



HRC Te Otu Mātua
Halswell Residential College

2024

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A message from our Tumuaki

"Though change can be challenging, it is through these transitions that we find opportunities for growth and renewal."

A Year of Change at HRC – Reflections on 2024

As we reflect on 2024, it has undoubtedly been a year of significant change and heartfelt moments for the HRC community. We have sadly lost two valued members of our school family: student advocate Geoff Skinner and residential assistant Vicki Taylor, both of whom passed away after courageous battles with pancreatic cancer. Their contributions to our school will be remembered with great fondness.

This year also marked a period of transition within our senior leadership team (SLT). Bruce Murray, our Executive Officer, retired at the end of Term 3. Additionally, Timoti Christensen, the Manager of Whare Tauawa and our esteemed kaiwhakahaere, will retire at the end of this year. We extend our deepest gratitude to both Bruce and Timoti for their unwavering dedication to the school and its students. Several other kaiako have taken up opportunities elsewhere too.

On a personal note, I will be stepping into a new chapter of my career as the principal of Pītau-Allenvale School, beginning in Term 1, 2025. My decision to change role was not made lightly. While I am excited about this opportunity, leaving behind HRC, a place that has been close to my heart, is bittersweet. I will always treasure the memories and the incredible community that makes HRC such a special place.

Since my employment in 2011, I have been deeply committed to the whānau of Halswell Residential College. My time at HRC has provided me with immense growth and support. This journey began when our kura faced closure in 2012—a challenge we surprisingly encountered again in 2022, enduring an agonising 18-month wait for an answer.

When our school was announced to remain open in 2012, I faced the difficult task of making 39 kaiako redundant while applying for the permanent principal role. Alongside the challenges posed by earthquakes and subsequent restructuring, in 2014 we transitioned into a co-educational environment. I have cherished the

opportunity to be the first female (and longest serving) principal in HRC's history and to witness the enrolment of our first female students since the school's establishment. I acknowledge the women and girls of Mount Magdala who resided on this land from 1888 until it became a boys'-only institution in the late 1960s.

Throughout my tenure, I have experienced significant professional and personal events. My family will always be grateful for the support provided during my mother's passing in 2014 and my son, Jake Bailey's battle with stage 4 Burkitt's lymphoma in 2015. My family were living in the principal's house when my son became unwell. The profound support from our school whānau during his illness is something I will never forget. Sadly, my mother's passing and my son's serious health challenge were among the many personal struggles faced by members of the HRC community over the years. I hope that, through these times, you all felt the strength of our collective support as we navigated life-changing events together.

In 2016, we undertook a \$9 million rebuild of the residences, which was honoured with an architectural award. Our commitment to safety was paramount, and we took pride in being informed by technicians that we had the best security system in Australasia at that time.

My sabbatical in 2018 saw ENGAGE introduced, and in 2019, our kura was recognised in the Prime Minister's Excellence in Education Awards for our engagement efforts. The COVID-19 pandemic presented unexpected challenges. There was also the Kawatea pilot, and MoE arguments about eliminating restraint were later reversed by the MoE themselves and ERO.

I treasure our newsletters and shiny school magazines, outstanding SAMS and ERO reports, and the new initiatives we enjoy, such as the fitness room, reflection and sensory rooms, Cloud 9 café, orchard, and our outdoor sensory zones. It has been a privilege to sit together in Te Mapua for a hāngī or umu, and see the pride on ākonga faces as they work their way through the wristbands system. I won't forget the tears ākonga and their whanau shed at assemblies when thanking us for all we have done.

We have witnessed the transformation of our behaviour management system over the years as we have been intentional in creating a therapeutic milieu where we focus on Daily Life Events, emphasising that every interaction by every kaiako with every ākonga can make a difference. We embraced the Three Pillars model of trauma-informed care with great enthusiasm and launched our own curriculum and IEP approach called All About Me! This year the new structured reading programme, BSLA, has featured. Safe Crisis Management changed to Team Teach.

We could not have achieved all these goals without the unwavering support of our kaiako.

I extend my heartfelt gratitude to our kaiwhakahaere and Te Tao Kokiri for ensuring that our approach reflected the best intentions of Te Tiriti and supported the cultural diversity of our students. After we said farewell to Dr Terry Ryan, they helped strengthen connection with mana whenua.

I especially thank Deb S and Hayley for making me look better than I really am, and to SLT for the laughs yet firm commitment to continual improvement.

I want to thank every kaiako who shows up daily determined to make a difference in the lives of the young people we have the privilege of working with. And to those whose hard work keeps our grounds and buildings clean and beautiful; your labour has not gone unnoticed. Thank you to the board for your belief in and support of me as a leader.

While there have been challenging times, there has also been much fun, and growth woven into our collective experience. We have developed a culture of support for each other. I know this will continue after my departure.

Thank you for everything you continue to do, and to all who have contributed to making this year one of growth, resilience, and community. Though change can be challenging, it is through these transitions that we find opportunities for growth and renewal. Each shift helps us build a stronger, more resilient foundation for the future of HRC.

Though I will deeply miss working with the HRC community, I will always remain a passionate advocate for this school, carrying its values and spirit with me for the rest of my days.

Janine Harrington



Cultural Narrative

A Cultural Narrative

We are “Te Whānau o Otu Mātua”, a name gifted to us by Dr Terry Ryan. Our name connects us with a spur on the western section of Ngā Kohatu Whakarakaraka o Tamatea Pōkai Whenua/the Port Hills, overlooking the Christchurch suburb of Halswell.

Reflection on our story begins with the land we live on. At the entrance to the HRC te Otu Mātua grounds, a bridge crosses a small stream. This small stream is just one of several minor waterways, originating from scattered spring-fed sources, that eventually drain into the Huritini/Halswell River, which wends its way into lake Te Waihora.

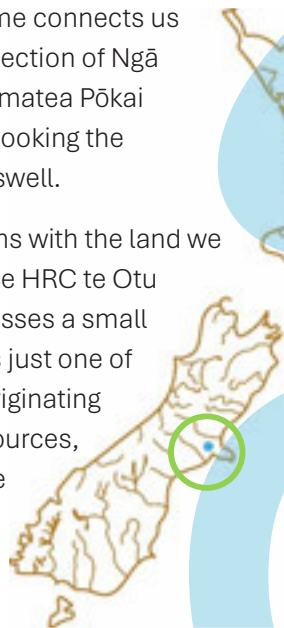
Before European settlement, this was an important kāinga mahinga kai (food-gathering place). Māori travelled this network of ara tawhito (traditional travel routes) from Kaiapoi to Waihora, to harvest native fish such as tuna (eels), inaka (whitebait), mata (juvenile whitebait), kōkopu (native trout), koukoupāra (giant kōkopu), and kanakana (lampreys). Along the riverbanks, they found abundant birdlife, including, pārerā (grey duck), pūtakitaki (paradise duck), raipo (New Zealand scaup), tataa (brown duck), and pāteke (brown teal), as well as nourishing plants such as pora (‘Māori turnip’), tutu, and aruhe (bracken fernroot). The river system we find ourselves a part of becomes an apt metaphor for our story.

An early stream arising from European settlement in Ōtautahi was the work of the Sisters of the Good Shepherd. They established a self-sufficient community in 1886 to provide a home for vulnerable girls and women. In addition to a

working farm complete with an orchard, the Sisters set up a laundry where residents put in long hours of strenuous work washing sheets for local hotels as well as for the military who lived in the township. They also planted several trees across the site, which have made the land we live on today a place of tranquil beauty.

The St John of God Brothers took over the premises developed by the Sisters of the Good Shepherd and became the next stream in the river system. These waters were not healthy, and several vulnerable young people left this land with painful memories of abuse endured during their time here. Pain leaves a stain on the land. And over the years, other painful eddies have entered our story. The whānau of te Otu Mātua acknowledges the support of several cultural and spiritual leaders from our community who have blessed our land and buildings with cleansing and healing waters at various times throughout our history.

The waters did not flow smoothly for the Brothers in other ways as well. The Department of Education stream joined the Brothers to provide necessary financial support. These new waters marked a time of rebuilding, starting with the residential villas, which have since been rebuilt to reflect our current emphasis on creating a homely environment different from the institutionalised contexts that preceded it. The day school, garage, kitchen, and laundry blocks built by the then Department of Education are still in use today. Eventually, the financial waters grew so turbulent that the



Department of Education bought out the brothers completely in 1983.

Running alongside the Department of Education/Ministry of Education stream is the stream of governance. The currents in this stream have twisted and wound back on themselves, making their way around obstacles, some of which included restructures, threats of closure, merging of schools, roll reductions, merging of boards, and funding concerns. Through this and more, the HRC te Otu Mātua story has been a story of resilience.

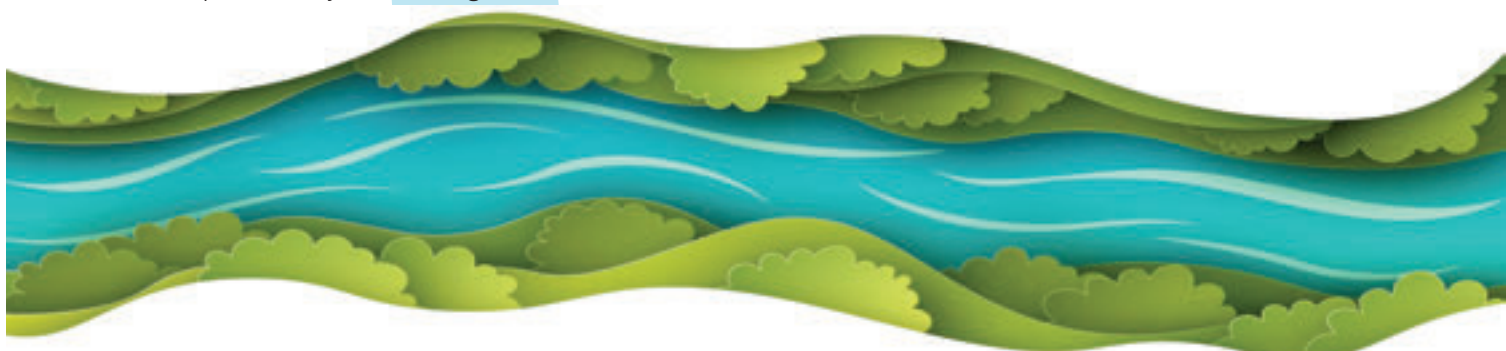
Changing currents in our river system reflect changes we have seen as essential to providing a home where rangatahi can experience support, aroha, guidance, and care. We have moved ‘from children should be seen and not heard’ to ‘putting children at the centre and hearing their voice’. We have moved from highly structured behavioural management programmes where one size fits all, to relational support meeting individual needs in daily life experiences. We have moved from long term tenures to short-term interventions. We have moved from siloed decision making to collaborative planning designed to best meet the needs of the child at the centre of our work.

Cultural awareness, with a recognition of the importance of giving Māori rangatahi opportunities to learn as Māori, is a stream that reconnected us with tangata whenua. In 1996, Whare Tawawa was set apart as a whare steeped in Tikanga Māori and continues to be a whare where Māori rangatahi are supported to understand their relationships according to their own stories. A Māori immersion classroom ran for a few years, adding depth to cultural awareness. However, roll reductions compromised its continued operation. River systems change course over time, and streams can reform. Sometimes, under the right conditions, a dried-up waterway can flow again.

The names of ngā whare and ngā akomanga remind us of our relationship with the land we live on as well as the waterways around Ōtautahi:

- **Tauawa** is a reference to Te Tauawa a Maka, a spring-fed tributary of the Huritini/Halswell River system.
- **Te Puna Wai o te Reo** is the name of our first bi-lingual classroom and is translated as “the spring of languages.”
- **Owaka** means the place of canoes and is a reference to the mōkihi (rafts) made from buoyant material such as raupō (bulrush, *Typha orientalis*) that traversed the waterways around us.
- **Huritini** means “many turns” and is descriptive of the Huritini/Halswell river itself.
- **Makonui** refers to an inland waterbody also known as Clay Bar Lagoon and renowned for being kāinga mahinga kai.
- **Kawatea** means the arrival of the dawn and is the Māori name for Little Okains Bay on Te Pātaka o Rākaihautū/Banks Peninsula.
- **Raumata** (mesh for whitebait), **Kaharoa** (drag net), and **Tihao** (a net for freshwater crays) refer to some of the tools that were used for food gathering in this kāinga mahinga kai.

The story of HRC te Otu Mātua, like the waterway that borders it, continues to meander through space and time. We continue to support rangatahi who travel with us to feel safe, to make connections, and to learn coping skills. They are a part of our story and will remain members of our whānau forever.



Board of Trustees Presiding Member

Tēnā koutou katoa

Congratulations to all ākonga who completed 2024 at Halswell Residential College Te Otu Mātua.

Throughout 2024, you certainly made the most of all the opportunities offered across the breadth and depth of our kura.

Towards the end of the year our long-standing tumuaki, Janine Harrington, decided to leave the kura and move on to a new challenge within education. We are so grateful for the time we had Janine; she was well respected by ākonga, whānua, kaimahi, and kaitiaki.

To our wonderful kaiako, I thank you for your commitment to working with each ākonga. You are empathetic with the physical, emotional, social, and academic needs of our ākonga; you are all appropriate and positive role models for HRC Te Otu Mātua, often going beyond expectations.

Thank you to our parents and whānau for your support throughout the 2024 year.

Stay safe, and may we all enjoy success next year.

Ngā mihi nui.

David Ivory, Presiding Member
Combined Board of Trustees

2024 School Value

MANAWA-ROA / BE RESILIENT

2024 School Focus

To embed the use of the Three Pillars of
Trauma-Informed Care framework:

SAFETY / CONNECTIONS / COPING

*"Every
interaction
with every
ākonga
by every
kaiako
has the
potential
to make a
difference
for that
ākonga."*

Residences

2024 was another year of change and transitions. We had several long-serving staff who transitioned from HRC into another position or retirement, and we welcomed new kaiako to the HRC whānau. Most terms we farewelled ākonga who were returning home and back to their local school. It is always sad saying farewell but invigorating to see the progress that has been made and then, months or years later, to hear how they are getting on. Each term this year we welcomed new ākonga and their whānau to HRC.

We continued to embed and finetune the 'All About Me' (AAM) process, which gives ākonga and whānau a voice in goal setting through an IEP process. Key to AAM from the first meeting is ensuring the referrer and local school are involved and are part of the transition planning to ensure a successful return to their local community after the HRC intervention.

Sadly, with the two girls on our roll leaving during the year where Owaka is closed, and we hope to soon have girls on the roll again at HRC so Owaka can re-open.

As part of the HRC reflective culture, we are always looking at ways we can improve our service to ākonga and their whānau. We established an HRC practice group of keen kaiako with support from Shane Murdoch and Dr Leon Fulcher to champion great relational practice through the use of Three Pillars and DLE. We continued to embed the use of team supervision throughout 2024.

During the year, Te Tao Kokiri has continued to strengthen the relationship with mana whenua. This has seen Te Tao Kokiri and whare Tauawa supporting the local marae through completing mahi clearing monkey weed from the local waterway. Later in the year whare Tauawa had a noho marae. We continue to look at what projects we can do to support our local Runanga.

It has been a pleasure to hear from several former ākonga and the reflections they have about their time at HRC. A common theme is I wished I tried harder while I was here and had the opportunities.

For many of us, the worry about feeling stupid or being shamed if we fail is enough to prevent us from trying new things or having another go at something we were unsuccessful at. If our inner voice is telling us "I can't", it often convinces us not to try. The challenge for us all is to identify how we can help others change their inner voice from saying "I can't" to "maybe I can, and if I don't succeed this time, I will be better than the last time, and at least I have tried." Through our encouragement and support we can make a difference towards our akonga being the best they can be and proud of their achievements.

Whakarangatirahia.

Jon Purdue

AP Residential



Te whare a Makonui

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

As 2024 drew to a close, we reflected on a year of learning, growth, and connection in Whare Makonui. It was a year of change, challenge, and celebration, and we are proud of how our ākonga have progressed in their journeys.

Throughout the year, ākonga have worked hard to develop self-care routines, including personal hygiene, doing their own laundry, and maintaining clean and organised living spaces. Many have successfully earned wristbands across various levels, from white through to black, demonstrating their commitment to personal goals, resilience, and positive behaviour.

Learning has taken many forms—through structured sessions and everyday routines. Ākonga have focused on building interpersonal skills, understanding social cues, developing coping strategies, and learning how to self-regulate their emotions. Several ākonga have taken on paid chores and managed their own savings, showing initiative and planning for the future.

Technology safety and appropriate online behaviour have been key areas of learning this year, with ākonga engaging in conversations around cyberbullying, boundaries, trust, and respectful use of devices. These sessions have supported their increasing maturity and awareness of the world around them.

The tuakana-teina relationships within the whare have continued to grow, with more experienced ākonga offering support and guidance to newer members. This peer leadership has helped foster a strong sense of responsibility, inclusion, and whanaungatanga.

We have welcomed new ākonga into Makonui, each bringing their own energy and character, while farewelling others who moved on to the next stage of their educational journey. Every ākonga has contributed to the unique culture of our whare, and it has been a privilege to see them grow and support one another.

A notable farewell this year was for long-serving kaiako, Maree, who played a significant role in the evolution of Makonui and its previous forms, McCrae and Rakaia. Her dedication, advocacy for ākonga, and deep care have made a lasting impact. We thank her for everything and wish her all the best.

We've also been fortunate to reconnect with former ākonga and kaiako throughout the year—reminders of the enduring connections and the strength of our community.

As the year ended, we remained incredibly proud of all that our ākonga have achieved. We look forward to 2025 with energy and excitement, ready to continue our collective journey of growth and learning.

Ngā mihi mahana.

Ākonga voice

Three words that describe your experience at HRC:

Supportive. Reassuring. Guidance.



Te whare a Huritini

2024 has been full of plenty of opportunities for our ākonga to develop new skills and work on their whanaungatanga (building relationships).

Throughout the year, ākonga have focused on gaining independence by mastering daily routines which have helped them grow in confidence and responsibility, including one senior ākonga independently catching the bus to and from off-site learning.

A big focus this year was on social-emotional learning (SEL). Our ākonga explored important topics such as managing anxiety, dealing with bullying, and being kind to others. Group discussions were sometimes challenging at first, but over time, they became great opportunities for ākonga to listen, share, and support each other.

Our ākonga also got out into the community with trips to Tūranga and Te Hāpua libraries, where they practised good social behaviour in public spaces. Additionally, Pokémon trading cards became a fun way for ākonga to bond and form new friendships, even leading to the creation of a Pokémon Club at school.

Outdoor activities like walking through Hagley Park and hiking the Port Hills helped build manawa-roa (resilience) and perseverance while experiencing the power of teamwork.

Through all the challenges and triumphs, our kaiako have supported ākonga every step of the way, helping them build resilience and the skills they need to face the world.

What a year it's been at Whare Huritini! Ka pai te mahi to all our ākonga.

Manuia le malologa.

Ākonga voice

"I came to HRC to learn skills to help me cope later on in life. While I was at HRC, I learned how to be more independent, be a role model, and I also went up three levels in reading, writing, and maths."



Te whare a Tauawa

I te mea kua mahana haere nga ra, kua tata mai te kirihimete ka mihi matou ki te mutunga o tetahi atu tau pukumahi.

As the year came to a close, we reflected and celebrated how well our ākongā had done when facing challenges, learning new skills, and building friendships. They have shown great resilience and pride in their mana.

Our ākongā enjoyed spending time during the warmer weather outside at the pool and beach and growing and caring for the whānau vegetable garden.

Throughout the year, they have fostered their relationships with each other while eeling, kayaking down the Avon River, burning off energy at Margaret Mahy playground and the skatepark, and foraging around at Pick-a-Part spare parts and Toffs Pre-loved Clothing.

An important ākongā role in our whare, is the role of Mana Toa, the ākongā tukana leader in Tauawa. The Mana Toa is awarded to the ākongā who role models our HRC values and the importance of whanaungatanga/building relationships with our younger ākongā.

As we got ready to farewell 2024, we also reflected on the farewells of some of our kaiako who moved into new challenges..

Matua George retired early in the year after over 13 years of fully committed service to HRC. His calmness and dedication to HRC made a lasting impact on many. We are grateful to still have Matua George work as a reliever.



Matua Timoti (Tim) Christensen worked at HRC for 31 years as a steadfast leader, building Tauawa into the whare we know and love.

Matua decided it was time to retire at the end of 2024 and enjoy the many other aspects of life. Matua will be missed by kaiako and tamariki. He was a one-of-a-kind kaiwhakahaere, with compassion, the kindest heart, and the biggest work ethic around. He shared his knowledge, stories, and wisdom with all. He held himself with dignity, kindness, calmness, caring, and empathy, and he was always there to support others in need whenever he could. It is impossible to measure the positive impact he has had on so many lives. No matter who you ask though, everyone says how funny Matua was with his quirky sense of humour, always cracking jokes and having a fun time.

Whare Tauawa and HRC will miss Matua dearly. We know this is not goodbye forever and we will see him potting around the HRC grounds, the garden, or the carving room.

Ākongā voice

"HRC and Tauawa are wonderful places. I have really enjoyed my time here and can't wait to return next year."

"I am happy to be back at HRC. I have enjoyed going for drives, listening to music, going for walks, and hanging out with kaiako."



Day School

The Science of Learning at HRC Te Otu Mātua

Teaching and learning at HRC Te Otu Mātua is 24/7. Every day our kaiako seek to notice behaviours and abilities that ngā ākonga present, to recognize the factors that are behind those behaviours and abilities, and to respond in ways that give each ākonga opportunities for growth. Every day, our kaiako use daily life events in the classroom to teach and reinforce skills for social, emotional, and academic learning.

Te Mātaiaho/New Zealand Refreshed Curriculum in English (Years 0-6) and Mathematics (Years 0-8) were finalised this year. Each document includes a section on the Science of Learning which identifies features that support learning.

- We learn best when we experience a sense of belonging in the learning environment and feel valued and supported. At HRC we work relationally to ensure the young people in our care know they belong here and are a member of the HRC whānau. Every ākonga can identify someone at HRC that they can go to when they need support.
- A new idea or concept is always interpreted through, and learned in association with, existing knowledge. We use the All About Me bespoke curriculum to identify the skills and knowledge our ākonga already bring to HRC. From this baseline, we then decide on next steps that build on what is already in place.
- Our social and emotional wellbeing directly impacts on our ability to learn new knowledge. Some ākonga have not experienced success in school for a variety of reasons. It is lovely to see them thrive in the smaller classroom environments at HRC where kaiako work relationally with ākonga to support social and emotional wellbeing.
- Motivation is critical for wellbeing and engagement in learning. Our bespoke curriculum, All About Me provides a platform where ngā ākonga, whānau and HRC kaiako together track learning on a regular basis. Knowing that they are making progress is critical to ākonga motivation and engagement. Ngā ākonga work towards earning eight wristbands which mark

the achievement of twenty-four individualised goals. These include goals for literacy, numeracy, social and emotional learning.

- Establishing knowledge in a well-organised way in long-term memory reduces students' cognitive load when building on that knowledge. It also enables them to apply and transfer the knowledge. This year our day school teaching team enrolled in the University of Canterbury's micro-credential course: Better Start to Literacy Approach. This course teaches teachers how to teach reading explicitly. While the course focus was on beginning readers, the learnings gained through understanding the concept of explicit teaching extends across all aspects of teaching and learning in the kura.

I hope that we all (ngā ākonga, ngā whānau, and ngā kaiako) embrace the concept behind this whakatauki at the bottom of the page.

Anne Askey
AP Day School

*Whāia te mātauranga
hei oranga mō koutou.*

*Seek after learning for the
sake of your wellbeing.*

Kawatea

2024 came and went with a whoosh. Over the year there were the usual whole school events: athletics day, ski days, Beach Ed day, biking, technology, and café. These opportunities are there for ākonga to experience new things in a safe environment.

In Kawatea, we focus on having a predictable routine for our ākonga in the hope that they will carry good work habits forwards into their next schools. For us, creating work habits is the main goal for our ākonga.

We didn't manage many off-site trips for the second half of 2024, but our boys asked to go to the Margaret Mahy Playground as our end-of-year trip. We're so lucky to have resources like this in the city. Our ākonga had a great time exploring the playground (climbing, sliding, flying, and turning on all the water features) and then enjoyed scanning for eels in the Avon River next to the park.

This year we have been getting various science kits delivered to school. They've been a fantastic resource where ākonga get to explore various science concepts in pre-organised hands-on activities. There has been great engagement, and the activities have been fun. These will continue in 2025.

As 2024 came to an end, although Kawatea didn't prepare to farewell any ākonga, we did say goodbye to our TA Cindy, who had been with us for most of the year.

As a class, we want to acknowledge our gratitude for the support and leadership Whaea Janine has shown us, and we all wish her the best for her new appointment.



Ākonga voice

"I came to HRC to learn how to control my anger. My family say that I'm doing good at school, and they are proud of me."

"I learned how to independently catch the bus to my course. I really like being more independent. At HRC, I learnt how to talk to someone when I am angry. "

"I did a piece of writing that I'm proud of because it was better than all of my other bits of writing. My family say I've grown up a lot."

Raumata

Ākonga Reflections

Manawa-Roa | Be Resilient: I've been coming to school, even when I don't want to.

Whanaungatanga | Build Relationships: I've been doing things with the other students like playing games in fitness.

Manawa-Roa | Reflect: I am getting better at doing my work, which makes me feel more relaxed.

I have been reading about lots of topics and answering questions about them. I have been writing about pictures in my PLP and trying to make it more interesting. I've been doing my times tables in maths and am getting pretty good at my three times tables. I can now use a times table chart to help me too. We have been learning about man-made and natural disasters.

I am grateful for getting help with my work and I am proud of doing my work. I have enjoyed fitness and joining in games.

Manawa-Roa | Be Resilient: I am getting better at doing my work.

Whanaungatanga | Build Relationships: I have been trying to be kind and not swear at people.

Manawa-Roa | Reflect: I have been learning how to stop Rocket (the dog) from jumping up. I am getting better at this.

We have been listening to The BFG and I like the funny words that the BFG uses. In my writing I am learning to use finger spaces. I like playing games to learn my three times tables in maths. In Topic (disasters and destruction), I found it really interesting that on flight MH370 no one made any phone calls to their families, but they did during the 911 attacks.

I am grateful for the heated swimming pool, and I am proud of helping less able students when we have been out playing sports. I have enjoyed having two awesome teachers.

Manawa-Roa | Be Resilient: HRC has given me the skills to help me cope with leaving.

Whanaungatanga | Build Relationships: Mastering and maintaining my friendships with staff and other students.

Manawa-Roa | Reflect: I've come a long way.

I like listening to The BFG. I have been learning to make my writing more interesting. I have been learning to master my three times tables. In Topic I liked learning about tracking the Great Pacific Garbage Patch and how they tracked it with a split container of Nike shoes.

I am grateful for the relationships I have built with staff and kids, and I am proud of making Consignly Man (a superhero character). I have enjoyed hanging out with Nicole and Lee.

Manawa-Roa | Be Resilient: I have been containing myself more.

Whanaungatanga | Build Relationships: I built some good friendships.

Manawa-Roa | Reflect: I have reflected on my bad behaviours and learned to do things differently.

I like listening to The BFG, as it was soothing. In writing I have been using full stops and being descriptive with my writing and making it worth reading by doing things like similes. I've been spelling really hard words too. I'm getting good at my three times tables now. I liked learning about flight MH370. It was intriguing, and I did some of my own research, as it was very interesting.

I am grateful for spending time with Simon doing the go-kart, and I am proud that I actually did my work. I have enjoyed working on and driving the go-kart.



Te Puna Wai

This year in Te Puna Wai, we have had an incredible journey full of learning, fun, and growth. We were involved in a variety of activities, both inside and outside the classroom. We've taken part in sports events where teamwork and friendly competition have helped us build strong relationships with our peers. Whether it was a fast-paced game of basketball or a fun round of squash, we've supported each other, showing the true spirit of HRC; whakarangatirahia

Alongside all of our achievements, we've embraced the rich cultural experiences offered by kapa haka, where we've learned to sing, dance, and perform in a way that connects us to te reo Māori. In technology, we've explored the exciting world of innovation, building new skills and creativity in using tools.

Throughout the year, we've been focusing on personal growth, particularly in managing our impulses and improving how we get along with each other. This has helped make our class a positive and supportive environment, where everyone feels respected and valued. We have also worked on the different ways we can nurture our mental health and well-being, and as a class, have enjoyed a deep dive into NZ historical events.

As we look back on the year, we're proud of everything we've achieved together. Te Puna Wai has truly been a place of learning, laughter, and friendship! To those who left Te Puna Wai throughout the year, we wish you all the best for your journey to your new schools and in your studies.

Kia kaha.



Ākonga voice

"I came to HRC to learn how to control my emotions. I learned how to use self-regulation skills like walking away and talking to people. My family say I are more mature and have learned how to control myself better."

"I came to HRC to make friends, be kind and not get angry super fast. At HRC I learned how to be calm by using music. I never thought I would be able to make conversations with people. I learned to look for something in common so we can talk."



Kaharoa

This year has been filled with adventures to allow us to focus on social and emotional learning experiences in and out of the class and special moments for our ākonga.

In the classroom, ākonga made great progress with their education foundations, showcasing growth in all aspects of their learning. We have worked on continuously reflecting, restoring and repairing relationships and focused on fixing small problems to prevent them from escalating. Interoception is a concept we continue to incorporate into our day, as we learn to understand the feelings inside our bodies.

Ngā ākonga always have a fantastic time during Education Outside the Classroom (EOTC). Highlights from the year included dog walking at the Halswell Quarry, exploring the Canterbury Adventure Park where they tested their skills on the mountain bike pump track, adventure walks, and embracing the great outdoors by discovering new trails around the city.

Our older ākonga have the option to engage in work experience. This included time in our commercial-style kitchen, helping prepare meals, as well as assisting our caretaker in the role of handyman, completing odd jobs like gardening and repairs around the grounds. The older ākonga have another important task, which is being a role model in the classroom and trying their best to always do the right thing and help redirect younger learners when needed.

This year has shown us all the importance of outdoor learning, responsibility, and being community-minded. We celebrate the achievements of our ākonga in and out of the classroom, and we look forward to watching their continued growth.

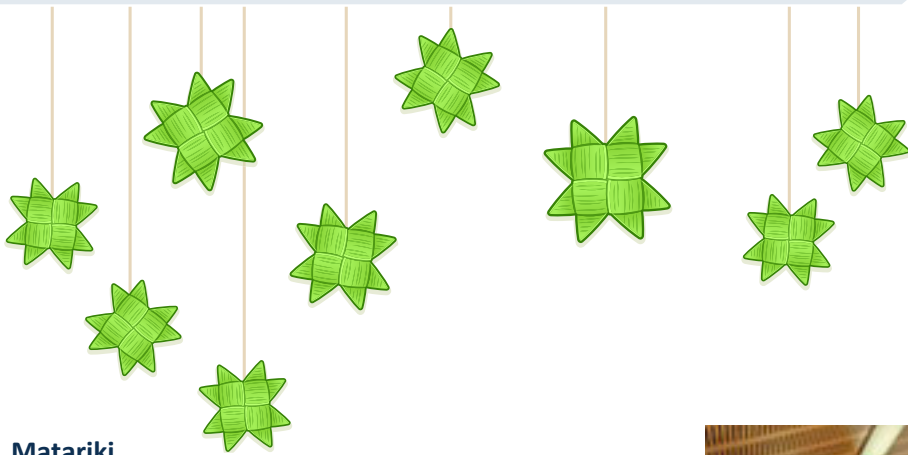
Ka pai, everyone!



"I enjoyed learning about 'divided by'.
I like this school. It's fun."

Ngā Taonga o tō Tātou Ahurea

The Treasures of our Culture



Matariki

We were pleased to welcome many tangata whenua to our Matariki hāngī. The festivities began long before the Matariki kai, with many kaiako and ākonga being involved in the food preparation. The official celebration began in our beautiful multi-purpose whare with a haka performance by ngā ākonga, followed by a traditional spread of kai shared amongst our whānau.

During Matariki in the kura, te ākonga held a Matariki design a star competition.

Noho Marae

As part of our strategic goal to work closely with tangata whenua, a group of ākonga and kaiako visited the Taumutu Marae in June, with some of the group staying two nights. While at the marae, ākonga learned:

- 1. Cultural Immersion:** Ākonga were immersed in Māori culture, traditions, and language, helping them develop a deeper understanding and appreciation of the culture.
- 2. Respect and Protocol:** Ākonga learned the importance of respect, tikanga, and the significance of various ceremonies, such as the pōwhiri.
- 3. Community and Whanaungatanga:** Living in a communal setting fosters a sense of whanaungatanga. Ākonga learned to work together, support each other, and build strong relationships.
- 4. History and Storytelling:** Ākonga had the opportunity to learn about local iwi, their ancestors, and historical events through storytelling and interaction with kaumātua.



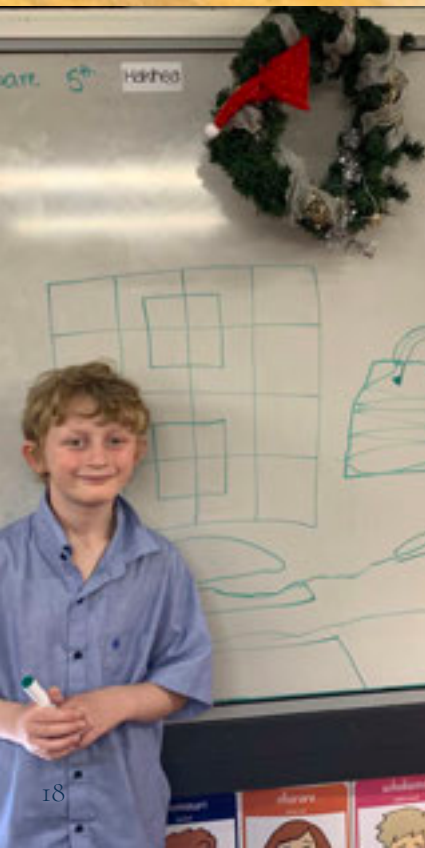
- 5. Language Learning:** Being on a marae involved the use of te reo Māori, allowing ākonga to practice and improve their language skills in an immersive environment.
- 6. Respect for the Environment:** Ākonga learned about the importance of caring for the whenua and natural resources, as Māori culture places a strong emphasis on the environment and sustainability. Activities included going eeling, floundering, removing weed from the stream, and undertaking plantings.
- 7. Rituals and Ceremonies:** Participating in traditional rituals and ceremonies helped ākonga understand their meanings and significance, fostering a deeper connection to the culture.
- 8. Holistic Learning:** The experience on a marae was holistic, integrating physical, emotional, and spiritual aspects of learning, which are beneficial for personal growth and well-being.

These experiences contributed to a rich, transformative learning journey for ākonga, extending beyond the traditional classroom setting.



STEAM Programme

Science, Technology, Engineering, Arts, Mathematics



"I always like when we do drawing. Art has been fun and challenging learning new things."



ENGAGE Programme

Enhancing the Neurobehavioural Gains with the Aid of Games and Exercise

ENGAGE is more than just fun and games. It uses evidence-based play-based activities to strengthen essential skills like attention, emotional regulation, coordination, and social interaction.

Kaiako spend time playing one-on-one games with ākongā. These planned sessions create meaningful connections, build trust, and allow each rangitahi to develop at their own pace. As our older ākongā progress through the programme, they have the opportunity to build on their skills during planned sessions with a younger ākongā. We have found these sessions to provide extremely valuable experiences for both ākongā.



"Play is the highest form of research."

— Albert Einstein

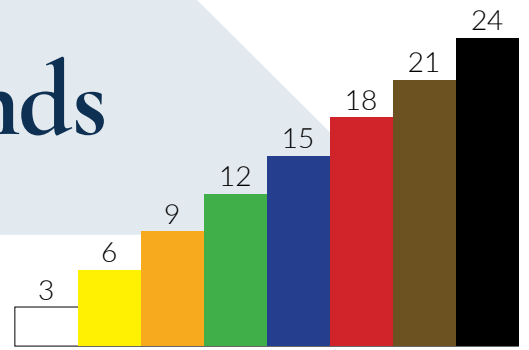
If whānau/caregivers are interested in how they could deliver the programme at home, please contact HRC for more information.

End of Term Celebration Assemblies



All About Me Goal Achievement Wristbands

Wristbands are awarded for achieving three All About Me (AAM) goals. The wristband progressions are awarded the same as karate belts. Our ākonga, supported by our kaiako, work very hard to achieve their goals throughout the year.



AAM Goal Achievement Wristbands



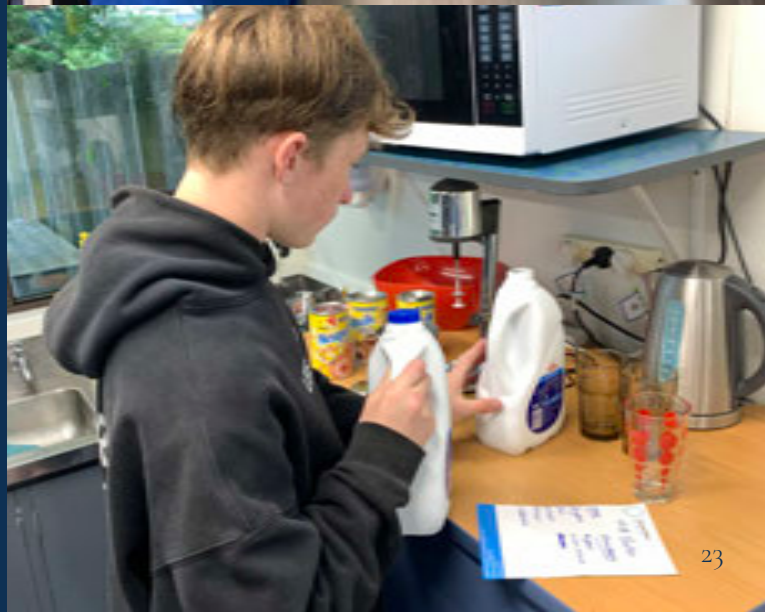
Education Outside of the Classroom



Work Experience

One of the authentic learning opportunities offered to our older ākonga at HRC is a work experience placement. This provides insight for them into the real world. Pocket money is offered at a per-hour rate to help ākonga learn about saving and the skills related to spending money.

Individual off-site placements are typically offered to our ākonga 15 years or older and have included placements at a building supply business, a doggy day care, and cafes. There are also chances for all ākonga to make pocket money via onsite paid chores, e.g., laundry runs, cleaning school vehicles, recycling sorting, etc.



Ākonga voice

"As part of work experience, I got to work in our big kitchen, and I loved it."

*Ko ngā pae tawhiti
whāta kia tata,
ko ngā pae tata,
whakamaua kia tina.*

*The potential
for tomorrow
depends on what
we do today.*

Physical Education



*Let me win.
But if I cannot win,
let me be brave in my attempt.*





HRC ākonga have endless opportunities to engage in physical education both onsite and in events with other schools.

Some of the highlights from the year included participation in athletics, cricket, softball, football, cross country, road race, and basketball.

"I enjoyed cricket. All of the different activities were fun, and it's awesome mixing it up with the other schools."



HRC ākonga experience manawa-roa and whakarangatirahia when engaging in sports.



"The experiences I enjoyed the most at HRC were the games and activities that pulled everyone together."



In Memoriam

Geoff Raymond SKINNER

(Aged 79) 12 May 2024

HRC remembers, with deep appreciation, the life and legacy of Geoff, a long-serving member of the school community whose impact spanned more than three decades.

Geoff began working at the college around 1989 as a residential social worker, part of a small team supporting our ākongā. The role was demanding, but Geoff approached it with empathy, calmness, and an ability to build genuine, trusting relationships with ākongā—qualities that made him deeply respected and loved.

After formally leaving his role in 2003, Geoff returned as a volunteer student advocate. In this position, he provided independent oversight and support for our ākongā, serving in this capacity until 2022. His belief in the ākongā and kaiako never wavered, and he was widely known as one of the school's most loyal supporters.

Geoff's passions extended beyond his professional roles. He was known for his love of music, his dry sense of humour, and his ability to connect with people of all ages. Whether through his guitar playing on school outings or his thoughtful conversations with kaiako, Geoff created lasting impressions wherever he went. He once remarked that he had gained more from the ākongā than they had from him—a reflection of his humility and belief in the power of human connection. His legacy at HRC is a reminder of the lasting difference one person can make through kindness, service, and sincerity.

Geoff will be remembered as a steadfast supporter, a compassionate mentor, and a cherished part of the HRC story.



Vicki Lillian TAYLOR

(Aged 61) 22 November 2024

This year, we also farewelled the beloved Vicki Taylor, whose passing has left a significant void in our community.

Vicki had been a dedicated member of the HRC kaiako for nearly a decade, contributing to the life of the college with warmth and kindness. Her presence was a steady and reassuring one—always there with a friendly smile and words of encouragement for ākongā.

Although we were aware of Vicki's diagnosis with terminal cancer, her passing came as a shock to many. Just a week earlier, she had shared how well she was feeling, recounting her recent trip to the Melbourne Cup and her excitement about attending our upcoming Christmas function.

Her commitment to our ākongā and her dedication to her colleagues will be long remembered.



"Be thankful for how much the students can teach us if we open our hearts."

Geoff Skinner

Board of Trustees

Combined Board of Trustees for HRC Te Otu Mātua and Westbridge Residential School



David Ivory
Presiding Member



Janine Harrington
Tumuaki HRC



David Bagwell
Tumuaki WRS



Cherie Jaegar
Acting Tumuaki WRS



Jon Kaho
Ministry-appointed



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Joseph Tyro
Ministry-appointed



Dr Moses Ma'alo Faleolo
Ministry-appointed



Reuben Aitua-Ilaoa
Elected staff
representative WRS



Jon Purdue
In-attendance staff
representative HRC



Anne Askey
Secretary

Kaiako



Anne Askey
Years of Service: 24



Bella Archibold
Years of Service: new



Georgia Bagge
Years of Service: new



Ruth Baker
Years of Service: 07



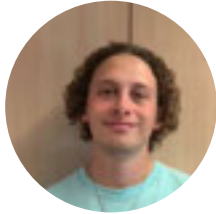
Jon Birtles
Years of Service: 14



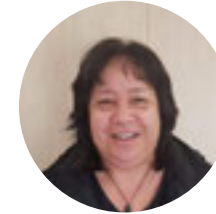
Deborah Brown
Years of Service: 21



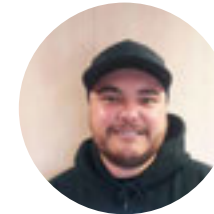
Hayley Campbell
Years of Service: 08



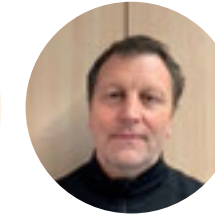
Kahu Christensen
Years of Service: 03



Mihi Christie
Years of Service: 19



Jono Clarke
Years of Service: 08



Andrew Dickison
Years of Service: 03



Lorna Evans
Years of Service: 20



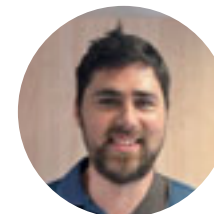
Junior Fesola'i
Years of Service: 12



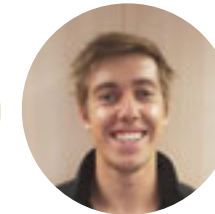
Seta Fonoti
Years of Service: 01



Kirstyn Ford
Years of Service: 01



Aaron Fuglestad
Years of Service: 02



Simon Gannaway
Years of Service: 04



Adam Gardiner
Years of Service: 01



James Grounds
Years of Service: 29



Sarah Hall
Years of Service: 17



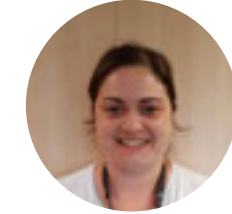
Janine Harrington
Years of Service: 13



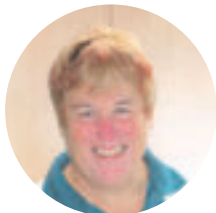
Moana Hauraki
Years of Service: 16



Bev Hore
Years of Service: 31



Tamsyn Hutchings
Years of Service: 06



Natalie Iles
Years of Service: 38



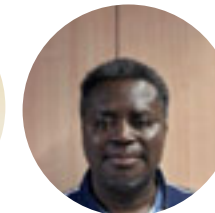
Jessie Jones
Years of Service: 21



Tracey Kelly
Years of Service: 11



Kathryn Kirk
Years of Service: 31



Patrick Korkor
Years of Service: 01



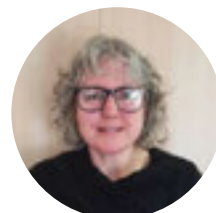
Vikolia Lesatele-Tuoro
Years of Service: 01



Rebecca Luk
Years of Service: 01



Rosie McCall
Years of Service: new



Anna McCoy
Years of Service: 25



Trudi Mugford
Years of Service: 31



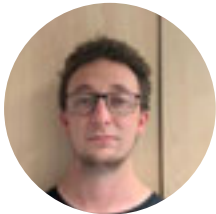
Lisa Nicholl
Years of Service: 15



Amaya Nirmani
Years of Service: 01



Stephen Phillpotts
Years of Service: 09



Michael Pudney
Years of Service: 2



Jon Purdue
Years of Service: 38



Tim Richardson
Years of Service: 14



Cassidy Robb
Years of Service: 03



Vanessa Shearer
Years of Service: new



Emma Smith
Years of Service: new



Matt Stevenson
Years of Service: 01



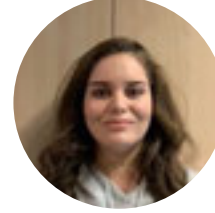
Deb Stuart
Years of Service: 13



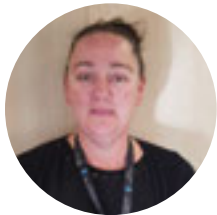
Karisma Symons
Years of Service: new



Lee Tacon
Years of Service: 06



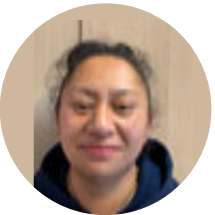
Jasmine Taylor-Harris
Years of Service: 03



Lee Thain
Years of Service: 05



Nicole Todd
Years of Service: 10



Findy-Aroha Whare
Years of Service: 04



Angela Willans
Years of Service: 01



Greg Young
Years of Service: 25

Mā te wā



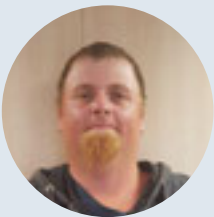
Charmaine Thomson
Years of Service: 03



Cindy O'Keefe
Years of Service: 01



Johan Roberts
Years of Service: 01



Joshua Fitzgerald
Years of Service: 06



Tania Green
Years of Service: 01



Vicki Taylor
Years of Service: 09

Go well into retirement.

Kua hua te mārāma.

The moon is full.



Timoti Christensen
Years of Service: 31



Bruce Murray
Years of Service: 16



Maree Preston
Years of Service: 25



George Rerekura
Years of Service: 13

Ākonga



Mackenzie Bingham



Jake Brewster



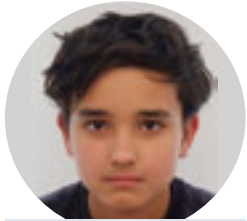
Priscilla Bungard



Fletcher Coles-Lloyd



George Colville



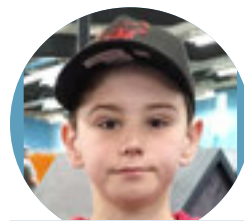
Ethan Cowley



Giles Fraser



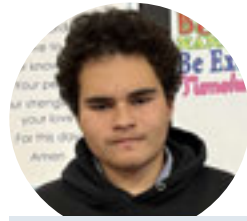
Ryder Groufsky-Long



Tyla Hodgkinson



Lewis Jones



Ariki Kaho



Diezel Kay



James Kermode



Zachariah Logan



Theo Marshall



Jayden Newell



Alex Parker



Corbun Rentoul-Brown



Tristan Richards



Frank Thomas



Mason Vince



Luan Work

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 - 03 339 7802 | annamccoy@halswellcollege.com

www.halswellcollege.com

SAFE PHONES SAFE PEOPLE

HRC'S PLAN FOR POSITIVE
AND SAFE PHONE USE



Why This Matters

Phones are a great way to connect, learn, and have fun — but they can also cause stress, distraction, or hurt feelings if not used carefully. Our plan keeps everyone safe and focused on growing strong, happy and kind when using their phone.

Our 5 Safe Phone Rules

- **Set Times**
 - Phones are used only at the right time.
 - Phones are away during school-time, at the dinner table, and during set activities.
- **Safe Places**
 - Phones are not used in bathrooms, bedrooms (after bed-time), or in private areas unless arranged.
- **Open Phones**
 - Staff, parents and caregivers can check phones at any time for safety.
 - We value trust and transparency - but safety always comes first.
- **Kindness First**
 - Phones are used to be kind, and not to bully, tease, exclude or share hurtful content.
 - Think "If it's not kind, it's not online."
- **Know When to Stop**
 - Students learn to recognise when they need a break from screens.
 - Support is given calmly if phones cause stress, anger or sadness.

Daily Flow for Phone Use

7am - 3pm (weekdays, school days): No phones. Focus on learning and face to face interactions.
3pm - 5pm (approx.): Phones away. Focus on physical activity, planned outings or shared games.
5pm - 8pm (free time): Monitored free phone use with kindness expectations.
After 8pm: Phones handed into staff for safe overnight storage.
Weekends: Limited phone use when students are engaged in planned outings, chores, physical activity, or shared games. Otherwise monitored free phone use up until 8pm.

Family and Home Partnership

Families are key to making "Safe Phones, Safe People" work!

We ask families to:

- Follow similar phone rules at home (no overnight bedroom use, kind messages only, open phone policy.)
- Have regular check-ins about online experiences.
- Use the same 5 rules at home.

Mobile Data and WiFi Safety

We strongly advise parents and caregivers to remove all access to mobile phone data before students arrive at HRC.

The WiFi system at HRC offers safety nets to help protect young people from harmful content online.

Each house also has its own smart phone and landline should students need to contact family.

What Happens When Rules are Broken

- Calm conversations and gentle reminders.
- Short phone breaks if needed.
- Reteaching/coaching sessions to build better habits. Working with not for or against the young person.
- Extended phone breaks if young person continues to show unsafe behavior using their phone.

(Our aim is to build trust and transparency through a firm but fair approach.)

Special Support for Neurodiverse Students

- **Individual Plans:** Some students may have customized rules based on their age and stage of life (eg. Calming apps, timer use, adjusted time limits.)
- **Visual Reminders:** Rules are posted clearly with pictures and simple words.
- **Coaching Approach:** If mistakes happen, we reteach and guide - offering support and re-direction when necessary.
- **Celebrating Success:** Positive phone use is praised!

Our Shared Goal: **Safe Phones → Safe People → Safer Together**

Netsafe has further advice, support and a confidential helpline: 0508 638 723
<http://netsafe.org.nz/parents-and-caregivers>

