

# HALSWELL RESIDENTIAL COLLEGE

Charter 2019



# Contents

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

The Charter is set out in the following sections:

1. College Overview
2. Strategic Plan - 2019-2021
3. Annual Plan - 2019
4. Student Achievement Targets - 2019
5. Annual Plan Evaluation - 2018
6. Student Achievement Targets Evaluation - 2018



Kia hari koe Be Daring Be Proud Be the first BE YOURSELF Be dedicated  
 Belong Mahi tahi tatau BE POSITIVE Be Confident Tu Kaha Be willing  
 NAKAKA KOU KOU Be inquisitive In Te Be Humble BE CREATIVE  
 Be Excited Be Happy Be the change Be Amazing Be authentic  
 Tumaki Be Inspired Kia whakakake koe Be Kind Kia mahaki Be extraordinary



# whakarangatirahia be the best you can be

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

Be a learner:

- Ako: Teach others. Learn from others.
- Whakaaroaro: Reflect on your actions. Grow resilience.

Be safe:

- Whakaute: Respect self, others and property.
- Hinengaro: Build emotional and mental wellbeing.

Show respect:

- Pono: Act with honesty and integrity.
- Manaakitanga: Support and work in partnership with others.

## Our Mission:

In collaboration with the IWS and whanau, to provide educational programmes for our students that will enable them to:

- Maximise their learning, strengths and potential and develop positive and pro-social behaviours.
- Enhance their cultural identity and self-efficacy.
- Successfully transition back to their whanau, school and community.

## CHARTER 2019

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

1. Student Learning	2. Effective Teaching	3. Leading the School
<p>What this will look like....</p> <p>The school fosters student achievement by providing teaching and learning programmes that incorporate the National Curriculum and are underpinned by the key competencies. All learning is delivered in a 24/7 teaching and learning environment where 'living is learning'.</p>	<p>What this will look like....</p> <p>Staff are recognised as leaders in providing for children and adolescents with complex intellectual needs and/or behavioural needs, to maximise student learning goals.</p>	<p>What this will look like....</p> <p>Our service is cost effective, caters for the needs of all students, and represents best practice. The school is inclusive, culturally responsive and safe physically and emotionally. The school has strong relationships with whanau and stakeholders.</p>
Strategic Goal	Strategic Goal	Strategic Goal
<ul style="list-style-type: none"> <li>• Commence an in-depth review of why and what the school delivers, by gathering the voice of stakeholders (IWS in particular), community (including ex-students) and academics.</li> <li>• Work with IWS to design and implement new measurement, reporting and student achievement review processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop and grow staff, both day school and residential staff, through the provision of relevant professional learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Assist the MoE to embed the new access pathway into RSS. A particular focus to be on the transition procedures for students enrolling through this new pathway.</li> <li>• Continue engagement with the MoE ensuring strong advocacy for adequate bulk grant funding, with specific funding and personnel support for the new access pathway students.</li> </ul>
HRC Specific Goals	HRC Specific Goals	
<ul style="list-style-type: none"> <li>• Pilot new ENGAGE self-control programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and introduce new teaching measures to be included in residential staff job descriptions and performance appraisals.</li> <li>• All contact staff complete their Behaviour Technician Level 1 Certification and integrate this learning into practice.</li> </ul>	

# 1. College Overview

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## We are Halswell Residential College

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The purpose of Halswell Residential College (HRC) is to provide special education in a residential setting for students requiring curriculum adaptation, due to their complex needs. HRC partners with the Intensive Wraparound Service (IWS) who refer students for residential intervention where it is in the best interest of the student. Our students are all on individual education plans and usually stay between one term and 18 months. We provide a 24/7 educational environment where “living is learning” and have curricula for both the day school and residential contexts. HRC is a decile 2 school. Our notional roll is 32 students. We have 65 full and part-time staff.

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

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

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

## Enrolments

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

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

To enter via either pathway, students must:

- be in years 3-10 of schooling at the time of enrolment.
- have complex needs.
- demonstrate that previous intervention and support in the home community has not achieved desired outcomes.
- have identified education, social and emotional learning needs that are best met in a residential environment.

- require significant adaptation of almost all curriculum content in comparison with that used by their age group.
- satisfy that the enrolment will not be detrimental to the safety of other students at the College. For example, the student will not:
  - exhibit behaviours, inclusive of but not limited to, overt violence that may place other students at risk.
  - have a history of sexualised behaviours that could compromise the safety of others.
  - currently, or recently have been in specialised, severe behavioural programmes.
  - be under treatment for, or have been unresponsive to treatment for, any psychiatric illness, including suicidal ideation, or
  - be under, or have been unresponsive to treatment for substance abuse.

## Student Profile 2018

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In 2018 we had 21 different students enrolled and reached a maximum of four female students at any point and a total of four during the whole year.

The ethnic make-up was as follows:

NZ European	52%
Māori	38%
Cook Island Maori	5%
Tongan	5%

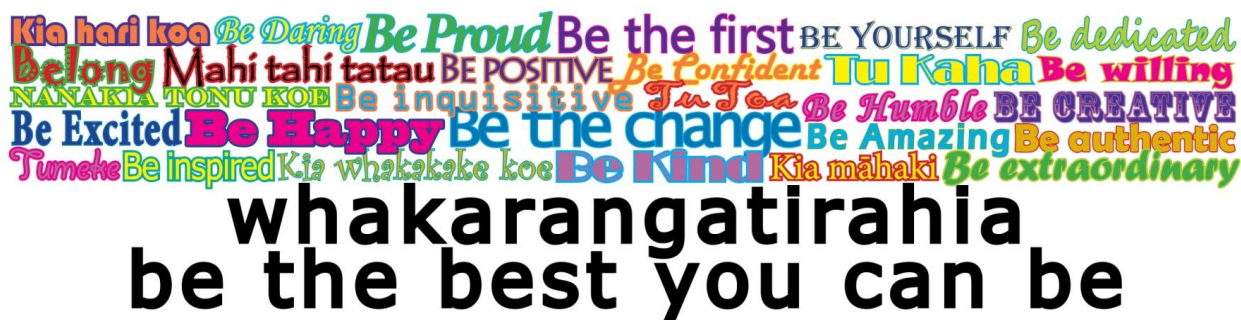
Our youngest student was 9 years, 6 months old and the oldest was 17 years, 1 month old. The average age was 13 years, 3 months.

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

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

## Our Vision

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## Our Mission

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In collaboration with the IWS and whanau, to provide educational programmes for our students that will enable them to:

- Maximise their learning, strengths and potential and develop positive and pro-social behaviours.
- Enhance their cultural identity and self-efficacy.
- Successfully transition back to their whanau, school and community.

## Our Values

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Our Values-Based Culture Supports our Student-Centred Approach

Be a learner

- **Ako:** Teach others. Learn from others.
- **Whakaaroaro:** Reflect on your actions. Grow resilience.

Be safe

- **Whakaute:** Respect self, others and property.
- **Hinengaro:** Build emotional and mental wellbeing.

Show respect

- **Pono:** Act with honesty and integrity.
- **Manaakitanga:** Support and work in partnership with others.

In 2018 our school community voted to focus on the New Zealand Curriculum value - **Whakaute:** to be respectful of people and property.

In 2019 the school community will focus on - **Whanaungatanga:** To work in partnership and reflective collaboration with others to strengthen connections and trust.

## Responding to Cultural Diversity at HRC

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

### Te Whare a Tauawa

We run a house focused on kaupapa and Tikanga Māori which provides opportunities for students to participate in Māori culture. Our whanau house, Te Whare a Tauawa enhances, maintains, and protects the customs, values, and knowledge of te reo and Tikanga Māori. The kaupapa includes teaching and developing the skills of each individual, at a level relevant to their learning ability. Te Whare a Tauawa is also open to non-Māori students. In 2018 several non-Maori students opted to reside in Te Whare a Tauawa.

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

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

### Te Tao Kokiri

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

### Pasifika Programme

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

### Professional Development and Community Links

- The self-review process at the College ensures that cultural diversity is incorporated across our learning and teaching practices, reflected in our staff 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 Maori language through waiata, haka, basic vocabulary, and tī rākau. This programme also includes opportunities for student performances at the end of term assemblies. During the year students also prepare at least one hangi, go eeling, learn weaving, do carving, have boil-ups and welcome guests with a mihi whakatau/powhiri.

## HRC's 24/7 Curriculum

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

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

Students' knowledge, skills and values are promoted through:

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

### Day School Curriculum Learning Areas

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

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

- **Learning for School Classes**  
For students who will return to school-based settings.



- **Learning for Life Classes**

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

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

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

## **Residential Curriculum Learning Areas**

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

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

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

Supporting the Associate Principal Residential are:

- **The Residential Curriculum/House Manager**

The Residential Curriculum/House Manager ensures the consistent application of the curriculum, values and care provided to all students within the residences.

- **Kaiwhakahaere/House Manager**

The Kaiwhakahaere provides for the cultural needs, development and involvement of the students and their iwi and whanau at HRC.

- **IEP Co-ordinators**

The IEP Co-ordinators provide effective management and co-ordination of the IEP and FBA processes for the students of HRC and work closely with the IEP team.

- **Youth Workers**

The Youth Workers lead recreational and programme activities that support the residential curriculum.

## 2. Strategic Plan - 2019–2021

STRATEGIC GOALS			
	2019	2020	2021
<b>1. STUDENT LEARNING</b>  The school fosters student achievement by providing teaching and learning programmes that incorporate the National Curriculum and are underpinned by the key competencies. All learning is delivered in a 24/7 teaching and learning environment where 'living is learning'.	Commence an in-depth review of why and what the school delivers, by gathering the voice of stakeholders (IWS in particular), community (including ex-students) and academics.	Develop and implement a new 24/7 teaching and learning curriculum.	Embed the new 24/7 curriculum.
	Work with IWS to design and implement new measurement, reporting and student achievement review processes.	Embed the new IWS/RSS measurement, reporting and student achievement review processes.	Review the new IWS/RSS measurement, reporting and student achievement review processes.
	Pilot new ENGAGE self-control programme.	Embed ENGAGE self-control programme.	Review ENGAGE self-control programme.
<b>2. EFFECTIVE TEACHING</b>  All staff are recognised as leaders in providing for children and adolescents with complex needs and/or behavioural needs to maximise student learning goals.	Continue to develop and grow staff, both day school and residential staff, through the provision of relevant professional learning opportunities.	Continue to develop and grow staff, both day school and residential staff, through the provision of relevant professional learning opportunities.	Continue to develop and grow staff, both day school and residential staff, through the provision of relevant professional learning opportunities.
	Develop and introduce new teaching measures to be included in residential staff job descriptions and performance appraisals.	Embed teaching measures for residential staff.	Review teaching measures for residential staff.
	All contact staff complete their Behaviour Technician Level 1 Certification and integrate this learning into practice.	Embed behaviour technician training and offer additional levels of certification (optional).	Review behaviour technician training.
<b>3. LEADING THE SCHOOL</b>  Our service is cost effective, caters for the needs of all students, and represents best practice. The school is inclusive, culturally responsive and safe physically and emotionally. The school has strong relationships with whanau and stakeholders.	Assist MoE to embed the new access pathway into RSS. A particular focus to be on the transition procedures for students enrolling through this new pathway.	Review the new direct access pathway into RSS.	
	Continue engagement with the MoE ensuring strong advocacy for adequate bulk grant funding, with specific funding and personnel support for the new access pathway students.	Embed new financial changes in 2020 budget.	Review new financial budget and provide MoE with feedback.

REVIEWS			
	2019	2020	2021
<b>1. POLICY REVIEWS</b>	<b>Term 1</b> Behaviour Support Policy. BoT Fees and Expenses Policy.	<b>Term 1</b> Protected Disclosures Policy. Staff Appointments Policy.	
	<b>Term 2</b> Child Protection Policy. Employment and Personnel Policy.		
	<b>Term 3</b> Complaints Policy. Health and Safety Policy.		
	<b>Term 4</b> Equal Employment Opportunities Policy.		
<b>2. SELF AND SNAPSHOT REVIEWS</b>	Hostel Review.	Hostel Review.	Hostel Review.
	Parents, caregivers and whanau will be surveyed on the Health and PE Curriculum.	Review IEP process and documentation.	Parents, caregivers and whanau will be surveyed on the Health and PE Curriculum.
	Review 5-year action plan as a Health Promoting School.	Review specialist service providers.	Review ENGAGE programme.
	SAMS Review.	Review ABAS-3 implementation and evaluations.	Review teaching measures for residential staff (in PD and appraisal).
	Review co-education status and operation.	Review College-wide use of supervision.	Review behaviour technician training.
	Review admin filing system.	Review "Philosophy of Care" statement.	Review IWS/RSS measurement reporting and student achievement review process.
	Review adherence to Privacy Act.		
	Review Positive Behaviour concepts and philosophies.	Review exit interviews.	Review financial budget.
		Review new direct access pathway into RSS.	

The College has a strategic goal to continue to develop and grow staff, both day school and residential staff, through the provision of relevant professional learning opportunities. Here is what was achieved in 2018 and planned for 2019.

STRATEGIC PLD PLAN 2018/19		
	2018	2019
Mandatory	SCM.	SCM
	First Aid.	First Aid
	Professional Supervision.	Professional Supervision
School-Wide Focus	Behaviour Technician Certificate.	Behaviour Technician Certificate and integrating into daily practice
	Traumatised Children.	Gender Non-Binary and Transgender Children
		Self-Control Programme
Cultural Focus	Cultural Supervision and Review of Kaupapa.	Increasing cultural responsiveness for non-Tauawa students
		Māori/Pasifika cultural activities
ICT	Dancing with the Digital Conference.	Office 365.
Day School	Literacy.	Numeracy.
	iPads for Education.	Digital Curriculum.
	TLIF – Inquiry.	Counselling and Mentoring skills.
	SPLN Otautahi Sessions.	SPLN Otautahi Unconference.
Residential	New sensor systems.	Direct Access Pathway.
		Life skills.
	Emergency Preparedness.	IWS and HRC planning and data collection processes.
		Student need-based programme activities.
Administration	Digital Conference.	Office 365.
	Caretakers and Cleaners Conference.	Caretakers and Cleaners Conference.
	Xero Training.	Xero Training.
Elective	Individual PLD Applications.	Individual PLD Applications.

### 3. Annual Plan – 2019

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

ANNUAL PLAN ACTION TIMELINE - TERM 2, 2019		
Details	Strategic Goal Area	Responsibility
<b>SELF-REVIEW</b>		
SAMS Review.	Leading the School	Principal
<b>SNAP SHOT REVIEW</b>		
Review admin filing system.	Leading the School	Executive Officer
<b>POLICY REVIEW</b>		
Child Protection Policy.	Leading the School	Board of Trustees
Employment and Personnel Policy.	Leading the School	Board of Trustees
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>		
Commence interviews for in-depth review.	Student Learning	Principal/AP Residential/AP Day School
Select and train staff for ENGAGE pilot.	Student Learning	Principal
Work with IWS to design new measurement, reporting and student achievement review processes.	Student Learning	Principal/AP Residential
Follow up with staff who have not completed Behaviour Technician Level 1 Certification and provide additional support.	Effective Teaching	AP Residential/AP Day School
Further embed new direct access pathway.	Leading the School	Principal/AP Residential
Work with MoE on new funding.	Leading the School	Principal/Executive Officer

ANNUAL PLAN ACTION TIMELINE - TERM 3, 2019		
Details	Strategic Goal Area	Responsibility
<b>SELF-REVIEW</b>		
Parents, caregivers and whanau will be surveyed on the Health and PE curriculum.	Student Learning	AP Day School
<b>SNAP SHOT REVIEW</b>		
Co-ed status and operation.	Leading the School	AP Residences and Day School
<b>POLICY REVIEW</b>		
Complaints Policy.	Leading the School	Board of Trustees
Health and Safety Policy.	Leading the School	Board of Trustees
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>		
Compile responses to interviews for in-depth review and present to BoT.	Student Learning	Principal/AP Residential/AP Day School
Run ENGAGE pilot.	Student Learning	Principal
Work with IWS to design new measurement, reporting and student achievement review processes.	Student Learning	Principal/AP Residential
Develop new teaching measures into residential staff JDs and performance appraisals.	Effective Teaching	AP Residential/AP Day School
Provide PD on integrating Behaviour Technician learning into practice.	Effective Teaching	AP Residential/AP Day School

ANNUAL PLAN ACTION TIMELINE - TERM 4, 2019		
Details	Strategic Goal Area	Responsibility
<b>SELF-REVIEW</b>		
Hostel Review.	Leading the School	AP Residential
<b>SNAP SHOT REVIEW</b>		
PB4L Concepts and Philosophies.	Student Learning	AP Day School
<b>POLICY REVIEW</b>		
Equal Employment Opportunities Policy.	Leading the School	Board of Trustees
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>		
Review ENGAGE pilot.	Student Learning	Principal
Work with IWS to implement new measurement, reporting and student achievement review processes.	Student Learning	Principal/AP Residential
Train residential staff re new teaching measures in JDs and performance appraisals to be rolled out in 2020.	Effective Teaching	AP Residential
Develop 2020 budget using new MoE funding.	Leading the School	Principal/Executive Officer



## 4. Student Achievement Targets - 2019

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In 2019, our student achievement targets are:

- 1 **IEP Target:** Our students will achieve 80% of their short-term goals in their IEPs.
- 2 **ABAS Target:** Our students will improve by at least one year in the skill areas of home living and community use.
- 3 **Literacy Target:** Our students will achieve at least 75% of their IEP literacy goals.
- 4 **Numeracy Target:** Our students will achieve at least two knowledge outcomes at their numeracy knowledge stage and at least one strategy outcome at their numeracy stage.
- 5 **Māori and Pasifika Target:** Māori and Pasifika students will achieve gains in literacy and numeracy that are at least equal to those made by their non-Māori and non-Pasifika peers.
- 6 **Residential Target:** Students will achieve no less than three wristbands.
- 7 **Service Delivery Target:** The parent/whanau/caregiver and student exit interviews will indicate at least 90% satisfaction with the service provided by Halswell Residential College.

## 5. Annual Plan Evaluation - 2018

TERM 1 ANNUAL PLAN ACTION TIMELINE TARGETS			
Details	Strategic Goal Area	Responsibility	Status as at End of 2018
<b>SELF-REVIEW</b>			
Review Day School curriculum.	Student Learning	AP Day School	
Review and evaluate MAPA against SCM.	Safe and Inclusive Culture	AP Residential and Day School	
<b>SNAP SHOT REVIEW</b>			
Review our Philosophy of Care statement.	Safe and Inclusive Culture	AP Residential	
<b>POLICY REVIEW</b>			
<i>No policies are due for review in 2018.</i>			
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>			
Print and distribute new publicity material.	Engaged Parents/Whanau and Community	Principal	
Host IWS conference.	Engaged Parents/Whanau and Community	EO	
Develop new professional standard documentation.	Effective Teaching	Principal and AP Day School	

TERM 2 ANNUAL PLAN ACTION TIMELINE TARGETS			
Details	Strategic Goal Area	Responsibility	Status as at End of 2018
<b>SELF-REVIEW</b>			
Review IEP process and documentation.	Student Learning	AP Day School and Residences	Postpone until further information from MOE re data required for collection.
<b>SNAP SHOT REVIEW</b>			
Review and continue to embed co-education status and operation.	Leading/Managing the School	AP Day School and Residences	
<b>POLICY REVIEW</b>			
<i>No policies are due for review in 2018.</i>			
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>			
Recruit and train the individual who will act as principal while current principal on sabbatical.	Leading/Managing the School	Principal	
Welcome ERO on-site to review HRC.	Leading/Managing the School	Principal	Postponed by ERO until Term 4.
Design new exit interviews.	Engaged Parents/Whanau and Community	Literacy/Numeracy Specialist	
Participate in cluster Digital Technology conference.	Student Learning	Principal	

TERM 3 ANNUAL PLAN ACTION TIMELINE TARGETS			
Details	Strategic Goal Areas	Responsibility	Status as at End of 2018
<b>SELF-REVIEW</b>			
Review use of sensory room.	Student Learning	AP Day School and Residences	
<b>SNAPSHOT REVIEW</b>			
Review residential rebuild and use of new technology.	Leading/Managing the School	AP Residential	
<b>POLICY REVIEW</b>			
<i>No policies are due for review in 2018.</i>			
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>			
Principal on sabbatical.	Leading/Managing the School	Principal	
Investigate national and international programmes that assist in the development of three of the five predictors of success (Dunedin Study).	Effective Teaching	Principal	
Improve College website.	Engaged Parents/Whanau and Community	EA	

TERM 4 ANNUAL PLAN ACTION TIMELINE TARGETS			
Details	Strategic Goal Area	Responsibility	Status as at End of 2018
<b>SELF-REVIEW</b>			
Review appraisal documentation.	Leading/Managing the School	AP Residential and Day School	
Undertake hostel review.	Safe and Inclusive Culture	AP Residential	
<b>SNAP SHOT REVIEW</b>			
Review and continue to embed co-education status and operation.	Leading/Managing the School	AP Residential	
<b>POLICY REVIEW</b>			
<i>No policy reviews due in 2018.</i>			
<b>ACTION TO ACHIEVE STRATEGIC GOALS</b>			
Work with IWS to implement the new evaluation measurement tools.	Leading/Managing the School	Principal and AP Residential	
Close off operation of NZQA Supported Learning Certificate.	Student Learning	Literacy, Numeracy and NZQA Specialist	

ANNUAL PLAN ACTION TIMELINE – Whole Year 2018			
Details	Strategic Goal Area	Responsibility	Status as at End of 2018
Embed 5-year action plan as a Health Promoting School.	Student Learning	AP Day School	
Identify professional learning needs (part of building closer PD links with IWS and Westbridge).	Effective Teaching	Principal	
Embed Positive Behaviour concepts and philosophies.	Effective Teaching	Teacher Team Leader	
Continue to build and strengthen links with the Māori and Pasifika community.	Safe and Inclusive Culture	Kaiwhakahaere	
HRC Māori caucus builds links with Westbridge Māori caucus.	Safe and Inclusive Culture	Kaiwhakahaere	
Attend RTLB Conference (date not yet confirmed). Investigate delivering a presentation.	Engaged Parents/Whanau and Community	AP Day School and Residential	

## 6. Student Achievement Targets Evaluation - 2018

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The sample sizes used to generate the 2016 baseline and the 2017 and 2018 end of year data are very small. Analysis is further compromised due to uncontrolled variables such as different lengths of tenure, staggered intakes and exits, as well as the diversity of academic and behavioural presentations that students with high and complex needs bring to HRC. This diversity does not 'average out' when the sample size is small. In the following discussion the differences in sample sizes across targets are due to different assessment schedules and varying lengths of tenure.

In 2018 our student achievement targets were:

- 1 IEP Target:** Our students will achieve 80% of their short-term goals in their IEPs.
- 2 ABAS Target:** Our students will improve by at least one year in the skill areas of home living and community use.
- 3 Literacy Target:** Our students will achieve at least 75% of their IEP literacy goals.
- 4 Numeracy Target:** Our students will achieve at least two knowledge outcomes at their numeracy knowledge stage and at least one strategy outcome at their numeracy stage.
- 5 Māori and Pasifika Target:** Māori and Pasifika students will achieve gains in literacy and numeracy that are at least equal to those made by their non-Māori and non-Pasifika peers.
- 6 Residential Target:** Students will achieve no less than three wristbands.
- 7 Service Delivery Target:** The parent/whanau/caregiver and student exit interviews will indicate at least 90% satisfaction with the service provided by Halswell Residential College.

<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> Increase achievement of IEP goals.			
<b>Annual Target:</b> 1. IEP TARGET: Our students will achieve 80% of their short term goals in their IEPs.			
<b>Baseline data:</b> In 2017, our students achieved an average of 89% of their short term goals in their IEPs. n=16.			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>Education at HRC is 24/7.</p> <p>On entry, the student's IEP team (student, teacher, IEP co-ordinator, IWS psychologist, and parents/ whanau/ caregiver) identifies short term academic and social goals based on the needs of the student. Entry goals are reviewed at 3 months and new goals are set. Subsequent reviews occur 6 monthly and/or when the student exits the College.</p> <p>All staff are apprised of students' IEP goals as they are set. Teachers and IEP co-ordinators monitor progress.</p>	<p>n=18</p> <p>Eighteen students had one or more IEP reviews during the 2018 year. 341 of the 420 short term goals set were achieved. Average = 81%</p> <ul style="list-style-type: none"> <li>- 12 students met the target</li> <li>- 5 students achieved 70 - 79% of their goals.</li> <li>- 1 student achieved 33% of his goals</li> </ul>	<p>Of the five students who achieved 70 – 79% of their goals:</p> <ul style="list-style-type: none"> <li>- Three (CW, JG, NN) had less than 3 months between their second and final IEP reviews and may have needed more time.</li> <li>- Two (DM, MM) did well to achieve 71% of their goals given complex presentations that included FAS, ADHD, PTSD, Anxiety Disorder, mild ID.</li> </ul> <p>The student (BB) who achieved 33% of his goals no longer wanted to be at the College and was excluded.</p>	<p>While presentations of high and complex needs (HCN) are not seen as excuses for non-achievement, staff at the College recognise that students need to be 'ready to learn'.</p> <p>Trial a pilot programme in 2019 with a goal to supporting our students to strengthen their self-control which is foundational to being ready and able to learn.</p> <p>Continue to explore ways to listen and respond to student voice when students want to leave the College.</p>
<b>Planning for next year:</b> Trial the ENGAGE programme.			



<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> Increase achievement in ABAS.			
<b>Annual Target:</b> 2. ABAS TARGET: Our students will improve by at least one year in the skill areas of home living and community use.			
<b>Baseline data:</b> In 2017, our students improved by an average of 2 years, 2 months in the skill area of home living, and 1 year 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>
<p>The residential curriculum includes an emphasis on development of adaptive behaviour skills which have been assessed using the ABAS-III assessment.</p> <p>Adaptive skills are taught using direct and incidental teaching. The primary locus for learning is in the residential where programme.</p> <p>The first on-site ABAS assessment is completed 3 months after enrolment. This delay provides time for the assessor to get to know the student. Thereafter, ABAS assessments are repeated every 6 months with IEP reviews.</p>	<p>n= 13</p> <p>The sample comprised 13 students with varying lengths (9-34 months) of tenure. All students had at least 2 ABAS assessments.</p> <p>Average gain in Home Living = 2 years, 8 months.</p> <p>Average gain in Community Use = 1 year, 8 months.</p> <ul style="list-style-type: none"> <li>- 8 students met the target across both skill areas.</li> <li>- 10 students met the target in Home Living.</li> </ul>	<p>Of the five students who did not meet the target across both areas:</p> <ul style="list-style-type: none"> <li>- 4 girls (NT, SM, DM, NN) did not meet the target in community use, although two (NT, SM) met the target in Home Living. Two girls (DM, NN) in the where required significant staff input and time which may have compromised learning for all.</li> <li>- 1 male (MM) had fluctuating scores over four assessments and may have plateaued in both skill areas.</li> <li>- Several students on enrolment have been disengaged in education requiring significant staff input to reengage them in learning.</li> </ul>	<p>Student scores across 3 or 4 assessments sometimes fluctuated. These fluctuations may be due to changes in the assessors, changes in the students' presentation at the time of assessment, or data entry error. Continue to aim for consistency and reliability in assessment of ABAS scores.</p> <p>Monitor the incoming cohort to ensure the balance of student need and presentation enhances, rather than compromises, student learning.</p>
<b>Planning for next year:</b> Monitor the needs and presentations of the incoming cohort.			

<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> Increase achievement in literacy.			
<b>Annual Target:</b> 3. LITERACY TARGET: Our students will achieve at least 75% of their IEP literacy goals.			
<b>Baseline data:</b> In 2017 our students achieved an average of 88% of their IEP literacy goals. n=16.			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>Literacy is promoted daily in the students' personalised learning plan (PLP) and integrated with the teaching of other subjects. Students have opportunities to read recreationally both in school and residences.</p> <p>Teachers received PLD on the SHARP Reading programme with emphases on decoding, comprehension and assisting struggling older readers.</p>	<p>n=18</p> <p>Eighteen students had one or more IEP reviews during the 2018 year. Overall, 108 of the 140 short term literacy goals set were achieved. Average = 77%.</p> <ul style="list-style-type: none"> <li>- 14 students met the target.</li> <li>- 1 student achieved 63% of his literacy goals.</li> <li>- 3 students achieved 50% of their literacy goals.</li> </ul>	<p>Of the four students who did not meet the target:</p> <ul style="list-style-type: none"> <li>- One (CW) had less than 3 months between his second and final reviews and may have needed more time.</li> <li>- One (KM) may have had entry goals that were too ambitious for the three-month period.</li> <li>- One (NN) was not in class for much of Term 3 due to her high levels of anxiety.</li> <li>- One (BB) has been discussed above.</li> </ul>	<p>A wide range of abilities are evident in the cohort and include students who are emergent readers with limited writing skills, to students who are working at or close to age appropriate levels. Many of the students present with challenging needs, including mental health issues that are barriers to learning. Continue to set goals that best meet the needs of individual student presentations.</p>
<b>Planning for next year:</b> Celebrate achievement in literacy across the year through school assemblies.			

<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> Increase achievement in mathematics.			
<b>Annual Target:</b> 4. NUMERACY TARGET: Our students will achieve at least 2 key knowledge outcomes at their numeracy knowledge stage and at least 1 key strategy outcome at their numeracy stage.			
<b>Baseline data:</b> In 2017, our students achieved an average of 8 key knowledge outcomes and 3 key strategy outcomes at their numeracy stage. n=17.			
<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>
Achievement in numeracy is promoted daily through the students' PLP, whole class or small group instruction in class, and games to reinforce skill acquisition. Some classroom teachers alternate the instructional focus between knowledge and strategy on a term-by-term basis. Several students participated in "Mathletics" (on-line enrichment programme).	<p>n =18</p> <p>Eighteen students had at least 3 months of numeracy tuition in 2018. Our students achieved an average of 9 knowledge outcomes and 5 strategy outcomes.</p> <ul style="list-style-type: none"> <li>- 16 students met the target in both domains.</li> <li>- 2 students met the knowledge target but missed the strategy target.</li> <li>- 1 student met the strategy target but missed the knowledge target.</li> </ul>	<p>The two students (RH, JB) who did not meet the strategy target both presented with intellectual disabilities that may have compromised their ability to engage in higher level thinking required for learning strategies.</p> <p>The one student (JC) who met the strategy target also achieved one knowledge outcome. He has only been at the College for two terms and his achievement may reflect the instructional focus in his PLP.</p>	<p>Continue to provide 1:1 and small group tuition, and integrate numeracy skill teaching into real life contexts.</p> <p>Continue with Mathletics for enrichment.</p>
<b>Planning for next year:</b> Have a whole school maths competition.			

<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> Increase achievement of Māori in literacy and numeracy.			
<b>Annual Target:</b> 5. MAORI 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.			
<b>Baseline data:</b> In 2017, Māori students achieved 78% of literacy goals. Non- Māori students achieved 92% of literacy goals. In 2017, Māori students achieved an average of 6 key knowledge outcomes and 2 key strategy outcomes. Non-Māori students achieved an average of 10 key knowledge outcomes and 4 key strategy outcomes. n=6 Māori; n=11 non-Māori.			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>The literacy and numeracy programmes for Māori were similar to that of their non-Māori peers as the College no longer has a bi-lingual teacher.</p> <p>The College supports Māori learners as Māori in a variety of ways including the provision of a tikanga based residential whare. The November 2018 ERO review of the College noted a high level of cultural competence at the College.</p>	<p><b>Literacy</b> n=8 Māori, n=10 non-Māori</p> <p>Māori students achieved 77% of their literacy goals. Non-Māori students achieved 79% of their literacy goals.</p> <p><b>Numeracy</b> Māori students achieved an average of 9 key knowledge outcomes and 5 key strategy outcomes.</p> <p>Non-Māori students achieved an average of 10 key knowledge outcomes and 5 key strategy outcomes.</p>	<p>Caution around making comparisons is advised given the small, albeit almost equal samples for both groups.</p> <p>Data for individual students is summarised below. The reasoning for variance has been discussed above.</p> <p><b>Literacy</b> Two Māori students (KM, NN) did not meet the literacy target.</p> <p><b>Numeracy</b> Two Māori students (C, RH) did not meet the numeracy target.</p>	<p>Continue to embed cultural competence.</p> <p>Ensure Māori (and where applicable Pasifika) students have access to Māori and Pasifika role models, particularly where student/staff contact hours are high.</p>
<b>Planning for next year:</b> To continue to search for a bi-lingual instructor with the skill set required for working with high and challenging needs.			

<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> Increase achievement in Residential Curriculum.			
<b>Annual Target:</b> 6. RESIDENTIAL TARGET: Students will achieve no less than three wristbands.			
<b>Baseline data:</b> In 2017 students achieved an average of 3 wristbands per student. n =22.			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>Students achieve wristbands as a part of the residential curriculum. There are 8 levels of achievement and each level is progressively more challenging.</p> <p>The programme is facilitated by the IEPCs who work 1:1 with students.</p> <p>A visual record of student achievement is displayed where all students can compare their progress with that of their peers.</p> <p>The principal acknowledges individual student achievement in a face-to-face meeting.</p>	<p>n = 20</p> <p>Twenty students with varied lengths of tenure from 2 to 34 months achieved 67 wristbands for an average of 3 wristbands per student.</p> <ul style="list-style-type: none"> <li>- 11 students met the target.</li> <li>- 3 students achieved 2 wristbands.</li> <li>- 2 students achieved 1 wristband.</li> <li>- 4 students did not achieve a wristband.</li> </ul>	<p>The 3 students (BB, JB and JC) who achieved 2 wristbands all presented with HCN that may have compromised achievement. BB and JB have since left. JC is well on his way to meeting the target.</p> <p>The 2 students (BM and JV) who achieved 1 wristband have only been at the College since June. While BM has left, JV still has time to meet the target.</p> <p>Two students (JL, DSJ) who did not achieve any wristbands have only been at the College since October. While the remaining two (KM and ZTR) have had slightly longer tenures (since June), both have taken longer to settle into life at the College.</p>	<p>Factors affecting achievement include student buy-in, time enrolled, student ability to self-regulate, and ongoing promotion of the programme.</p> <p>Continue to promote the programme across the College.</p> <p>As noted above, in 2019 trial a pilot programme with the goal to support students develop their self-control.</p> <p>IEPCs to update data (including the number of goals earned at each wristband level) on a term-by-term basis.</p>
<b>Planning for next year:</b> Revise data entry template to include number of goals earned at each level.			

<b>Focus:</b> Student Achievement			
<b>Strategic Aim:</b> All students have access to and participate in an adapted NZ Curriculum, and opportunities to learn independent living skills for successful achievement of IEP outcomes.			
<b>Annual Target:</b> 7. SERVICE DELIVERY TARGET: The parent/whanau/caregiver and student exit interviews will indicate at least 90% satisfaction with the service provided by Halswell Residential College.			
<b>Baseline data:</b> In 2017, parent satisfaction was 98%, student satisfaction was 79% and overall satisfaction was 85%. 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>
<p>The exit interview, while encouraged, is optional. Participants are asked to rank several positively worded statements using 1-3, where 1=disagree; 2=neither agree/disagree, and 3=agree.</p> <p>In 2018 we amended two statements in the student interview to better capture students' self-reflection.</p>	<p>n = 7</p> <p>Parents – 58 out of a possible 63 responses rated 'agree' for an average of 92%.</p> <p>n = 9</p> <p>Students – 137 out of a possible 153 responses rated 'agree' for an average of 89%.</p> <p>Together, 195 out of a possible 216 responses rated 'agree' for an overall average of 90%.</p>	<p>With small sample sizes, trends are not easily identified.</p> <p>Six out of seven parent responses indicated 88%-100% satisfaction.</p> <p>Respondents selected neither agree/disagree with statements that were around transitions (2), having enough information in reports (2), and having enough information about their child from the caseworker (1).</p> <p>Five of the nine student exit interviews indicated 88%-100% satisfaction.</p> <p>Respondents selected disagree or neither agree/disagree for statements that were about</p>	<p>The comments reflect individual differences in parents' experience of transitions, reporting expectations and relationships with caseworkers. It would be helpful to ensure that new parents know what to expect around the transitions and reporting procedures.</p> <p>While student perceptions are individual, it is noteworthy that four did not feel 'listened to'. Continue to work on developing strong relationships with students.</p> <p>Students may not necessarily have very much input into menu decision making. This statement will be removed from future interviews.</p>

		people listening to them (4) and having a say in menus (5).	The College will revise the exit tool to get a better sense of students' well-being.
<b>Planning for next year:</b> Continue to adapt both academic and social programmes to best suit student individual needs.			