

# HALSWELL RESIDENTIAL COLLEGE

## Charter 2020



# Contents

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This Charter is the College's key planning document and is the basis for all Board activity. It sets out, for our wider school community, what the Board will achieve for its students and how it will do this. The Charter provides a sense of direction and purpose, guides teaching and learning programmes, and addresses the most urgent learning and strategic matters for the College.

The Charter is set out in the following sections:

1. College Overview.
2. Strategic Plan 2020-2021.
3. Annual Plan 2020.
4. Student Achievement Targets 2020.
5. Annual Plan Evaluation 2019.
6. Student Achievement Targets Evaluation 2019.



Kia hari koe Be Daring Be Proud Be the first BE YOURSELF Be dedicated  
 belong Mahi tahi tatau BE POSITIVE Be Confident Tu Kaha Be willing  
 NANA KOLA TOENU KOLE Be inquisitive Tu Teo Be Humble BE CREATIVE  
 Be Excited Be Happy Be the change Be Amazing Be authentic  
 Tuhoko Be inspired Kia whakakake koe Be Kind Kia mahaki Be extraordinary

## whakarangatirahia be the best you can be



### Our Values-Based Culture Supports our Student-Centred Approach:

Build Relationships / Whanaungatanga

Be Resilient / Manawa-Roa

Reflect / Whaiwhakaaro

### Our Mission:

Halswell Residential College is an intervention for students with learning needs and complex behaviours. The facilities, specialised curricula, and highly trained practitioners support students within a therapeutic environment designed to assist them to develop to their full potential.

## CHARTER 2020

Our strategic priorities for the next 1-3 years promote student learning, engagement, progress and achievement through...

1. Student Learning	2. Effective Teaching	3. Leading the School
<p><b>What this will look like....</b>            The school fosters student achievement by providing teaching and learning programmes that incorporate the National Curriculum and are underpinned by the key competencies. All learning is delivered in a 24/7 teaching and learning environment where 'living is learning'.</p>	<p><b>What this will look like....</b>            Staff are recognised as leaders in providing for children and adolescents with complex intellectual needs and/or behavioural needs, to maximise student learning goals.</p>	<p><b>What this will look like....</b>            Our service caters for the needs of all students, represents best practice, and is cost effective. The school is inclusive, culturally responsive and provides a physically and emotionally safe environment. The school has strong relationships with whanau and stakeholders.</p>
Strategic Goal	Strategic Goal	Strategic Goal
<ul style="list-style-type: none"> <li>Develop and implement a new 24/7 teaching and learning curriculum (based on the literature review and the HRC What and Why review).</li> <li>Continue to work with IWS to design and implement new measurement, reporting and student achievement review processes that work for both referral pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop and grow practitioners through the provision of relevant professional learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the new RSS-only pathway (that is the changes to the 2019 new access as per the Minister's request).</li> <li>Continue to negotiate the new RSS funding model with the MoE).</li> </ul>
HRC Specific Goals	HRC Specific Goals	HRC Specific Goals
<ul style="list-style-type: none"> <li>Evaluate and extend the new ENGAGE self-control programme.</li> <li>Implement the changes designed to better empower the learner and whanau (as per the HRC What and Why review).</li> </ul>	<ul style="list-style-type: none"> <li>Implement the planned changes to support the further development of HRC's therapeutic milieu.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and embed the new deeds (description, values, Philosophy of Care, IEP document, performance reviews), and recruitment process (as per the HRC What and Why review).</li> </ul>

# 1. College Overview

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## We are Halswell Residential College

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Halswell Residential College (HRC) is an intervention for students with learning needs and complex behaviours. The facilities, specialised curricula, and highly trained practitioners support students within a therapeutic environment, designed to assist them to develop to their full potential.

HRC partners with the Intensive Wraparound Service (IWS) who refer students for residential intervention where it is in the best interest of the student. Our students are all on individual education plans and usually stay between one term and 18 months. We provide a 24/7 educational environment where 'living is learning' and have curricula for both the day school and residential contexts. HRC is a decile 2 school. Our notional roll is 32 students. We have 65 full and part-time practitioners.

The College is located on the Christchurch city fringe. Once a place of expansive country views, it is now surrounded by a residential housing community. The campus, featuring an idyllic tree-laden environment, still remains most pleasant. The 1970s student accommodation buildings were demolished in 2016, and in 2017 we opened rebuilt residences that aim to better meet the needs of our students.

In 2017 HRC became a co-educational facility. Between 2014-16 we were able to enrol a maximum of five female students.

A ministerial-appointed Board established in 2014, governs HRC and Westbridge Residential School (WRS) in Auckland which also provides residential interventions for IWS students. For further details, refer to the WRS Charter.

## Enrolments

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Enrolment at the College provides students with opportunities in a safe and nurturing environment to develop skills, knowledge, and attitudes that will assist them to live as successfully and independently as possible. Students are enrolled for up to 24 months and their transition to their home community is managed by IWS and supported by HRC.

In 2019 a direct access pathway into the three residential special schools (RSS including HRC, WRS and Salisbury School) was opened by the Ministry of Education. Students who enter this way will not have IWS support and transitions will be managed by the RSS. In 2020 it will be further modified.

To enter via either pathway, students must:

- be in years 3-10 of schooling at the time of enrolment.
- have complex needs.
- demonstrate that previous intervention and support in the home community has not achieved desired outcomes.
- have identified education, social and emotional learning needs that are best met in a residential environment.
- require significant adaptation of almost all curriculum content in comparison with that used by their age group.
- satisfy that the enrolment will not be detrimental to the safety of other students at the College. For example, the student will not:
  - exhibit behaviours, inclusive of but not limited to, overt violence that may place other students at risk.
  - have a history of sexualised behaviours that could compromise the safety of others.
  - currently, or recently have been in specialised, severe behavioural programmes.
  - be under treatment for, or have been unresponsive to treatment for, any psychiatric illness, including suicidal ideation, or
  - be under, or have been unresponsive to treatment for substance abuse.

## Student Profile 2019

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In 2019 we had 25 different students enrolled and reached a maximum of four female students at any point and a total of six during the whole year.

The ethnic make-up was as follows:

NZ Māori, 56 percent.

NZ European, 40 percent.

Cook Island Māori, 4 percent.

Our youngest student was 10 years, 3 months old and the oldest was 17 years, 2 months old. The average age was 13 years, 9 months.

16 percent of students qualified for the Ongoing Resourcing Scheme (ORS) verification.

The range of syndromes or disorders represented in the profile varies from year to year and may include: ADD, ADHD, Asperger's Syndrome, Attachment Disorder, Autism Spectrum Disorder, Bipolar Affective Disorder, Brain Tumour, Chromosome Disorder, Conduct Disorder, Depression, Developmental Co-ordination Disorder, Down Syndrome, Dyspraxia, Emotional Deregulation, Epilepsy, Fibrous Dysplasia, Foetal Alcohol Syndrome, Generalised Anxiety Disorder, Intermittent Explosive Disorder, Klinefelter Syndrome, Oppositional Defiant Disorder, Post Traumatic Stress Disorder, Prader-Willi Syndrome, Severe Language Disorder, Sleep Apnoea, Sleep Disorder, Tourette Syndrome.

## Our Vision

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## Our Mission

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Halswell Residential College is an intervention for students with learning needs and complex behaviours. The facilities, specialised curricula, and highly trained practitioners support students within a therapeutic environment designed to assist them to develop to their full potential.

## Our Values

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Our values-based culture supports our student-centred approach:

- Build Relationships / Whanaungatanga.
- Be Resilient / Manawa-Roa.
- Reflect / Whaiwhakaaro.

Each year we select one value to focus on. For 2020 our school community voted to focus on: **Whanaungatanga / Build Relationships**: To work in partnership and reflective collaboration with others to strengthen connections and trust.

## Responding to Cultural Diversity at HRC

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HRC is proud of the range of learning experiences that we offer students who elect immersion in Māori culture. Procedures and practices at HRC reflect New Zealand's cultural diversity including the unique position of Māori culture.

### Te Whare a Tauawa

We run a house focused on kaupapa and Tikanga Māori which provides opportunities for students to participate in Māori culture. Our whanau house, Te Whare a Tauawa enhances, maintains, and protects the customs, values, and knowledge of te reo and Tikanga Māori. The kaupapa includes teaching and developing the skills of each individual, at a level relevant to their learning ability. Te Whare a Tauawa is also open to non-Māori students. Recently, several non-Māori students opted to reside in Te Whare a Tauawa.

Our focused response on the unique position of Māori culture has benefited the work of the College by:

- catering for the spiritual needs of students, taha Māori, taha wairua, and taha tinana.
- fulfilling a sense of identity, developing and increasing the understanding and knowledge of the whanau, whakapapa, and iwi.
- continuing the development of values and knowledge learned on hui/wananga, and creating positive progress both culturally and socially.
- bringing a positive perspective to Te Whanau o Otu Maatua as a whole.

### Te Tao Kokiri

- HRC has had a Māori practitioners group for a number of years. Practitioners are consulted on issues pertaining to Māori students. The group welcomes any practitioners, Māori or non-Māori who want to learn more about Māori culture. They have begun to forge a bond with Westbridge's Māori caucus, Te Mangai.
- The College kaiwhakahaere manages this group and sits on the senior leadership team.

### Pasifika Programme

- HRC continues to progress the Ministry's Pasifika Education Plan to improve cultural connections for our Pasifika students.
- Our Pasifika practitioners have incorporated cultural practices into the Tauawa programme and at times some of our students worship with the local Pasifika community.
- Each year, our Pasifika practitioners group leads HRC's celebration of a Pasifika Language Week. The week's events include daily proverbs, a daily 'word of the day' competition for students and practitioners, and a shared umu lunch featuring traditional foods. We celebrate these occasions even when we have no Pasifika students enrolled.

## Professional Development and Community Links

- The self-review process at the College ensures that cultural diversity is incorporated across our learning and teaching practices, reflected in our practitioners and school culture and forms part of our school governance and management framework. Ongoing professional development opportunities and greater liaison with our community will ensure HRC has the skills to offer services that will facilitate student achievement for Māori, Pasifika and learners of other ethnicities as and when they join our school.
- We have close links with our local iwi, and extended links with iwi further afield. Taumutu is our local runanga.

## Whole School Te Reo Programme

- Our whole school te reo programme promotes Māori language through waiata, haka, basic vocabulary, and tī rākau. This programme also includes opportunities for student performances at the end of term assemblies. During the year students also prepare at least one hangi, go eeling, learn weaving, do carving, have boil-ups and welcome guests with a mihi whakatau/powhiri.

## HRC's 24/7 Curriculum

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The College is committed to the education of young people with complex needs. Our adapted curriculum is consistent with the principles and values of the NZC and focuses on the development of key competencies. In addition to a day school curriculum, the College has developed a residential curriculum, ensuring that learning takes place 24/7.

Particularly important aspects for our students include developing positive relationships with peers and adults, opportunities to be involved in the community and to have authentic and positive learning experiences. Recognising that our students present with complex needs and a wide spectrum of strengths and learning needs, we deliver individualised learning programmes.

Students' knowledge, skills and values are promoted through:

- adaptation of the New Zealand Curriculum at all levels appropriate to the learning needs of the students.
- effective implementation of individual education processes and plans.
- access to a range of specialist services including speech language, psychological, physiotherapy and occupational therapy.
- specific training of adaptive behaviour skills.
- involvement in the wider community.



## Day School Curriculum Learning Areas

The day school curriculum is based on the New Zealand Curriculum. We focus learning in numeracy [Mathematics], literacy [English], health and physical education, and integrate learning in science, social studies, arts and technology. The integrated curriculum was developed in response to concerns that it was not possible to adequately cover the eight essential learning areas individually, while at the same time meeting the individualised learning needs of our students.

The day school suite of classroom configurations is altered to cater to the educational needs of the cohort of students at any particular time. Typically, there are two general types of classes:

- **Learning for School Classes**  
For students who will return to school-based settings.
- **Learning for Life Classes**  
This is for students in the 15-plus age group who will not be returning to a school setting when they leave HRC, but to work or further study. This class focuses on functional academics and work experience.

The school emphasises physical education and has a dedicated PE teacher who facilitates student participation in Special Olympics, interschool sports, and outdoor education, and supports the physical education programmes in the residences.

The classes are supported by an associate principal, a team leader, a literacy and numeracy specialist, and teacher assistants.

## Residential Curriculum Learning Areas

The residential curriculum was developed in response to the need for our students to be able to access and engage in 24/7 educational opportunities. It is our goal to provide opportunities for accelerated learning during a student's time at HRC. The residential curriculum is largely based on adaptive skills from the Adaptive Behaviour Assessment System (ABAS-III) and encompasses Community Use, Leisure, Self-Care, Health and Safety, Functional Academics, Home Living, Communication and Cultural domains. It is designed to provide students with daily functional skills that:

- Assist our students to interact with their environment as independently as possible.
- Are necessary for our students to become contributing members of society.
- Help our students develop a sense of dignity and worthiness.
- Permit our students to problem solve appropriately and responsibly in life situations.
- Are necessary for our students to manage their own personal affairs.

The residential curriculum incorporates the key competencies of the New Zealand Curriculum.

Supporting the Associate Principal Residential are:

- **The Residential Curriculum/House Manager**  
The Residential Curriculum/House Manager ensures the consistent application of the curriculum, values and care provided to all students within the residences.
- **Kaiwhakahaere/House Manager**  
The Kaiwhakahaere provides for the cultural needs, development and involvement of the students and their iwi and whanau at HRC.
- **IEP Co-ordinators**  
The IEP Co-ordinators provide effective management and co-ordination of the IEP and FBA processes for the students of HRC and work closely with the IEP team.
- **Youth Workers**  
The Youth Workers lead recreational and programme activities that support the residential curriculum.

## 2. Strategic Plan 2020–2021

STRATEGIC GOALS		
	2020	2021
<b>1. STUDENT LEARNING</b> The school fosters student achievement by providing teaching and learning programmes that incorporate the National Curriculum and are underpinned by the key competencies. All learning is delivered in a 24/7 teaching and learning environment where 'living is learning'.	Make changes to the curricula (review using Te Whare Tapa Wha, investigate using Te Whariki, change curriculum content, incorporate more fun) (refer to What and Why document).	Embed the new 24/7 curriculum.
	Continue to work with IWS to design and implement new measurement, reporting and student achievement review processes that work for both referral pathways.	Embed the new IWS/RSS measurement, reporting and student achievement review processes.
	Evaluate and extend the new ENGAGE self-control programme.	Review ENGAGE self-control programme.
<b>2. EFFECTIVE TEACHING</b> All practitioners are recognised as leaders in providing for children and adolescents with complex needs and/or behavioural needs to maximise student learning goals.	Continue to develop and grow practitioners, through the provision of relevant professional learning opportunities, including building connections with RCYCP.	Continue to develop and grow practitioners, through the provision of relevant professional learning opportunities.
	Look for additional areas where students can be empowered and action.	Embed and review areas of student empowerment.
	Investigate trauma-focused CBT and Purposeful Use of Daily Life Events and Measuring Outcomes that Matter (DLE) framework.	Introduce and embed trauma-focused CBT and the DLE framework if deemed valuable.
<b>3. LEADING THE SCHOOL</b> Our service is cost effective, caters for the needs of all students, and represents best practice. The school is inclusive, culturally responsive and safe physically and emotionally. The school has strong relationships with whanau and stakeholders.	Develop the new access pathway into RSS (that is the changes to the pathway introduced in 2019 as per the Minister's request).	Embed the new access pathway into RSS.
	Continue to negotiate the new RSS funding model with the MoE.	Review new financial budget and provide MoE with feedback.
	Introduce the therapeutic milieu and develop ways of enforcing new learnings. Align recruitment tools to this approach. Design reflective spaces.	Embed the therapeutic milieu and develop ways of enforcing new learnings.

## REVIEWS

REVIEWS	
<b>1. POLICY REVIEWS</b>	<p><b>Term 1</b></p> <p>Protected Disclosures Policy.</p> <p>Staff Appointments Policy.</p>
<b>2. SELF AND SNAPSHOT REVIEWS</b>	Hostel Review.
	Review IEP process and documentation.
	Review the transition process with a focus on whanau/student could be supported to take more ownership.
	Review our processes for ascertaining whether practitioners feel safe and resilient.
	Review performance management documentation to focus on new approach (i.e.: the therapeutic milieu, trauma sensitive interactions, listening to student voice, etc.) and edit the teacher performance management documentation (as per the changes to the NZEI Collective).
	Review how we train students to advocate for themselves in their IEP and other meetings.
	Review exit interviews process with the student council and ex-students.
	Review our performance against the new (2020) Service Specification Standards.

### 3. Annual Plan 2020

ANNUAL PLAN ACTION TIMELINE - TERM 1, 2020		
Details	Strategic Goal Area	Responsibility
<b>SELF-REVIEW</b>		
Review the transition process with a focus on how the student and whanau could be supported to take more ownership.	Student Learning	AP Day School/Residential
<b>SNAP SHOT REVIEW</b>		
Review how we train students to advocate for themselves in their IEP and other meetings.	Effective Teaching	AP Day School
<b>POLICY REVIEW</b>		
Protected Disclosures Policy.	Leading the School	BoT
Staff Appointments Policy.	Leading the School	BoT
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>		
Undertake a SAMS Independent Review.	Leading the School	Principal
Continue to negotiate the new RSS funding model with the MoE.	Leading the School	MoE, BoT, Principal, Executive Officer
Implement the new values, description, Philosophy of Care, PB4L key focus areas, etc.	Effective Teaching	Principal, AP Day School
Promote the therapeutic milieu and develop ways for reinforcing new learnings.	Leading the School	SLT

## ANNUAL PLAN ACTION TIMELINE - TERM 2, 2020

Details	Strategic Goal Area	Responsibility
<b>SELF-REVIEW</b>		
Review how we currently ascertain if practitioners feel safe and resilient.	Leading the School	SLT
<b>SNAP SHOT REVIEW</b>		
Review performance management documentation to focus on new focus areas (therapeutic milieu, trauma-sensitive interactions, listening to student voice, etc) and teacher performance management documentation (based on the NZEI Collective changes).	Student Learning	AP Residential/Day School
<b>POLICY REVIEW</b>		
Nil due until 2022.	Leading the School	BoT
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>		
Look for more situations where students can be empowered.	Student Learning	AP Residential and Day School
Evaluate and extend the new ENGAGE self-control programme.	Effective Teaching	Principal
Develop the new access pathway into RSS (that is the changes to the new pathway as requested by the Minister).	Leading the School	MoE and Principal

## ANNUAL PLAN ACTION TIMELINE - TERM 3, 2020

Details	Strategic Goal Area	Responsibility
<b>SELF-REVIEW</b>		
Review IEP process and documentation.	Effective Teaching	Principal, AP Residential, AP Day School, MoE
<b>SNAP SHOT REVIEW</b>		
Review exit interviews process.	Student Learning	Student Council
<b>POLICY REVIEW</b>		
Nil due until 2022.	Leading the School	BoT
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>		
Make changes to the curricula (review using Te Whare Tapa Wha, investigate using Te Whariki, change curriculum content, incorporate more fun (refer to What and Why document).	Effective Teaching	Principal and APs
Decide what reflective spaces to build.	Student Learning	SLT and Students
Design new recruitment processes in line with the therapeutic milieu.	Leading the School	Principal and APs

ANNUAL PLAN ACTION TIMELINE - TERM 4, 2020		
Details	Strategic Goal Area	Responsibility
<b>SELF-REVIEW</b>		
Hostel Review.	Leading the School	AP Residential
<b>SNAP SHOT REVIEW</b>		
Review our performance against the new MoE Service Specifications.	Leading the School	SLT
<b>POLICY REVIEW</b>		
Nil due until 2022.	Leading the School	BoT
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>		
Continue to work with IWS to design and implement new measurement, reporting and student achievement review processes that work for both referral pathways.	Student Learning	MoE, Principal, AP Day School, AP Residential
Build links with the Residential Child and Youth Care Practice (RCYCP).	Effective Teaching	AP Residential
Investigate trauma-focused CBT and Purposeful Use of Daily Life Events and Measuring Outcomes that Matter (DLE) framework.	Effective Teaching	SLT



## 4. Student Achievement Targets 2020

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In 2020, our student achievement targets are:

**1. IEP Target:**

Our students will achieve 80% of their short-term goals in their IEPs.

**2. ABAS Target:**

Our students will improve by at least one year in the skill areas of home living and community use.

**3. Literacy Target:**

Our students will achieve at least 75% of their IEP literacy goals.

**4. Numeracy Target:**

Our students will achieve at least two knowledge outcomes at their numeracy knowledge stage and at least one strategy outcome at their numeracy stage.

**5. Māori and Pasifika Target:**

Māori and Pasifika students will achieve gains in literacy and numeracy that are at least equal to those made by their non-Māori and non-Pasifika peers.

**6. Residential Target:**

Students will achieve no less than six residential goals.

**7. Service Delivery Target:**

The parent/whanau/caregiver and student exit interviews will indicate at least 90% satisfaction with the service provided by Halswell Residential College.

## 5. Annual Plan Evaluation 2019

ANNUAL PLAN ACTION TIMELINE - TERM 1, 2019		
Details	Strategic Goal Area	STATUS
<b>SELF-REVIEW</b>		
Review 5-year action plan as a Health Promoting School.	Student Learning	Complete
<b>SNAP SHOT REVIEW</b>		
Review adherence to Privacy Act re: record keeping.	Leading the School	Complete
<b>POLICY REVIEW</b>		
Behaviour Support Policy.	Leading the School	Complete
BoT Fees and Expenses Policy.	Leading the School	Complete
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>		
Design in-depth review of what and why the school delivers.	Student Learning	Complete
Work with IWS to design new measurement, reporting and student achievement review processes.	Student Learning	Ongoing
3 days of PD for practitioners to complete Behaviour Technician Level 1 Certificate.	Effective Teaching	Complete
Assist MoE with the design of the new direct access pathway and welcome first students.	Leading the School	Ongoing
Work with MoE on funding.	Leading the School	Ongoing

## ANNUAL PLAN ACTION TIMELINE - TERM 2, 2019

Details	Strategic Goal Area	STATUS
<b>SELF-REVIEW</b>		
SAMS Review.	Leading the School	Postponed (SAMS unavailable until 2020)
<b>SNAP SHOT REVIEW</b>		
Review admin filing system.	Leading the School	Postponed (due to EO working on funding model)
<b>POLICY REVIEW</b>		
Child Protection Policy.	Leading the School	Complete
Employment and Personnel Policy.	Leading the School	Complete
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>		
Commence interviews for in-depth review.	Student Learning	Complete
Select and train practitioners for ENGAGE pilot.	Student Learning	Complete
Work with IWS to design new measurement, reporting and student achievement review processes.	Student Learning	Ongoing
Follow up with practitioners who have not completed Behaviour Technician Level 1 Certification and provide additional support.	Effective Teaching	Complete (new employees underway)
Further embed new direct access pathway.	Leading the School	Ongoing
Work with MoE on new funding.	Leading the School	Ongoing

## ANNUAL PLAN ACTION TIMELINE - TERM 3, 2019

Details	Strategic Goal Area	STATUS
<b>SELF-REVIEW</b>		
Parents, caregivers and whanau will be surveyed on the Health and PE curriculum.	Student Learning	Complete
<b>SNAP SHOT REVIEW</b>		
Co-ed status and operation.	Leading the School	Complete
<b>POLICY REVIEW</b>		
Complaints Policy.	Leading the School	Complete
Health and Safety Policy.	Leading the School	Complete
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>		
Compile responses to interviews for in-depth review and present to BoT.	Student Learning	Complete
Run ENGAGE pilot.	Student Learning	Complete
Work with IWS to design new measurement, reporting and student achievement review processes.	Student Learning	Ongoing
Develop new teaching measures into residential practitioners' JDs and performance appraisals.	Effective Teaching	Cancelled due to What and Why review
Provide PD on integrating Behaviour Technician learning into practice.	Effective Teaching	Ongoing

## ANNUAL PLAN ACTION TIMELINE - TERM 4, 2019

Details	Strategic Goal Area	STATUS
<b>SELF-REVIEW</b>		
Hostel Review.	Leading the School	Complete
<b>SNAP SHOT REVIEW</b>		
PB4L Concepts and Philosophies.	Student Learning	Complete
<b>POLICY REVIEW</b>		
Equal Employment Opportunities Policy.	Leading the School	Complete
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>		
Review ENGAGE pilot.	Student Learning	Complete
Work with IWS to implement new measurement, reporting and student achievement review processes.	Student Learning	Ongoing
Train residential practitioners re new teaching measures in JDs and performance appraisals to be rolled out in 2020.	Effective Teaching	Cancelled due to What and Why Review
Develop 2020 budget using new MoE funding.	Leading the School	Ongoing

## 6. Student Achievement Targets Evaluation 2019

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### 2019 Student Target Summary:

In 2019, our student achievement targets were:

**1. IEP Target:**

Our students will achieve 80% of their short-term goals in their IEPs.

**2. ABAS Target:**

Our students will improve by at least one year in the skill areas of home living and community use.

**3. Literacy Target:**

Our students will achieve at least 75% of their IEP literacy goals.

**4. Numeracy Target:**

Our students will achieve at least two key knowledge outcomes at their numeracy knowledge stage and at least one key strategy outcome at their numeracy stage.

**5. Māori and Pasifika Target:**

Māori and Pasifika students will achieve gains in literacy and numeracy that are at least equal to those made by their non- Māori and non-Pasifika peers.

**6. Residential Target:**

Students will achieve no less than three wristbands.

**7. Service Delivery Target:**

The parent/whanau/caregiver and student exit interviews will indicate at least 90% satisfaction with the service provided by Halswell Residential College.

\* **Note:** The sample sizes used to generate the 2018 baseline and the 2019 end of year data are very small. Analysis is further compromised due to uncontrolled variables such as different lengths of tenure, staggered intakes and exits, as well as the diversity of academic and behavioural presentations that students with high and complex needs bring to the College. This diversity does not 'average out' when the sample size is small. Sample sizes vary across targets due to different assessment schedules and varying lengths of tenure.

<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> Increase achievement of IEP goals.			
<b>Annual Target:</b> Our students will achieve 80% of their short-term goals in their IEPs.			
<b>Baseline data:</b> In 2018, our students achieved an average of 81% of their short-term goals in their IEPs. n=18.			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>Education at HRC is 24/7.</p> <p>On entry, the IEP team (student, teacher, IEP co-ordinator, IWS psychologist, and parents/whanau/ caregiver) identify short term academic and social/living goals. Three months into the tenure, these goals are reviewed, and new goals are set. Ongoing reviews are 6-monthly and/or when the student exits the College.</p> <p>Practitioners use a range of strategies with students to support their readiness to learn.</p>	<p>n=24</p> <p>24 students had one or more IEP reviews during the 2019 year. 337 of the 404 short term goals set, were achieved.</p> <p>Average = 83%</p> <ul style="list-style-type: none"> <li>- 15 students met the target.</li> <li>- 9 students achieved 67%-79% of their goals.</li> </ul>	<p>Of the 9 students who achieved 67%–79% of their goals, 5 (CB, JH, ZH, TP DSJ,) were not far off target with 75%–79% of goals achieved. 4 (DM, SM, KPM, TW) achieved 67% of their goals. Factors that may have impacted achievement: adapting to environmental changes as students transition in and out of HRC; entry IEP goals missing the mark while the student/practitioner are getting to know one another; and reduced time to work on goals when a transition occurs earlier than anticipated.</p>	<p>It is pleasing to see 20 of the 24 students achieving at or near the target.</p> <p>In 2020, to better meet the high and complex needs of our cohort, practitioners will begin to embed trauma-informed practice across all contexts of the College.</p>
<b>Planning for next year:</b> To enhance readiness to learn by embedding trauma-informed practice at HRC.			

<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> Increase achievement in ABAS.			
<b>Annual Target:</b> Our students will improve by at least one year in the skill areas of home living and community use.			
<b>Baseline data:</b> In 2018, our students improved by an average of 2 years, 8 months in the skill area of home living, and 1 year, 8 months in the skill area of community use. n=13.			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>The residential curriculum focuses on the development of adaptive behaviour skills which are assessed using the ABAS-III assessment. The baseline assessment is taken 3 months after enrolment and 6-monthly thereafter.</p> <p>Adaptive skills are taught using direct and incidental teaching. The primary locus for learning is in the residential where. As much as is practicable, the needs and presentations of the potential cohort are monitored to ensure a best fit for learning in a residential context.</p>	<p>n=11</p> <p>11 students had at least 2 ABAS assessments. Average gains in: Home Living = 2 years, 2 months. Community Use = 1 year, 8 months.</p> <p>5 students met the target across both skill areas.</p> <p>4 students (JC, ZH, SM, TP) gained at least 1 year in Home Living but not in Community Use. 1 student (JS) gained at least 1 year in Community Use but not in Home Living.</p> <p>1 student (DM) did not meet the target in either skill area.</p>	<p>The 6 students who did not meet the target made gains at a slower rate.</p> <p>ZH's scores went down in Community Use. He had a different assessor for his 2nd assessment.</p> <p>Length of tenures may be a contributing factor. (4 of the 6 had tenures less than a year). Other factors include student anxiety due to home situations, lack of contact with home, uncertainty around transitions, and the impact that a highly challenging student can wield on the opportunities for learning in the where.</p>	<p>Continue to aim for consistency and reliability in assessment of ABAS scores.</p> <p>Continue to monitor the presentations of potential enrolments to ensure best fit for residential living.</p> <p>In 2020, practitioners will begin to embed trauma-informed practice across all contexts of the College, to better meet the high and complex needs of our cohort.</p>
<b>Planning for next year:</b> To enhance readiness to learn by embedding trauma-informed practice at HRC.			



<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> Increase achievement in literacy.			
<b>Annual Target:</b> Our students will achieve at least 75% of their IEP literacy goals.			
<b>Baseline data:</b> In 2018 our students achieved an average of 77% of their IEP literacy goals. n=18.			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>Literacy is promoted daily in the students' personalised learning plan (PLP) and integrated with the teaching of other subjects. Students have opportunities to read and be read to across the school and residential contexts. Achievement is celebrated in weekly and end of term assemblies.</p>	<p>n=24            24 students had one or more IEP reviews during the 2019 year. Overall, 109 of the 136 short term literacy goals set were achieved. Average = 80%</p> <ul style="list-style-type: none"> <li>- 20 students met the target.</li> <li>- 3 students (JC, SM, LS) achieved 50% of their literacy goals.</li> <li>- 1 student (KP) achieved 37% of his literacy goals.</li> </ul>	<p>Of the 4 students who did not meet the target:</p> <ul style="list-style-type: none"> <li>- SM had less than 3 months between her 3<sup>rd</sup> and final reviews and may have needed more time to consolidate the goals set.</li> <li>- 2 had significant absences. KP had health issues. JC refused to engage when he learned his tenure was being extended beyond that initially stated.</li> <li>- Entry goals for LS may have been set too high for the 3-month period.</li> </ul>	<p>Students come with challenges that compromise their rate of achievement. Practitioners will focus on developing therapeutic relationships with students to better support students towards being ready to learn. It is important to ensure that we capture the student voice in planning transitions. The team will also review the curriculum to ensure that a strong literacy focus is supported by therapeutic practice and plan to create a rubric that will better capture writing achievement. Teachers will undertake literacy PLD in 2020.</p>
<b>Planning for next year:</b> To enhance readiness to learn by embedding trauma-informed practice at HRC.			

<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> Increase achievement in mathematics.			
<b>Annual Target:</b> Our students will achieve at least 2 key knowledge outcomes at their numeracy knowledge stage and at least 1 key strategy outcome at their numeracy stage.			
<b>Baseline data:</b> In 2018, our students achieved an average of 9 key knowledge outcomes and 5 key strategy outcomes at their numeracy stage. n=18.			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>Achievement in numeracy is promoted daily through the students' PLP, whole class or small group instruction in class, and games to reinforce skill acquisition. Some classroom teachers alternate the instructional focus between knowledge and strategy on a term/semester basis. Several students participate in "Mathletics" (on-line enrichment programme).</p>	<p>n=21  21 students had at least 3 months of numeracy tuition. Average gains were:  Ave gain Knowledge = 5  Ave gain Strategy = 2</p> <ul style="list-style-type: none"> <li>- 12 students met the target across both domains.</li> <li>- 4 students (JC, KK, DM, TW) met the strategy target.</li> <li>- 1 student (HPM) met the knowledge target.</li> <li>- 4 students (PD, KM, LS, DSJ) did not meet the target in either domain.</li> </ul>	<p>2 (PD, KM) of the 4 students who did not meet either target, achieved 1 knowledge sub-step. Both had several absences. KM had personal issues that impacted on his engagement. LS had only been at HRC 4 months and has a range of co-morbidities that impact his rate of learning. He may simply need more time. DSJ whose tenure was 8 months, took longer to settle into class, and had a change of teacher mid-tenure which may have compromised his learning.</p>	<p>Continue to provide 1:1 and small group tuition and integrate numeracy skill teaching into real life contexts.</p> <p>Ensure students have opportunities for learning in both knowledge and strategy domains whilst at the College.</p> <p>Continue with Mathletics for enrichment.</p> <p>All practitioners will work on developing therapeutic relationships with students to support readiness for learning.</p> <p>Teachers will undertake PLD in 2020.</p>
<b>Planning for next year:</b> To enhance readiness to learn by embedding trauma-informed practice at HRC.			

<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> Increase achievement of Māori in literacy and numeracy.			
<b>Annual Target:</b> Māori and Pasifika students will achieve gains in literacy and numeracy that are at least equal to those made by their non-Māori and non-Pasifika peers.			
<b>Baseline data:</b> In 2018, Māori students achieved 77% of literacy goals. Non-Māori students achieved 79% of literacy goals. In 2018 Māori students achieved an average of 9 key knowledge outcomes and 5 key strategy outcomes. Non-Māori students achieved an average of 10 key knowledge outcomes and 5 key strategy outcomes. n=8 Māori; n=10 non-Māori.			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>ERO (2018) recognised the cultural competence at HRC across the campus. Māori learners are particularly supported as Māori in the residential tikanga based whare.</p> <p>Two Māori students (NT and SM) were on maths programmes that focused on skills for living. One non-Māori student (JH) had an alternate programme focused on supporting his behaviour so that he could remain in a classroom environment.</p>	<p style="text-align: center;"><b>Literacy</b></p> <p style="text-align: center;">n=14 Māori, n=10 non-Māori</p> <p>Māori students achieved 89% of their literacy goals. Non-Māori students achieved 79% of their literacy goals.</p> <p style="text-align: center;"><b>Numeracy</b></p> <p style="text-align: center;">n=12 Māori, n=9 non-Māori</p> <p>Average achievement Māori = 4 key knowledge outcomes and 2 key strategy outcomes. Average achievement non-Māori = 6 key knowledge outcomes and 2 key strategy outcomes.</p>	<p>Caution is advised when making comparisons, given the small samples.</p> <p><b>Literacy:</b> 3/14 Māori students (JC, SM and KPM) did not meet the literacy target. 1/10 non-Māori students did not meet the literacy target.</p> <p><b>Numeracy:</b> 4/12 Māori students (JC, PD, KPM, HPM) did not meet the numeracy target. 5/9 non-Māori students (KK, DM, LS, DSJ, TW,) did not meet the numeracy target.</p> <p>The reasons for variance have been discussed above.</p>	<p>Continue to maintain and grow cultural competence across the College.</p> <p>Ensure Māori (and where applicable Pasifika) students have access to Māori and Pasifika role models, particularly where student/practitioner contact hours are high.</p> <p>All practitioners will work on developing therapeutic relationships with students to support readiness for learning.</p>
<b>Planning for next year:</b> Continue to support and strengthen cultural competency of all practitioners.			

<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> Increase achievement in residential curriculum.			
<b>Annual Target:</b> Students will achieve no less than three wristbands.			
<b>Baseline data:</b> In 2018 students achieved an average of 3 wristbands per student. n=20.			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>Students achieve wristbands as a part of the residential curriculum. There are 8 levels of achievement. Each level is progressively more challenging. Students begin the programme as soon as they are enrolled.</p> <p>The programme is facilitated by the IEPs and supported by Youth Workers.</p> <p>A visual record of student achievement is displayed where all students can compare their progress with that of their peers.</p> <p>The principal acknowledges individual student achievement in a face-to-face meeting.</p>	<p>n=25</p> <p>25 students with tenures varying from 2 to 21 months achieved 92 wristbands for an average of 3 wristbands per student.</p> <ul style="list-style-type: none"> <li>- 15 students met the target.</li> <li>- 8 students (CB, TB, PD, JM, HPM, JVM, TW) achieved 2 wristbands.</li> <li>- 2 students (JH, LS) achieved 1 wristband.</li> </ul>	<p>7 of the 8 students who achieved 2 bands had been at the College less than 10 months and are well on their way to achieving their 3<sup>rd</sup> band. The 8<sup>th</sup> student JVM had a tenure of 19 months. This student presented with ASD and took some time to decide to take part in this programme.</p> <p>One of the 2 students who achieved 1 band had been at the College for less than 3 months. He did well to earn 1 band, given his challenging behaviours. LS has been at HRC for 5 months. He presents with a range of co-morbidities including ASD and ID and needs extra time to work on his goals.</p>	<p>All practitioners will work on developing therapeutic relationships with students to support readiness for learning.</p> <p>Selected students to have access to ENGAGE - an activity designed to help students develop and practise self-regulation skills. The activity also enhances practitioner/student relationships which are essential for student buy-in to earning wristbands.</p>
<b>Planning for next year:</b> To enhance readiness to learn by embedding trauma-informed practice at HRC.			

<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> All students have access to and participate in an adapted NZ Curriculum, and opportunities to learn independent living skills for successful achievement of IEP outcomes.			
<b>Annual Target:</b> The parent/whanau/caregiver and student exit interviews will indicate at least 90% satisfaction with the service provided by Halswell Residential College.			
<b>Baseline data:</b> In 2018, parent satisfaction was 92% (n=7), student satisfaction was 89% (n=9) and overall satisfaction was 90%.			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>Completion of the exit interview while encouraged, is optional. Participants are asked to rank several positively worded statements by indicating that they: agree, neither agree nor disagree, disagree.</p> <p>Student advocates support students who need assistance completing the interview form. Advocates bring objectivity to the role as they are not HRC employees.</p> <p>Parents/caregivers are invited to complete the interview via phone, text or by email.</p>	<p>n=7 7 of the 14 parent/caregivers responded.</p> <p><b>Parents</b> - 62 out of a possible 63 responses rated 'agree' for an average of 98%.</p> <p>n=10 10 out of 14 students responded. Of those who did not respond, JH was excluded, KK chose not to complete an interview, KM left suddenly, and KPM was not present in Term 4 due to health issues.</p> <p><b>Students</b> - 127 out of a possible 160 responses rated 'agree' for an average of 79%.</p> <p>Together, 189 out of a possible 223 responses rated 'agree' for an overall average of 85%.</p>	<p>Parent/caregiver results are satisfactory overall, although one OT Social Worker noted he had not received an HRC newsletter.</p> <p>8 of the 10 students who responded, rated their satisfaction at 75% or higher. Some student responses were more indicative of the 'moment' in time, rather than reflective over their whole tenure.</p> <p>TW responses were mostly ambivalent. This mirrors his personal response to most of what HRC offered during his 4-month tenure. KK chose not to complete an interview. JH was excluded at the end of Term 4 when interviews were taken. KPM was absent due to health issues.</p>	<p>The 2 statements to which 4 students selected "disagree" or "neither agree nor disagree" were: "I liked my bedroom." and "Staff asked me how I got on at school when I came to my house." No students disagreed with 2 questions pertaining to their sense of safety, which is the more important feature of residential living. The team could consider revising the interview questions in order to drill down more deeply into student abilities to build relationships, be resilient and reflect.</p> <p>One is not sure that those parents who did not respond would have responded as favourably as those who did respond. That said, participation cannot be demanded, although there may be a better time for capturing the parent/caregiver voice.</p>
<b>Planning for next year:</b> Investigate methods for identifying shifts in student well-being across their tenure and/or capture student voice around the College's three values: Whanaungatanga, Manawa-Roa and Whaiwhakaaro.			

