

Halswell Residential College



# HRC | Te Otu Mātua

**Charter 2022**

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

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# Contents

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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 ākongā 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 2021-2022
3. Annual Plan 2022
4. Student Achievement Targets 2022
5. Annual Plan Evaluation 2021
6. Student Achievement Targets Evaluation 2021



## 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 2022

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. College Overview

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## We are HRC Te Otu Mātua

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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

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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 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 2021

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In 2021 we had 18 different students enrolled and reached a maximum of two female students at any point and a total of three during the whole year.

The ethnic make-up was as follows:

NZ Māori, 22 percent.

NZ European, 72 percent.

Tongan, 6 percent.

Our youngest student was 11 years, 8 months old and the oldest was 17 years, 10 months old. The average age was 14 years, 3 months.

50 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, 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, Dyspraxia, Emotional Deregulation, Enuresis, Epilepsy, Fibrous Dysplasia, Foetal Alcohol Spectrum Disorder, Generalised Anxiety Disorder, Hyperphagia, Intellectual Disability, Intermittent Explosive Disorder, Klinefelter Syndrome, Obesity, Obsessive Compulsive Disorder, Oppositional Defiant Disorder, Panhypopituitarism, Pervasive Developmental Disorder, Post Traumatic Stress Disorder, Prader-Willi Syndrome, Sensorineural hearing loss, Severe Language Disorder, Sleep Apnoea, Sleep Disorder, Tourette Syndrome.*

## Our Vision

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## Our Mission

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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

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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 2021 it was: Be Resilient / Manawa-Roa. For 2022 we will focus on: Reflect/Whaiwhakaaro.

## Philosophy of Care

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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.



## Responding to Cultural Diversity at HRC

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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

We run a house focused on kaupapa and tikanga Māori which provides opportunities for ākonga to participate in Māori culture. 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 of the whānau, 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 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 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 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

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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:

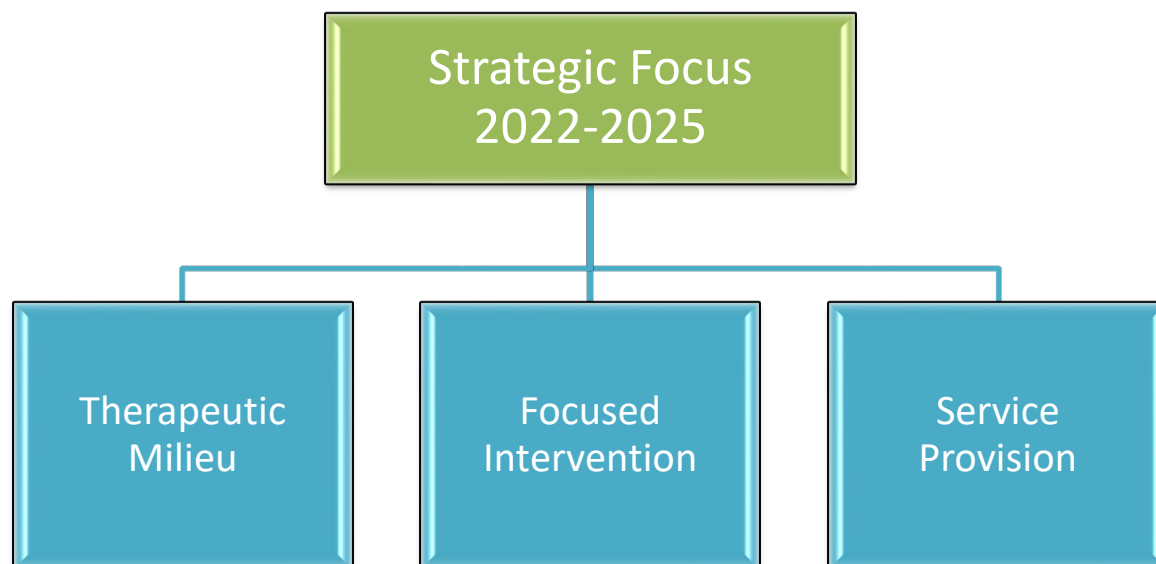
- **The Residential Curriculum/House Manager**  
The residential curriculum/house manager ensures the consistent application of the curriculum, values and care provided to all ākonga within the residences.
- **Kaiwhakahaere/House Manager**  
The kaiwhakahaere provides for the cultural needs, development, 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

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### Key Focus Areas

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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

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- Embed the new evidence-based programmes and frameworks that support the therapeutic milieu.
- Train kaiako and embed the DLE (Purposeful Use of Daily Life Events) framework.
- Ensure documentation, training, and processes and procedures align with the therapeutic milieu.
- Implement the plan 'Towards the Elimination of Restraint'.

#### Focused Intervention

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

#### Service Provision

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- 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, including piloting the Kawatea programme.
- Provide professional development support to other professionals.

### 3. Annual Plan Goals 2022

ANNUAL GOALS	
	2022
<p><b>1. Ākonga Learning</b></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.
	Review the transition process and documentation.
<p><b>2. Effective Teaching</b></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.
	Embed the DLE framework. Strengthen the DLE kaiako subject matter experts action group through the development of specific measurable outcomes.
<p><b>3. Leading HRC</b></p> <p>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 safe physically and emotionally. HRC has strong relationships with whānau and stakeholders.</p>	Review and continue to implement new strategies to increase enrolment numbers.
	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.
	Review the development of HRC's therapeutic milieu with a focus on student/kaiako interactions.
	Implement the plan towards the elimination of restraint.

REVIEWS	
<b>1. Policy Reviews</b>	BoT Fees and Expenses Policy – April 2022
	Staff Appointments Policy – April 2022
	Child Protection Policy – May 2022
	Employment and Personnel Policy – May 2022
	Complaints Policy – December 2022
	Equal Employment Opportunities Policy – December 2022
	Health and Safety Policy – December 2022
<b>2. Self/Snapshot Reviews</b>	Hostel Review
	Review the development of HRC's therapeutic milieu and student/kaiako interactions.
	Review and continue to implement new strategies to increase enrolment numbers.
	Review procedures so all support the therapeutic milieu.

## 4. Student Achievement Targets 2022

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In 2022, 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 2021

Annual Plan Action Timeline - Term 1, 2021			
Details	Strategic Goal Area	Responsibility	Status
<b>Self-review and Snapshot Review</b>			
Review RSS-only pathway publicity.	Leading the School	Principal	Completed, and ongoing due to potential Criteria 3 changes
<b>Policy Review</b>			
Nil due until Term 3.			
<b>Action to achieve strategic goals</b>			
Make changes to the curricula (review using Te Whare Tapa Wha, investigate using Te Whāriki, change curriculum content, DLE, MoM (refer to 'What and Why' document).	Ākonga Learning	SLT	Full year project
Introduce and train kaiako in the Purposeful Use of Daily Life Events (DLE) framework. Investigate implementing Measuring Outcomes that Matter (MOM) measures.	Effective Teaching	Principal/ AP Residential/ AP Day School	Completed

<b>Annual Plan Action Timeline - Term 2, 2021</b>			
<b>Details</b>	<b>Strategic Goal Area</b>	<b>Responsibility</b>	<b>Status</b>
<b>Self-review and Snapshot Review</b>			
Review therapeutic interactions between students and kaiako.	Effective Teaching	AP Residential/ AP Day School	Completed
<b>Policy Review</b>			
Nil due until Term 3.			
<b>Action to achieve strategic goals</b>			
Implement further changes to support the further development of HRC's therapeutic milieu and student/kaiako interactions.	Leading the School	SLT	Completed
Make changes to the curricula (review using Te Whare Tapa Wha, investigate using Te Whāriki, change curriculum content, DLE, MoM (refer to 'What and Why' document).	Ākonga Learning	SLT	Full year project

<b>Annual Plan Action Timeline - Term 3, 2021</b>			
<b>Details</b>	<b>Strategic Goal Area</b>	<b>Responsibility</b>	<b>Status</b>
<b>Self-review and Snapshot Review</b>			
Review IEP process and documentation.	Ākonga Learning	AP Residential/ AP Day School	Underway
<b>Policy Review</b>			
Finance Policy.	Due August	BoT	Completed
<b>Action to achieve strategic goals</b>			
Modify the IEP documentation so that it aligns with the new curriculum.	Ākonga Learning	Principal/AP Residential/ AP Day School	Underway
Make changes to the curricula (review using Te Whare Tapa Wha, investigate using Te Whāriki, change curriculum content, DLE, MoM (refer to 'What and Why' document).	Ākonga Learning	SLT	Full year project

<b>Annual Plan Action Timeline - Term 4, 2021</b>			
<b>Details</b>	<b>Strategic Goal Area</b>	<b>Responsibility</b>	<b>Status</b>
<b>Self-review and Snapshot Review</b>			
Hostel Review.	Leading the School	AP Residential	Completed
CONTINUED FROM TERM 3: Review IEP process and documentation	Ākonga Learning	AP Residential/ AP Day School	Underway
<b>Policy Review</b>			
Nil due until 2022.			
<b>Action to achieve strategic goals</b>			
Continue to develop and grow kaiako, through the provision of relevant professional learning opportunities, including building connections with RCYCP (Residential Child and Youth Care Practice).	Effective Teaching	SLT	Completed and ongoing
Embed the new RSS-only pathway into RSS with a focus on publicity.	Leading the School	Principal	Completed
Embed the new RSS funding model.	Leading the School	Principal	MoE did not complete
Make changes to the curricula (review using Te Whare Tapa Wha, investigate using Te Whāriki, change curriculum content, DLE, MoM (refer to 'What and Why' document).	Ākonga Learning	SLT	Full year project
CONTINUED FROM TERM 3: Modify the IEP documentation so that it aligns with the new curriculum.	Ākonga Learning	Principal/AP Residential/ AP Day School	Underway

## 6. Student Achievement Targets Evaluation 2021

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### Halswell Residential College 2021 Student Achievement Target Summary:

In 2021 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 3 numeracy outcomes.
- 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 6 residential goals.
- 7 **Service Delivery Target:** Increase the roll (>11 students).

\* **Note:** The sample sizes used to generate the 2020 baseline and the 2021 end of year data are very small. Analysis is compromised by uncontrolled variables such as different lengths of tenure, staggered intakes and exits, the impacts of COVID-19, anxieties around home or transitions, as well as the diversity of academic and behavioural presentations that students with high and complex needs bring to HRC. This diversity does not 'average out' when the sample size is small. Sample sizes may 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 2020 our students achieved an average of 84% of their short-term goals in their IEPs. n=14.			
<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, students meet with their support team to set social, living, and academic goals. At 3 months, the goals are reviewed, and new goals are set, to be reviewed again in 6 months and/or when the student transitions out.</p> <p>Through the purposeful use of Daily Life Events, kaiako focus on developing strong relationships where students can begin to feel safe in the learning environment. This is an essential prerequisite to learning.</p>	<p>n=13</p> <p>13 students had one or more IEP reviews during the 2021 year. 181 of the 215 short term goals were achieved.</p> <p>Average = 84%.</p> <p>12 students met the target.</p> <p>1 student (TO) met 64% of his goals.</p>	<p>TO is a local student, whose homesickness and custody issues compromised engagement with learning. His tenure was only four months, some of which was impacted by the 2021 lockdown in Christchurch.</p>	<p>Kaiako will continue to make purposeful use of Daily Life Events to develop relationships with students, so that students feel safe and are in a ready to learn state.</p>
<b>Planning for next year:</b> To be intentional in supporting all students to feel safe and ready to learn in the 24/7 learning environment			

<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 2020, our students improved by an average of 3 years 1 month in the skill area of home living, and 1 year 1 month in the skill area of community use. n=8.			
<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>
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 student skills, 3 months after enrolment and every 6 months thereafter. Learning is reinforced 24/7.	n= 7 7 students had at least 2 ABAS assessments. The average gain in home living was 3 years 7 months, and the average gain in community use was 3 years 1 month  All students met the target across both skill areas.	Achievement in community use was higher than that in 2020. This may reflect the fact that COVID-19 restrictions were more relaxed in 2021 which afforded more access to the community. However small sample sizes compromise drawing meaningful conclusions.	Longer enrolments would facilitate more opportunities for learning and assessment of the functional skills necessary for living.
<b>Planning for next year:</b> To encourage longer enrolments for students who can benefit from the residential focus.			

<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 2020 our students achieved an average of 79% of their IEP literacy goals. n=14			
<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 learning is promoted daily and integrated across subject areas. Students have opportunities to read and be read to both in kura and residences.</p> <p>Online learning opportunities, and/or hard copy materials were provided for students during the short lockdown in Christchurch and extended lockdown in Auckland.</p>	<p>n = 13</p> <p>13 students had one or more IEP reviews in 2021. Overall, 58 of the 72 short term literacy goals set were achieved. Average = 80%.</p> <p>10 students met the target.</p> <p>3 students (NE, LL, TO) achieved 50% of their literacy goals.</p>	<p>Two students (NE, TO) met 50% of their goals. Both had short tenures of 6 and 4 months. Initial goals may have been too ambitious for the length of time students were here.</p> <p>LL's tenure was just over a year. A significant portion of this time was used to support LL's readiness to learn.</p>	<p>Provide PLD focusing on literacy for older students who are underachieving.</p> <p>Have a whole school literacy event to promote learning in this area.</p> <p>Continue to provide 1:1 and small group tuition in literacy.</p>
<b>Planning for next year:</b> To ensure students are in a ready to learn state, and support literacy learning through targeted teaching.			



<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> Increase achievement in mathematics.			
<b>Annual Target:</b> Our students will achieve at least 3 numeracy outcomes.			
<b>Baseline data:</b> No baseline data as this is a new target.			
<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 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>For the purposes of this data, an outcome refers to achievement of IEP maths goals, and/or gains in knowledge and strategy sub-steps.</p>	<p>n=13</p> <p>9 students achieved at least 3 numeracy outcomes.</p> <p>3 students (TD, NE, OC) achieved two outcomes and 1 student (TO) achieved one outcome.</p>	<p>Two students (TD, NE) who transitioned out in Term 1 achieved 2 outcomes (IEP goals) in mathematics. Progression through the sub-steps often requires more than one term.</p> <p>One student (TO) who had a short tenure (4 months) achieved 1 outcome. He may have needed more time to consolidate learning.</p> <p>One student (OC) achieved one outcome. His high anxiety over transitioning out at the end of Term 2 compromised his engagement with academic learning in Term 1 2021.</p>	<p>Continue to provide 1:1 and small group tuition and integrate numeracy skill teaching into real life contexts. Continue with Mathletics for enrichment.</p> <p>Continue to support students facing transitions, as anxieties may be heightened then.</p>
<b>Planning for next year:</b> To ensure students are in a ready to learn state and support mathematical learning through targeted teaching.			

<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 2020, Māori students achieved 75% of their literacy goals. Non- Māori students achieved 76% of literacy goals. As the numeracy target is new, there is no 2020 baseline achievement data.			
<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 students are particularly supported as Māori in the residential tikanga based whare.</p> <p>Kaiako support all students through the purposeful use of Daily Life Events.</p>	<p><b>Literacy</b> n=5 Māori, n= 8 non-Māori</p> <p>Māori students achieved 80% of their literacy goals. Non-Māori students achieved 77% of their literacy goals.</p> <p><b>Numeracy</b></p> <p>All five Māori students achieved at least 3 numeracy outcomes. Four of the 8 non-Māori achieved at least 3 numeracy outcomes.</p>	<p>Caution is advised when making comparisons, given the small samples.</p> <p><b>Literacy:</b> achievement for Māori and non-Māori students is about the same.</p> <p><b>Numeracy:</b> differences between Māori and non-Māori students are most likely due to the individual differences of students.</p>	<p>Continue to support Māori students as Māori and continue to grow cultural competence at HRC.</p>
<b>Planning for next year:</b> To be intentional in supporting all students to feel safe and ready to learn, in the 24/7 learning environment.			

<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> Increase achievement in Residential Curriculum.			
<b>Annual Target:</b> Students will achieve no less than six residential goals.			
<b>Baseline data:</b> In 2020, 13 students achieved no less than 6 residential goals and the overall average for goals achieved was 20, 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>IEP coordinators, with the support of youth workers, facilitate residential curriculum learning.</p> <p>The principal acknowledges individual student achievement in face-to-face meetings.</p> <p>All kaiako support students through the purposeful use of Daily Life Events.</p>	<p>n=14</p> <p>The average number of goals achieved by 14 students who had tenures of at least 2 months, was 26.</p> <p>Three students (NE, TO, BS) did not meet the target of no less than 6 residential goals.</p>	<p>TO (4-month tenure) is a local student who struggled to settle into residence due to severe homesickness and custody issues which compromised engagement with residential curriculum learning.</p> <p>BS, also local, presents with high anxiety and has been on a bespoke programme for the 4 months he has been with us. The focus of this bespoke programme is to ensure BS feels safe at HRC.</p> <p>NE (6-month tenure) transitioned out in Term 1 2021. Given his limited abilities, he needed more time than most of his peers to achieve.</p>	<p>HRC kaiako are in the process of aligning the whole college curriculum with Te Whāriki learning outcomes.</p>
<b>Planning for next year:</b> To be intentional in supporting all students to feel safe and ready to learn in the 24/7 learning environment.			

**Service Delivery Target:**

<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> All students have access to and participate in an adapted <i>New Zealand Curriculum</i> and opportunities to learn independent living skills for successful achievement of IEP outcomes.			
<b>Annual Target:</b> Increase the roll (>11 students).			
<b>Baseline data:</b> There is no baseline data as this is a new target.			
<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 college raised the profile of HRC Te Otu Mātua in as many ways as could be managed within the COVID-19 conditions. This included visiting referrers locally and in the North Island, writing letters to referrers, advertising in the school newsletter and on the Facebook page, meeting with students training to be RTLBs, inviting stakeholders to visit the school, and collaborating with the regional MoE office to trial a small day school for students in Years 3-5.</p> <p>The Board and MoE met periodically to discuss how the RSS-only pathway could be more readily accessed by students who would benefit from a specialist residential intervention.</p>	<p>The roll increased by 6, plus 5 dual enrolled students.</p> <p>HRC started in 2021 with 9 students on the roll and ended 2021 with 14 students on the roll.</p> <p>In addition, 5 day-school-only students were dual enrolled at HRC, for a total of 19. This initiative has raised the profile of HRC locally and we have seen an increase of referrals from the Canterbury region.</p>	<p>The increase in enrolments was lower than what was hoped for.</p> <p>Reasons for this might include:</p> <ul style="list-style-type: none"> <li>• The enrolment gateway was initially restrictive and the RSS application on the MOE website showed the more restrictive version.</li> <li>• The process for enrolment is time consuming and disappointing when applications are turned down.</li> <li>• There continues to be a lack of awareness that the RSS intervention exists.</li> <li>• COVID-19 impacts compromise whānau appetite to consider an RSS intervention.</li> <li>• There are philosophical differences regarding what inclusive education looks like.</li> </ul>	<p>Continue to work with the MoE to refine the RSS-only pathway.</p> <p>Continue to raise the profile of HRC Te Otu Mātua.</p>
<b>Planning for next year:</b> Continue to raise the profile of HRC Te Otu Mātua.			