



HALSWELL RESIDENTIAL COLLEGE AND
WESTBRIDGE RESIDENTIAL SCHOOL
COMBINED BOARD



26 June 2015

Mr Brian Coffey
Manager Special Education
Ministry of Education
PO Box 1666
WELLINGTON 6140

Dear Brian

HRC Application to become a Co-educational College

Please find enclosed our application for Halswell Residential College (HRC) to become co-educational as of Term 1, 2016.

This application includes the following supporting documentation:

- MOE application form.
- Background to the application.
- A strategic plan, with clear, measurable, and achievable objectives for HRC as a co-educational institution.-.
- Evidence, including outcomes, of consultation with
 - parents of children at the school.
 - the principal and staff of the school.
 - current students at the school.
- A summary of property and resource implications.
- A copy of the Board minute authorising this application.
- The 2014 Education Review Office report.

HRC is committed to the education of young people with intellectual disabilities and complex social, emotional, and behavioural difficulties, regardless of gender. The College has enrolled up to five female students for almost 18 months and received a

positive ERO report post enrolment of girls. It is noteworthy that the ERO team recommended that the Ministry of Education continue to work with the school in relation to IWS, funding and co-educational options to better enable the school to address the issues outlined in its report. In addition, the ERO report supports the Board's belief that the school is capable of meeting the needs of intellectually impaired female students. Importantly, there has been no evidence of any safety issues with the limited enrolment of girls.

The Board believes a co-educational College, capable of responding to the individual needs and circumstances of all students will enhance the choices for parents of this cohort.

Staff are confident the College is well placed to extend the number of girls through obtaining a co-educational status and have the knowledge, skills and passion to make this a successful change. Cultural transformations, processes and practices have successfully occurred.

The Board would welcome the opportunity to meet with you and provide any additional information you may require in support of this application.

Yours sincerely

Simon Buckland
Acting Board Chairperson
Halswell Residential College and Westbridge Residential School Joint Board

a. The application form as supplied by the Ministry of Education

APPLICATION FORM

To: Brian Coffey, Ministry of Education National Office

@minedu.govt.nz

School: Halswell Residential College

Name of Board Chairperson: Simon Buckland (Acting Chairperson)

The Board of Trustees applies to change from a Single-Sex to a Co-educational School.

Attached is the following documentation to support this application:

- a) An Education Review Office report of a review that has been carried out within the past 24 months showing that the school's educational performance is effective.
- b) A strategic plan, with clear, measurable, achievable objectives, that outlines what is being proposed, how it will be achieved and what the educational outcomes will be for the students in a co-educational school.

1. Parental Choice		Ministry Use
a) The Board has consulted with parents of children at the school, providing them with information on options to enable them to make a well informed choice. Evidence is attached.	Attached? YES/NO	
b) What proportion of parents of students in the school support the proposal? Evidence is attached.	Attached? YES/NO	
2. Staff Consultation		
a) The Board has consulted with the principal and staff of the school. Evidence is attached.	Attached? YES/NO	
3. Property/Resourcing Implications		
a) Is there sufficient property to accommodate the change of class?	YES/NO	
b) If changes to property are necessary, full details of the changes are attached.	Attached? YES/NO	
4. Conclusion		
NOTE: Attached is a copy of the Board minute authorising the making of this application for the change of class.	Attached? YES/NO	

Chairperson (or Board nominee)
Signed on behalf of the Board of Trustees

27 June 2015
Date

b. Background to the application

In 2012 the Ministry of Education (MOE) undertook a review of the four residential special schools that cater for intellectually and behaviourally challenged students. In its submission on this consultation, the HRC Board proposed that an alternative to closure was to create a co-educational school for children with intellectual disabilities. The College remained open as a single sex school. When IWS indicated a need for female placements, the Board responded by advising the Ministry of its wish to become co-educational but was advised by the Minister of Education, Hon. Hekia Parata that HRC as a single-sex boys' school could enrol up to five female students, provided that the number of girls enrolled did not exceed 40% of the number of boys enrolled. The first female students arrived at the College on 20 February 2014. There were four female students in Term 1, 2014 and a fifth was enrolled on 11 June 2014.

Responding to the Minister's decision and in preparation for the arrival of girls, in 2013 the College:

- reviewed:
 - o its enrolment documentation
 - o both the day school and residential curricula.
 - o all facilities and operational issues, including policies and procedures.
- provided professional development focussing on work with girls as well as the introducing the new policies and procedures.
- erected a perimeter fence, built girls' toilets in the day school, drew up plans for new changing sheds at the school pool, painted parts of the girls' villa, and purchased some new furnishings more suited to girls.
- developed a new organisational structure, position descriptions, and performance appraisals.

In addition, the MOE and HRC commissioned Kyne Management Services to undertake a safety review of security at the school. This report included a number of recommendations from riveting window stays and alarming fire exits, to mounting 11 cameras around the villas. Many of the recommendations were put on hold, due to impending property development. However, the gate and school corridor surveillance has been implemented.

In February 2013 the MOE commissioned Standards and Monitoring Services (SAMS) to complete an independent review of HRC. The SAMS report was positive about HRC's ability to make the transition to a co-educational status. However, the report did stipulate that success was contingent upon applying entry criteria that are known to work, having the right staff in place, and giving sufficient time to embed new policies and procedures. SAMS also stated that staffing levels would need to be maintained to provide adequate supervision. In April 2013, the MOE commissioned a literature review around the safety of children in co-educational residential special schools. We are not aware that this review identified any safety concerns indicating that HRC should not become co-educational. This document is available at:

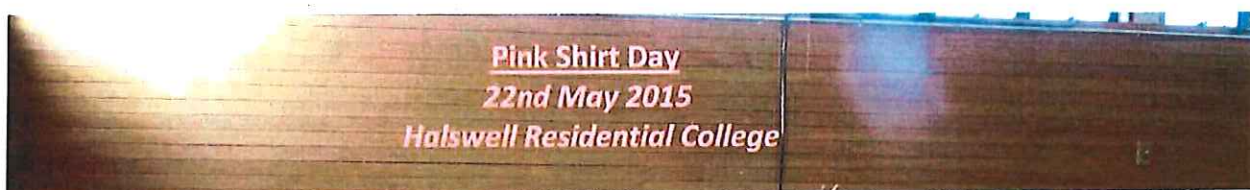
<http://www.education.govt.nz/assets/Documents/Ministry/Information-releases/Residential-Special-Schools-information-release/MinistryLiteratureReviewApp1.pdf>

In June 2014 the Board applied to the MOE for HRC to become co-educational.

The Board are aware that while Salisbury School did not oppose this application, the school did raise nine points of concern. We are aware MOE staff met to discuss these with the Salisbury School Board and we have requested further information about that meeting from the MOE under the Official Information Act. The Board do not believe that the points raised are material and would be happy to meet and discuss this with the MOE once the information has been received.

On 19 August 2014 a letter from Hon. Hekia Parata (Minister of Education) was received stating she had made a decision to defer her consideration of the Board's request, but also noting that the matter could be revisited.

This is the Board's second application.

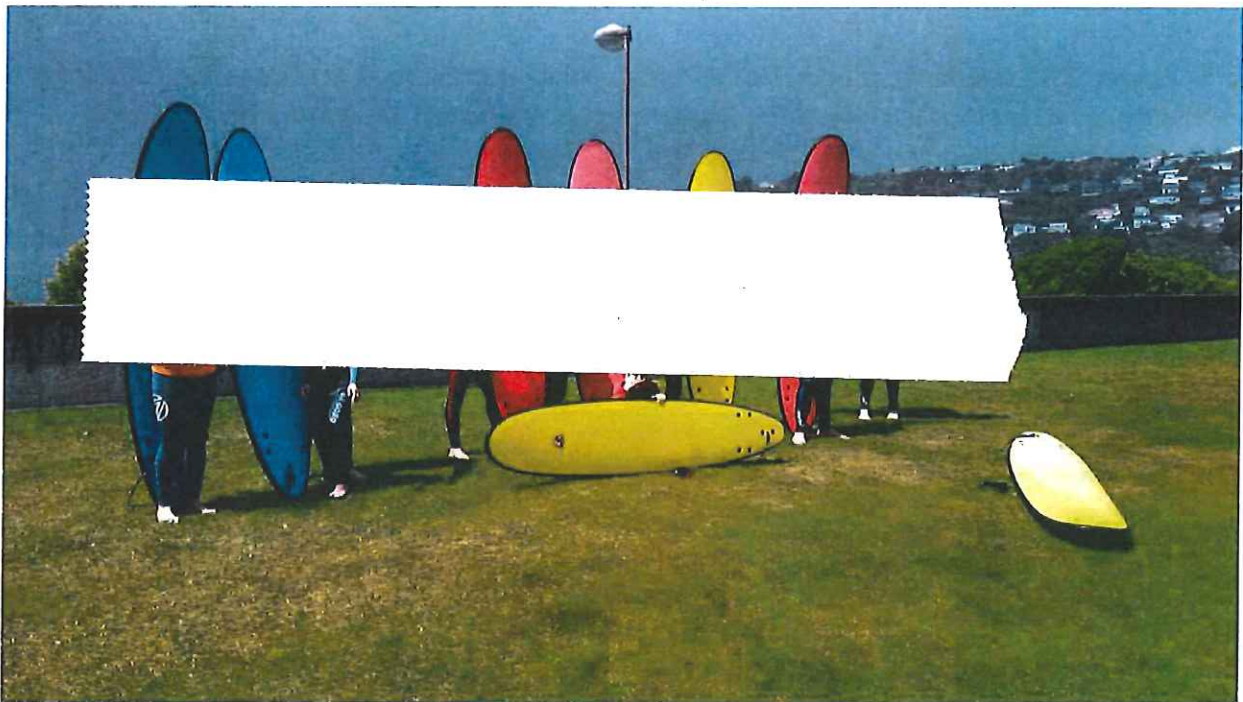


Cultural transformations, processes, and practices have successfully occurred.

c. Strategic plan

Much of the infrastructural work to accommodate girls was completed by 2014. Consequently our strategic goals focus on student outcomes rather than the underlying infrastructural requirements needed to accommodate girls on the HRC campus.

The move to becoming co-educational sits comfortably within the College's current strategic priorities for the next 1-3 years as outlined in our 2015 Charter summary below.





Kia hoki koe e *Orang Be Proud* Be the first BE YOURSELF Be dedicated
 Be long Mahi tahi tatau BE POSITIVE Be confident Tu Kaha Be willing
 KAKARA KOU KOU Be inquisitive Ka Ka Be Amazing Be CREATIVE
 Be Excited Be Happy Be the change Be Amazing Be authentic
 Tumata Be inspired Kia whakatake koe Be Kuahei Be extraordinary



whakarangatirahia be the best you can be

We Value:

Whakaute, Manaakitanga, Whanaungatanga,
Taha Wairua & Taha Tinana and Pono

Our Mission:

To provide and nurture learning and living environments where each student's strengths are developed to their fullest potential for success in their community.

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/Managing the School	4. Governance	5. Safe and Inclusive Culture	6. Engaged Parents/Whanau/Community
<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>"All 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."</p>	<p>What this will look like....</p> <p>"Our Ministerial Board demonstrates strong governance through its direction and leadership that aligns with our vision and values and enables us to deliver our strategic and annual plans."</p>	<p>What this will look like....</p> <p>"The school provides an inclusive, culturally responsive, and safe physical and emotional environment for all."</p>	<p>What this will look like....</p> <p>"The school and IWS have strong relationships that deepen the understanding of student and family/whanau needs, iwi and community links."</p>
<p>This means that</p> <ul style="list-style-type: none"> Pathways are open, flexible and responsive to meeting students' needs. The residential and day school curricula is student centred and delivered in a teaching and learning environment driven by the students' IEP goals. The IEP and curriculum aligns with IWS goals and pathways. The curriculum supports high levels and learner engagement. The curriculum develops adaptive behaviours, social skills and resiliency. All students have access to and participate in an adapted NZ Curriculum, supported learning unit standards and opportunities to learn independent living skills that will support integration within the community and an enhanced quality of life. 	<p>This means that</p> <ul style="list-style-type: none"> Teaching professionals individually and collectively own the learning outcomes of each and every student. Staff recognise that the relationship between staff and students is the most important factor in student achievement. Commitment to development and support for staff. The school has a robust performance management process and the teachers' performance management process is based on the assessment for learning teacher matrix. All teaching staff are skilled in measuring progress and achievement and in precision teaching. All residential and management staff attend supervision, which improves practice. High quality evidence-based programmes are delivered. 	<p>This means that</p> <ul style="list-style-type: none"> A full and stable co-educational roll. Investing wisely in infrastructure. Buildings that support curriculum delivery and future direction. ICT seamlessly supports what is going on in our College. We have an agreed funding model with the Ministry of Education and operate within a balanced budget. 	<p>This means that</p> <ul style="list-style-type: none"> The Minister and Ministry of Education understand our pivotal role in IWS. Synergies between Westbridge and HRC are continually improving. Charters and Annual Reports meet MOE requirements. 	<p>This means that</p> <ul style="list-style-type: none"> All staff are trained in PB4L, SCM, and First Aid. Behaviour management strategies are applied consistently across residential and day school settings and across shifts and classrooms. Maori and Pasifika cultures are celebrated and entwined in daily actions. SAMS reviews are undertaken at least 3-yearly. Hostel reviews are undertaken yearly. 	<p>This means that</p> <ul style="list-style-type: none"> A sound working relationship exists with IWS. Transitions in and out of the College support desired goals, achievements and new learnings. Parents/carers/whanau are consulted and there is clear and regular communication. Links are strong with work experience employers. Working closely with stakeholders that support a student's success (CVF, schools being transitioned to, etc). Strong relationships with the Maori and Pasifika communities exist. Practices reflect those that are best internationally. Parents and students operate as an integral part of the IEP and transition process.

In addition, the following strategic goals are specific to HRC in 2015.

Table 1: HRC Strategic Goals 2015

Strategic Goal	2015
<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>Review Residential Curriculum.</p> <p>Review new Health Curriculum.</p> <p>Embed role as a Health Promoting School.</p> <p>Gather information on best international practice for residential special schools.</p> <p>Visuals and social stories become an integral part of student learning.</p> <p>Develop the in-school work experience options for students.</p> <p>Review NZQA in residences and day school.</p> <p>Continue to participate on national NZQA governance group hosted by the Authority.</p> <p>Review classroom foci (i.e. learning to learn/live bi-lingual).</p> <p>IEP Co-ordinators and Youth Workers develop ways to increase the opportunities for practise and generalisation of ABAS skills in the community.</p>
<p>2. EFFECTIVE TEACHING</p> <p>All 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>Review professional learning needs and build closer PD links with IWS and Westbridge.</p> <p>Teachers are trained in precision teaching.</p> <p>Introduce the 'assessment for learning teacher capability matrix' as part of teacher assessment.</p> <p>Introduce video supervision for IEP Co-ordinators.</p> <p>Further develop Youth Worker planning skills.</p> <p>All staff trained in the Positive Behaviour Project.</p> <p>College develops and introduces Positive Behaviour concepts and philosophies.</p> <p>PD on engaging Maori and Pasifika students.</p> <p>Teachers receive PD in literacy and numeracy.</p> <p>Literacy, numeracy and ABAS results are discussed at each term's PD.</p> <p>Teachers establish an additional PD day on one travel day per term.</p>
<p>3. LEADING/MANAGING THE SCHOOL</p> <p>Our service is cost effective, caters for the needs of all students, and represents best practice.</p>	<p>Work with IWS to review transition and make improvements.</p> <p>Further our co-educational school.</p> <p>Develop synergies with Westbridge (including cost codes, financial audit, PD, assessment, teacher appraisal, teaching and learning of Maori etc.).</p> <p>Complete planning phase of new residences and commence rebuild.</p> <p>Changing sheds are built and signed off.</p> <p>Implement agreed funding model/budget and commence adjustments to operate within a balanced budget.</p>

Strategic Goal	2015
	Recruit highly skilled, resilient staff, of Maori and Pasifika ethnicity where possible.
4. GOVERNANCE Our Ministerial Board demonstrates strong governance through its direction and leadership that aligns with our vision and enables us to deliver our strategic and annual plans.	<p>The Board reviews, twice yearly, progress towards annual targets for improvements in reading, writing and mathematics and other areas identified including Maori and Pasifika achievements.</p> <p>The Board (Audit and Risk Committee) will have both an internal and external focus in identifying and assessing risk, and report to the full Board, on a regular basis on recommendations for reducing and eliminating risk. This process will feature an external environmental risk analysis and on-going review and alignment of policies across both schools.</p> <p>Property improvements at HRC will be underway, for completion in 2016, and a Business Case approved by the Ministry for property improvements at Westbridge.</p> <p>The Board will ensure that a key focus at each meeting includes discussion on its strategic goals and progress to achieving those.</p> <p>The Board will progress mutual strategic planning with the MOE and IWS through twice yearly meetings.</p> <p>Agreement is reached on a new funding model with the Ministry, for introduction in 2016.</p> <p>Establish formal and informal relationships for advocacy and sustainability with our communities and key stakeholders.</p> <p>The Board will review the current operational processes and practices at both HRC and Westbridge to:</p> <ul style="list-style-type: none"> • Standardise the financial management and reporting systems. • Identify opportunities to improve shared learning and development. • Identify opportunities for efficiency gains. <p>All Board members will identify and undertake training to enhance the effectiveness of the Board and their individual role.</p>
5. SAFE AND INCLUSIVE CULTURE The school provides an inclusive, culturally responsive, and safe physical and emotional environment for all.	<p>Undertake PB4L training and philosophies.</p> <p>All new staff are trained in SCM, first aid and restorative justice and all staff receive yearly training refreshers in these areas.</p> <p>Review behaviour management strategies for younger cohort of students.</p> <p>HRC Maori caucus builds links with Westbridge Maori caucus.</p> <p>Undertake hostel review.</p> <p>Review incident reporting.</p>
6. ENGAGED PARENTS/WHANAU/ COMMUNITY The school and IWS have strong relationships that deepen the understanding of student and family/whanau needs, iwi and community links.	<p>Develop and strengthen work experience links in the community.</p> <p>Continue to build new links with the Maori and Pasifika community using feedback from parent survey.</p> <p>Strengthen relationships with other stakeholders working with students (IWS, CYF etc).</p> <p>Launch new website and prospective material.</p> <p>Host a Community Day and hangi.</p>

In addition the College has identified objectives and actions to be taken if the application is successful.

Table 2 Action Plan to Support Becoming Co-educational

Objective	Actions	Timeframe
Review of the curricula to align with co-educational philosophy and new strategic direction.	<ul style="list-style-type: none"> Review day school curriculum and residential curriculum. Invite IWS to assist with review. Involve other key individuals such as co-ed expert, psychologist etc. 	November 2015.
Continue with professional development on working with girls in the recognition that some gender differences in learning do exist.	<ul style="list-style-type: none"> Review staff regarding the training needs they think they have re becoming a co-educational school and skills required to work effectively with more female students. Seek experts to assist with PD. Deliver during the eight PD days the College has per annum. 	Ongoing.
Open the second dormitory and purchase required furnishings.	<ul style="list-style-type: none"> Paint as required. Purchase new bedding. Determine how dormitory will be split (i.e. age, etc.). 	By December 2015.
Survey IWS, other referrers and parents to ascertain if HRC is meeting their needs in providing quality education for female students.	<ul style="list-style-type: none"> Develop a survey. Undertake a survey. Report results of survey in our governance documents. Implement improvements identified from the survey in partnership with our stakeholders. 	<p>Survey developed by Term 4, 2016.</p> <p>Report results in Annual Report of 2017.</p> <p>Implement improvements in 2018 and out-years.</p>

Educational benefits for students in a co-educational environment

The aim of the Government's Special Education Policy is to improve learning outcomes for all children and young people with special education needs at their local school, early childhood centre, or wherever they are educated. 'Ka Hikitia – Accelerating Success 2013–2017' (2013) indicates a strategic focus on intervention for children with specific barriers to learning. In addition, the organisational success priorities emphasise a focus on raising system performance for and with Maori. Considering these two educational policies, and the nature of our students, the environment that our students would best flourish in is a co-educational one.

The over all benefit for students in a co-educational environment is succinctly expressed using the words of two parents during the 2015 consultation:

"The reality is that the boys have sisters/females in the community they are from and when they come home from HRC they have to re-integrate into a mixed-sex community. So having a co-educational school is not only greatly beneficial but also absolutely necessary."

"My daughter loves being at HRC and alongside the boys. She does not want to come home and it has really built her social confidence."

Other benefits include:

- Increased parental choice. As long as HRC is not co-educational there are only a limited number of positions for girls and parents who can elect this option.
- Equal focus on male and female students. Female students currently enrolled at a single-sex boys' school while catered for well, necessarily experience an unnatural male dominated culture.
- Greater potential for friendship. Increasing the number of female students would enhance the potential for more friendships and camaraderie amongst female students at the College.
- Female students state that they are more comfortable in a co-educational setting. Several of the female students we interviewed in 2014 stated that they are more comfortable being around boys than being only with girls. One girl, who had previously attended a single-sex girls' school, noted there was less bullying at HRC and that the boys did not pick on her in the way the girls had at her previous school.
- Co-educational schools better reflect the diversity of our society. The majority of students attending HRC are from and are returning to co-educational schools. The opportunity to be in an environment where boys and girls learn to get on, as in the real world, is beneficial for both sexes. Separating people based on gender will hinder progress towards gender equality and integration.
- For both girls and boys, co-education provides a more realistic way of training young people to take their places naturally in the wider community of men and women. It creates opportunities to break down the misconceptions held by each sex about the other and provides an excellent foundation for the development of realistic, meaningful and lasting relationships in later life. A co-educational facility provides learning opportunities, particularly in regard to social skills, an area where intellectually impaired students often need additional support.

- Easier decision making around enrolments. At present, staying within the 40% limit of boys onsite hinders decision making around student enrolment and/or continued placement at the College and disadvantages female students. For example, if the number of boys at the College drops, maintaining the level of girls at 40% of the male roll may force a girl's earlier transition out or prohibit enrolling more girls despite their educational need. Being a co-educational College would mean that enrolment better responds to those with the greatest needs rather than being constrained by an artificially imposed gender limit.
- More girls have opportunities for work experience and preparation for work. HRC is the only residential school to offer the National Certificate in Work and Community Skills (Supported Learning). We also have an extensive work experience programme. This means students leaving the College and not returning to an educational setting will leave the College with nationally recognized credits, skills and experience that will assist with future employment opportunities.
- Better financial efficiency. The imposed maximum of five girls or 40% of boys enrolled increases costs per student and places increased financial demands on the school budgets given the current property configuration.



d. Evidence of consultation with parents of children at the school

19 June 2015

Dear Parent/Caregiver

The combined Board of Trustees of Halswell Residential College (HRC) and Westbridge Residential School (WRS) would like to forward an application to the Ministry of Education applying for HRC to become a co-educational school.

WRS is a co-educational school. HRC is a single-sex boys' school with permission from the Hon. Hekia Parata to enrol up to five female students. The number of girls enrolled is not to exceed 40 percent of the actual number of boys enrolled at HRC at any time.

The combined Board is seeking any comments you have about the proposal that HRC become co-educational. What this will mean is that the current limit on the number of girls that can be enrolled will be removed.

Please send your comments to:

The Chairperson
Board of Trustees
Halswell Residential College
C/- 15 Nash Road
Halswell
CHRISTCHURCH 8025

or by email to: [g\(2\)C@halswellcollege.com](mailto:g(2)C@halswellcollege.com).

This letter will also be followed up with a phone call from one of our staff members.

The timeframe is relatively short and we would appreciate if you could please respond by 26 June 2015.

If you would like to discuss this before making a comment, please contact Janine Harrington, Principal or [g\(2\)C@halswellcollege.com](mailto:g(2)C@halswellcollege.com).

Yours sincerely

Simon Buckland
ACTING BOARD CHAIRPERSON
HRC/WRS Board

e. Evidence of consultation with the principal and staff of the school

From: Janine Harrington
Sent: Monday, 22 June 2015 12:55 p.m.
To: All Staff
Cc: Simon Buckland; Lois Chick
Subject: Co-educational proposal - consultation

Here is an email from Simon Buckland as acting Chairperson on behalf of the Board:

From [s\(2\)\(a\)@ihug.co.nz](mailto:s(2)(a)@ihug.co.nz) [mailto:[s\(2\)\(a\)@ihug.co.nz](mailto:s(2)(a)@ihug.co.nz)]
Sent: Monday, 22 June 2015 12:51 p.m.
To: Janine Harrington
Cc: [s\(2\)\(a\)@nzgse.ac.nz](mailto:s(2)(a)@nzgse.ac.nz)
Subject: Co-educational proposal - consultation

Janine - please forward to all staff

Dear Janine and all Halswell staff

In June 2014, the Board of Trustees consulted with you on a proposal for HRC to become co-educational from 2015. All staff supported this proposal and an application was subsequently made. However, a decision on our application was deferred by the Minister of Education, albeit we were approved to enrol a limited number of female students. The Board is again seeking to apply for HRC to become co-educational from 2016 and we would appreciate your comments on this proposal.

We will also be consulting parents for their views.

I encourage you all to send to or talk about your thoughts with Janine, or myself as acting Board Chair. You can send an email to me if you wish: [s\(2\)\(a\)@ihug.co.nz](mailto:s(2)(a)@ihug.co.nz).

The deadline for comments is this Friday, 26 June 2015.

With kind regards,
Simon Buckland
Acting Board Chairperson

f. The outcomes of the consultations including the opinions of the parents, staff and students of HRC

Parent Consultation

Parents/caregivers of HRC students were consulted in 2013 and 2014 regarding becoming a co-educational facility. There was no opposition to the proposal on any of these occasions.

In 2015 each student's parent/caregiver was sent a letter explaining the co-education proposal and requesting feedback. This letter was then followed up with a phone call to each parent/caregiver. Over the phone, the co-educational proposal was further explained, and each parent/caregiver was asked whether they had any questions. They were then asked the following question:

***Do you support Halswell Residential College becoming a co-educational school?
Why/Why not?***

We were able to contact all but four parents/caregivers. No parents opposed the proposal and there was overwhelming support for HRC becoming co-educational.. Below are several of the responses we received:

Parent responses:

- HRC becoming co-educational is a great idea. There are not currently enough girls in terms of social aspects. Having a smaller amount of girls is restricting in terms of making friends, opportunities, etc.*
- This would be great and is good for the students' social interactions.*
- My daughter loves being at HRC and alongside the boys. She does not want to come home and it has really built her social confidence.*
- I am ok with this because my son is more mature now, it may have been a bit of a problem when he first started, but he has learnt to interact with the girls now.*
- I am happy with this, the more girls the better.*
- If I had a daughter I would be very disappointed if she did not have just as much opportunity to be part of HRC as my son does.*
- The College has an awesome structure that seems to work really well for the students. Having equal numbers of boys and girls is a really great idea. My son has learnt respect and the right way to do things in respect of mixed-gender interactions and this will be so beneficial for him going forward.*
- My daughter has really enjoyed and benefited from her time at HRC.*
- It all seems to be working well so far, so no problem with this proposal.*

- In the time that my son has been at HRC alongside the girls, they have interacted very well with the girls. My son has never mentioned any problems.
- No concerns at all, HRC has been great for my son.
- My son really enjoys the company of the girls, even more so than the boys.
- The reality is that the boys have sisters/females in the community they are from and when they come home from HRC they have to re-integrate into a mixed-sex community. So having a co-educational school is not only greatly beneficial but also absolutely necessary.
- Girls need equal opportunity and interaction. As long as the services didn't change I support this proposal.
- I do support HRC becoming co-educational. There definitely need to be more services like this. It is a great idea and the high staff ratios will ensure that the vulnerable students are kept safe. Seems to be working so far.

Staff Consultation

The principal and staff were consulted in 2013, 2014 and again in 2015. There was universal support for the College to become co-educational. Staff thought from a student's perspective co-educational schooling provided a much better representation of the diverse society that we live in and the skills developed here (under the careful guidance of trained staff) will support the students in their families, relationships, school, workplaces etc after transition. Staff also felt they had developed and refined their skills over the last 18 months and hence they were confident to work in a co-educational environment.

- The following support was submitted by *9(2)(a)*

I wish to express my tautoko of Halswell Residential College becoming a co-educational kura.

*In Te Ao Maori, both men and women are seen as essential parts in the collective whole; both form part of the whakapapa that link Maori people back to the beginning of the world. Dr. Rangimarie Turuki Rose Pere, is a Maori elder who has been involved in education, community development and language revitalisation for the past 40 years. She describes her childhood as being full of very positive female models, and how her elders set the example of men and women respecting and supporting each other, and working alongside one another. I am currently the *9(2)(a)* at Halswell Residential College. I have three girls, and four boys in my classroom. Having a mixed gender classroom creates an environment in which students can learn about, and assume, traditional Maori roles. Our kotiro learn poi and prepare any shared kai, while our tama practise taiaha and put down hangi. These are some of many examples of how connection to culture is nurtured by having both males and females in the classroom.*

The adversities that the students who have been referred to residential care often have to face, put them at risk of failing to succeed in life (Fergus & Zimmerman, 2005). Rak and Patterson (1996) claim that children who are exposed to such risk

factors stand little chance of reaching their potential as adults, and are likely to become dysfunctional to the point that they are incapable of self-support, or of building rewarding relationships with others. In their 2013 report 'Wellbeing for Success', the New Zealand Education Review Office highlighted resilience as one of nine desired outcomes for student wellbeing, emphasising the link between wellbeing and learning. In addition to my role as a classroom teacher, I am also the head of Health Education. Our Health Curriculum at Halswell Residential College is underpinned by resiliency. We acknowledge the need for our students to be equipped with the skills to overcome the negative effects of risk exposure, cope successfully with traumatic experiences, and avoid the negative trajectories associated with risks. In my professional opinion, I believe that having gender balance in our kura will only enhance protective factors for our students. Our male and female students build healthy relationships with each other, similar to siblings. They are more likely to be respectful to the opposite gender, and support each other when upset. The addition of female students to the health lessons has strengthened the meaning behind the content taught, especially the teaching and learning activities that address relationship education.

I strongly believe that our move away from single-sex education enhances the academic and social learning experiences for our students on a daily basis. We aim to provide an environment in which students who have been excluded from mainstream can be given the skills to effectively transition back into regular schooling. Having a school that is reflective of the gender construction within our society will surely allow our students to become reintegrated in a more appropriate way. I believe that Halswell Residential College becoming co-educational is the way forward for residential special schools in New Zealand.

- The following email was written by a residential staff member.

Hi Simon,

Just wish to give a few thoughts re the school going Co-ed. I have worked at HRC for the past 22 years and think it is a great place to work, I love working with the young people and have especially enjoyed working with the girls.

The girls have certainly brought a new dimension to the school in such a positive way. Its great to see the positive interactions between the girls and the boys, and this is done in a safe environment that is able to foster good healthy friendships between the students.

I really believe that the school is much richer in being able to help our students experience healthy social interactions with one another.

I believe we have done a good job with our female students thus far, so I really hope there will be a good outcome for us all.

Kind regards

9(2)(i) Youth Worker

Student Consultation

While it is not mandatory, we considered it important to give the students an opportunity to express their thoughts. In 2014 by far the majority of the students were in favour of being able to enrol more girls. Students noted that it is good to have friends of the opposite sex because they have brothers/sisters at home. One boy aptly noted a point of equality stating, "They have as much right to be here too."

In 2015 we again consulted with all of our current students. Again there was minimal opposition. One student did raise a concern that more girls will mean more nail polish and the smell is really strong.

Students also commented:

- *When we leave HRC there will be girls and boys in the next school.*
- *Girls will feel less outnumbered.*
- *More girls means that they would be able to make more friends.*
- *In health it makes conversations better and when we talk about friendship and stuff.*
- *I have made friends with the boys at school, they are like brothers.*
- *It would be okay because the symmetry is equal .*
- *Not bothered!*

Attached are two pieces of student writing on the topic:

I think that Hrc should be a mixed
School. I think that because it good
to have boys and girls to learn to
be friends and be nice to each
other and so kids like me can
make new friends. and there
are few girls at Hrc, i think there
should be more girls at Hrc.
there are 3 girls in my class and
its good to have them because
they are nice and cool.
and im 11.

0

years

i think that HRC should be
co-ed because Boys and girls
are friends and we should have
even numbers its good,
having ~~no~~ here cause it makes us
happy the girls are
like our sisters.

g. A summary of property and resource implications

The current facilities are adequate if the application is successful. The existing girls' villa could accommodate up to 16 females, half of the College's current notional roll.

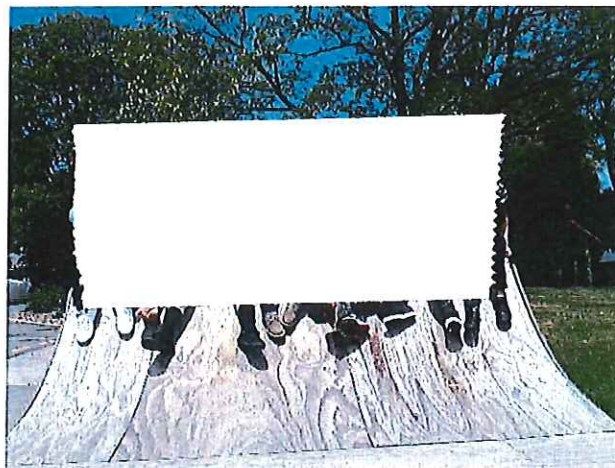
There were some initial costs incurred to enrol girls at the commencement of 2014 for girls' toilets, redecorating the villa, etc. Boys' and girls' swimming pool changing sheds are due for completion within the next few months. The rebuild currently in progress would also support a co-educational roll, as well as provide increased security.

An independent security review suggested a CCTV system and 11 cameras would enhance staff and student safety. When the report was written in 2013 the security system was priced at approximately \$55-62,000 but its purchase was deferred. The school currently has two external cameras. If the application for co-education is successful, the Board will review this expenditure and consider using the current College reserves to upgrade security.

While the independent review of HRC conducted in February 2013 by SAMS was positive about HRC's capability of making the transition to a safe co-educational residential special school in the future, the report did stipulate that this was contingent upon the application of entry criteria that are known to work, the right staff in place, staff trained in the new policies and procedures and staff given time to establish them. SAMS also stated that staffing levels would need to be maintained at the existing levels to provide adequate supervision. The Board believe staffing levels of three staff per day shift in a 16-bed villa and one villa night staff person between 10.00 pm and 7.00 am, with the support of a College-wide night supervisor/rover is required to maintain the safety of the students in a residential co-educational facility where students (the majority of whom are teenagers) mingle. Ultimately, it is staff who will ensure that policies, procedures and College rules are adhered to and ensure that students and staff are safe.

The Board's analysis of funding shows that becoming co-educational is more cost effective than having enrolments capped at five students. It also reduces the cost per female student.

Enrolling girls will have a resource implication for the school and the educational sector. As discussed at the 4 May 2015 meeting with the Ministry of Education, we are currently scoping out the resource requirements for HRC to be submitted separately as previously agreed. While that funding paper is not part of this application the Board recognise there is a funding implication.



h. A copy of the Board minute authorising the making of this application for a change of class

On 12 May 2014 the Board unanimously agreed to progress an application for HRC to become co-educational. Obviously the Board was disappointed when the decision was deferred.

At the April 2015 Board meeting the Board discussed what would need to occur for the application to be considered again by the Minister of Education. As the Minister's letter did not specify any requirements it was decided to raise the concerns with the Ministry at a shared strategic meeting scheduled in May 2015.

At the May meeting with David Wales, Brian Coffey and David Pluck, the Board was told they could resubmit an application. Following this meeting the Board noted it could progress its application however a specific motion was not recorded in Board minutes.

A motion was passed at an extraordinary Board meeting held on 26 June. The minutes are attached.



**MINUTES OF THE WESTBRIDGE RESIDENTIAL SCHOOL
AND HALSWELL RESIDENTIAL COLLEGE COMBINED BOARD OF TRUSTEES SPECIAL
MEETING via TELECONFERENCE**

2:00 PM

Friday 26 June, 2015

PRESENT:

Simon Buckland (Acting Chairperson), John Langley, Sonja Macfarlane,
Manu Sione, David Ivory, Myra Mains (Principal, Westbridge),
Janine Harrington (Principal, Halswell), Jon Purdue (Staff Representative),
9(2)(a) Board Secretary)

APOLOGIES:

Lois Chick (Chairperson)

1. Confirmation of the Agenda

The extraordinary meeting has been called to discuss the application for Halswell Residential College to become co-educational.

2. Discussion

In the discussion around the content of the application, amendments in wording were identified and will be incorporated prior to submitting the application to the MOE.

The Board unanimously supported the application and John Langley noted that Halswell Residential College becoming co-educational is educationally, the right thing to do. Lois Chick also endorsed the application via email, 24 June 2015. This email is attached to these minutes.

Simon Buckland moved that the Board support the application to the Ministry of Education for Halswell Residential College to become co-educational and provide for the continued enrollment of female students. Seconded John Langley. Carried.

The teleconference ended at 2:30 PM.

**Simon Buckland
ACTING CHAIRPERSON,
BOARD OF TRUSTEES**

ATTACHMENTS

-----Original Message-----

From: Lois Chick [l\(2\)\(a\)@nzgse.ac.nz](mailto:l(2)(a)@nzgse.ac.nz)

Sent: Wednesday, 24 June 2015 11:51 p.m.

To: Simon Buckland

Cc: Janine Harrington

Subject: Halswell Co-educational application

Dear Simon

In your acting role as Board Chair for the Combined Halswell Residential College and Westbridge Residential School.

This is to indicate that I fully support the application to the Ministry of Education for Halswell Residential College to become a co-educational school.

Lois Chick

Chair

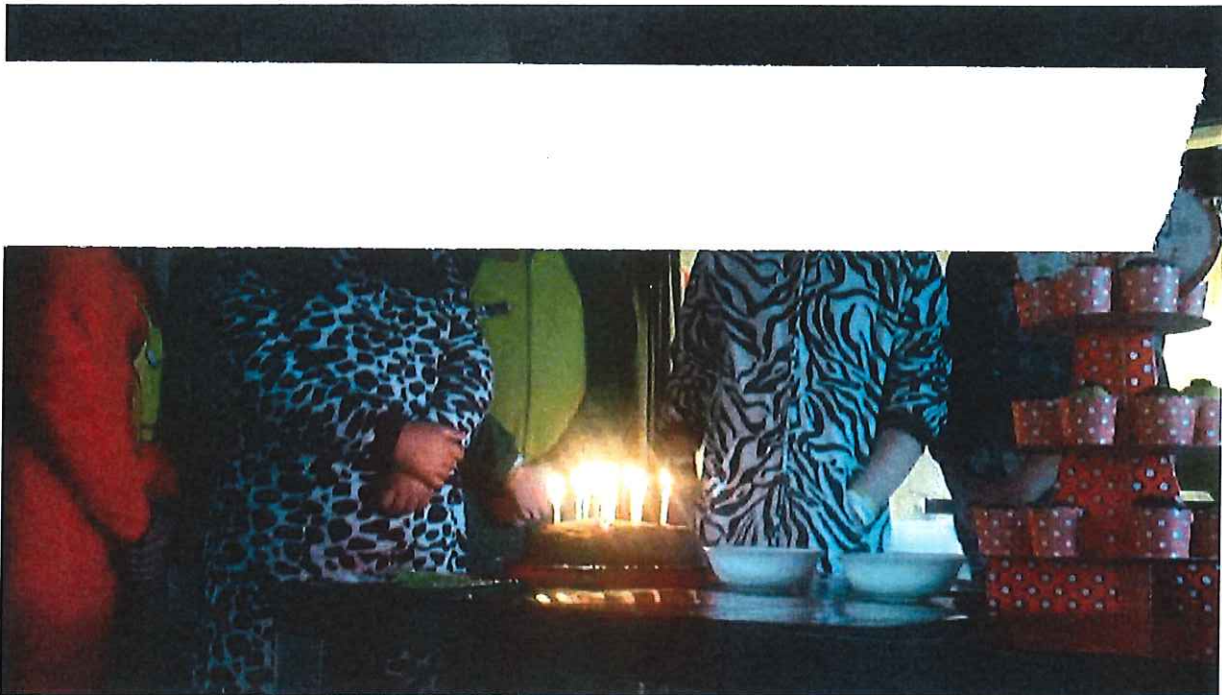
Board of Trustees

Halswell Residential College

Westbridge Residential School

Sent from my iPad

i. The Education Review Office 2014 report



Halswell Residential College
Halswell, Christchurch

Confirmed

Education Review Report

Education Review Report

Halswell Residential College

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

Findings

1 Context

What are the important features of this school that have an impact on student learning?

Halswell Residential College provides education and care for students with intellectual difficulties, social, emotional and/or behavioural needs that cannot be adequately met in their home communities. Government decisions relating to special education resulted in a significant decrease in the roll in 2013. This required major restructuring affecting funding and a reduction in teaching and residential staff.

The school is now part of the intensive wraparound service (IWS). The maximum roll determined by the Ministry of Education (MOE) is 32 students.

At the time of the ERO review, there were 18 students attending. Ten of these students were from the upper North Island. The principal has held the position for approximately two and a half years. There have been recent changes in management roles, and in the way that student learning needs are addressed in the day school and residential programmes.

The school is governed by a minister appointed board of trustees that also governs Westbridge Residential School in Auckland. This board took up its governance role at the start of 2014. Historically, Halswell Residential College has been a school for boys. Although the school is not designated co-educational, a small number of girls has been enrolled in 2014 with Ministry of Education approval. The board has decided to request a change to co-educational status.

The college has made significant progress in addressing the areas for further development outlined in the September 2008 ERO report. These include:

- increased use of direct teaching strategies that help individual students with their learning
- self review that is more clearly focused on ongoing improvements that promote positive outcomes for students
- effective use of achievement information to plan programmes that meets students' holistic needs.

The school engages effectively with students' families and the local community. These positive interactions strongly support student learning and wellbeing. However, the quality of provisions for students is at some risk because of a number of unresolved issues that are outside the school's control.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

Students are motivated in their learning and gently guided by their teachers and support staff. Teachers effectively use information about each student's learning to promote their engagement and progress. Individualised learning programmes take good account of students' interests and needs. Well-structured individual education plans (IEPs) are highly informative for staff, students, parents and whānau.

Most students have considerable delays in their achievement. Progress in literacy, numeracy and social behaviours targeted for learning, is closely monitored. Teachers provide highly focused teaching in these areas. Students' learning needs are well addressed in both the school and residential settings. Consistent behaviour management practices increase students' capability to adapt their behaviour.

Students have good opportunities to work towards a certificate level qualification through the New Zealand Qualifications Authority (NZQA) supported learning units. Students can also access National Certificates of Educational Achievement (NCEA) Level 1 programmes through Te Kura (The Correspondence School). These programmes provide meaningful experiences that help them to return to their local school or to further education or employment contexts.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The school's curriculum provides a useful model that promotes effective and consistent teaching practices to meet the special needs of students.

The curriculum reflects the college community's aspirations for students. Teachers have high expectations for students' learning and behaviour. The curriculum outlines effective teaching strategies and positive learning environments that will promote this.

Teachers plan a range of opportunities for students to learn and experience success through their interests and abilities. This includes participation in sport, music, science-related activities, art and community events. Curriculum guidelines cover both the school and residential programmes as well as education beyond the classroom. It encourages teachers to adapt programmes to better meet students' needs. Strong emphasis is given to enabling students to develop the key competencies outlined in the New Zealand Curriculum.

Students are positive about the programmes they are involved in and appreciate opportunities to participate in sports, music and cultural activities. Teachers and students are well supported in their use of technologies by a specialist provider.

Area for review and development

The curriculum provides useful guidelines for planning and teaching that will effectively support outcomes for students. The board has agreed to develop the vision and values in conjunction with the MOE and the IWS. The managers and teachers will then need to extend the curriculum so that it includes the school's vision and values. These will give greater prominence to the meaningful ways that students' social development and the school's culture are promoted.

How effectively does the school promote educational success for Māori, as Māori?

Māori students are well able to achieve success as Māori. They experience positive and caring relationships with all staff. The college supports Māori staff in providing a range of cultural experiences for students. These include karakia, haka, pōwhiri, whaikōrero (speech) waiata, marae protocols and ngā mahi toi (art). Students have good opportunities to learn te reo and tikanga Māori (the Māori language and culture) in a strongly-supportive whānau environment.

How effectively does the school promote educational success for Pacific students?

Pacific students also experience positive relationships with all staff and members of the Pacific community. The college has a Pacific caucus which supports students, their parents and families.

Students have good opportunities to participate in church, social events and community special events. A strong relationship exists between the college and the local Pacific community.

Māori and Pacific culture, language and identity are valued by staff. This positive recognition builds students' self esteem. Students are highly engaged in their learning and are making progress towards achieving their IEP goals.

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

Shared leadership is evident at the college. Staff strengths are effectively used to meet the school's goals for teaching and learning. Internal systems ensure good levels of communication exist across the school so that students' circumstances and needs are known and well understood by all staff. The school has positive working relationships with IWS staff throughout the country. Staff professional learning and development needs are well met by the board.

Teachers and residential staff consistently use reflective practice as an essential part of their focus on continuous improvement. The school's well-planned self review gives appropriate emphasis to aspects of the programmes and procedures that particularly affect on outcomes for students.

Although some trustees are relatively new to the board, they collectively bring considerable experience and expertise to their governance role. They work collaboratively with the college management to help staff in meeting the needs of students.

Areas for review and development

The board and senior managers provide good support for staff in meeting the needs of students. The board has made provision for immediate education specialist support for teachers. The next step is for the board to consider ways to maintain and finance this level of specialist support.

While staff are strongly committed to meeting student needs, there is ongoing uncertainty about funding and the school's future viability. The school has a projected substantial budget deficit which means it would not be able to sustain its operations beyond 2014.

Provision for students in the school hostel

In this review, ERO evaluated the extent to which the school villas (hostels) provide a safe physical and emotional environment that promotes learning for students accommodated there. The villas are licensed by the Ministry of Education and are required to comply with minimum standards as specified in the hostel regulations. The board attested in a Hostel Assurance Statement that it meets these requirements. The villas are able to take up to 90 students, but at present only 18 students are accommodated.

The villas are well managed. The management structure promotes good communication and systems between the villas. Useful guidelines lead to cohesive practices that meet college requirements for the education and wellbeing of students. Low numbers in the villas and positive relationships between staff and students create a family-like environment.

Staff are nurturing and supportive and maintain consistent expectations that students are familiar with and adhere to. Roster systems allow staff to be present in the villas at all times. Specific supervision during night-time hours strongly supports the safety and security of all students.

The 24/7 education programme allows staff to organise a variety of planned and informal learning experiences. These opportunities build students' competencies in managing themselves and developing independence in preparation for moving back to their home communities. Staff share notes about student wellbeing through the school's database. This approach effectively enables all staff to support students with any particular areas of concern.

The senior manager reports regularly to the board via the principal.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

Recommendations to other agencies

ERO recommends the Ministry of Education continue to work with the school in relation to IWS, funding and co-educational options to better enable the school to address the issues outlined in this report.

Conclusion

Students benefit from useful and effective teaching and positive relationships with staff. The curriculum is adapted to meet students' complex special needs. The minister appointed board is strongly focused on supporting staff in meeting students' needs. The board and staff are awaiting Ministry of Education decisions for matters at present having some affect on staff morale.

ERO is likely to carry out the next review in three years.



Graham Randell
National Manager Review Services
Southern Region

12 August 2014

About the School

Location	Halswell, Christchurch	
Ministry of Education profile number	522	
School type	Special School	
School roll	18	
Gender composition	Boys 13 (<i>The college has a Notional Roll of 32</i>) Girls 5	
Ethnic composition	NZ European/Pākehā Māori Tongan	10 7 1
Special Features	Residential School	
Review team on site	May 2014	
Date of this report	12 August 2014	
Most recent ERO reports	Education Review Education Review Education Review	September 2008 May 2005 June 2002