

HALSWELL RESIDENTIAL COLLEGE

Charter 2021



Contents

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 2021-2022
3. Annual Plan 2021
4. Student Achievement Targets 2021
5. Annual Plan Evaluation 2020
6. Student Achievement Targets Evaluation 2020



Halswell Residential College



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

Halswell Residential College is an intervention for students with intellectual difficulties and complex behaviours.

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

Our Charter 2021

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

1. Student Learning

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'.

2. Effective Teaching

Kaiako are recognised as leaders in providing for children and adolescents with complex intellectual needs and/or behavioural needs, to maximise student learning goals.

3. Leading the School

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

1. College Overview

We are Halswell Residential College

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

HRC partners with the Intensive Wraparound Service (IWS) [who refer students for residential intervention where it is in the best interest of the student]. Students whose challenges are only school based may enter HRC via the Residential Specialist School (RSS) only pathway. Our students 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 students. We have approximately 60 full and part-time kaiako.

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 were purpose built to better meet the needs of our students.

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 students. For further details, refer to the WRS Charter.

Enrolments

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.

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

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 their 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, students 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 2020

In 2020 we had 20 different students enrolled and reached a maximum of three female students at any point and a total of three during the whole year.

The ethnic make-up was as follows:

NZ Māori, 50 per cent.

NZ European, 45 per cent.

Tongan, 5 per cent.

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

45 per cent 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: Agenesis of corpus callosum, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Asperger's Syndrome, Attachment Disorder, Autism Spectrum Disorder, Bipolar Affective Disorder, Craniopharyngioma (benign brain tumour), Chromosome Disorder, Conduct Disorder, Depression, Developmental Co-ordination Disorder, Down Syndrome, Dyspraxia, Emotional Deregulation, Epilepsy, Fibrous Dysplasia, Foetal Alcohol Spectrum Disorder, Generalised Anxiety Disorder, Hyperphagia, Intermittent Explosive Disorder, Klinefelter Syndrome, 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



Our Mission

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

Our Values

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

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

Each year we select one value to focus on. In 2020 it was Build Relationships / Whānaungatanga. For 2021 our school community will focus on Be Resilient / Manawa-Roa.

Philosophy of Care

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



Halswell Residential College

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

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

Te Whare a Tauawa

We run a house focused on kaupapa and tikanga Māori which provides opportunities for students to participate in Māori culture. Our 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 students. Often non-Māori students opt 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 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 Maatua as a whole.

Te Tao Kokiri

- HRC has had a Māori kaiako group for several years. Kaiako are consulted on issues pertaining to Māori students. 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.
- 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 kaiako 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 kaiako group leads HRC's celebration of a Pasifika Language Week. The week's events include daily proverbs, a daily 'word of the day' competition for students and kaiako, 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 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 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

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 digital citizenship, 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 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 whānau 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 2021–2022

STRATEGIC GOALS		
	2021	2022
<p>1. Student Learning</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>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)).</p>	<p>Embed the new 24/7 curriculum.</p>
	<p>Modify the IEP documentation so that it aligns with the new curriculum.</p>	<p>Embed the new IEP document and process.</p>
<p>2. Effective Teaching</p> <p>All kaiako are recognised as leaders in providing for children and adolescents with complex needs and/or behavioural needs to maximise student learning goals.</p>	<p>Continue to develop and grow kaiako, through the provision of relevant professional learning opportunities, including building connections with Residential Child and Youth Care Practice (RCYCP).</p>	<p>Continue to develop and grow kaiako, through the provision of relevant professional learning opportunities.</p>
	<p>Introduce and train kaiako in the Purposeful Use of Daily Life Events (DLE) framework. Investigate implementing Measuring Outcomes that Matter (MOM) measures.</p>	<p>Embed the DLE framework. Potentially introduce the MOM measures.</p>
<p>3. Leading the School</p> <p>Our service caters for the needs of all students, represents best practice, and is delivered in a cost-effective manner. The school is inclusive, culturally responsive, and safe physically and emotionally. The school has strong relationships with whānau and stakeholders.</p>	<p>Embed the new RSS-only pathway into RSS with a focus on publicity.</p>	<p>Review the new RSS-only pathway.</p>
	<p>Embed the new RSS funding model.</p>	<p>Review new financial budget.</p>
	<p>Implement further changes to support the further development of HRC’s therapeutic milieu and student/kaiako interactions.</p>	<p>Review the development of HRC’s therapeutic milieu and student/kaiako interactions.</p>

REVIEWS	
1. Policy Reviews	Finance Policy (August 2021).
2. Self/Snapshot Reviews	Hostel Review.
	Review IEP process and documentation.
	Review RSS-only pathway publicity.
	Review therapeutic interactions between students and kaiako.

3. Annual Plan 2021

Annual Plan Action Timeline - Term 1, 2021		
Details	Strategic Goal Area	Responsibility
Self-review/Snapshot Review		
Review RSS-only pathway publicity.	Leading the School	Principal/RSS-only Selection Committee
Policy Review		
Nil due until Term 3.		
Action to achieve strategic goals		
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).	Student Learning	SLT Note: this will be a full year project started in January
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

Annual Plan Action Timeline - Term 2, 2021		
Details	Strategic Goal Area	Responsibility
Self-review/Snapshot Review		
Review therapeutic interactions between students and kaiako.	Effective Teaching	AP Residential/AP Day School
Policy Review		
Nil due until Term 3.		
Action to achieve strategic goals		
Implement further changes to support the further development of HRC's therapeutic milieu and student/kaiako interactions.	Leading the School	SLT

Annual Plan Action Timeline - Term 3, 2021		
Details	Strategic Goal Area	Responsibility
Self-review/Snapshot Review		
Review IEP process and documentation.	Student Learning	AP Residential/AP Day School
Policy Review		
Finance Policy.	Due August	BoT
Action to achieve strategic goals		
Modify the IEP documentation so that it aligns with the new curriculum.	Student Learning	Principal/AP Residential/AP Day School

Annual Plan Action Timeline - Term 4, 2021		
Details	Strategic Goal Area	Responsibility
Self-review/Snapshot Review		
Hostel Review.	Leading the School	AP Residential
Policy Review		
Nil due until 2022.		
Action to achieve strategic goals		
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
Embed the new RSS-only pathway into RSS with a focus on publicity.	Leading the School	Principal
Embed the new RSS funding model.	Leading the School	Principal

4. Student Achievement Targets 2021

In 2021, 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 three key 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 six residential goals.

7. Service Delivery Target:

Increase the roll (>11 students).

5. Annual Plan Evaluation 2020

Annual Plan Action Timeline - Term 1, 2020			
Details	Strategic Goal Area	Responsibility	Status
Self-review			
Review the transition process with a focus on how the student and whānau could be supported to take more ownership with support of new transition teacher.	Student Learning	AP Day School/ AP Residential	Complete
Snapshot Review			
Review how we train students to advocate for themselves in their IEP and other meetings.	Effective Teaching	AP Day School	Complete
Policy Review			
Protected Disclosures Policy.	Leading the School	BoT	Complete
Staff Appointments Policy.	Leading the School	BoT	Complete
Action to achieve strategic goals			
Undertake a SAMS Independent Review.	Leading the School	Principal	Complete
Continue to negotiate the new RSS funding model with the MoE.	Leading the School	MoE/BoT/Principal Executive Officer	On-going
Implement the new values, description, Philosophy of Care, PB4L key focus areas, etc.	Effective Teaching	Principal/ AP Day School	Complete
Promote the therapeutic milieu and develop ways for reinforcing new learnings.	Leading the School	SLT	Complete

Annual Plan Action Timeline - Term 2, 2020			
Details	Strategic Goal Area	Responsibility	Status
Self-review			
Review how we currently ascertain if kaiako feel safe and resilient.	Leading the School	SLT	Complete
Snapshot Review			
Review performance management documentation to focus on new focus areas (therapeutic milieu, trauma-sensitive interactions, listening to student voice, etc.), and teacher performance management documentation (based on the NZEI Collective changes).	Student Learning	AP Residential/ AP Day School	Complete
Policy Review			
Nil due until 2021.	Leading the School	BoT	
Action to achieve strategic goals			
Look for more situations where students can be empowered.	Student Learning	AP Residential/ AP Day School	Complete
Evaluate and extend the new ENGAGE self-control programme.	Effective Teaching	Principal	Complete
Develop the new access pathway into RSS (that is the changes to the new pathway as requested by the Minister).	Leading the School	MoE/Principal	Complete

Annual Plan Action Timeline - Term 3, 2020			
Details	Strategic Goal Area	Responsibility	Status
Self-review			
Review IEP process and documentation.	Effective Teaching	Principal/ AP Residential/ AP Day School/MoE	Delayed until new curriculum complete as alignment is essential
Snapshot Review			
Review exit interviews process.	Student Learning	Student Council	Complete
Policy Review			
Protected Disclosures Policy – postponed from Term 1 due to COVID-19.	Leading the School	BoT	Complete
Action to achieve strategic goals			
Make changes to the curricula (review using Te Whare Tapa Wha, investigate using Te Whāriki, change curriculum content, incorporate more fun, link to Daily Life Events (DLE) and Meaningful Outcomes that Matter (MoM) framework (refer to What and Why document).	Effective Teaching	Principal and APs	Delayed until DLE and MoM training complete so can include in framework
Decide what reflective spaces to build.	Student Learning	SLT and Students	Complete
Design new recruitment processes in line with the therapeutic milieu.	Leading the School	Principal and APs	Complete

Annual Plan Action Timeline - Term 4, 2020			
Details	Strategic Goal Area	Responsibility	Status
Self-review			
Hostel Review.	Leading the School	AP Residential	Complete
Snapshot Review			
Review our performance against the new MoE Service Specifications.	Leading the School	SLT	Complete
Policy Review			
Nil due until 2021.	Leading the School	BoT	
Action to achieve strategic goals			
Continue to work with IWS to design and implement new measurement, reporting and student achievement review processes that work for both referral pathways.	Student Learning	MoE/Principal/ AP Day School/ AP Residential	Focus was on RSS-only pathway and funding
Build links with the Residential Child and Youth Care Practice (RCYCP).	Effective Teaching	AP Residential	Complete
Investigate trauma-focused CBT and Purposeful Use of Daily Life Events (DLE) and Measuring Outcomes that Matter (MoM) framework.	Effective Teaching	SLT	Kaiako training January

6. Student Achievement Targets Evaluation 2020

In 2020 our student achievement targets were:

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

* **Note:** The sample sizes used to generate the 2019 baseline and the 2020 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 the College. This diversity does not 'average out' when the sample size is small. Sample sizes vary across targets due to different assessment schedules and varying lengths of tenure.

Focus: Student Achievement			
Strategic Aim: Increase achievement of IEP goals.			
Annual Target: Our students will achieve 80% of their short-term goals in their IEPs.			
Baseline data: In 2019, our students achieved an average of 83% of their short-term goals in their IEPs. n=24.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Education at HRC is 24/7.</p> <p>On entry, the IEP team (student, teacher, IEP co-ordinator, IWS psychologist (IWS Pathway), and parents/ whanau/ caregiver) sets short-term academic, social, and living goals. At three months, the goals are reviewed, and new goals are set. Subsequent reviews are six-monthly and/or when the student's tenure ends.</p> <p>Kaiako are trained in trauma-informed practice and use these principles to support students.</p>	<p>n = 14</p> <p>14 students had one or more IEP reviews during the 2020 year. Of the 226 short-term goals set 190 were achieved.</p> <p>Average = 84%</p> <p>Ten students met the target.</p> <p>Four students (CB, PD, HPM, LS) achieved 58% -67% of their goals.</p>	<p>Three (CB, PD, HPM) of the four students who did not meet the target had several extended absences due to illness, medication reviews, and/or family circumstances. The goals for the fourth student (LS) were set in November 2019 and the student's enrolment ended during lockdown. This reduced the time available for work towards LS's goals by approximately three months.</p>	<p>IEP goals do not sit in isolation. Numerous events throughout the day contribute to achievement of goals.</p> <p>Kaiako will be trained in the Purposeful Use of Daily Life Events. This training should enhance kaiako capacity to notice and facilitate learning opportunities 24/7.</p>
Planning for next year: To enhance and capture learning opportunities through embedding the Purposeful Use of Daily Life Events.			

Focus: Student Achievement			
Strategic Aim: Increase achievement in ABAS.			
Annual Target: Our students will improve by at least one year in the skill areas of home living and community use.			
Baseline data: In 2019, our students improved by an average of 2 years 2 months in the skill area of Home Living, and 1 year 8 months in the skill area of Community Use. n=11.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>The residential curriculum focuses on the development of adaptive behaviour skills which are assessed using the ABAS-III assessment. The baseline assessment is taken three months after enrolment and every six months thereafter.</p> <p>Adaptive Skills are learnt through direct and incidental teaching in the residences and are reinforced in daily life across the college. Kaiako use the principles of trauma-informed practice to support students in their learning.</p> <p>Potential students are evaluated for 'best fit' for a residential intervention.</p>	<p>n = 8</p> <p>Eight students had at least two ABAS assessments. The average gain in Home Living was 3 years 1 month and the average gain in Community Use was 1 year 1 month</p> <p>Six students met the target across both skill areas.</p> <p>One student (ZH) gained at least one year in Home Living but not in Community Use.</p> <p>One student (AR) did not meet the target in either skill area.</p>	<p>ZH's scores went down in Community Use. He had a different assessor for his second assessment. This anomaly may have been addressed with his final assessment, which unfortunately was not possible when his tenure ended during lockdown.</p> <p>There were only four months between assessments for AR whose tenure was just 11 months and included lockdown. With more time, this student may have made better progress. It is noteworthy, that the student did improve in self-care although this was not a target area for reporting purposes.</p>	<p>Continue to aim for consistency and reliability in assessment of ABAS scores.</p> <p>Continue to monitor the presentations of potential enrolments to ensure 'best fit' for residential living.</p> <p>Kaiako will be trained in the Purposeful Use of Daily Life Events. This training should enhance kaiako capacity to notice and facilitate learning opportunities 24/7.</p>
Planning for next year: To enhance learning opportunities through embedding the Purposeful Use of Daily Life Events.			

Focus: Student Achievement			
Strategic Aim: Increase achievement in literacy.			
Annual Target: Our students will achieve at least 75% of their IEP literacy goals.			
Baseline data: In 2019 our students achieved an average of 80% of their IEP literacy goals. n=24			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Literacy is promoted daily and integrated across subject areas. A whole school reading initiative was launched in Term 3. Students have opportunities to read, and be read to, both in kura and residences.</p> <p>Classroom kaiako received literacy PLD in 2020 and developed an in-house rubric for written language goals.</p> <p>Online learning opportunities, and/or hard copy materials were provided for students during lockdown.</p>	<p>n = 14</p> <p>Fourteen students had one or more IEP reviews during the 2020 year. Overall, 59 of the 74 short-term literacy goals set were achieved. Average = 79%</p> <p>Ten students met the target.</p> <p>Two students (HPM, LS) achieved 50% of their literacy goals.</p> <p>Two students (CB, PD) achieved 25% of their literacy goals.</p>	<p>Two students (HPM, LS) who did not meet the target, had less than six months between IEP reviews and may have needed more time to consolidate the goals set. In addition, HPM had several absences due to family concerns.</p> <p>CB had several absences and class time was also reduced with attendance at an off-site course.</p> <p>PD had significant absences due to a medication review.</p>	<p>Most students' literacy skills improve, particularly in reading.</p> <p>Written language skills are challenging for several of our students, and classroom kaiako will embed the written language rubric which should help refine goal setting that fosters learning.</p> <p>Kaiako will also review the literacy curriculum to capture concepts and principles from Te Whare Tapa Wha, Te Whāriki, and Purposeful Use of Daily Life Events.</p>
Planning for next year: To enhance learning opportunities through embedding the Purposeful Use of Daily Life Events.			

Focus: Student Achievement			
Strategic Aim: Increase achievement in mathematics.			
Annual Target: Our students will achieve at least two key knowledge outcomes at their numeracy knowledge stage and at least one key strategy outcome at their numeracy stage.			
Baseline data: In 2019, our students achieved an average of five key knowledge outcomes and two key strategy outcomes at their numeracy stage. n=21.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Achievement in numeracy is promoted daily through individual, whole class, and/or small group instruction in class. Games are used to reinforce skill acquisition.</p> <p>Several students participate in “Mathletics” (online enrichment programme).</p> <p>Kaiako support students using the principles of trauma-informed practice.</p> <p>Online learning opportunities, and/or hard copy materials were provided for students during lockdown.</p>	<p>n=14</p> <p>Fourteen students had at least three months of numeracy tuition. Average gains were four key outcomes in the knowledge domain and two in the strategy domain.</p> <p>Eight students met the target across both domains.</p> <p>Three students (OC, AR, JS) met the knowledge target.</p> <p>Three students (TD, PD, LS) did not meet either target.</p>	<p>Two of the students (AR, OC,) who did not achieve in the strategy domain struggle with higher order thinking. This is not to say they can never achieve, but rather that they may need more time. JS is working at Stage 5. He was able to achieve strategy outcomes at Stage 4 last year. With more time, he is very likely to complete Stage 5 and progress to Stage 6.</p> <p>TD struggles to stay in class and misses several learning opportunities. He is working at Stage 6 and likely achieve as he becomes more relaxed in the classroom and comfortable with learning new concepts.</p> <p>PD, as noted above, had significant absences due to medical issues.</p> <p>LS’s tenure at the college ended during lockdown which reduced contact time. He has a range of comorbidities, and achievements in any area are hard won.</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>Kaiako will review the mathematics curriculum to capture concepts and principles from Te Whare Tapa Wha, Te Whāriki, and Purposeful Use of Daily Life Events.</p> <p>Kaiako to access PD for mathematics teaching.</p>
Planning for next year: To enhance learning opportunities through embedding the Purposeful Use of Daily Life Events.			

Focus: Student Achievement			
Strategic Aim: Increase achievement of Māori in literacy and numeracy.			
Annual 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.			
Baseline data: In 2019, Māori students achieved 89% of literacy goals. Non-Māori students achieved 79% of literacy goals. In 2019, Māori students achieved an average of four key knowledge outcomes and two key strategy outcomes. Non-Māori students achieved an average of six key knowledge outcomes and two key strategy outcomes. n=14 Māori; n=10 non-Māori.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>ERO (2018) recognized the cultural competence at HRC across the campus. Māori learners are particularly supported as are Māori in the residential tikanga-based whare.</p> <p>Kaiako support students using the principles of trauma-informed practice.</p>	<p style="text-align: center;">Literacy n=8 Māori, n= 6 non-Māori</p> <p>Māori students achieved 75% of their literacy goals. Non-Māori students achieved 76% of their literacy goals.</p> <p style="text-align: center;">Numeracy n =8 Māori, n = 6 non-Māori</p> <p>Average achievement Māori = four key knowledge outcomes and two key strategy outcomes. Average achievement Non-Māori = three key knowledge outcomes and two key strategy outcomes.</p>	<p>Caution is advised when making comparisons, given the small samples.</p> <p>Literacy: three Māori students (CB, PD, HPM) did not meet the literacy target. One non-Māori student (LS) did not meet the literacy target.</p> <p>Numeracy: three Māori students (PD, AR, JS) did not meet the numeracy target. Three non-Māori students (OC, TD, LS,) did not meet the numeracy target.</p> <p>The reasons for variance have been discussed above.</p>	<p>Kaiako will be trained in the Purposeful Use of Daily Life Events. This training includes a cultural focus that will support all kaiako to maximise the learning opportunities in a bi-cultural setting.</p>
Planning for next year: To enhance learning opportunities through embedding the Purposeful Use of Daily Life Events.			

Focus: Student Achievement			
Strategic Aim: Increase achievement in Residential Curriculum.			
Annual Target: Students will achieve no less than six residential goals.			
Baseline data: There is no direct baseline data as the target for residential curriculum achievement was reworded in 2020.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Students begin working towards residential goals as soon as they are enrolled.</p> <p>IEP coordinators facilitate the programme through the Residential Curriculum. Youth workers support the learning. They also work 1:1 with selected students using the ENGAGE programme, which is designed to enhance self-regulation. All kaiako support students using the principles of trauma-informed practice.</p> <p>The principal acknowledges individual student achievement in a face-to-face meeting.</p>	<p>n=18</p> <p>Eighteen students achieved a total of 359 goals for an average of 20 goals.</p> <p>Thirteen students met the target.</p> <p>Four students (NE, EH, LS, MS) achieved at least two goals.</p> <p>One student (RNL) has not yet achieved any goals.</p>	<p>The tenures for three (NE, EH, MS) of the four students who achieved two goals, ranged from 2-4 months, and these students will likely meet the target in 2021.</p> <p>LS left in April, and lockdown reduced his time at the college to work towards goals.</p> <p>RNL had been at the college less than one month, and with time should achieve.</p>	<p>Kaiako will review the whole college curricula to capture concepts and principles from Te Whare Tapa Wha, Te Whāriki, and Purposeful Use of Daily Life Events.</p> <p>Kaiako will be trained in the Purposeful Use of Daily Life Events. This training should enhance kaiako capacity to notice and facilitate learning opportunities 24/7.</p>
Planning for next year: To enhance learning opportunities through embedding the Purposeful Use of Daily Life Events.			

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.

Focus: Student Achievement		
Strategic Aim: 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.		
Annual Target: The parent/whanau/caregiver and student exit interviews will indicate at least 90% satisfaction with the service provided by Halswell Residential College.		
Baseline data: In 2019, parent satisfaction was 98% (n=7), student satisfaction was 79% (n=10) and overall satisfaction was 85%.		
Actions (what did we do?)	Outcomes (what happened?)	Evaluation (where to next?)
<p>Completion of the exit interview while encouraged, is optional.</p> <p>Parents/caregivers are invited to complete the interview via phone, text, or by email and are asked to select responses from 'Agree', 'Disagree' and 'Neither Agree nor Disagree' to nine positively worded questions.</p> <p>Mid-year 2020, the student council gave their feedback to the previous version of the student exit interview. Questions and format were revised. The student survey now consists of 15 questions to which students answer 'yes', 'no', or 'not sure'.</p> <p>Student advocates support students who need assistance completing the interview form. Advocates bring objectivity to the role as they are not HRC employees.</p>	<p style="text-align: center;">Parents n=6</p> <p>As of 16.02.2021 six parent interviews were received. Four (LS, JS, TB, AR) of the six agreed with all nine positively worded statements and the additional comments from all four parents indicated a high degree of satisfaction with HRC.</p> <p>Two of the six (HPM, JK) agreed with seven of the nine statements. Both felt that the take home reports did not have enough information and both would have like to be more informed about their child.</p> <p>To derive a percentage rating from such a low sample is not helpful.</p> <p style="text-align: center;">Students n=5</p> <p>The change in format of the student exit interview mid-year as well as the small sample size compromises analysis. However, student responses to some of the statements/questions are salient.</p> <p>Food: Opinions about food were varied and none of the five expressed satisfaction with all the meals.</p>	<p>Given the low numbers at the college, capturing the narrative and comments relating to exit interviews may be more useful than stating satisfaction as a percentage. One is not sure that those parents who did not respond would have responded as favourably as those who did respond.</p> <p>While the information gathered provides useful feedback, the college could consider dropping a target around 'service delivery'.</p> <p>It is helpful for all kaiako to reflect on how we listen to parents/caregivers and ākonga and to be vigilant around actual or perceived bullying.</p> <p>Kaiako will be trained in the Purposeful Use of Daily Life Events.</p>

	<p>Time with IEPC: Two students felt they would like to have had more time with their IEP coordinator.</p> <p>Being heard: Three students did not feel that kaiako listened to them.</p> <p>Safety and Bullying: Although all five students agreed that they felt safe at HRC, three expressed concern around bullying.</p> <p>Choices: two of the five felt they sometimes had choices, while three agreed that they had input into most activities.</p> <p>Behaviour Vouchers: three out of four students felt the behaviour vouchers helped them manage their behaviour. One was ambivalent, but said it was a 'nice bonus'. The fifth student, who used the previous version of the interview, was not asked about the voucher system.</p> <p>Ways to do better: four of the five students agreed that kaiako supported them with thinking around how to do things better. One disagreed, though all five agreed that they did learn things at HRC.</p>	<p>This training should enhance kaiako capacity to notice and facilitate improved engagement with students and families 24/7.</p>
<p>Planning for next year: To enhance learning opportunities through embedding the Purposeful Use of Daily Life Events.</p>		