



# STRATEGIC PLAN 2024-2025

## 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

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|----|--|---|
| 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 and the Common Practice Model. |
| 3. | Strong relationship with tangata whenua.           | Develop new 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

## Where we are currently at:

At the time of writing this curriculum, HRC along with other residential kura in Aotearoa, are waiting to hear from the Ministry of Education (MoE) regarding our potential closure as recommended to the New Zealand government by the United Nations Convention on the Rights of Persons with Disabilities in 2022.

### 1. New curriculum

In 2023, we undertook work on our new local curriculum and began the pilot of All About Me (AAM) which has been developed in consultation with an MoE psychologist. This approach will use psychological assessments to help us identify deficits and measure growth in the soft skills that HRC is responsible for developing; those are the skills that will ensure ākongā can engage in education and independent living after they transition.

Once we receive the new national curriculum, we will be able to weave all three (the national curriculum, our local curriculum and AAM) together. AAM will move from the pilot stage into the embedding stage in 2024. The documentation for all of the above is yet to be developed. This will be complex to develop as it will need to link with eTAP, our ākongā management system and also provide printed individualised development plans and transition plans for our ākongā.

The introduction of the new curriculum will take place in 2024, however embedding will be undertaken in later years.

### 2. New ways of teaching and interacting

In 2022 and 2023, we began implementing the Daily Life Events framework across the kura. The framework is an evidence-based model for working with ākongā in a residential setting that is delivered in many countries throughout the world. All kaiako have been trained by Dr Leon Fulcher two years in a row, including a 3-day deep dive. In addition, kaiako have been trained in complementary Three Pillars of Transforming Care model that is steeped in evidence-based trauma-informed approaches.

While we can identify the growth kaiako have made, the next step is to ensure that all kaiako have and implement the skills to make every interaction one that supports ākongā growth, particularly in the areas of self-management, self-awareness, social and relationship skills, approach to learning, connectedness, and problem solving and decision-making.

The Ministry of Education will release the Common Practice Model and all teaching kaiako in New Zealand will need to be trained in the model. Initial training will be held in the November 2023 at a kaiako only day. Nga kaiako o te kura, will become familiar with te Mataiaho as the resources are approved and come online. In addition, as a kura, it will be our responsibility to ensure the new model is embedded and it cannot be assumed this work can be completed in one year. As such, it will continue in the strategic plan in 2025 and 2026.

### 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 ākongā from throughout New Zealand. While at HRC, ākongā 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, kapa haka and mahi toi tutor Te Mairiki Williams, and kaiako te Reo teacher 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 build new connections with tangata whenua.

While the formation of this new relationship will start at the end of 2023, deepening the relationship will take a number of years. Initially we need to ask, what can we gift Taumutu our local hapu as we start our whaikoreo and place down our koha? Perhaps we will help in the gardens of the local marae, or we may plant some land with natives that will support a vision they have. We would like to invite Taumutu to our kura to participate in a shared hangī.

#### 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, ākongā are enrolled for short-term interventions) and that ākongā 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 are confident that the two kura are making a significant difference for Māori and Pasifika ākongā 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 will be undertaken in 2024. At this stage we do not know if two or three of the three residential schools will be part of the project.

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

1. One of our four goals is to develop stronger relationships with tangata whenua. This will ensure we consult the local Māori community about the direction of our kura and their aspirations for Māori ākongā.
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 ākongā 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 tangata 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 ākongā understand our unique heritage.
7. All of the above actions should promote equitable outcomes for Māori akonga. We believe our strategy supports people to live as Māori and according to Māori values and customs.

## STRATEGIC MEASUREMENT AND ANNUAL IMPLEMENTATION PLAN

Strategic Goal 1	Education requirements	Outcomes	Outputs
<p><b>A tailored curriculum.</b> 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 &amp; 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?	Resources Required	Timeframe	Success Measures
New combined curriculum is written	AP - Day School Kaiwhakahaere Tangata whenua	Release time	End of Term 2	A document has been completed and feedback from relevant parties sought.
Tangata whenua are consulted regarding our new curriculum	Kaiwhakahaere Principal		End of Term 3	Feedback is incorporated in the curriculum.
New documentation supports the new curriculum	AP -Day School Principal	Funding for eTAP changes	End of Term 4	New documentation links to eTAP system and supports individual development plans and transition plans.
All kaiako have undertaken local and MoE training	AP - Day School AP - Residential	MoE training, PD training days	Throughout 2024	Kaiako are confident in the new approach.
Data analysis completed.	AP- Day School MoE Psychologist	Psychological assessments, assessment data	End of 2024	Annual learning and progress achievement data analysis shows improved outcomes.

Strategic Goal 2	Education requirements	Outcomes	Outputs
<p><b>Highly effective ways of teaching and interacting.</b></p> <p>Implement the intentional approaches of a therapeutic milieu and the Common Practice Model.</p>	<p><i>Board Primary Objective – all of section 127(1) applies.</i></p> <p>NELP Priorities: 4 and 6</p> <p>Te Matāiaho and the Common Practice Model</p> <p>The Te Matāiaho Implementation support pack</p> <p>The Literacy &amp; Communication and Maths Strategy</p> <p>Ka Hikatia – Ka Hapaitia</p>	<p>Kaiako confidently use intentional approaches and the Common Practice Model in their work with ākongā.</p>	<p>Observations of kaiako show they are correctly utilising the models.</p> <p>Annual learning and progress achievement data analysis shows improved outcomes.</p>

Actions	Who is Responsible?	Resources Required	Timeframe	Success Measures
Additional training in intentional approaches in a therapeutic milieu	AP - Residential	Trainers PD funding \$4,000	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 ākongā development.
Train kaiako in the Common Practice model	AP – Day School	MoE training, supporting material and release days	Throughout 2024	Formal classroom observations will show that the model has been embedded.
Support implementation with subject matter expert run termly meetings	AP - Residential	Food provided at lunchtime meetings	1 x each term in 2024	Meetings are undertaken.
Measure kaiako use of frameworks and tools.	AP – Day School	Assessment data	End of 2024	Annual learning and progress achievement data analysis shows improved outcomes.

Strategic Goal 3	Education Requirements	Outcomes	Outputs
<p><b>Strong relationships with tangata whenua.</b></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>Tangata whenua attendance at no less than least one hangi in addition to termly meetings.</p> <p>We have completed a have had input into the 2025 strategic planning and HRC curriculum.</p>

Actions	Who is Responsible?	Resources Required	Timeframe	Success Measures
Kaiwhakahaere and others meet with tangata whenua.	Kaiwhakahaere AP– Residential Principal	Kai	Once per term	Meeting(s) conducted.
Meetings are held with tangata whenua, the senior leadership team and Te Tao Kokiri (Māori caucus).	Kaiwhakahaere SLT Te Tao Kokiri	Kai Release of Te Tao Kokiri from akonga-contact time (i.e.: employment of relievers)	Twice per year	Meetings conducted twice per year. Input into strategic plan.
Invitations to informal events (hangi, end of term assemblies, etc)	Kaiwhakahaere Principal	Hāngī food.	Throughout annum	Tangata whenua attend HRC events.
Taonga project completed for tangata whenua as deemed appropriate by the Kaiwhakahaere and tangata whenua.	Kaiwhakahaere Principal	Koha (native plants, etc).	Throughout annum	Completion of taonga project.

Strategic Goal 4	Education Requirements	Outcomes	Outputs
<p><b>Evaluative Research.</b> Research conducted to measure RSS effectiveness.</p>	<p><i>Board Primary Objective – all of section 127(1) applies.</i></p> <p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Matāiaho and the Common Practice Model</p> <p>The Literacy &amp; Communication and Maths Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikatia – Ka Hapaitia</p> <p>Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p>	<p>RSS have an evaluative document providing information on our effectiveness.</p>	<p>A research document will be implemented by the end of 2024.</p>

Actions	Who is Responsible?	Resources Required	Timeframe	Success Measures
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	Input from various academics	Week 2 Term 1	Proposal approved by board and tangata whenua.
Approach Salisbury School (SS) to gauge interest in participation	Principal		Week 5 Term 1	An answer from SS one way or other.
Researcher contracted and approved by board.	Principals of nga kura	Tender, contract, funding for project up to an amount determined by the Board.	End of Term 1	Contract signed to engage academic.
Data collection process supported	AP - Day School Executive Assistant	Ākonga data, ākonga and whānau for interview	Throughout project	All required data provided to academic.
Draft document presented to board for consideration	Principal	Completed document	End of Term 4	Board approves a final document.
Document finalised and shared with appropriate stakeholder and used to steer strategic planning.	Principal		2025	Strategic planning reflects information ascertained through research.



## ANNUAL ACTION PLAN SUMMARY TERM CHECKLIST

Completed by the end of Term 1	Strategic Goal / Review	Responsibility	Timeframe	Status
All kaiako are trained by undertaking local and MoE training	SG 1: A tailored curriculum.	APs	Throughout annum	
Train kaiako in the Common Practice Model.	SG 2: Highly effective ways of teaching and interacting.	AP – Day School	Throughout annum	
Additional training in intentional approaches in a therapeutic milieu.	SG 2: Highly effective ways of teaching and interacting.	AP - Residential	Throughout annum	
Support implementation with subject matter expert; run termly meetings.	SG 2: Highly effective ways of teaching and interacting.	AP - Residential	Termly	
Regular meetings commence.	SG 3: Strong relationships with tangata whenua.	Kaiwhakahaere Principal	Throughout annum	
Invitations to informal events and offers of assistance.	SG 3: Strong relationships with tangata whenua.	Kaiwhakahaere Principal	Throughout annum	
Kaiwhakahaere and others meet with local tangata whenua.	SG 3: Strong relationships with tangata whenua.	Kaiwhakahaere AP - Residential	Termly	
Meetings are held with tangata whenua, the senior leadership team and Te Tao Kokiri (Māori caucus).	SG 3: Strong relationships with tangata whenua.	Kaiwhakahaere Principal	Twice per annum	
Taonga project completed for tangata whenua as deemed appropriate by the Kaiwhakahaere and tangata whenua.	SG 3: Strong relationships with tangata whenua.	Kaiwhakahaere Principal	Throughout annum	
Research question and proposal approved by board and tangata whenua with particular attention to the needs of Māori and Pasifika ākonga.	SG 4: Evaluative Research.	Kaiwhakahaere Principal AP – Residential	Week 2	
Approach Salisbury School (SS) to gauge interest in participation.	SG 4: Evaluative Research.	Principal	Week 5	
Researcher contracted and approved by board.	SG 4: Evaluative Research.	Principals of nga kura	End of Term 1	
Data collection process supported	SG 4: Evaluative Research.	AP – Day School Executive Assist.	Throughout project	

Completed by the end of Term 2	Strategic Goal / Review	Responsibility	Timeframe	Status
New combined curriculum is written.	SG 1: A tailored curriculum.	AP Day School Kaiwhakahaere Tangata whenua	End of Term 2	
Support implementation with subject matter expert; run termly meetings.	SG 2: Highly effective ways of teaching and interacting.	AP - Residential	Termly	
Meetings are held with tangata whenua, the senior leadership team and Te Tao Kokiri (Māori caucus).	SG 3: Strong relationships with tangata whenua.	Kaiwhakahaere Principal	Twice per annum	
Kaiwhakahaere and others meet with local tangata whenua.	SG 3: Strong relationships with tangata whenua.	Kaiwhakahaere AP - Residential	Termly	

Completed by the end of Term 3	Strategic Goal / Review	Responsibility	Timeframe	Status
Tangata whenua are consulted regarding our new curriculum.	SG 1: A tailored curriculum.	Kaiwhakahaere Principal	End of Term 3	
Support implementation with subject matter expert; run termly meetings.	SG 2: Highly effective ways of teaching and interacting.	AP - Residential	Termly	
Kaiwhakahaere and others meet with local tangata whenua.	SG 3: Strong relationships with tangata whenua.	Kaiwhakahaere AP - Residential	Termly	
Meetings are held with tangata whenua, the senior leadership team and Te Tao Kokiri (Māori caucus).	SG 3: Strong relationships with tangata whenua.	Kaiwhakahaere Principal	Twice per annum	
Review: Finance Policy	Policy Review	Combined Board of Trustees		
Review: Hostel Review and Hostel License Renewal	Self-Review	AP – Residential	Annual	

Completed by the end of Term 4	Strategic Goal / Review	Responsibility	Timeframe	Status
New documentation supports the new curriculum.	SG 1: A tailored curriculum.	AP Day School Principal	End of 2024	
Data analysis is undertaken.	SG 1: A tailored curriculum.	AP – Day School MoE Psychologist	End of 2024	
Support implementation with subject matter expert; run termly meetings.	SG 2: Highly effective ways of teaching and interacting.	AP - Residential	Termly	
Measure kaiako use of frameworks and tools.	SG 2: Highly effective ways of teaching and interacting.	AP – Day School	End of 2024	
Kaiwhakahaere and others meet with local tangata whenua.	SG 3: Strong relationships with tangata whenua.	Kaiwhakahaere AP - Residential	Termly	
Meetings are held with tangata whenua, the senior leadership team and Te Tao Kokiri (Māori caucus).	SG 3: Strong relationships with tangata whenua.	Kaiwhakahaere Principal	Twice per annum	
Draft document presented to board for consideration.	SG 4: Evaluative Research.	Principal	End of Term 4	
Document finalised and shared with appropriate stakeholder and used to steer strategic planning.	SG 4: Evaluative Research.	Principal	2025	