



HRC
Te Otu Mātua

2021

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A message from the Board Chair

Low student enrolment numbers continued to be an ongoing problem at the school this year. It remains a puzzle for us as we know an enrolment at HRC can be, and often is, a life changing experience for young people. We know there is a need for the school. Our colleagues in other schools tell us this. However, barriers seem to be placed in the way of students enrolling at HRC, and it is these barriers we believe need to be demolished.

Enrolment should be a straight-forward process. Decision making with respect to whether or not a potential student gets a place in the school should be in the hands of the principal and senior staff. They are the best placed people to assess the 'fit' with respect to enrolling a new student. We have a wonderful resource at HRC; lovely grounds, superb residential facilities, and staff who are 100% committed to the values and purpose of the school. We would be delighted if the next 12 months saw a steady growth in student numbers at the school, leading to a point where demands for further facilities and buildings became a focus of our Board

meetings and discussion amongst the staff.

HRC continues to do what it is designed to do, very well. This doesn't happen by chance. It's the result of lots of planning by the staff, together with a strong focus on the needs of every individual student. I know the staff want to 'do it right' for all students. Getting near to 'doing it right' is never good enough for the staff. The Board commends and thanks the principal and all staff for their focus on the students and on successful outcomes for all students at the school.

Covid-19 and the Delta variant have impacted on our country again this year. Whilst the impact at HRC has been smaller this year than in 2020, as a country we continue to live with a degree of apprehension about the future and the potential impacts of Covid-19 on our lives. At the time of writing, the country has just moved into the traffic light system for managing Covid-19. I remain hopeful that this, together with reaching national vaccination targets, will mean that 2022 will see zero disruptions to schools caused by Covid-19.

I know Board members join with me to thank Janine Harrington and all staff for their care of the students at the school this year. We particularly value the ways in which staff look to innovate and to develop programmes fitting the needs of all students. The result of all of this is successful students who look back at their time at HRC with warmth and with a sense of positive achievement.

My thanks to all Board members for their contributions to governance at the school this year. Although our year has been disrupted at times by an inability to travel due to lockdowns elsewhere in New Zealand, alternative ways to meet have worked well.

Best wishes to everyone. Thank you for being part of HRC in 2021.

Dave Turnbull
Board Chair





A message from our Tumuaki

Kia ora koutou katoa. Nau mai, haere mai, e te whānau.

Our focus value for 2021 was Be Resilient / Manawa-Roa. Resilience is typically defined as the capacity to recover from difficult life events. It's your ability to withstand adversity and bounce back and grow despite life's downturns.

Sometimes, one word is all we need to completely illustrate a person. Or in this instance, a group of 'persons'. The whānau of Te Otu Mātua – our resilient ākonga and kaiako.

As you know, 2021 has been overshadowed by Covid-19. I am unreservedly proud of how our ākonga and kaiako and their families responded to the pandemic and what our college still achieved. In 2021 kaiako implemented a variety of programmes that developed ākonga resilience, and Covid-19 offered an opportunity for students to put their new skills into practice! Well done to you for coming through the year so well in the face of so much uncertainty. We cannot control what happens to us in life, but we can control our reaction, resilience and healing.

At the beginning of 2021, in our termly newsletter, I wrote about one of our students having a conversation with Hon Jan Tinetti when she visited us in April. In this conversation, the student described to Hon Jan Tinetti the tools that he had developed at HRC that are now part of his 'lifetime toolbox'. I am confident after the year that has been, our students will be adding resilience to their toolbox.

2021 saw some exciting beginnings at HRC Te Otu Mātua. We ran the pilot for the Kawatea Programme working with local day school students from other schools. We developed new indoor and outdoor sensory and wellbeing spaces. We joined an orchard programme and planted a number of fruit trees that one day students will be able to eat from and take shade under. We installed a firepit so students can sit on logs and toast marshmallows together. Kaiako were all trained in and implemented the Purposeful Use of Daily Life Events framework enhancing our ability to work more therapeutically with ākonga. We worked hard to publicise our school to referrers in the hope we can increase student numbers.

This 2021 magazine is a snapshot of the highlights and memorable events of our year at Te Otu Mātua, and a record of the students and staff members who formed the HRC whānau and community in 2021. I hope turning its pages will transport you back through a year of learning, laughter, and crafting of connections.

Despite everything, 2021 has been a successful year. To those who have, directly or indirectly, enriched the lives of our students this year: parents/caregivers, kaiako, the Board of Trustees, and all our greater whānau, I thank you.

Janine Harrington
Tumuaki Principal



Residences

When we reflect back on 2021, we will all have slightly different feelings to sum up the year, and for me, 'dull' will not be one of them. Covid-19 has provided plenty of challenges and I have been very proud of how the students and kaiako have used the three HRC values of relationships, resilience and reflection to bring whakarangatirahia to life, that is, be the best you can be.

With the graduation of Laura and Ruby at the end of Term 1, we had no girls on our roll and sadly had to close whare Owaka. At the beginning

of Term 2, we opened whare Huritini to better meet the needs of the increasing number of boys on the roll.

As we live in a co-ed world, I believe having a mix of boys and girls at HRC provides a more holistic environment and creates more opportunities for learning and developing appropriate social skills. Towards the end of the year, we were very happy to welcome Arorangi into the HRC whānau and once again open whare Owaka.

It is great to hear from students who

have left HRC and to catch up on their progress. One of the common themes is how much they enjoyed their time at HRC, and the one regret is that they didn't try harder while they were here.

So for those reading, take note so that when you reflect back on 2022 you will be proud of doing your best with no regrets.

Jon Purdue
Associate Principal - Residential



'Sunrise at HRC' - photo by Tyrrell, ākonga at HRC.

Te whare a Owaka

It was sad to see Laura and Ruby leave HRC, but a happy time that they were back with their whānau.

After their departure, te whare a Owaka was closed until Term 4 when we saw the arrival of Arorangi. It was a slow and careful transition for Arorangi into Owaka and to her classroom. She chose a room and made it her own. Arorangi got to know the kaiako who would be

working with her, and then the wider HRC iwi.

Arorangi has a quiet strength about her and she loves to go shopping. She would like to work in Footlocker before she becomes a lawyer.

Kia kaha kotiro! Ka mau te wehi!

Mihi Christie
House Manager



"It is a privilege for HRC to go to technology at Hillmorton High School and get to make cool stuff.

The best part of being at Halswell Residential College is earning my black ABAS band. This means I have completed my 55+ goals. The craziest thing that has happened to me is asking about a suitcase, only to find out my mother was here to visit.

My favourite activities were ten-pin bowling, pocket money spending and earning money by doing paid chores."

- Ruby



Te whare a Makonui

We had a wonderful year in Makonui. The ākonga focused on their social and living goals, along with creating friendships with new ākonga while remaining resilient to everything else that happened around them.

We welcomed in new ākonga who were very engaged in their goals and establishing friendships. All ākonga excelled with their goals and their extra-curricular activities such as Mega Air, electric drift trikes, Student Council, bowling and much more.

The ākonga enjoyed brushing up on their trampolining skills on our outings. Vijay particularly enjoyed the half-pipe, trampoline basketball and the multiple bounce box challenge. A trip to ten-pin bowling was a great experience for

all ākonga; testing their dexterity, resilience, and social skills in a competitive environment.

The electric drift trikes were definitely a Makonui highlight this year. It was a great new experience for the ākonga. They were able to use their developed skills which they have learned from drifting on the school trikes.

The ākonga also visited the driving range to improve their golf swing.

It was a great year for all ākonga; learning new skills and developing existing ones. Keep up the good work!

Ben Featherstone
Youth Worker

“I enjoyed going to a Chinese restaurant with Jessie and learning to use chopsticks.

My best achievement this year was earning House Captain.

I am looking forward to coming back next year.”

- Vijay



Te whare a Tauawa



Kia ora whānau.

As another year came to an end, ākonga were excited for the coming holidays, as were kaiako. We were all naturally concerned about Covid-19 and how we as a whānau, would cope. Our tumuaki did well to keep us all informed and safe.

The ākonga progressed well within the whare, having their usual ups and downs and kaiako awhi them through.

Te kaiwhakahaere
Timoti Christensen

“I feel that I am doing a lot of learning while I’m here. The staff here are good to me, better than my other kura. I enjoy most of the activities here, like Woodford Glen Speedway, Adrenalin Forest, plus more.

I do enjoy most of the food we get from the kitchen. I am on level 3 (Amokapua) of the Poutama. This is where I learn goals in Māori like karakia. I will be on Mana-Tu-Toa next and will have my phone 24/7. Also I have my blue band (wristband achievement system).

I am proud of what I am doing here.” - Marcel



“I enjoy being here at HRC. I will miss it when I leave. My best activities are hide and seek, when we do this in the dark. The escape rooms is another activity I like.”

- Rhome



“I enjoy hanging out with my friends and seeing Nan on the weekend. I miss some of our staff that are working in the girls’ whare. I enjoy going out with kaiako (on activities). I am working hard on my Poutama and learning my pepeha.”

- Jony



Te whare a Huritini

Nau mai haere mai ki te whare o Huritini!

Huritini was established in Term 2 as a house for ākongā with ambition to develop their independence skills.

Huritini organised activities and programmes to support ākongā in developing relationships with the community and to challenge themselves to learn new skills out of their comfort zones.

Covid-19 had a big impact on our kura once again in 2021. It tested us to adapt and overcome the challenges it presented. It gave Huritini great pride to see our ākongā embody HRC's values in the most challenging times. One of our senior ākongā showed manawa-roa over a long period by completing his study from Auckland while in lockdown.

Having a new house meant new faces but it also meant saying goodbye to some old friends. We were sad to see two of our senior ākongā, Oliver and Cameron, embark on the next part of their journey. But we are excited for them and can't wait to see what they get up to.

It then came time to welcome Brodie to Huritini. Brodie added a lot of energy and excitement to the house.

Upon whaiwhakaaro of our year together, it was awesome to see each of our ākongā and kaiako striving to do their best.

Tū meke whānau o te whare Huritini!

Mihi Christie
House Manager



"I didn't like staying overnight but they helped me stay calm at night time. I also learned how to skate big ramps and I enjoy going to the skatepark."

- Brodie



"I had lots of fun before the lockdown and then I had to return home. I missed everybody and I was really looking forward to returning to HRC to pick up where I left off."

- Cameron





Day School

Reflecting on the year that was, we are fully aware of how our own HRC journey and the pandemic journey are intertwined.

This year we have adapted, postponed, and cancelled some of our usual programmes and events.

We have held on to our vision 'whakarangatirahia', supporting our ākonga to be the best they can be.

We have kept true to our values:
 - build relationships/whanaungatanga
 - be resilient/manawa-roa
 - reflect/whaiwhakaaro

And we have said haere mai to some ākonga and kaiako and haere rā to others.

In the safety of their relationships with kaiako and peers, our ākonga have had multiple opportunities to practise emotional regulation. Planned and incidental teaching reinforces skills in mindfulness, meditation, deep breathing, yoga, developing a growth mindset, as well as recognising, understanding, and labelling emotions using the Zones of Regulation, and/or the more nuanced 'mood meter'. The latter includes identifying the energy felt as well as the pleasantness of one's mood. For example, in the red zone, one could be 'enraged', which is a high energy but an unpleasant mood, or merely 'peeved' which is a lower energy but a slightly more pleasant mood. Similarly in the green zone,

one might be feeling 'sleepy' - low energy and slightly pleasant mood or 'fulfilled' - higher energy and an even more pleasant mood. If this idea intrigues you, Google 'mood meter' for a more detailed description. Being able to identify emotional responses is foundational to being able to self-regulate. Kaiako too, in parallel process, have had multiple opportunities to practise and model self-regulation. This is participating with others as we live our lives.

In their classroom learning spaces, students engaged well in STEAM activities that use science, technology, engineering, the arts and mathematics to access learning. They participated in interchanges with opportunities for mixing with other students outside their class, and attended friendship groups run by Mana Ake kaimahi. Along the way, some learned to knit, some learned to make barista coffee, some learned to serve as waiters and waitresses, some learned how to restore a go-kart, and some learned to walk dogs and care for fish. Of course, they continued their personalised learning in literacy and numeracy as well. During lockdown, most Zoomed in from their home learning spaces, to connect with their kaiako and other ākonga.

As we prepare to leave the 2021 academic year, and enter a new phase of the pandemic journey, this karakia whakamutunga seems

appropriate for us all.

Kai tau te rangimārie
 Ki runga i a tātou katoa
 Ngā manaakitanga
 Kia a tātou
 Hui e, taiki e.

Let there be peace
 Upon everyone
 May we all be blessed
 Bind us together.

Anne Askey and Greg Young
 Associate Principals - Day School



HRC's gratitude tree is pictured above. Kaiako and ākonga wrote a note of gratitude on each leaf.

Kawatea

2021 was an exciting year for Kawatea. We were extremely privileged to pilot an ASD class for local students in Years 3–5. This meant Kawatea was run a bit differently from the other classes.

Our five students: Travis, Ryder, Dysharn, James, and Rival-reign arrived from their homes each morning and returned at the end of the day. Our timetable included the usual individualised learning, with a strong focus on returning back to their schools.

For the pilot, the students are in Kawatea for two terms, with a third term to transition back to their home school.

The focus in Kawatea is understanding our students' sensory and learning needs, and then understanding what strategies work for them to increase school engagement. I'm hopeful with this understanding, we can help these students transition back successfully.

As well as the usual subjects of writing, maths and reading, every day we do mindfulness, and we found that our students really enjoyed relaxation and calming activities. This worked nicely alongside the Zones of Regulation curriculum that teaches students to identify how they're feeling, and how they can remain calm and ready to learn. This is an approach we use at HRC across all our classes and residences, and it's also used in many mainstream schools.

I would not be able to run this class without the support of two teacher assistants (currently Cass and Ruth, and previously Josh and Jan). I am also

very appreciative of the day school kaiako who did extra supervision at morning tea time, and sat with our boys at lunch time.

I've also personally enjoyed the network of parents and professionals I've worked with outside of HRC. Each student has a large team around them made up of staff from HRC, their home school, a Ministry of Education psychologist, and people from other services supporting the student. By far, the most important person (or people) in the team, are the parents/caregivers. I really enjoyed the daily contact I had with the mothers/caregivers of my students. They are all ferociously dedicated to the wellbeing of their child, and remain their biggest advocate.

It will be sad to farewell the Kawatea students as they transition out, but I know that they have gained some new skills during their time with us. I also know we have been able to help the other schools to better understand the needs of these students so they can go on to have success at school.

Sarah Hall
Teacher



Te Puna Wai

*Be not afraid of growing slowly,
be afraid of standing still.*

- Chinese Proverb

This year in Te Puna Wai, we have had a huge wellbeing and emotional intelligence focus. We have been learning about how we learn, and to value our positive change and those who help us. We have practised (almost daily) mindfulness meditations and had regular mindful moments.

We've loved going on outings, though this has changed with Covid-19 precautions, and we have spent a lot more time outside. We have enjoyed going on walks while the weather has been good. It was great to spend more time with Raumata when our classes joined for a topic on 'Disasters and Destruction'. We also mixed it up with an interchange of science, art and technology where the teachers enjoyed getting to know and working with different students.

We have learned to be more patient, to knit, and practise gratitude along with so many more new skills. We have become braver talking in front of a group and being able to do karakia in class, which was very nerve-racking to begin with. We have played football (indoors and out). We even tried pétanque which was a challenge, as well as learning to play tapu ae (Māori ball game).

We welcomed Luka, Vijay, Tyrrell and Jony to our class, and farewellled Ruby, Noah, Tyrrell and Luka.

I am incredibly proud of the achievements of everyone in Te Puna Wai. Their growth has been impressive, and their newly acquired skills make them even more impressive.

Kia kaha.

Nicole Todd
Teacher

"I have enjoyed being able to do mindfulness, relaxing and breathing, and doing technology where I made a jewellery box and a chopping board. I loved going on outings, especially bowling, and joining in with sport."

- Ruby



Raumata

Time has flown by this year and what a year it has been! Kaiako and tamariki of Raumata have welcomed two new students in Term 4; Thomas and Leighton. Both Jane and I are excited to see what they will achieve in the new year.

The students of Raumata have been working hard this year. We have been learning new information about 'disasters' that have occurred around the world; past and present. Some of the topics have included the Twin Towers, MH370, Christchurch earthquakes and a lot more. The students also picked their own disaster to research and create a PowerPoint presentation. I am very proud of all the students for engaging so well in this topic.

We have started a new focus on financial literacy. We think this is an important area to focus on if the students want to live independently. We have set the students up with their own spending accounts and saving accounts through banqer.co.nz. So far, the students have learned about the minimum wage and how to fill in a timesheet.

Over the year, we have been playing sports like pétanque, basketball, T-ball, and football. Some students were hesitant at first as they had not played before. All students were able to overcome their fears of trying new things and give the games a go.

Kia kaha, Merry Christmas and Happy New Year.

Jess Grenfell
Teacher

We asked the students what they have enjoyed at HRC this year, and this is what they had to say:

Rhyme: I have enjoyed everything.

Marcel: I have enjoyed preparing and helping with the hāngī, and getting to meet Nala, the new puppy. Raumata celebrated my birthday by getting me birthday cupcakes.

Thomas: Rebuilding a go-kart with Simon and Steve. We added a new carburetor and a new engine.

Elliot: I have enjoyed practising social etiquette at cafés each week. I have enjoyed helping staff with their computers.

Leighton: Just being here.



Tihao

Tihao classroom was opened in Week 7 of Term 3 when Brodie started at HRC. Brodie settled in well and as a result he has been flourishing.

Education Outside the Classroom (EOTC) has been very successful for Brodie as he feels safe in this environment. EOTC has provided many opportunities for learning social skills and Brodie has proven that he can interact in a very positive manner with members of the general public. He communicates extremely well and is appropriate with his interactions. He never misses an opportunity to chat and ask questions to anybody walking or biking close by.

Brodie has assisted in the planning of our outings through doing research on the area and completing an outing checklist to ensure that we have everything that we need in order to be successful. We have visited many different areas of Christchurch including Taylors Mistake beach, Godley Head Track, Washington Way and Knights Stream skateparks, Flowers Track on Scarborough Hill, McLeans Island and Crocodile mountain bike tracks, Washpen Falls walking track, and the Halswell Quarry.

Our outings have also provided our learners with physical challenges where our muscles and cardiovascular systems needed to work hard, and as a result our minds needed to be mentally strong. Brodie's mountain biking skills have also improved significantly.

The Term 4 focus was food, whānau and socialising with our friends in other classes. We have prepared four big meals for our whānau, provided food for five busy Friday afternoon café gatherings, and we have learned how it is very important to eat food that digests slowly in our tummy. This makes us feel safe, settled and happy. We are learning how to make real café-level coffee and other hot drinks,

and Ben has taught us some tricks of the trade.

Towards the end of the year, we have been to RDA on four occasions and this has been mostly successful. We have successfully integrated into the Tuesday afternoon interchange with the other classes, and we regularly visit other classrooms for a catch-up. We have also started doing fitness with the rest of the ākonga at HRC.

In Tihao, we have set up a Breakfast Club where we always start our day. This club provides us with the opportunity to connect with whānau, kaiako, and prepare and share food. This time is very important for Tihao as it gives us a chance to settle into school at the start of the day, chat about what is happening today and also reflect on yesterday.

Andy Dickison
Teacher

“My favourite part of being in Tihao has been the mountain biking and the swimming in the HRC pool, but I love everything.”
- Brodie

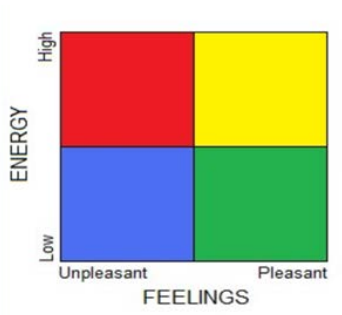


Mood Meter

The Mood Meter is a way of being able to plot how you are feeling and is used to name the emotion you are feeling. You plot how much energy you feel in your body (on the vertical axis), and how pleasant that feeling is (on the horizontal axis). Where these two feelings meet is a (surprisingly accurate) emotion name.

By being able to do this we can name our emotions. By being able to name our emotions we are able to have more control over the way we are feeling and be able to make choices about what we do next.

Socially Speaking has been helping us use the Mood Meter in class with laminated sheets, but there is also an app you can use on your phone.



Enraged	Panicked	Stressed	Jittery	Shocked	Surprised	Upbeat	Festive	Exhilarated	Ecstatic
Livid	Furious	Frustrated	Tense	Stunned	Hyper	Cheerful	Motivated	Inspired	Elated
Fuming	Frightened	Angry	Nervous	Restless	Energized	Lively	Excited	Optimistic	Enthusiastic
Anxious	Apprehensive	Worried	Irritated	Annoyed	Pleased	Focused	Happy	Proud	Thrilled
Repulsed	Troubled	Concerned	Uneasy	Peeved	Pleasant	Joyful	Hopeful	Playful	Blissful
Disgusted	Glum	Disappointed	Down	Apathetic	At Ease	Easygoing	Content	Loving	Fulfilled
Pessimistic	Morose	Discouraged	Sad	Bored	Calm	Secure	Satisfied	Grateful	Touched
Alienated	Miserable	Lonely	Disheartened	Tired	Relaxed	Chill	Restful	Blessed	Balanced
Despondent	Depressed	Sullen	Exhausted	Fatigued	Mellow	Thoughtful	Peaceful	Comfortable	Carefree
Despairing	Hopeless	Desolate	Spent	Drained	Sleepy	Complacent	Tranquil	Cozy	Serene

<https://www.marcbrackett.com/about/mood-meter-app/>

Work Experience



An important part of our 'learning for life' class is to focus on functional academics and work experience which prepares our older ākonga for further study or employment when they leave HRC.

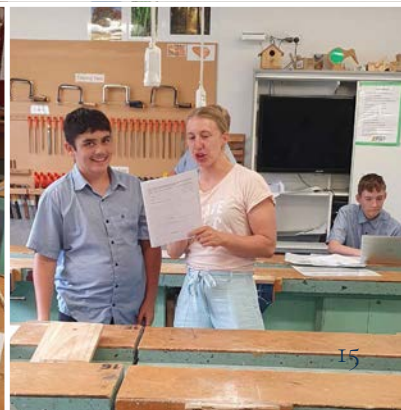
During 2021, Ollie enjoyed his work experience placement at Musgroves; a building materials and joinery yard. Other placements included a doggy day care centre and maintaining the HRC sports equipment.



Whaowhia te kete mātauranga
Fill the basket of knowledge.



Technology and practical skills





The Purposeful Use of Daily Life Events

This year a key strategic focus was to embed the Purposeful Use of Daily Life Events (DLE) into the daily practice of all HRC kaiako, which became a goal for all kaiako in our annual performance agreements.

The monthly group supervision for the DLE champions was very helpful in helping DLE become part of the way we work rather than a training programme we have completed.

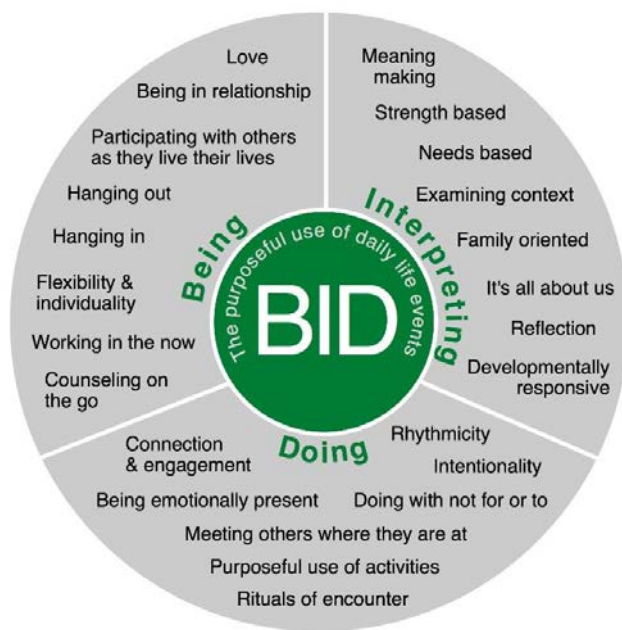
Many of the kaiako found that the DLE framework fitted in well with much of what we were already doing and it helped kaiako become more intentional in their practice.

The three relational-based frameworks we work under are:

- DLE
- The Three Pillars of Trauma-Informed Care
- Safe Crisis Management

and they integrate well as part of providing a therapeutic milieu at HRC focusing on our values of *reflection, resilience, and relationships* for our students to 'be the best you can be'.

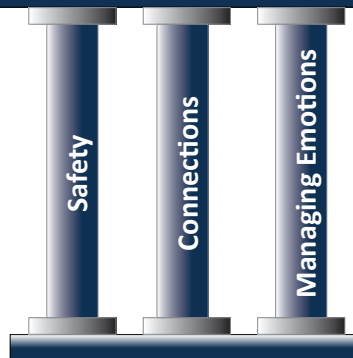
Be the best you can be
 Whakarangatirahia



Characteristics of a Relational Child and Youth Care Approach

Freeman, J. & Garfat, T. (2014). Being, interpreting, doing: A framework for organizing the characteristics of a relational child and youth care approach. *Child & Youth Care Online*, 179, 23-27. Retrieved from <http://www.cyc-net.org/cyc-online/jan2014.pdf>

The Three Pillars of Trauma-Informed Care



Further information is available by searching for the article by Howard Bath, The Three Pillars of Trauma-Informed Care

Every interaction by every kaiako with every child has the potential to make a positive difference.



ENGAGE Programme

During 2021, the ENGAGE team initiated a new self-management programme while interacting with the ākonga.

The rules of the games, which included consequences for negative behaviours/dialogue, were agreed by all prior to the game starting. At first, the ākonga struggled with the new agreement and needed continuous prompting, but as sessions went on kaiako noticed a substantial decrease in the students' anxieties, negative interactions, and the need for reminders to stay calm.

In Term 2, kaiako worked alongside new ākonga. One recent ENGAGE graduate had the chance to mentor a student beginning the programme. By doing so, the graduate who led the games felt empowered, gained a stronger sense of worth, built on coping skills, and learned how to be more tolerant of others.

At times during the programme, two or more ENGAGE teams may join. This provides an opportunity for ākonga to practise the skills they have developed as they interact with their peers.

During the year, we had six ākonga graduate from the ENGAGE programme.



"I have really enjoyed ENGAGE. Changing the wheel with Simon was great too."

- Vijay



Enhancing the Neurobehavioural Gains with the Aid of Games and Exercise (ENGAGE)



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



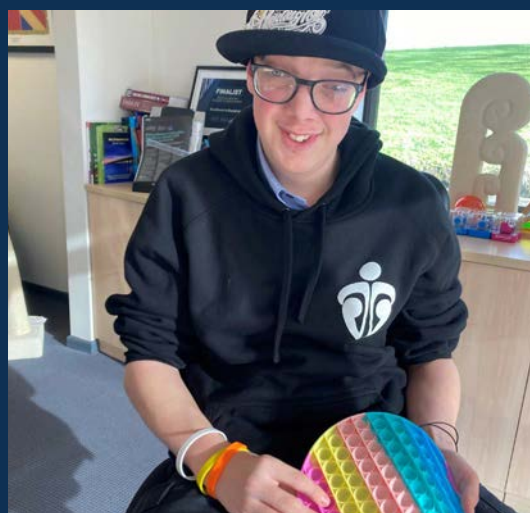
Celebration Assemblies



Wristband Achievement Bands

Wristbands are awarded for achieving residential goals. Our students, supported by our kaiako, work hard to achieve goals throughout the year.

They are ordered the same as karate belt progressions:
white, yellow, orange, green, blue, red, brown, black.



Hāngī 2021

Good food is central to the spirit of hospitality.

There are few experiences that rival sharing a feast cooked in a traditional Māori earth oven, known as a hāngī, a centuries-old cooking method perfect for feeding a crowd and bringing a community together.

In November, the HRC whānau and wider community came together to celebrate Te Wiki o Te Reo Māori with a fabulous hāngī.

Kaiako and ākonga dug in and helped prepare, cook and serve the hāngī. We certainly felt connected as a people as we shared a meal and we left feeling very full of aroha and kai!



NZGSE

New Zealand Graduate School of Education

Each year the intern teachers from the New Zealand Graduate School of Education (NZGSE) come on site for two weeks. During their time here, they engage one-on-one with our ākonga and develop a relationship that provides an opportunity for ākonga and interns to both teach and learn from each other.

The highlight of this programme is always 'game day' when the visitors versus the ākonga in a game of t-ball on the final day.



Kirihimete Grotto by our ākonga



College Values

The 3 Rs

Manawa-Roa

Be Resilient

Whanaungatanga

Build Relationships

Whaiwhakaaro

Reflect

Annual Value Focus

‘ **Manawa-Roa**
Be Resilient ’

A place for energy...

Along with classroom yoga, flexible seating and fidget gadgets, the new HRC sensory path has been a great option this year for helping the kids re-focus their energy by engaging different parts of the body and brain.



A place to calm...

The newly established sensory zone outside of Te Mapua is aimed at engaging the five basic senses:

sight: a simplistic and symmetrical garden design promotes a calming energy.

smell: plantings include scented geranium, lavender, rosemary, and a bay tree.

sound: running water, and wind chimes in a nearby tree.

touch: different textures of plants, touching water as it runs over the concrete ball, touching the smooth wood and rough concrete.

taste: wild strawberries, rosemary, oregano, and other herbs.

In addition to this zone, we also have a new fire pit where kaiako and ākonga come together to korero, share stories, and toast marshmallows.



Safety in the surf ...



Each year our ākonga enjoy a Beach Education Day at Spencer Park Beach. The day is run by Spencer Park Surf Life Saving Club.

The beach education programme includes clubhouse, beach and water activities. Students use critical thinking in order to learn life saving knowledge including how to identify

and escape from rip currents and how to practise safe, fun ocean activities. Practical water skills are learned while in a real beach setting.

This year the sun decided it didn't want to come out - but with the help of our trusty wetsuits we managed to stay warm. A lot of learning and fun was had by all.



...and fun on steeds



...and then back to HRC for a feed



Thanks for the fry bread, Marcel!



Sport and PE

“Be strong when you are weak; brave when you are scared; and humble when you are victorious.”





Football Special Olympics

A fantastic season for the HRC football team, FC Halswell, who played in the Special Olympics Canterbury Secondary Schools' football event.

FC Halswell was in the top division, defeating both the Allenvale Kickers and Papanui Panthers. An extremely hard-fought match against the Riccarton Rangers resulted in a draw.

The last match against Rangiora Rockets was the event final. FC Halswell played extremely well but Rangiora Rockets prevailed and FC Halswell was placed second overall. Ka pai!



T-ball

The HRC T-ball team was undefeated during the Canterbury Secondary Schools' T-ball competition.

They played Waitaha School, Ferndale School, Allenvale School, and Riccarton High School.

The students batted and fielded with skill and determination. Every player contributed to a very successful team effort.

A huge thanks to all the kaiako who supported the team.



Pétanque

Pétanque returned for the first time since 2010.

HRC was proudly represented by three teams at the Secondary Schools' pétanque competition.

Ngā mihi to the Christchurch Pétanque Club for giving HRC ākonga an opportunity to test their resilience and learn something new.



Plus so much more





Fishing for dinner at Lake Tekapo



Kaiako/Staff of 2021



Anne Askey
Years of Service: 22



Ruth Baker
Years of Service: 04



Jon Birtles
Years of Service: 12



Deborah Brown
Years of Service: 19



Hayley Campbell
Years of Service: 05



Kahu Christensen
Years of Service: 01



Timoti Christensen
Years of Service: 29



Mihi Christie
Years of Service: 17



Jono Clarke
Years of Service: 06



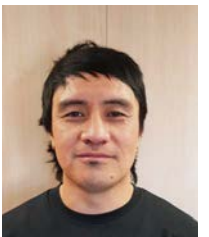
Andrew Dickson
Years of Service: 01



Lorna Evans
Years of Service: 18



Ben Featherstone
Years of Service: 02



Junior Fesola'i
Years of Service: 10



Joshua Fitzgerald
Years of Service: 04



Donald Fitzgerald
Years of Service: 36



Patrick FitzGerald
Years of Service: 02



Simon Gannaway
Years of Service: 02



Jessica Grenfell
Years of Service: 05



James Grounds
Years of Service: 27



Belinda Haines
Years of Service: 18



Sarah Hall
Years of Service: 23



Janine Harrington
Years of Service: 11



Moana Hauraki
Years of Service: 14



Bev Hore
Years of Service: 29



Tamsyn Hutchings
Years of Service: 04



Natalie Iles
Years of Service: 36



Jessie Jones
Years of Service: 19



Tracey Kelly
Years of Service: 09



Kathryn Kirk
Years of Service: 29



Anna McCoy
Years of Service: 22



Marguerite Mora
Years of Service: 29



Trudi Mugford
Years of Service: 29



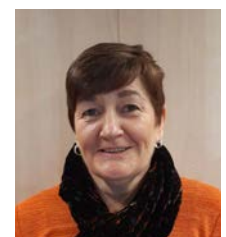
Bruce Murray
Years of Service: 14



Lisa Nicholl
Years of Service: 13



Stephen Phillpotts
Years of Service: 07



Maree Preston
Years of Service: 22

*Providing a
24/7 environment
where
'living is learning'.*

Noho ora mai,
stay well,
and goodbye...



Jon Purdue
Years of Service: 35



George Rerekura
Years of Service: 11



Jane Robb
Years of Service: 03



Tim Richardson
Years of Service: 12



Joshua Geddes
Years of Service: 01



Deb Stuart
Years of Service: 11



Lee Tacon
Years of Service: 07



Moana Taua
Years of Service: 07



Vicki Taylor
Years of Service: 07



Suzanne McFerran
Years of Service: 01



Jasmine Taylor-Harris
Years of Service: 01



Lee Thain
Years of Service: 03



Charmaine Thomson
Years of Service: 01



Theresa Thorpe
Years of Service: 29



Kirstie Lightfoot
Years of Service: 03



Nicole Todd
Years of Service: 08



Findy-Aroha Whare
Years of Service: 01



Jan Wickstead
Years of Service: 01



Greg Young
Years of Service: 22

Ākongā/Students of 2021



William Baverstock



Oliver Caldwell



Arorangi Campbell



Taylor Davis



Noah Eade



Jonathon Estall



Luka Hansen



James Harris-Mellis



Elliot Henry



Vijay Keegan



Ryder Kinley



Laura Latu



Travis McDonald



Leighton Murrell



Rhyme Nicholson-Lee



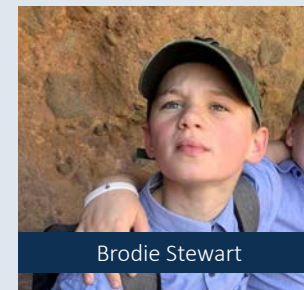
Tyrrell O'Connor



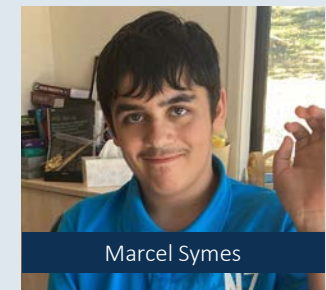
Cameron O'Reilly



Dysharn Shorter



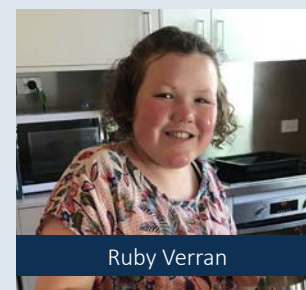
Brodie Stewart



Marcel Symes



Rival-Reign Toa



Ruby Verran



Thomas Vickery

