

NGĀ PĀNUI THE NEWS

TAHI
2025

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

Hei konā mai farewell to our tumuaki, and nau mai welcome to the new year.

It was a sad moment for HRC at the end of 2024 as we farewelled Janine Harrington, who had been principal at HRC for 14 years. Janine was the first female principal of HRC and also broke the record for the longest length of service. The HRC whānau acknowledge the considerable impact she had on HRC and the lives of past and current ākonga and their whānau and kaiako. While it was a sad farewell, we were very proud to join her and her whānau in a farewell ceremony where she was presented with a korowai from HRC. Ākonga and kaiako joined her in planting a tree to support the legacy she provided for HRC. Janine gifted HRC an original artwork by New Zealand artist Tony Cribb, pictured below left.

Several HRC kaiako and a current ākonga were honoured to be able to support Janine at her new school, Pītau-Allenvale for her mihi whakatau.

Our focus value this year is reflection, something I hope we all dedicate some time to so we can continue to be the best we can be. One of the pleasures I have from my time at HRC is hearing from former ākonga of HRC and how they are doing now. One of the common themes I hear from them is that they wish they tried harder while they were here and made the most of the opportunities they had. I ask us all to reflect throughout the year; are we trying as hard as we can, and will we regret not trying harder later? Whakarangatirahia; let us all be the best we can be so we can look back with pride, not regret.

Technology and how young people use phones and social media is often a source of concern and conflict for families. Thank you to our IEPC, Matt, who has written some words later in this newsletter which I hope you find useful. Connection to others and connection to culture is a very important part of who we are and who we become. Sadly, for many young people now, their phone is their main point of connection. We can all make a positive difference by making a conscious effort to connect with our young people through conversation and face-to-face activities.

“ Every interaction with every ākonga by every kaiako has the potential to make a difference for ākonga. ”





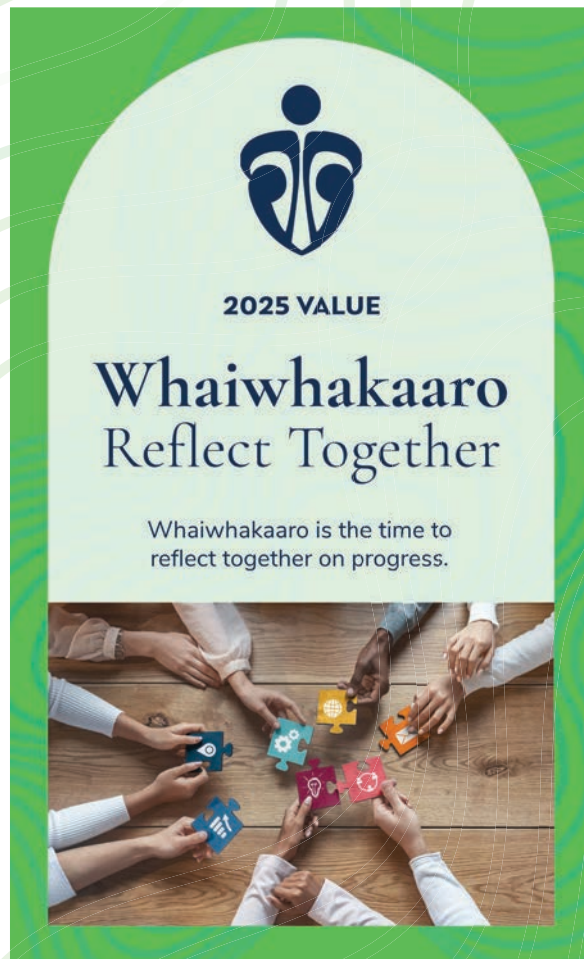
Former ākonga Shaydin and whānau proudly updating kaiako on Shaydin's progress since leaving HRC at a local rugby game.



Jessie and Jayden working together as part of Jayden's work experience.



Waitangi Day was celebrated in the whare by sharing kai.



Byrin proudly wearing his white wristband which represents the three residential goals he achieved.



Reflecting on ngā ākonga progress during the offsite technology programme.



Kaiako and ākonga coming together to kōrerorero and share a cold treat on a super hot day.

TE WHARE A MAKONUI

This term we said our final farewells to two ākonga. We wish them all the best for their continuing educational journey, and we look forward to hearing about their future successes!

One of our ākonga has been learning to manage being away from home and has been maintaining daily contact with home to help with this. He has also been enjoying the opportunity to build a friendship with a new housemate. In our whare, we've been focusing on respecting each other's personal space, and our kaiako have been leading by example.

Our ākonga have thoroughly enjoyed outings to Mega Air and Clip 'n Climb this term, where they developed their trampoline skills and practiced engaging with each other in a social setting. At Clip 'n Climb, ākonga continued to build on their tenacity and bravery by doing the 'Leap of Faith' jump at an impressive height!

Our new ākonga settled into the house well and was awarded Student of the Week and Ticks Champion on his first week at Makonui. He is making a positive impact and enjoying sharing his love of movies with us all. This ākonga is setting a great example for others with his excellent manners and respectful speech. He is learning to cope with some noise and irritation in his environment. He is also great at reflecting on recent events out loud so we are aware of what he is currently processing. He is also doing well at reflecting on his experiences out loud. This open dialogue helps us understand how he's processing things and allows us to support him as he builds resilience and makes thoughtful choices.

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

With your food basket and my food basket the people will thrive.

“

**Iti rearea,
teitei kahikatea ka taea.**

**Although the rearea is small,
it can ascend to the lofty heights
of the kahikatea tree.**

”



TE WHARE A HURITINI



As we wrap up the first term of 2025, we feel proud and grateful for the remarkable progress and achievements of our ākonga. This term has been a journey of learning, growth, and fun, and we are excited to share some of the highlights with you!

Our weekly social learning sessions have provided valuable opportunities for our ākonga to build friendships, develop communication skills, and engage in interactive activities.

Margaret Mahy Family Playground has been a fan favourite, buzzing with energy as ākonga embraced outdoor play, teamwork, and creativity. Whether swinging, climbing, or engaging in imaginative games, kaiako love seeing friendships grow and resilience develop through active play.

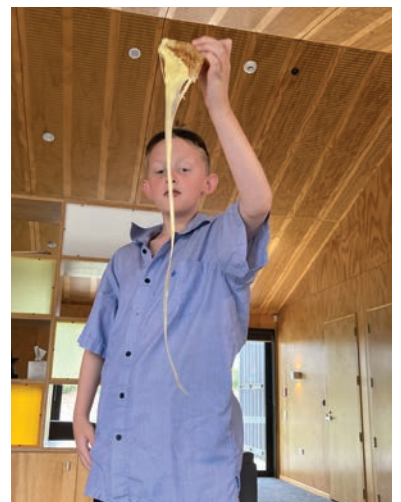
Walks in the Botanical Gardens, Halswell Quarry, and Hagley Park have been a fantastic way for ākonga to explore their surroundings, enjoy fresh air, and develop independence. These outings have provided sensory experiences and a chance to engage with the world around them.

Family involvement remains a cornerstone of our school community. The visits from parents and loved ones have strengthened connections, brought joy to ākonga, and reinforced the importance of collaboration between home and school.

We are so proud of everything our ākonga have achieved this term. As we take a well-deserved break, we look forward to another exciting term ahead filled with learning, laughter, and continued growth.



“ **He waka eke noa.**
We are all in this together. ”



TE WHARE A TAUAWA



Kua rere tenei kupu, kua tae ke tatou ki te mutunga mo nga hararei.

There have been some big changes in Tauawa this year, with Whaea Mihi becoming Tauawa manager after Matua Tim retired at the end of 2024. We have also said “haere rā” (goodbye) to some ākonga as they start their next chapter, mātātoa (fearlessly) returning home to their whānau. We wish them all the best as they continue to grow and thrive.

As the weather warmed up, we made the most of the sunny days with plenty of fun activities, including time in the swimming pool, drift trikes, and walks. We also had some exciting outings, such as eeling with Matua Tim and Kahu, going to the movies, and visiting the beach.

We welcomed a new ākonga from Christchurch just before the term break. He brings in a light and positive attitude. With his love for sports and natural talent, he has quickly become a great addition to our whare. We look forward to getting to know him better.

We welcomed back an ākonga for another term. Over the term this ākonga has become an exceptional barista, delighting our HRC whānau with coffees and hot chocolates. He continues to show us how far he has come while maintaining his great sense of humour.

Kia noho humarie ka kite tatou i a koe a te wahanga e whai ake nei.

“

Akōnga voice

I am so excited to be staying here at HRC. I want to stay here for a whole year.

I enjoy hanging out with the staff and other students and playing sports and games. I love the meals we get here; they are yum!

”

Te Kaupapa o Te Whare a Tauawa

Te Korero a Whakatakanga Mission Statement

To enhance the individual potential of each ākonga by fostering and developing skills in te reo, tikanga, and kaupapa Māori.

Enhance ngā ākonga understanding of who they are and, consequently, their pride of being Māori.

RAUMATA

Teacher: **Nicole Todd**
Teacher Assistant: **Lee Tacon**

“

Whaiwhakaaro | Reflect

Looking back, I think I can see I sometimes need to work harder.

Manawa-Roa | Be Resilient

I think I am coping with change a bit better.

Whanaungatanga | Build Relationships

I am trying to make new friendships.

”



We have been reading *Holes* as a class. The interwoven plot gives us 'spine tingles'. I have been putting in a big effort to make my writing more readable. I've learnt a bit about mass in maths. In topic we have been learning about all around the world. I now know the Pacific Ocean is the largest, and I know where New Zealand is.

One thing I am grateful for is my weekend home visit and the go-kart, and one thing I am proud of is making some friendships.



“

Whaiwhakaaro | Reflect

I am already getting better at badminton.

Manawa-Roa | Be Resilient

I am learning a new routine.

Whanaungatanga | Build Relationships

I am enjoying playing games and getting to know people.

”



I've been catching up on the book *Holes*, which we are reading in class. I've been writing my 'gratitude' and 'proud' every day. I've been learning lots of new maths games. In topic we are learning about the world. I learnt North America is a really big place.

I am grateful for the go-kart and my amazing two teachers, and one thing I am proud of is my colouring work in writing and maths.

TE PUNA WAI

Teacher: Adam Gardiner
Teacher Assistant: Sammie Anderson

This term, our class have been actively engaged in adapted badminton, athletics, softball, and T-ball, which has been developing our skills, teamwork, and perseverance. Ākonga have shown great enthusiasm and sportsmanship, encouraging one another throughout each activity.

Our science lessons have been full of exciting hands-on experiments, with highlights including volcanic eruptions created by using baking soda and vinegar. These experiments encouraged curiosity, collaboration, and critical thinking.

Another exciting aspect of our programme this term has been our weekly technology sessions at Hillmorton High School. These sessions have provided our ākonga with the opportunity to learn valuable culinary skills while having fun in the kitchen. Under the guidance of experienced instructors, our ākonga have been busy preparing delicious dishes that also teach essential life skills.

The focus of these lessons has been on nutrition, measurement, and hygiene. Ākonga have learned how to follow recipes, measure ingredients accurately, and maintain a clean and safe kitchen environment. It has been a great opportunity for our ākonga to develop confidence in their cooking abilities while gaining important knowledge about healthy eating. The joy of preparing and sharing meals together has been a highlight for everyone involved.

Our kapa haka sessions have been a wonderful opportunity to embrace Māori culture through waiata and haka, building our confidence in te reo.

We are also grateful for the addition to our team this term of a new teacher assistant, Sammie, who has brought a fresh energy to the group.

It's been a term full of achievements, laughter, friendships, and a strong sense of community. Our ākonga have made great strides in their personal development, and we look forward to more exciting experiences next term.



KAWATEA

Teacher: Sarah Hall

Teacher Assistant: Nikki O'Hanlon



Term 1 has gone with a whoosh, and there have been lots of things to whaiwhakaaro (reflect on), build on, and celebrate. We began the year by welcoming teacher assistant Nikki to Kawatea. Nikki has brought a great energy to class and relates so well to all our ākonga.

Our core focus in class is on literacy and numeracy. In our literacy block, ākonga have been doing some great writing, some of which can be seen on Seesaw. Ākonga have also enjoyed emailing their stories to various kaiako in the school. In maths, we've been learning about the perimeter and area of regular shapes and right-angle triangles, and times tables. We've also been finding out about Vietnam.

"Vietnam is between Laos, Cambodia, and China," said Jayden.

During the term we had a very special guest, Dragon, the blue-tongued lizard. Ākonga thoroughly enjoyed getting to see and hold Dragon, and we found out lots of interesting information about blue-tongued lizards.

Every Friday, some ākonga have the opportunity to visit RDA (Riding for the Disabled), an experience for many that is the

highlight of their week. During their time there, they get to ride horses and gain valuable knowledge about horse care.

Towards the end of the term, we created an erupting volcano as part of a science kit subscription we receive from The House of Science. Ākonga created flour volcanoes, added yeast, sugar, food colouring, and warm water, then watched as the mixture simulated a volcanic eruption.

As part of our Education Outside of the Classroom (EOTC) programme, Kawatea have been on outings, including one to the airport to watch planes take off and land.

"I really enjoyed going to the airport with my class," said Tristan.

As part of our work experience opportunity for our older ākonga, Jayden has worked alongside our caretaker to mulch plants, plant native trees, and tidy up the grounds with the leaf blower.

"I planted some native trees with Jessie for work experience. I enjoyed it," said Jayden.

We are feeling proud of the learning and experiences from Term 1, and we can't wait to see what Term 2 has in store for Kawatea!



KAHAROA

Teacher: Andy Dickison
Teacher Assistant: Ruth Baker

This term has been an exciting and rewarding journey for our ākonga in Kaharoa. Full of learning, growth, and memorable experiences, our ākonga have embraced opportunities to explore, develop new skills, and strengthen their social skills that will enhance their personal and academic development.

Throughout the term, ākonga have enjoyed engaging in play-based learning activities, including playing chess, draughts, Pass the Pig, and many other games, which have helped develop their strategic thinking and social skills.

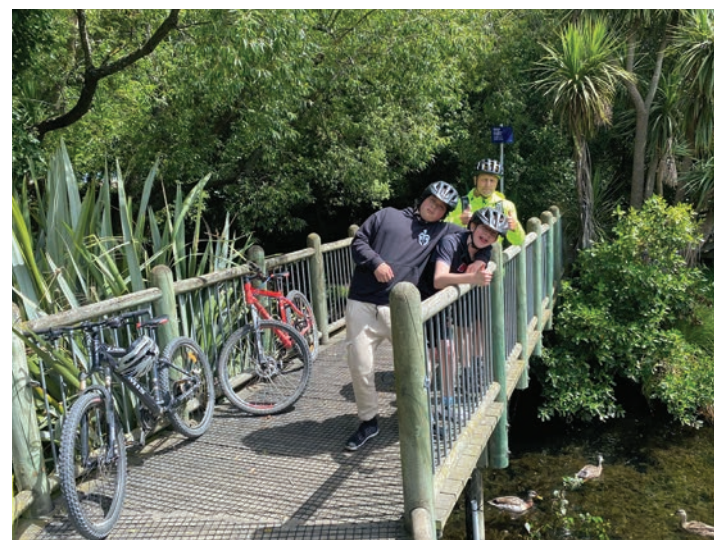
Our class has also had the chance to experience some incredible outings this term. These excursions not only offered exciting adventures but also provided opportunities for outdoor learning and personal growth. One of the highlights was our visit to Governors Bay, where ākonga explored the natural surroundings, enjoyed the fresh air, and had the chance to engage in discussions about local wildlife and the environment.

Another memorable trip was to Foster Park, where ākonga had fun playing games and enjoying the outdoors. Ngā ākonga also visited Halswell Dog Park with Heidi, Andy's dog, which allowed our ākonga to interact with animals in a safe and enjoyable environment while learning about animal care and responsibility. We had an exciting visit to the Christchurch Adventure Park, where ākonga were lucky enough to be able to climb on the rocks and watch the Crankworx mountain bike racing. These experiences provided opportunities for outdoor learning, teamwork, and adventure.

This term, one of our ākonga has particularly enjoyed reconnecting with his culture through kapa haka and waiata in class. He has been visiting his old kapa haka performances on the iPad from when he was nine years old, and this has been a meaningful experience, strengthening his sense of identity and fostering his pride.

Another ākonga spent time preparing for his transition to Haeata Community College, marking an important milestone in his journey. We had many successful visits to Haeata during the transition phase, where we met lots of new people, checked out the playground, classrooms, and most importantly, the café where breakfast and lunch is provided to ākonga. Transitions provide a wonderful opportunity to familiarise ākonga with their future school community, helping to reduce any uncertainties and build anticipation for this next phase in the educational journey. The supportive visits allow our ākonga to gain confidence and feel prepared for the new experiences that await them.

As we whaiwhakaaro on the term, it is clear it has been one of remarkable growth, transition, and exploration, filled with enriching experiences that have supported ākonga learning and development.



PHYSICAL EDUCATION

“ Let me win.
But if I cannot win,
let me be brave in
the attempt. ”

This is the motto of the Special Olympics, and this is what our ākonga were when they went to Ngā Puna Wai to compete in the Special Olympics Canterbury Secondary Schools Athletics.

Our ākonga ran the 60 metres, the 100 metres, and the 200 metres.

When the starting gun fired, the HRC ākonga ran with courage, pride, and unstoppable spirit. They crossed the finish line not just as competitors but as champions in their own right, showing us all that success isn't just about winning certificates but about having the bravery to try.

Kia kaha, kia māia, kia manawanui.
Be strong, be brave, be steadfast.



Cycling in the forest.

A great way for our ākonga to stay active, improve their mental focus, and build relationships/whanaungatanga.

LET'S TALK ABOUT PHONES



Here at HRC, kaiako are continuing to navigate the stormy adolescent 'seas' when it comes to ākonga and their phones! It's an ongoing battle that most parents/caregivers also face at home. With our ākonga belonging to a unique residential setting, kaiako are always working towards positive strategies to support young people and their phone use.

With that in mind, here are 5 quick tips or tricks HRC use to help support teenagers with their phone use:

1. We actively role model good phone habits!

It wouldn't be fair to limit our young people's time on their devices if our own noses (as kaiako) were always buried in a screen. As kaiako, we try to role model healthy phone habits by not having phones at the dinner table or when we are engaging in activities with our ākonga.

2. We establish phone and technology rules together.

When our ākonga begin their journey at HRC, they sign a phone, internet, and technology agreement together with their whānau and IEPC. This process helps outline clear boundaries and expectations around phone use at HRC. Many examples of phone and internet contracts can be found online and we encourage parents/caregivers to formulate similar plans with their children at home.

3. We help our young people recognise when they've been on the phone too long.

Before receiving their devices, our ākonga will be reminded of the expectations around their phone use, including the time limits that are in place. Boundaries and reminders are used to reinforce to our ākonga when they've been on their phones too long.

Of course our ākonga are no different to the rest of the teenage population and will always be looking to test those boundaries. But being firm, clear, and predictable in our expectations around phone use, helps to establish positive outcomes with our ākonga and their phone use.

4. We encourage transparency and open communication.

As kaiako, we try engaging with our ākonga online world as much as possible. We ask questions, show interest, and leave conversations open on the topics of social media, phones, and the internet. Building positive relationships, learning to empathise with the complexities of adolescence, and showing a 'listening ear' helps foster an open trust relationship between ākonga and kaiako.

5. We limit screen time in the evenings before bed.

Research continues to show that phones can create a sense of 'overstimulation' in young people, particularly when trying to wind down for the night. Our residential whare allow for a period of quiet time for ākonga (specific to their age, stage, and bed time) without their phones to set them up for a good night of sleep!

These tips and tricks have proven useful in our practice with our ākonga. However, we also recognise that teenagers are complex, neurodiverse teenagers are complex, the online world of phones, internet, social media, and technology are complex! And we continue to juggle these complexities with aroha and care!

Matt Stevenson, IEPC

Netsafe has further advice, support, and a confidential helpline: 0508 638 723

<https://netsafe.org.nz/parents-and-caregivers>



TE WIKI O TE REO MĀORI

The theme for Te Wiki o te reo Māori during 2025 is **"Ake ake ake: A Forever Language"** representing the resilience and enduring nature of the Māori language.

The theme reflects the resilience, adaptability, and endurance of te reo Māori, and encourages embracing and learning the language for the future.

As a response to this, whare Tauawa started a new 'mara' (garden) project which saw ngā ākonga plant fresh vegetables in two new planter boxes outside their whare. With the idea that our te reo Māori will continue to grow and flourish like a garden if we nourish and care for it.

The mara outside Tauawa continues to produce fresh vegetables for ākonga and kaimahi and the ākonga have enjoyed looking after it!



DATES FOR THE DIARY

Board of Trustees Meetings

Friday, May 16, 2025

Friday, June 27, 2025

Term 2 Final Assembly

Thursday, June 26, 2025

Term 2 Travel Days

Monday, April 28, 2025 (In)

Friday, June 27, 2025 (Out)

RSS-only Enrolments at HRC

Who makes the application?

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

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

Anna McCoy, Student Coordinator

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www.halswellcollege.com