

Halswell Residential College



HRC Te Otu Mātua

Charter 2023

‘Every interaction by every kaiako
with every ākonga has the potential
to make a positive difference.’

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Contents

This Charter is Te Otu Mātua Halswell Residential College's (HRC) 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 ākonga 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 HRC.

The Charter is set out in the following sections:

1. HRC Overview
2. Strategic Plan 2022-2025
3. Annual Plan Goals 2023
4. Ākonga Achievement Targets 2023
5. Annual Plan Evaluation 2022
6. Ākonga Achievement Targets Evaluation 2022



Whakarangatirahia - Be the best you can be

Our Values

Our values-based culture supports our student-centred approach

Build Relationships | Whanaungatanga

Be Resilient | Manawa-Roa

Reflect | Whaiwhakaaro

Our Mission

HRC Te Otu Mātua is an intervention for ākonga with intellectual difficulties and complex behaviours.

The facilities, specialised curricula, and highly trained kaiako support ākonga within a therapeutic environment designed to assist them to develop to their full potential.

Our Charter 2023

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

1. Ākonga Learning

HRC fosters student achievement by providing teaching and learning programmes that incorporate the *New Zealand Curriculum (NZC)* and are underpinned by the key competencies. All learning is delivered in a 24/7 teaching and learning environment where 'living is learning'.

2. Effective Teaching

Kaiako are recognised as leaders in providing for young people with complex intellectual needs and/or behavioural needs, to maximise ākonga learning goals.

3. Leading HRC

Our service caters for the needs of all ākonga, represents best practice, and is delivered in a cost-effective manner. HRC is inclusive, culturally responsive, and provides a physically and emotionally safe environment. HRC has strong relationships with whānau and stakeholders.

1. HRC Te Otu Mātua Overview

We are HRC Te Otu Mātua

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

HRC partners with the Intensive Wraparound Service (IWS) (who refer ākonga for residential intervention where it is in the best interest of the student). Ākonga whose challenges are only school based may enter HRC via the Residential Specialist School only (RSS-only) pathway. Our ākonga are all on individual education plans and usually stay between one term and 24 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 ākonga. We have approximately 50 full and part-time kaiako.

HRC 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 were purpose built to better meet the needs of our ākonga.

In 2017, HRC became a co-educational facility.

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

Enrolments

Enrolment at HRC provides ākonga 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. Ākonga are enrolled for up to 24 months.

In 2019, a direct access pathway (RSS-only) into the three Residential Specialist Schools: HRC, WRS, and Salisbury School, was opened by the Ministry of Education. Ākonga who enter this way will not have IWS support, and transitions will be managed by the RSS in collaboration with the referrer and whānau. In 2020, the entry criteria were modified further.

There are four criteria for the RSS-only pathway:

- The young person be aged 8-15 years old and in Years 3-10 of schooling at the time of enrolment.
- The child has behaviour, social and/or learning needs that are highly complex and challenging (and may have associated intellectual difficulty) and requires support at school.
- Local learning support services/support have been considered or tried, and RSS intervention is believed to be the best way of meeting to the child's needs.

- The young person does not need an intervention in the home or community (i.e., they do not need intensive services such as IWS, Oranga Tamariki, or High and Complex Needs).

Student Profile 2022

In 2022 we had 23 different students enrolled and reached a maximum of three female students at any point and a total of three during the whole year.

The ethnic make-up was as follows:

NZ Māori, 34.8 percent.

NZ European, 60.9 percent.

British/Irish, 4.3 percent.

Our youngest student was 10 years, 5 months old and the oldest was 16 years, 10 months old. The average age was 13 years, 3 months.

26 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: *Absence Seizures, Agenesis of corpus callosum, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Asperger's Syndrome, Attachment Disorder, Auditory Processing Disorder, Autism Spectrum Disorder, Bifrontal Orbital Advancement (visual impairment), Bipolar Affective Disorder, Craniopharyngioma (benign brain tumour), Chromosome Disorder, Conduct Disorder, Crouzon's Syndrome, Depression, Developmental Co-ordination Disorder, Developmental Delay, Down Syndrome, Dysgraphia, Dyslexia, Dyspraxia, Emotional Deregulation, Enuresis, Epilepsy, Fibrous Dysplasia, Foetal Alcohol Spectrum Disorder, Generalised Anxiety Disorder, Hyperphagia, Irlen Syndrome, Intellectual Disability (Mild/Moderate), Intermittent Explosive Disorder, Klinefelter Syndrome, Obesity, Obsessive Compulsive Disorder, Obstructive Sleep Apnoea, Oppositional Defiant Disorder, Panhypopituitarism, Pervasive Developmental Disorder, Post Traumatic Stress Disorder, Prader-Willi Syndrome, Reactive Attachment Disorder, Sensorineural hearing loss, Sensory Processing Disorder, Severe Language Disorder, Sleep Apnoea, Sleep Disorder, Tourette Syndrome.*

Our Vision



Our Mission

HRC Te Otu Mātua is an intervention for ākonga with intellectual difficulties and complex behaviours. The facilities, specialised curricula, and highly trained kaiako support ākonga within a therapeutic environment designed to assist them to develop to their full potential.

Our Values

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

- Build Relationships / Whānaungatanga
- Be Resilient / Manawa-Roa
- Reflect / Whaiwhakaaro

Each year we select one value to focus on. In 2022 it was: Reflect/Whaiwhakaaro. For 2023 our focus is on: Building relationships/Whanaungatanga.

Philosophy of Care

We believe in the rights of children and have developed the actions listed on the next page to underpin our practice.

Our Philosophy of Care

Build Relationships / Whanaungatanga

- We will create a relationship-based therapeutic milieu which is responsive to individual needs.
- We will involve students, whanau and IWS in creating student learning goals.
- We will seek ways to engage every student.
- We will keep students physically and psychologically safe.
- We will listen to and respond to students respectfully and model restorative practice even if their behaviour is hostile.
- We will uphold students' dignity and privacy.
- We will have professional and collaborative partnerships to best meet student needs.

Be Resilient / Manawa-Roa

- We will model contagious calmness, persistence and resilience.
- We will recognise students' potential and build on their strengths.
- We will provide a range of activities where students can relax, play and have fun.
- We will ensure students can make mistakes without fear.
- We will accommodate students' physical, emotional, social, intellectual, spiritual and cultural needs.
- We will maximise incidental teaching moments.

Reflect / Whaiwhakaaro

- We will reflect on our practice and look for how we can do things better.
- We will ensure students experience and celebrate success.
- We will ensure that consequences are a learning opportunity.
- We will capture the collective student voice to improve our practice.
- We will provide opportunities for students to ask for help or advocacy.
- We will provide a programme that is consistent and responsive to individual student needs.
- We will give students an opportunity to be part of decision-making that affects them.
- We will support students to express their thoughts, feelings and ideas.

Reviewed: 2020

Responding to Cultural Diversity at HRC

HRC Te Otu Mātua is proud of the range of learning experiences that we offer ākonga 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

Our whānau 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 ākonga. Often non-Māori ākonga opt to reside in Te Whare a Tauawa.

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

- Catering for the spiritual needs of ākonga, taha Māori, taha wairua, and taha tinana.
- Fulfilling a sense of identity, developing, and increasing the understanding and knowledge, and through whakapapa building connection to hapu 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 Whānau o Otu Mātua as a whole.

Te Tao Kokiri

- HRC has had a Māori kaiako group for several years. Kaiako are consulted on issues pertaining to Māori ākonga. The group welcomes any kaiako, 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.
- HRC 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 ākonga.
- Our Pasifika kaiako have incorporated cultural practices into the Tauawa programme, and at times some of our ākonga worship with the local Pasifika community.
- Each year, our Pasifika kaiako group leads HRC’s celebration of a Pasifika Language Week. The week’s events include daily proverbs, a ‘word of the day’ competition for ākonga and kaiako, and a shared umu lunch featuring traditional foods. We celebrate these occasions even when we have no Pasifika ākonga enrolled.

Professional Development and Community Links

- The self-review process at HRC ensures that cultural diversity is incorporated across our learning and teaching practices, reflected in our kaiako 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 hapu and iwi, and extended links with iwi further afield. Taumutu is our local runanga.

Whole Kura Te Reo Programme

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

24/7 Curriculum at HRC Te Otu Mātua

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

Particularly important aspects for our ākonga 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 ākonga present with complex needs and a wide spectrum of strengths and learning needs, we deliver individualised learning programmes.

Ākonga knowledge, skills and values are promoted through:

- Adaptation of the *New Zealand Curriculum* at all levels appropriate to the learning needs of the ākonga.
- 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.

Kura Curriculum Learning Areas

The curriculum, based on an adapted *New Zealand Curriculum*, emphasises development of emotional, social, and regulation skills essential to being ready to learn.

HRC focus on learning in numeracy, literacy, health, and physical education, and to meet the individualised learning needs of our ākonga we use integrated learning for science, social studies, the arts, and technology.

The classroom configurations are altered to cater to the educational needs of the cohort of ākonga at any time. Typically, there are three general types of classes:

- **Learning for School Classes**
For ākonga who will transition back into school-based settings.
- **Learning for Life Classes**
This is for ākonga 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.
- **Kawatea – Day Student Class**
This supports local day students in Years 3-5 who may have a diagnosis of autism (ASD) or have sensory needs that impact their ability to participate fully in their local school. Ākonga in

Kawatea are referred for a short-term intervention, of up to two terms, to promote learner engagement and independence, and to build a greater level of understanding of the learner's needs before supporting a transition back to their enrolling school. During the intervention, HRC work collaboratively with the enrolling school, the whānau, and the MoE.

HRC operates with small class sizes, supported by a teacher and at least one teacher assistant. Ākonga have individualised programmes to best meet their needs as well as opportunities to work together as a class and with the whole kura. The kura is supported by an associate principal, a team leader, a literacy and numeracy specialist, and teacher assistants.

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

Residential Curriculum Learning Areas

The residential curriculum was developed in response to the need for our ākonga 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 ākonga with daily functional skills that:

- assist our ākonga to interact with their environment as independently as possible.
- are necessary for our ākonga to become contributing members of society.
- help our ākonga develop a sense of dignity and worthiness.
- permit our ākonga to problem solve appropriately and responsibly in life situations.
- are necessary for our ākonga to manage their own personal affairs.

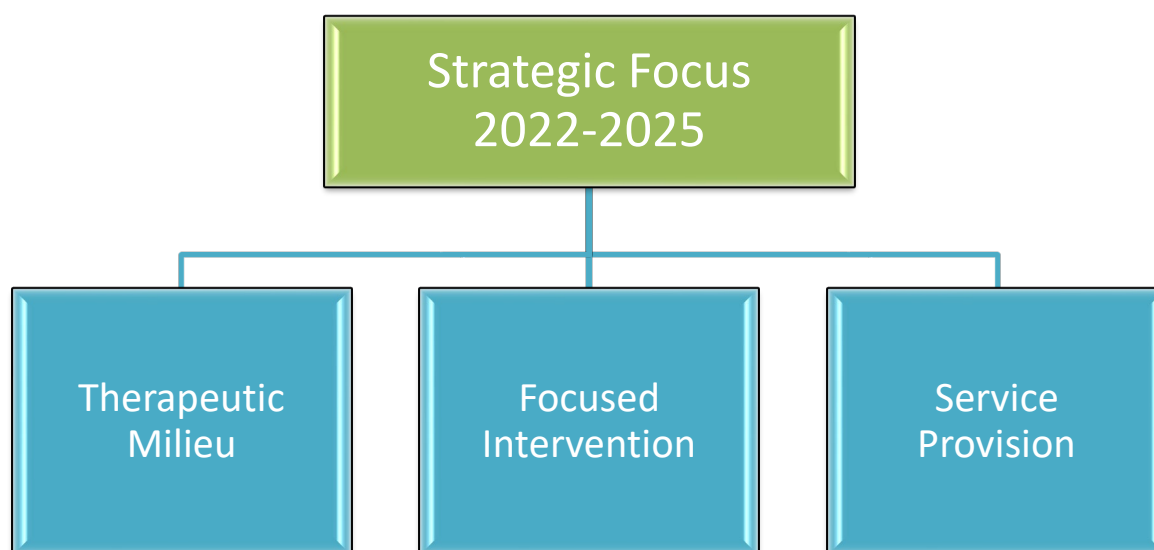
The residential curriculum incorporates the key competencies of the *New Zealand Curriculum*.

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 ākonga within the residences.
- **Kaiwhakahaere/House Manager**
The kaiwhakahaere provides for the cultural needs, development, and involvement of the ākonga and their iwi and whānau at HRC.
- **IEP Co-ordinators**
The IEP co-ordinators provide effective management and co-ordination of the IEP and FBA processes for the ākonga of HRC and work closely with the IEP team.
- **Youth Workers**
The youth workers lead recreational and programme activities that support the residential curriculum.
- **Residential Assistants**
The residential assistants support the team, working closely with students and undertake cleaning in the residences.

2. Strategic Goals for the Next 3-5 Years

Key Focus Areas



In addition to business as usual, HRC Te Otu Mātua continues to have three key focus areas over the next 3-5 years.

Therapeutic Milieu

- Embed the new evidence-based programmes and frameworks that support our therapeutic milieu.
- Provide refresher training to support the embedding of the DLE (Purposeful Use of Daily Life Events) framework.
- Ensure all documentation, training, and processes and procedures align with the therapeutic milieu.
- Embed the plan Towards the Elimination of Restraint.
- Embed the Three Pillars of Transforming Care framework.

Focused Intervention

- Sharpen the focus on the programmes we provide as part of a focused intervention offering specialist learning support, with input from the RSS Psychologists.
- Embed the revised 24/7 curriculum.
- Ensure IEP documentation aligns to curriculum and the new transition in and out plans.
- Embed programmes that give students the skills to learn how to learn, identify and manage emotions, and increase self-control.

Service Provision

- Increase services provided to more whānau, more local and national school communities, including improved transition.
- Increase student enrolment numbers.
- Investigate new service provisions with the local MoE.
- Provide professional development support to other professionals.

3. Annual Plan Goals 2023

ANNUAL GOALS		
	2022	2023
<p>1. Ākonga Learning</p> <p>HRC fosters student achievement by providing teaching and learning programmes that incorporate the <i>New Zealand Curriculum</i> and are underpinned by the key competencies. All learning is delivered in a 24/7 teaching and learning environment where 'living is learning'.</p>	Embed the revised 24/7 curriculum and IEP documentation.	<p>Continue to embed the new curriculum and IEP documentation.</p> <p>Pilot the new transition process and documentation.</p>
	Review the transition process and documentation.	<p>Pilot and begin collecting data for four new learning HRC outcomes measurement tools.</p> <p>Areas include adaptive behaviour (adapted ABAS-III), executive functioning (specifically learning to learn), risks and strengths (risk inventory and strengths evaluation), and self-concept (Piers-Harris 3).</p> <p>Introduce new programmes to support the learning in these specific areas, including specific 1-to-1 instruction and small groups run by psychologists.</p>
<p>2. Effective Teaching</p> <p>All kaiako are recognised as leaders in providing for children and adolescents with complex needs and/or behavioural needs to maximise student learning goals.</p>	Continue to develop and grow kaiako through the provision of relevant professional learning opportunities. A focus for 2022 will be on DLE, building and maintaining a therapeutic milieu, the new curriculum and IEP document, and towards the elimination of restraint.	Continue to develop and grow kaiako through the provision of relevant professional learning opportunities. A focus for 2023 will be towards the elimination of restraint, training in neuro-sequential learning, multi-sensory structured language, the Three Pillars of Transforming Care, kapa haka, and DLE.
	Embed the DLE framework. Strengthen the DLE kaiako subject matter experts action group through the development of specific measurable outcomes.	Implement the new reading programme based on the multi-sensory structured language (MSL) concepts. MSL is proven beneficial for all who have not mastered reading and writing, including those with dyslexia).
<p>3. Leading HRC</p>	Implement new strategies to increase enrolment numbers.	Introduce the coaching programme focused on increasing kaiako well-being. (This programme does not replace supervision or EAP psychological support).

<p>Our service caters for the needs of all ākongā, represents best practice, and is delivered in a cost-effective manner. HRC is inclusive, culturally responsive, and safe physically and emotionally. HRC has strong relationships with whānau and stakeholders.</p>	<p>With input from the local Ministry of Education office, evaluate the Kawatea pilot, and continue to develop and grow this initiative, as well as other initiatives that could support local mainstream schools working with complex and challenging students.</p>	<p>Work closely with the local Ministry of Education office to implement new initiatives, as per Kawatea piloted in 2022).</p>
	<p>Implement the plan towards the elimination of restraint.</p>	<p>Continue to introduce strategies to support the plan towards the elimination of restraint, including new and specific training.</p>

REVIEWS

1. Policy Reviews	Protected Disclosures Policy – August 2023	
2. Self/Snapshot Reviews	Hostel Review.	Hostel Review.
	Review the development of HRC's therapeutic milieu and student/kaiako interactions.	Review the pilot of the new transition programme and additional assessment measures in conjunction with the MoE RSS-Psych team.
	Continue to implement new strategies to increase enrolment numbers.	Review the strategies used to increase the roll and our support of students who are part of the increased roll numbers.
	Review procedures so all support the therapeutic milieu.	Review the DLE programme.

4. Ākonga Achievement Targets 2023

In 2023, our student achievement targets are:

1. IEP Target:

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

2. ABAS Target:

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

3. Literacy Target:

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

4. Numeracy Target:

Our ākonga will achieve at least three key numeracy outcomes.

5. Māori and Pasifika Target:

Māori and Pasifika ākonga 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:

Ākonga will achieve no less than six residential goals.

5. Annual Plan Evaluation 2022

TERM 1, 2022			
Details	Strategic Goal Area	Responsibility	Status
Self-review and Snapshot Review			
Review procedures so all support the therapeutic milieu.	Leading HRC	AP Residential, AP Day School	Completed
Policy Review			
BoT Fees and Expenses Policy (April)	Leading HRC	BoT	Completed
Staff Appointments Policy (April)	Leading HRC	BoT	Completed
Action to achieve strategic goals			
Embed the revised 24/7 curriculum.	Ākonga Learning	SLT	In progress
Continue to develop and grow kaiako through the provision of relevant professional learning opportunities. A focus for 2022 will be on DLE, building and maintaining a therapeutic milieu, the new curriculum and IEP document, and towards the elimination of restraint.	Effective Teaching	SLT	Ongoing
Embed the DLE framework. Strengthen the DLE kaiako subject matter experts action group through the development of specific measurable outcomes.	Effective Teaching	SLT	Ongoing
TERM 2, 2022			
Details	Strategic Goal Area	Responsibility	Status
Self-review and Snapshot Review			
Review the IEP documentation	Ākonga Learning	AP Day School (AA)	In progress

Policy Review			
Child Protection Policy (May)	Leading HRC	BoT	Completed
Employment and Personnel Policy (May)	Leading HRC	BoT	Completed
Action to achieve strategic goals			
Implement the plan towards the elimination of restraint.	Leading HRC	SLT	Ongoing
With input from the local Ministry of Education office, evaluate the Kawatea Pilot, and continue to develop and grow this initiative, as well as other initiatives that could support local mainstream schools working with complex and challenging students.	Leading HRC	Principal, AP Residential, AP Day School	Completed
Develop a new IEP process and documentation	Ākonga Learning	AP Day School (AA)	In progress
TERM 3, 2022			
Details	Strategic Goal Area	Responsibility	Status
Self-review and Snapshot Review			
Review and implement new strategies to increase enrolment numbers.	Leading HRC	Principal	In progress
Policy Review			
No policies for review until Term 4.			
Action to achieve strategic goals			
Review the transition process and documentation.	Ākonga Learning	AP Residential, AP Day School	In progress
Continue to implement new strategies to increase enrolment numbers.	Leading HRC	Principal	Ongoing

TERM 4, 2022			
Details	Strategic Goal Area	Responsibility	Status
Self-review and Snapshot Review			
Hostel Review	Leading HRC	AP Residential	Completed
Review the development of HRC's therapeutic milieu with a focus on student/kaiako interactions.	Leading HRC	AP Residential	Completed
Policy Review			
Complaints Policy (Dec)	Leading HRC	BoT	Completed
Equal Employment Opportunities Policy (Dec)	Leading HRC	BoT	Completed
Health and Safety Policy (Dec)	Leading HRC	BoT	Completed
Action to achieve strategic goals			
Implement identified changes following the review of HRC's therapeutic milieu with a focus on student/kaiako interactions.	Leading HRC	SLT	Ongoing

6. Ākonga Achievement Targets Evaluation 2022

HRC Te Otu Mātua (522) 2022 Ākonga Achievement Target Summary

In 2022 our ākonga achievement targets were:

1. **IEP Target:** Our ākonga will achieve 80% of their short-term goals in their IEPs.
2. **ABAS Target:** Our ākonga will improve by at least one year in the skill areas of home living and community use.
3. **Literacy Target:** Our ākonga will achieve at least 75% of their IEP literacy goals.
4. **Numeracy Target:** Our ākonga will achieve at least three numeracy outcomes.
5. **Māori and Pasifika Target:** Māori and Pasifika ākonga 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:** Ākonga will achieve no less than six residential goals.

* Note: The small sample sizes compromise meaningful data analysis. In addition to the diverse emotional behavioural presentations that ākonga bring to HRC, uncontrolled variables include tenure length, attendance, and differing processing abilities. This diversity does not 'average out' when the sample is small. Sample sizes may vary across targets due to variations in assessment schedules.

Focus: Ākonga Achievement.			
Strategic Aim: Increase achievement of IEP goals.			
Annual Target: Our ākonga will achieve 80% of their short-term goals in their IEPs.			
Baseline data: In 2021 our ākonga achieved an average of 84% of their short-term goals in their IEPs. n = 13.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Education at HRC is 24/7.</p> <p>Kaiako focus on building strong relationships with ākonga so they can begin to feel safe and ready to learn.</p> <p>About three weeks after enrolment, the team members support ākonga to set social, living, and academic goals. Three months later these goals are reviewed, and new goals are set, to be reviewed again in six months and/or when the ākonga transitions out.</p>	<p>n = 17</p> <p>17 ākonga had one or more IEP reviews during the 2022 year.</p> <p>264 of the 310 short-term goals were achieved.</p> <p>Average = 85%</p> <ul style="list-style-type: none"> • 11 met the target. • Five achieved 75-79% of their short-term goals. • One met 50% of their short-term goals. 	<p>Meeting 50% of short-term goals was commendable given the level of trauma that this ākonga has experienced. Lack of consistent attendance may have been a factor as well.</p>	<p>Kaiako to be trained by Dr Howard Bath (Three Pillars of Transforming Care) and use learnings to support ākonga, many of whom have experienced significant trauma in their lives.</p>
Planning for next year: To practice and embed trauma informed care 24/7 at HRC Te Otu Mātua.			

Focus: Ākonga Achievement.			
Strategic Aim: Increase achievement in ABAS.			
Annual Target: Our ākonga will improve by at least one year in the skill areas of home living and community use.			
Baseline data: In 2021, our ākonga improved by an average of 3 years 7 months in the skill area of home living, and 3 years 1 month in the skill area of community use. n =7.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Development of functional skills necessary for living is a major focus of the Residential Curriculum. Kaiako use the Adaptive Behaviour Assessment System Third Edition (ABAS-III) to assess ākonga skills, three months after enrolment and every six months thereafter. Learning is reinforced 24/7.	<p>n = 9</p> <p>Nine ākonga had at least two ABAS assessments. The average gain in home living was 2 years 5 months and the average gain in community use was 1 year 1 month.</p> <p>Four met the target across both domains.</p> <p>Four met the target in one of the domains and made gains between 4 and 8 months in the second domain.</p> <p>One did not meet the target across either domain. This ākonga made an 8-month gain in community use and showed no change in home living.</p>	<p>2022 was a year beset with kaiako and ākonga absenteeism which can, in some instances, compromise the programme delivery.</p> <p>At times, kaiako numbers in the residences were too low (due to illness and unavailability of relievers) to ensure safe care of ākonga 24/7 and local ākonga attended as day school ākonga.</p> <p>One ākonga, who was local, spent weekends and some weeknights at home, which reduced opportunities for learning.</p>	HRC is currently reviewing our assessment processes. We are running a pilot assessment that is designed to capture achievement across social, emotional, and adaptive skills. This may be more suitable for ākonga whose tenures are too short to assess using ABAS III.
Planning for next year: To continue with the assessment pilot and to review the applicability of ABAS III in the HRC context.			

Focus: Ākonga Achievement.			
Strategic Aim: Increase achievement in literacy.			
Annual Target: Our ākonga will achieve at least 75% of their IEP literacy goals.			
Baseline data: In 2021 our ākonga achieved an average of 80% of their IEP literacy goals. n = 13.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Kaiako acknowledge that ākonga need to feel safe and to develop relationships with kaiako as well as their peers before learning can take place.</p> <p>They use a range of strategies to support ākonga to be ready to learn. Generally, literacy is promoted daily and integrated across subject areas. Ākonga have opportunities to read and be read to both in kura and residences.</p>	<p>n = 17</p> <p>Seventeen ākonga had one or more IEP reviews in 2022. Overall, 78 of the 99 short-term literacy goals set were achieved. Average = 79%</p> <p>Twelve met the target.</p> <p>Five achieved 25–67% of goals set.</p>	<p>The five ākonga who did not meet the target, all came to HRC Te Otu Mātua with heightened levels of anxiety, past histories of failure, and significant amounts of time not being in schools before their enrolment. All were supported in the first instance to feel safe in the learning environment.</p> <p>In addition:</p> <p>One had a short tenure of just four months, and although they did not meet the target, told kaiako that they now felt they could achieve in school.</p> <p>Three had uncertainty around transitions out.</p> <p>One had high anxiety around the health of a caregiver which impacted their ability to regulate.</p>	<p>Continue to focus on developing readiness to learn, regular attendance, and setting achievable goals with ākonga.</p> <p>One team member who has been trained in multi-sensory language education will support colleagues as required.</p> <p>Continue to work with teams responsible for transitions to reduce, as much as possible, ākonga anxieties around transitions.</p>
Planning for next year: To ensure ākonga are in a 'ready to learn' state; support literacy learning through targeted teaching.			

Focus: Ākonga Achievement.			
Strategic Aim: Increase achievement in mathematics.			
Annual Target: Our ākonga will achieve at least three numeracy outcomes.			
Baseline data: In 2021 nine out of 13 ākonga achieved at least three numeracy outcomes.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Ākonga have individualised numeracy programmes that include functional mathematics as well as achievement of numeracy sub-steps. (HRC uses sub-steps to scaffold learning within the numeracy stages.)</p> <p>A 'numeracy outcome' refers to achievement of IEP maths goals or gains in numeracy sub-steps.</p> <p>An essential aspect of the classroom programme is to support ākonga to be ready to learn.</p>	<p>n = 17</p> <p>Thirteen ākonga achieved at least three numeracy outcomes.</p> <p>Four did not meet the target. All four achieved one outcome.</p>	<p>The four ākonga came with heightened levels of anxiety, past histories of failure, and significant amounts of time not in school before coming to HRC. All required co-regulation throughout much of the day. Two of the four lacked certainty around transition out.</p> <p>One who had been at HRC for eight months continued to struggle with being ready to learn and has had high anxiety due to their primary caregiver's illness.</p> <p>One was frequently late and had sporadic attendance overall. Low processing abilities compromised the ability to co-regulate.</p> <p>Length of tenure may be a factor for one whose tenure was just four months.</p> <p>One presented with school phobia and was in a 1:1 activity-based programme. Enrolled under the RSS pathway and had more home issues than first thought and is with IWS post HRC.</p>	<p>Support ākonga in learning to self-regulate so they can be ready to learn.</p> <p>Provide 1:1 and small group tuition and integrate numeracy skill teaching into real life contexts whenever possible.</p> <p>Use games (face-to-face as well as online platforms) to reinforce concepts.</p> <p>Continue to work with teams responsible for transitions to reduce, as much as possible, ākonga anxieties around transitions.</p>
Planning for next year: To ensure ākonga are in a 'ready to learn' state; support numeracy learning through targeted teaching.			

Focus: Ākonga Achievement.			
Strategic Aim: Increase achievement of Māori in literacy and numeracy.			
Annual Target: Māori and Pasifika ākonga will achieve gains in literacy and numeracy that are at least equal to those made by their non-Māori and non-Pasifika peers.			
Baseline data: In 2021, Māori ākonga achieved 80% of their literacy goals. Non-Māori ākonga achieved 77% of literacy goals. All five Māori ākonga achieved at least three numeracy outcomes. Four non-Māori ākonga achieved at least three numeracy goals. n = 5 Māori; n = 8 non-Māori.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Māori ākonga are supported in our residential tikanga-based whare to take pride in their cultural identity.</p> <p>Kaiako use The Purposeful Use of Daily Life Events (DLE) to co-regulate with ākonga to support ākonga to feel safe and build relationships.</p>	<p>Literacy n = 8 Māori, n = 9 non-Māori Māori ākonga achieved 73% of their literacy goals. Non-Māori achieved 83% of their literacy goals.</p> <p>Numeracy Six of eight Māori ākonga achieved at least three numeracy outcomes. Seven of nine non-Māori ākonga achieved at least three numeracy outcomes.</p>	<p>Both groups are tracking about the same. Differences between Māori and non-Māori achievement are most likely due to individual differences of ākonga.</p>	<p>Continue to support Māori ākonga to take pride in their identity.</p> <p>PD for 2023 includes Te Pae Tawhiti - with a focus on traditional Māori wellbeing.</p>
Planning for next year: To continue to support Māori ākonga to take pride in their identity, and to support all ākonga in being ready to learn.			

Focus: Ākonga Achievement.			
Strategic Aim: Increase achievement in the Residential Curriculum.			
Annual Target: Ākonga will achieve no less than six residential goals.			
Baseline data: In 2021, 11 ākonga achieved no less than six residential goals and the overall average for goals achieved was 20. n =14.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>IEP coordinators, with the support of youth workers, facilitate residential curriculum learning.</p> <p>The principal acknowledges individual achievement in face-to-face meetings.</p> <p>All kaiako support ākonga through DLE.</p>	<p>n = 19</p> <p>18 ākonga achieved no less than six residential goals. The overall average number of goals achieved was 40.</p> <p>One achieved four goals.</p>	<p>The ākonga who did not meet the target had only been at HRC four months and is motivated to continue to achieve.</p>	<p>The process of aligning the whole college curriculum with Te Whāriki learning outcomes, will continue in 2023. The alignment will increase opportunities for nuanced goal setting that meets individual needs.</p>
Planning for next year: To be intentional in supporting all ākonga to feel safe and ready to learn in the 24/7 learning environment.			