

NGĀ PĀNUI THE NEWS

TORU 2024

Halswell Residential College HRC Te Otu Mātua **Newsletter Three**

In September 2022, the United Nations recommended that the government close the remaining residential specialist schools (RSSs) and redirect their funding to community-based support. The schools were then told a decision would be made by December 2022.

A dedicated group of current and past whānau, as well as friends of the college, rallied together to submit written and video responses to the government, advocating for their kura to remain open. The three RSSs also made a joint submission.

However, Jan Tinetti, the then Minister of Education, continued to postpone the decision, citing a commissioned study from Auckland University as the reason.

In September 2023, a television news report provided an update. A Salisbury School parent and board member and I both spoke to ensure the public and media understood that residential schools are not the segregated institutions of the past, but rather a short-term intervention that supports students to engage in their education—a tool to aid the mainstream system.

Then, a change of government occurred.

Nearly two years later, in June, the new Education Minister, Hon. Erica Stanford, visited a specialist day school in Nelson and made an unexpected announcement that took the residential school community by surprise. The media reported that she "threw her weight behind the country's three residential specialist schools" and stated, "I'd say to the parents in New Zealand who want these schools and these classrooms to remain open that we are committed to giving you the choice that you deserve."

This news was both a surprise and a relief for the staff, who had been uncertain about the future of their jobs and whether they should seek more stable employment elsewhere. Some potential parents also noted to me that they had been reluctant to enrol their children while the school's future was in question. However, the overwhelming sentiment was one of gratitude, with many expressing, "Thank goodness more students will have the opportunity to benefit from what HRC does!"

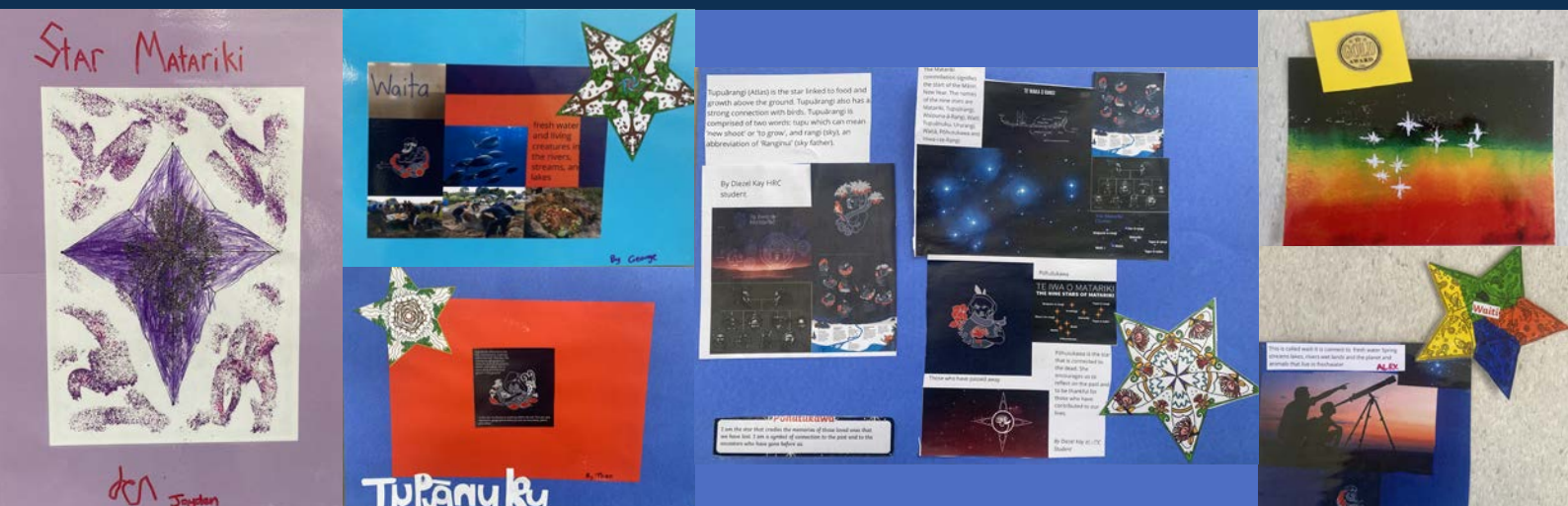
In July, the Minister instructed the Education Review Office (ERO) to conduct annual reviews of the country's three specialist residential schools, with wider work underway to increase oversight and strengthen systems. This increased scrutiny came in the wake of the Royal Commission of Inquiry into Abuse in Care, which included case studies and comments related to historic abuse suffered by people at specialist residential schools. ERO has recently released a very positive review of HRC this year on their website.

Disappointingly, the Labour Party education spokeswoman, Jan Tinetti, was reported to have said she had plans to phase out specialist residential schools during her time as education minister.

On behalf of the staff at HRC, present and future students, I want to express my sincere thanks to everyone who made a submission and supported the team through nearly two years of uncertainty. To all the future students who enrol, I hope we serve you well, leave you with memories of some of the happiest days of your youth, and make a significant and lasting improvement to your life.

Janine Harrington, Tumuaki Principal

Below: ngā ākonga Matariki posters



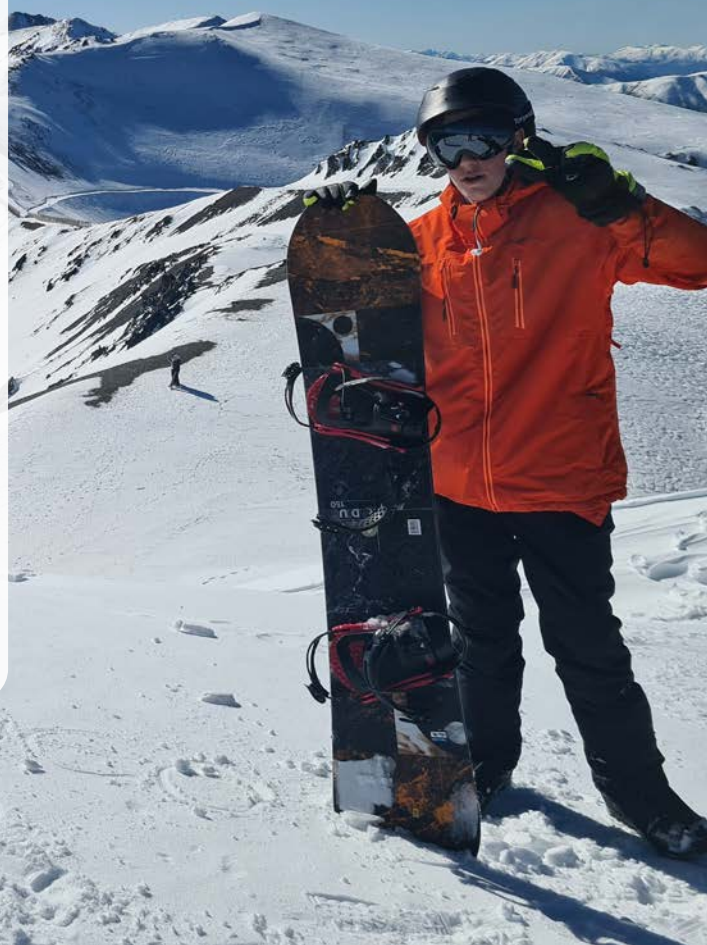
Oh, what fantastic days we had on our ski trips!

Term Toru is for skiing, and we had an excellent time up at Porters Pass ski field again this year. Ngā ākonga showed remarkable courage and resiliency in trying a new activity, as did some of the kaiako!

One ākonga mastered the learning slopes and is now on the way to going up to the chairlift, setting this as a goal for next time. Another student, despite a wardrobe malfunction that brought their day to an early finish, stayed positive and is eager to have another go at the snow.

Ngā ākonga were rightly proud of the way they spent the days supporting their fellow ākonga.

Ngā mihi nui to everyone for their enthusiasm and support. The kaiako did an amazing job of providing well-timed praise and clear instructions, helping ākonga feel confident and motivated.



TE WHARE A MAKONUI

Our young people of Whare Makonui continue to learn, and it's our privilege to celebrate and share some of their highlights!

We had two new ākonga join us in Makonui who have both been learning the house routines and engaging in supported activities with some of their peers. The eldest member of our whare has been working to be positive role models for younger ākonga.

Frank has a great sense of humour and enjoys remote control cars, Lego, and Xbox. Mason was excited to be awarded Makonui's 'Most Improved Award' for Term 3 at the final assembly celebration. Theo enjoys participating in the offsite activities that we offer on the weekends, and is proactive in earning the house champion ticks and student of the week. Ryder loves to get moving on drift trikes, BMX bikes, and scooters. Just as Term 3 was wrapping up, Ryder proudly received his white wristband for his completed goals.

As Term 3 ended, Whare Makonui are looking forward to lighter, warmer days of Term 4.

Nā tō rourou, nā taku rourou ka ora ai te iwi.



TE WHARE A HURITINI



Term 3 was exciting and fast-paced. We warmly welcomed Fletcher to Whare Huritini and the HRC whānau. The arrival of new ākonga provided opportunities for our current ākonga to practice their social skills by greeting and making ākonga feel welcome and accepted. We congratulated Lewis on becoming our ākonga House Captain, a challenge he tackled head-on. Lewis achieved this by being a positive role model, supporting others to make positive choices, being resilient, thinking of others, and being respectful. Great work, Lewis!

Throughout the term, our ākonga participated in Social Emotional Learning (SEL) to improve their social skills by engaging in topics such as anti-bullying, cyberbullying, self-management, anxiety, and worries. The SEL consisted of a combination of online learning and group discussions. The group discussions initially posed a challenge due to vulnerability. However, as more participants joined, they became valuable learning experiences and opportunities for reflecting on others' perspectives.

The change in the weather provided great opportunities for our ākonga to explore more of the community by walking and riding scooters through Hagley Park and walking the Port Hills.

One of our ākonga recognised the need to learn how to take a bus as an essential skill before going back to his community. This was a significant challenge for ngā ākonga due to managing social interactions, group settings, and noise. This was further developed and reinforced in the classroom to support learning.

Resilience and perseverance were demonstrated throughout the process, ultimately leading to successfully learning a new skill. Ākonga and kaiako then used the bus for weekend recreational trips.

We acknowledge and celebrate the individual efforts of ākonga and say ka pai te mahi. Manuia aso malolo.

TE WHARE A TAUAWA



I te pōwhiri i te puna, ka mutu te wāhanga tuatoru.

Te Whare a Tauawa had some big changes during Term Toru with welcoming new kaiako who came from Owaka. This brought challenges and opportunities for the whare and our ākonga.

Our tamariki had a great term and worked hard to achieve their goals as they moved through their wristbands whilst continuing to build relationships with kaiako and each other.

We said goodbye to Ariki, who had been at HRC since 2022, as he moved on to do a course in Auckland. Ariki will be missed by kaiako and ākonga; he was a pleasure to be around with his cheeky, friendly personality. Ariki achieved so much growth during his time here, and we, as whānau, couldn't be prouder of him. We also said haere rā to Jayden, and have received updates from his mum that he is doing really well at home and in school, and he has joined a football team. Ka pai, Jayden.

As one door closed, another opened, and we welcomed Ethan. We are excited to get to know Ethan during his time here at HRC.

Ka kite koe i te tau e whai ake nei kua rite mo te Raumati.



RAUMATA

Teacher: Nicole Todd
Teacher Assistant: Lee Tacon

Luan

BE RESILIENT: I have gotten better at doing my PLP; I don't like it, but I just get on with it.

BUILD RELATIONSHIP: I get on well with my classmates a lot more now, and we have a laugh.

REFLECT: I have gotten a lot better at coming back when I have been having some time out. I don't need to make up time as I am getting all my work done at the right time.

I like being read to, especially things like 'The World's Dumbest Crooks'. This has helped me get stamps in my reading passport. I come up with some really creative ideas in my writing. I enjoy it more now. I enjoy doing my maths now; I used to not like it. We have been learning about space; it's not my favourite topic, but I have learnt facts like there is no noise in space because there is no air.

I have enjoyed work experience and having Nicole's dog Rocket in class.

Ākongā
voice

James

BE RESILIENT: I feel I am coping with things better than I used to.

BUILD RELATIONSHIPS: I have been working on my friendship skills. I baked a blue velvet cake and have been playing go home, stay home.

REFLECT: I have gotten a lot better at my maths and reading.

I have been doing BSLA with Nicole for reading. I like the whole thing. This term in writing, we have been working on sentences and improving them. In maths, I have gotten better at my times tables and clocks. We have been learning about space; I have really liked it. I have loved making a space rocket at Tech. I have enjoyed the space topic and Lee in class.

Fletcher

BE RESILIENT: It has been a big change starting at HRC, and I had to adapt to it.

BUILD RELATIONSHIPS: I am beginning to get to know people.

REFLECT: I have enjoyed doing reading as I get to choose my topics.

I have enjoyed reading about cars. We have been writing sentences and making them better. In maths, I have been learning to round numbers. We learned about volcanoes in science and got to make volcanic eruptions out of flour and yeast. It was fun.

I have enjoyed reading and writing in my PLP because I get to choose my topics, and that's more interesting.



TE PUNA WAI

Teacher: **Adam Gardiner**
Teacher Assistant: **Cassidy Robb**



Te Puna Wai has been focusing on coping and adapting to change. There have been changes in the programme, new students joining us, and a change of our teacher assistant.

Ngā ākonga have had some great success with managing these changes, and there have been some challenges. This is usually when met with something they feel less comfortable with. We have this focus to prepare our students for their journey moving forward.

Our class is a safe space for our students to feel comfortable and know the expectations that are put on them. We make sure the classroom is a calm environment with low noise levels and minimal distractions.

Two of our ākonga have started a daily programme with a focus on growing their high-frequency word knowledge, while another two have been working on solving advanced addition and subtraction word problems, early multiplication, and division word problems; they do this by showing their working before producing an answer.

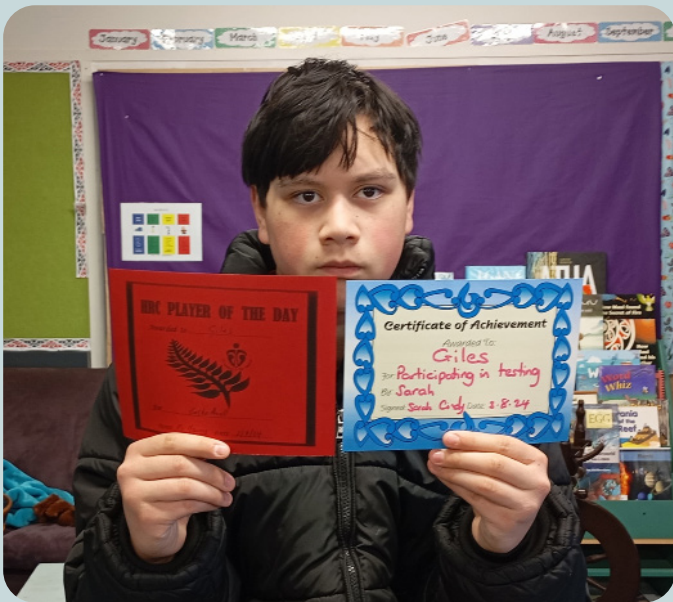
On Friday afternoons, the school introduced a café programme hosted by different classes. The aim of this is to build relationships with students from other classes. Each class hosts a café session during the term. Our class recently hosted the café. We spent time working as a team to bake, take orders, and serve other students and staff. As a class, we learnt to be prepared and serve others first.



KAWATEA

Teacher: Sarah Hall

Teacher Assistant: Cindy O'Keefe



Giles says,
"I have enjoyed flying kites, playing basketball, doing sports, enjoying playing games like snakes and ladders, cards, and pool."

As Term 3 got underway, Kawatea started as a class of one as we waited for our new ākonga to arrive. During the term, we welcomed Mason and Ethan, and Kawatea went on to settle into a smooth routine with the ākonga having many opportunities to practice skills together. They have enjoyed playing on the school playground together, especially on the trampoline.

Kawatea went on an outing to New Brighton. We enjoyed walking along the pier and spending time playing the musical instruments that are set up in the playground.

Matariki was celebrated across HRC in Term 3, and in Kawatea, we coloured in a special Matariki kites, which we then tried to fly. Unfortunately, there wasn't enough wind to get the kites into the air.

The Kawatea ākonga love the games we play as a whole kura during fitness, and Giles has particularly enjoyed going to Pioneer Stadium each Wednesday to play basketball against other school teams.

We love acknowledging our ākonga effort and success with certificates, and we eagerly look forward to finding out who will be our Student of the Week each week.

KAHAROA

Teacher: Andy Dickison
Teacher Assistant: Ruth Baker



The Kaharoa classroom began the term with a wonderful group of ākonga. The outstanding levels of maturity and tolerance present in our class have helped set a positive example for peers, by demonstrating how to model good behaviour effectively.

As one ākonga concluded their time at HRC, we bid farewell to him on his 17th birthday. Instead of a traditional assembly, he requested an informal gathering. We shared a meal generously provided by his family and enjoyed a relaxed time watching clips from his experiences at HRC. His calm demeanour will be greatly missed.

Throughout the term, ākonga focused on developing new skills, such as community busing, kitchen work, and participating in a food technology program. Many have embraced these learning experiences, becoming more independent and gaining valuable work experience.

Additionally, the class has been actively engaged in a new literacy course, involving reading books, retelling stories, practicing letter sounds, and segmenting words to enhance their skills. They also worked on managing emotions and setting personal goals, like using the playground equipment when needing a break.

One ākonga is preparing for an exciting transition to homeschooling in term 4, and we wish him all the best.

PHYSICAL EDUCATION



BASKETBALL TOURNAMENT

The HRC Shooters completed in the Special Olympics Secondary Schools Basketball Tournament, where they played with the team catchphrase of 'Whakarangatirahia: Be the best you can be'.

The tournament was played at Pioneer Stadium, and the HRC Shooters were in the top grade along with Allenvale, Papanui, Hillmorton, and Riccarton. This meant we had to play four games in one day with only one reserve! Every player gave 100% and played for the team. The HRC Shooters finished a gallant 3rd place, which was an epic result.

Thanks to everyone who came and supported the team at Pioneer.





CLEVER & CREATIVE

As each ākonga leaves us to transition to the next stage in their lives, they are presented with an HRC leaver's shirt. This shirt is signed by all kaiako and ākonga.

Jake, who left us in Term Rua, has been very creative with his. He went to Wastebusters to find a frame, made up the back of the frame, cut the shirt up and glued it on, and then took it to school to paint it.

Jake is really proud of his mahi, and so are we!

HAPPY RETIREMENT

Happy retirement to our Executive Officer, Bruce Murray. Bruce has giving his all to HRC since 2008, for which, we are extremely grateful.

Before Bruce departed, he spoke of the positive impact the ākonga have had on him, and he acknowledged the importance of the mahi that we do at HRC.

Bruce, may your new adventures be filled with joy and endless cycling journeys. You will be greatly missed!



FOND FAREWELL

Our dear colleague, Vicki Taylor, has finished her time with us due to her recent cancer diagnosis.

Vicki's kindness, dedication, and infectious spirit have been a positive influence on many ākonga and kaiako during her time at HRC.

Vicki, we will miss you dearly and we wish you many happy days doing what you love!





DATES FOR THE DIARY

Board of Trustees Meetings

Friday, December 13, 2024

Final Assembly

Monday, December 16, 2024

Term 4 Travel Out Day

Tuesday, December 17, 2024

RSS-only Enrolments at HRC

Who makes the application?

Applications can only be made by the young person's learning support provider in their home region. This could be a Resource Teacher Learning and Behaviour (RTLB), a Ministry specialist, or a day specialist or fund-holder school.

Please contact our student coordinator if you have any questions about the enrolment process, or if you would like to arrange a time to visit.

Anna McCoy, Student Coordinator

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