and celebrate the place of Māori as tangata whenua in Aotearoa.
4. The All About Me document has a section of focus on the teaching and learning of te Reo me ona tikanga.
5. By collaborating with mana whenua we are achieving the vision of partnership.
6. Our new curriculum and AAM documentation will ensure the principle of protection and participation by actively protecting matauranga Māori; Māori knowledge, interests, values, language and culture, and offering opportunities for participation. The new curriculum will ensure all ākonga understand our unique heritage.
7. All of the above actions should promote equitable outcomes for Māori ākonga. We believe our strategy supports people to live as Māori and according to Māori values and customs.

STRATEGIC MEASUREMENT AND ANNUAL IMPLEMENTATION PLAN PROGRESS DURING 2024

Strategic Goal 1	Education requirements		Outcomes	Outputs	
<p>A tailored curriculum.</p> <p>Weave Te Matāiaho, the HRC curriculum, and All About Me together and train kaiako.</p>	<p><i>Board Primary Objective – all of section 127(1) applies.</i></p> <p>NELP Priorities: 2 and 5</p> <p>Te Matāiaho and the Common Practice Model</p> <p>The Te Matāiaho Implementation support pack</p> <p>The Literacy & Communication and Maths Strategy</p>		<p>The HRC curriculum actively reflects Te Matāiaho and our communities’ priorities for their rangatahi and local tangata whenua priorities for our kura.</p> <p>Kaiako are trained and confident in their understanding of HRC’s curriculum.</p> <p>The pilot of AMM has moved to the embedding phase.</p> <p>The new curriculum improves learning outcomes for akonga.</p>	<p>Kaiako can demonstrate an understanding of HRC’s curriculum.</p> <p>The documentation for AAM has been developed and is operational.</p> <p>The MoE Curriculum Refresh Readiness Tool rubric shows we have made progress in understanding, training and implementation.</p> <p>Annual learning and progress achievement data analysis shows improved outcomes.</p>	
Actions		Who is Responsible?	Timeframe	Success Measures	Status
New combined curriculum is written		AP - Day School Kaiwhakahaere Tangata whenua	End of Term 2	A document has been completed and feedback from relevant parties sought.	Completed as intended. Will update with literacy and numeracy once received. Have now begun work on including Poutama (Whare Tauawa) into the document as agreed by Te Tao Kokiri (Māori caucus) in Term 2.
Tangata whenua are consulted regarding our new curriculum		Kaiwhakahaere Principal	End of Term 3	Feedback is incorporated in the curriculum.	Liz Hill-Taiaoroa (Te Taumutu Runanga o Ngāi Tahu) has agreed to undertake this work which will commence once the Poutama concepts have been decided by Te Tao Kokiri.
New documentation supports the new curriculum		AP -Day School Principal	End of Term 4	New documentation links to eTAP system and supports individual development plans and transition plans.	Consultation with key users of the document deemed kaiako would prefer to remain using the document in Microsoft at this stage.
All kaiako have undertaken local and MoE training		AP - Day School AP - Residential	Throughout 2024	Kaiako are confident in the new approach.	Achieved.
Data analysis completed.		AP- Day School MoE Psychologist	End of 2024	Annual learning and progress achievement data analysis shows improved outcomes.	Achieved. However, number of ākonga left who are part of the pilot is very low.

Strategic Goal 2		Education requirements	Outcomes	Outputs
Highly effective ways of teaching and interacting. Implement the intentional approaches of a therapeutic milieu and the Common Practice Model.		<i>Board Primary Objective – all of section 127(1) applies.</i> NELP Priorities: 4 and 6 Te Matāiaho and the Common Practice Model The Te Matāiaho Implementation support pack The Literacy & Communication and Maths Strategy Ka Hikatia – Ka Hapaitia	Kaiako confidently use intentional approaches and the Common Practice Model in their work with ākonga.	Observations of kaiako show they are correctly utilising the models. Annual learning and progress achievement data analysis shows improved outcomes.
Actions	Who is Responsible?	Timeframe	Success Measures	Status
Additional training in intentional approaches in a therapeutic milieu	AP - Residential	2024 PD days and regular Thursday training sessions	Kaiako can identify (in meetings and their performance appraisal) how they intentionally utilised the approaches to assist ākonga development.	Training has been undertaken at PD days. Each kaiako, SLT, whare and day school meeting has DLE on the agenda.
Train kaiako in the Common Practice model	AP – Day School	Throughout 2024	Formal classroom observations will show that the model has been embedded.	New government postponed these changes. Five teachers and the principal have been trained in the University of Canterbury Better Start Literacy Programme (BSLA)–one of the structured literacy programmes approved by the Ministry of Education.
Support implementation with subject matter expert run termly meetings	AP - Residential	1 x each term in 2024	Meetings are undertaken.	DLE subject matter group established, and meetings delivered by Shane Murdoch.
Measure kaiako use of frameworks and tools.	AP – Day School	End of 2024	Annual learning and progress achievement data analysis shows improved outcomes.	Achieved.

Strategic Goal 3		Education Requirements		Outcomes	Outputs
<p>Strong relationships with tangata whenua.</p> <p>Develop new relationships with mana whenua to enhance the outcomes of ākonga.</p>		<p><i>Board Primary Objective – all of section 127(1) applies.</i></p> <p>NELP Priorities: 3 and 5</p> <p>Te Matāiaho and HRC local curriculum</p> <p>Ka Hikatia – Ka Hapaitia</p> <p>Tau Mai te Reo</p>		<p>HRC have regular contact with our local tangata whenua.</p> <p>Tangata whenua are included in korero re relevant developments at HRC.</p> <p>HRC kaiako and akonga have undertaken one taonga (gift) project for tangata whenua.</p>	<p>Mana whenua attendance at no less than least one hāngī in addition to termly meetings.</p> <p>We have completed and have had input into the 2025 strategic planning and HRC curriculum.</p>
Actions		Who is Responsible?	Timeframe	Success Measures	Status
Kaiwhakahaere and others meet with tangata whenua.		Kaiwhakahaere AP– Residential Principal	Once per term	Meeting(s) conducted.	Achieved.
Meetings are held with tangata whenua, the senior leadership team and Te Tao Kokiri (Māori caucus).		Kaiwhakahaere SLT Te Tao Kokiri	Twice per year	Meetings conducted twice per year. Input into strategic plan.	Achieved.
Invitations to informal events (hangi, end of term assemblies, etc)		Kaiwhakahaere Principal	Throughout annum	Tangata whenua attend HRC events.	Achieved.
Taonga project completed for tangata whenua as deemed appropriate by the Kaiwhakahaere and tangata whenua.		Kaiwhakahaere Principal	Throughout annum	Completion of taonga project.	Achieved.

Strategic Goal 4		Education Requirements	Outcomes	Outputs
Evaluative Research. Research conducted to measure RSS effectiveness.		<i>Board Primary Objective – all of section 127(1) applies.</i> NELP Priorities: 1, 2, 3, 4, 5, 6 Te Matāiaho and the Common Practice Model The Literacy & Communication and Maths Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy Ka Hikatia – Ka Hapaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030	RSS have an evaluative document providing information on our effectiveness.	A research document will be implemented by the end of 2024.
Actions	Who is Responsible?	Timeframe	Success Measures	Status
Research question and proposal approved by board and tangata whenua with particular attention to the needs of Māori and Pasifika ākonga.	AP - Residential Principal Kaiwhakahaere BoT	Week 2 Term 1	Proposal approved by board and tangata whenua.	Postponed by board.
Approach Salisbury School (SS) to gauge interest in participation	Principal	Week 5 Term 1	An answer from SS one way or other.	Postponed by board.
Researcher contracted and approved by board.	Principals of nga kura	End of Term 1	Contract signed to engage academic.	Postponed by board.
Data collection process supported	AP - Day School Executive Assistant	Throughout project	All required data provided to academic.	Postponed by board.
Draft document presented to board for consideration	Principal	End of Term 4	Board approves a final document.	Postponed by board.
Document finalised and shared with appropriate stakeholder and used to steer strategic planning.	Principal	2025	Strategic planning reflects information ascertained through research.	Postponed by board.

STRATEGIC MEASUREMENT AND ANNUAL IMPLEMENTATION PLAN FOR 2025

Strategic Goal 1		A tailored curriculum. Weave Te Matāiaho, the HRC curriculum, and All About Me together, and train kaiako.		
Education requirements		Outcomes		Outputs
<i>Board Primary Objective – all of section 127(1) applies.</i> NELP Priorities: 2 and 5 Te Matāiaho and the Common Practice Model The Te Matāiaho Implementation support pack The Literacy & Communication and Maths Strategy		The HRC curriculum actively reflects Te Matāiaho and our communities' priorities for their rangatahi and local tangata whenua priorities for our kura. Kaiako are trained and confident in their understanding of HRC's curriculum. The pilot of AAM has moved to the embedding phase. The new curriculum improves learning outcomes for ākonga.		Kaiako can demonstrate an understanding of HRC's curriculum. The documentation for AAM has been developed and is operational. Annual learning and progress achievement data analysis shows improved outcomes.
Actions	Who is Responsible?	Timeframe	Success Measures	Status
The new national literacy curriculum is included in the HRC curriculum.	Principal and AP Day School	End of Term 1, 2025	The HRC curriculum includes the literacy curriculum changes.	
The new national numeracy curriculum is included in the HRC curriculum.	Principal and AP Day School	End of Term 1, 2025	The HRC curriculum includes the numeracy curriculum changes.	
New reading, writing, and maths testing requirements for Years 3-8 ākonga are implemented twice a year.	Principal and AP Day School	End of Term 1, 2025	Measurements are collected and provided to the MoE twice in 2025.	

Strategic Goal 2**Highly effective ways of teaching and interacting.**

Implement the intentional approaches of a therapeutic milieu and the Common Practice Model.

Education requirements		Outcomes		Outputs
<i>Board Primary Objective – all of section 127(1) applies.</i> NELP Priorities: 4 and 6 Te Matāiaho and the Common Practice Model The Te Matāiaho Implementation support pack The Literacy & Communication and Maths Strategy Ka Hikatia – Ka Hapaitia		Kaiako confidently use intentional approaches and the new literacy curriculum and numeracy curriculum in their work with ākongā. The BSLA structured literacy programme is embedded at the kura.		Observations of kaiako show they are correctly utilising the new literacy curriculum, numeracy curriculum, and BSLA structured literacy programme. Annual learning and progress achievement data analysis shows improved outcomes.
Actions	Who is Responsible?	Timeframe	Success Measures	Status
Kaiako complete training in the literacy curriculum.	AP Day School	During 2025	Kaiako competently implement the new curriculum.	
Kaiako complete training in the numeracy curriculum.	AP Day School	During 2025	Kaiako competently implement the new curriculum.	
BSLA is embedded.	Principal	End of Term 4, 2025	All students operating at Years 0-3 reading participate in the BSLA programme.	

Strategic Goal 3**Strong relationships with tangata whenua.**

Strengthen relationships with mana whenua to enhance the outcomes of ākonga.

Education Requirements		Outcomes		Outputs
<i>Board Primary Objective – all of section 127(1) applies.</i> NELP Priorities: 3 and 5 Te Matāiaho and HRC local curriculum Ka Hikatia – Ka Hapaitia Tau Mai te Reo		HRC have regular contact with our mana whenua. Mana whenua are included in korero regarding relevant developments at HRC. HRC kaiako and ākonga have undertaken one taonga (gift) project for mana whenua.		Mana whenua invited to at least one hāngī in addition to termly meetings. Mana whenua have had input into the HRC cultural narrative and HRC curriculum.
Actions	Who is Responsible?	Timeframe	Success Measures	Status
We undertake at least one taonga (gift) project for mana whenua.	Te Tao Kokiri and principal	By end of 2025	Kaiako and ākonga attend the marae to assist in a project.	
Mana whenua is invited to at least one hāngī.	Te Tao Kokiri and Principal	By end of 2025	Invitations sent to Taumutu.	
Ākonga participate in a noho marae.	AP Residential and Principal	By end of 2025	Ākonga stay at marae.	

Strategic Goal 4		Evaluative Research.		
		Research conducted to measure RSS effectiveness.		
Education requirements		Outcomes		Outputs
<i>Board Primary Objective – all of section 127(1) applies.</i> NELP Priorities: 1, 2, 3, 4, 5, 6 Te Matāiaho and the Common Practice Model The Literacy & Communication and Maths Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy Ka Hikatia – Ka Hapaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030		RSS have an evaluative document providing information on our effectiveness.		This was postponed by the Board in 2024.
Actions	Who is Responsible?	Timeframe	Success Measures	Status
Research question and proposal approved by board and tangata whenua with particular attention to the needs of Māori and Pasifika ākonga.	AP - Residential Principal Kaiwhakahaere BoT	Week 2 Term 1 2024	Proposal approved by board and tangata whenua.	Postponed by the Board in 2024.
Approach Salisbury School (SS) to gauge interest in participation	Principal	Week 5 Term 1 2024	An answer from SS one way or other.	Postponed by the Board in 2024.
Researcher contracted and approved by board.	Principals of nga kura	End of Term 1 2024	Contract signed to engage academic.	Postponed by the Board in 2024.
Data collection process supported	AP - Day School Executive Assistant	Throughout project 2024	All required data provided to academic.	Postponed by the Board in 2024.
Draft document presented to board for consideration	Principal	End of Term 4 2024	Board approves a final document.	Postponed by the Board in 2024.
Document finalised and shared with appropriate stakeholder and used to steer strategic planning.	Principal	2025	Strategic planning reflects information ascertained through research.	Postponed by the Board in 2024.

Reviews

Actions	Who is Responsible?	Timeframe	Success Measures	Status
Policy Review Employment and Personnel	Board of Trustees	May 2025	Policies are reviewed as per the review schedule, and policies meet all regulatory requirements.	
Policy Review Complaints Policy	Board of Trustees	December 2025	Policies are reviewed as per the review schedule, and policies meet all regulatory requirements.	
Policy Review Health & Safety Policy	Board of Trustees	December 2025	Policies are reviewed as per the review schedule, and policies meet all regulatory requirements.	
Policy Review Equal Employment Opportunities	Board of Trustees	December 2025	Policies are reviewed as per the review schedule, and policies meet all regulatory requirements.	
Self-Review/Snapshot Review Hostel Review	AP Residential	Term 3 2025	Hostel meets all regulatory requirements.	
Self-Review/Snapshot Review Review the procedure review schedule, and develop a central procedure register and review cycle.	AP Residential, AP Day School	Semester 1, 2025	HRC procedures meet all regulatory requirements and are reviewed as per the review schedule.	
Self-Review/Snapshot Review Full review of the Health and Safety Committee, processes, and protocols	Executive Officer	During 2025	Meet all regulatory requirements.	
Self-Review/Snapshot Review Full review of financial control, processes, and protocols	Executive Officer	During 2025	Meet all regulatory requirements.	
Develop an Attendance Procedure appropriate for a combined kura and residential context.	AP Day School, Principal	Semester 1, 2025	Procedure is developed and meets all regulatory requirements.	