

MESSAGE FROM THE  
TUMUAKI | PRINCIPAL

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

Thank you for considering enrolment at HRC.

HRC is a small co-educational school with highly trained staff dedicated to working with young people with complex behaviours who experience neurodevelopmental challenges such as ASD, intellectual impairments, specific learning disabilities, ADHD, etc.

Our committed kaiako (staff) choose to work at HRC because they want to make a difference to the lives of young people. Our aim is to have each child reach their potential in our safe and caring environment.

Positive, supportive relationships between kaiako and students form the basis for learning. Each ākonga is highly valued, and kaiako work with persistence to help individuals learn new skills and behaviours that will help them be the best they can be.

Our ākonga love their time in the HRC whānau. This unique setting provides common experience, camaraderie, friendship, and trust between children and adults. Because they are surrounded by others learning similar skills, they often claim this is the first time they feel like they 'fit in'.

Both kaiako and ākonga are encouraged to be enthusiastic, reflective and resilient. The goals become all the easier because the work is undertaken in a fun and therapeutic environment, and with heart.

With our small roll and high kaiako numbers, we can facilitate meaningful interactions with increased teaching moments and reinforcement. There are more opportunities to be guided, experience success, and try out being a leader.

For many, it is the first time they have made a friend or won an award.

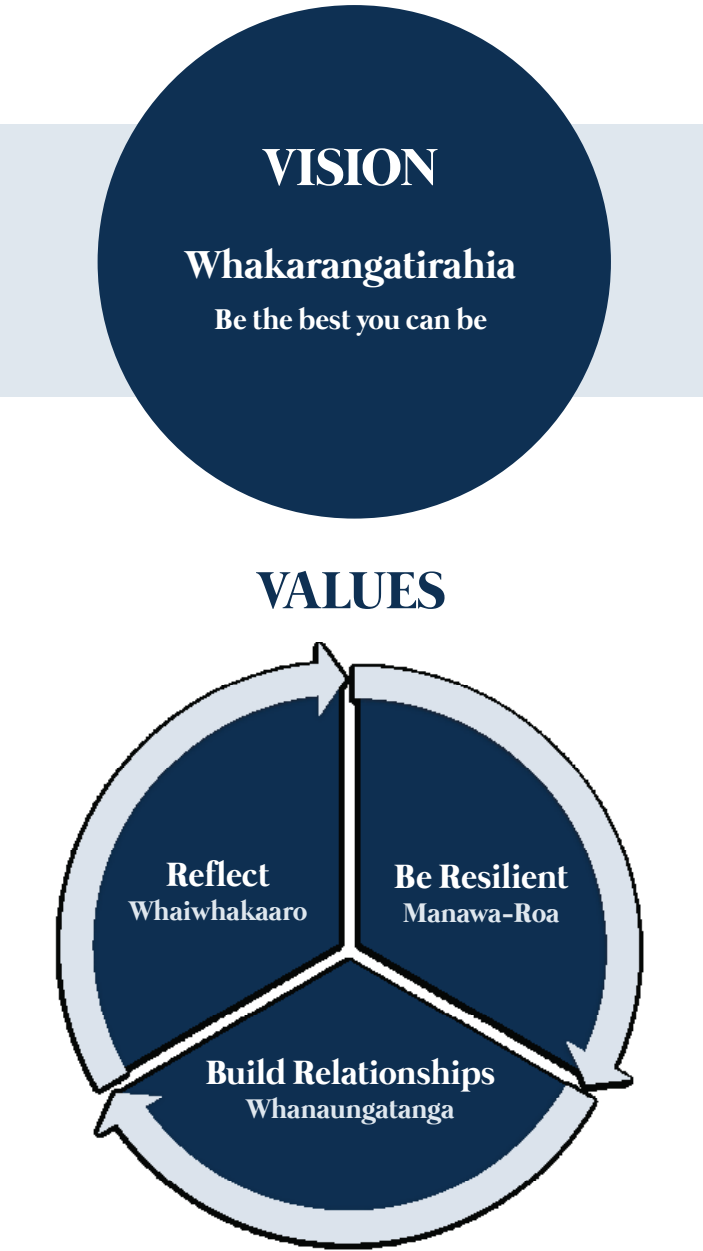
At HRC, living is learning. Our residential curriculum encourages independence and responsibility. This provides the ideal preparation for the challenges of adult life.

Rest assured, kaiako take the responsibility of caring for the young people 24/7 seriously. Graduates and whānau often tell us we have made a significant difference in their life. We hope we can make a difference for you too.

Whakarangatirahia. Be the best you can be.

MISSION STATEMENT

To deliver an effective time-limited, targeted intervention for neurodiverse and/or intellectually impaired ākonga with complex needs who require specialist intervention to develop skills and strategies to assist full engagement in their local education so they can be the best they can be.



PHILOSOPHY OF CARE

Build Relationships / Whanaungatanga

- We will create a relationship-based therapeutic milieu which is responsive to individual needs.
- We will involve ākonga, whānau and referrers in creating ākonga learning goals.
- We will seek ways to engage every ākonga.
- We will keep ākonga physically and psychologically safe.
- We will listen to, and respond, to ākonga respectfully and model restorative practice even if their behaviour is hostile.
- We will uphold ākonga dignity and privacy.
- We will have professional and collaborative partnerships to best meet ākonga needs.

Reflect / Whaiwhakaaro

- We will reflect on our practice and look for how we can do things better.
- We will ensure ākonga experience and celebrate success.
- We will ensure that consequences are a learning opportunity.
- We will capture the collective ākonga voice to improve our practice.
- We will provide opportunities for ākonga to ask for help or advocacy.
- We will provide a programme that is consistent and responsive to individual ākonga needs.
- We will give ākonga an opportunity to be part of decision-making that affects them.
- We will support ākonga to express their thoughts, feelings and ideas.

Be Resilient / Manawa-Roa

- We will model contagious calmness, persistence and resilience.
- We will recognise ākonga potential and build on their strengths.
- We will provide a range of activities where ākonga can relax, play and have fun.
- We will ensure ākonga can make mistakes without fear.
- We will accommodate ākonga physical, emotional, social, intellectual, spiritual and cultural needs.
- We will maximise incidental teaching moments.

OUR COLLEGE

MODERN FACILITIES

Nestled amongst the trees, our grounds boast expansive green spaces, playgrounds, a swimming pool, and bike track.

During 2016, a \$9-million rebuild of the College was completed which included family-style houses to accommodate up to 32 students, a multi-functional learning space (Te Mapua), and upgrades to the ākonga whānau accommodation and conference room.

There is a high-tech sensor security system which helps to keep the students safe.

DAY SCHOOL CLASSES

The day school operates with small class sizes supported by a teacher and at least one teacher assistant. Ākonga have individualised programmes as well as opportunities to work together as a class and also with the whole school.

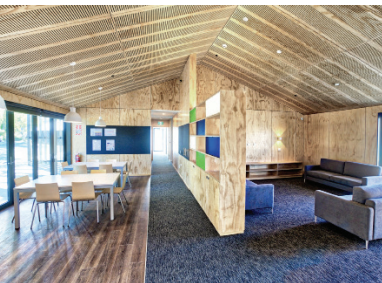
The school day runs from 9 am to 3 pm, and ākonga return to their whare for the midday meal.

HOUSES/WHARES

There are four houses, each containing eight individual bedrooms, offering residential ākonga their own private space which they can personalise with their favourite items.

**Whare Tauawa** - a whānau house for male ākonga who opt for immersion in the Māori culture.

**Whare Owaka, Makonui & Huritini** - separate houses for our male and female ākonga offer individualised programmes to best meet the needs of the current ākonga cohort.







## BECOMING PART OF OUR RESIDENTIAL WHĀNAU

All RSS enrolments are made by entering into a Specialist Education Agreement (SEA) with the MoE.

There are two referral pathways:

### RSS-only Pathway

A parent/caregiver, educator, or learning support provider can request that enrolment into a residential specialist school (RSS) be considered.

Applications are only able to be made by the young person's learning support provider in their home region. This could be an RTLB, MoE specialist, or a day specialist or fund-holder school.

There are four criteria for the RSS-only pathway:

- The young person is 8-15 years old (Year 3–10).
- The child has behaviour, social and/or learning needs that are highly complex and challenging (and may have associated intellectual difficulty) and requires support at school.
- Local learning support services/support have been considered or tried, and RSS

intervention is believed to be the best way of meeting the child's needs.

- The young person does not need an intervention in the home or community (they do not need intensive services such as IWS, Oranga Tamariki, or High and Complex Needs).

### Te Kahu Tōi, Intensive Wraparound Service (IWS)

IWS is a wraparound support programme for young people aged 5-14 years old who:

- have behaviour, social and/or learning needs that are highly complex and challenging (and may have associated intellectual difficulty), and
- require support at school, at home, and in the community.

If the young person does not currently access any learning support please contact our Student Co-ordinator to discuss the next step.

**Full enrolment details are available on our website, or from our Student Co-ordinator Anna McCoy (03) 339 7802**

## 24/7 INTERVENTION

The College delivers an intensive 24/7 therapeutic intervention, made up of day school and residential sections.

### DAY SCHOOL CURRICULUM

The day school curriculum, based on an adapted New Zealand Curriculum, emphasises development of emotional, social, and regulation skills essential to being ready to learn.

We focus on learning in numeracy, literacy, health, and physical education and we use integrated learning for science, social studies, the arts, and technology.

### RESIDENTIAL CURRICULUM

The residential curriculum involves learning skills in community use, leisure, self-care, health and safety, functional academics, home living, communication, and cultural domains.

It is designed to provide students with daily functional skills that:

- assist our students to interact with their environment as independently as possible.
- are necessary for our students to become contributing members of society.
- help our students develop a sense of dignity and worthiness.

- permit our students to problem-solve appropriately and responsibly in life situations.
- are necessary for our students to manage their own personal affairs.

### SPECIALIST SERVICES

We have a service contract with a local medical centre.

All students are enrolled for treatment at our local dental centre.



**"I am the happiest I have ever been. This school has changed my life."**  
*quote from a former student*



## CULTURAL DIVERSITY



The College aims to reflect New Zealand's cultural diversity by:

- providing a positive learning environment that will enhance the self-esteem and identity of all ākonga.
- promoting ākonga te whare tapa whā (a Māori model of wellness): taha tinana (physical health), taha hinengaro (mental and emotional health), taha whānau (family and social health), and taha wairua (spiritual health).
- providing ākonga with varied opportunities to understand and respect tikanga Māori (Māori values, attitudes and behaviour).

Te Tao Kokiri, our Māori caucus, has operated for a number of years.

This group serves the College by addressing issues pertaining to Māori, by Māori, and advises the College on our

commitment to Te Tiriti o Waitangi partnership.

We are proud of the learning experiences provided for ākonga who choose to live in our whānau whare Te Whare a Tauawa. This house is focused on kaupapa and tikanga Māori. It enhances, maintains and protects the customs, values and knowledge of te reo and tikanga Māori. The kaupapa includes teaching and developing the skills of each individual at a level relevant to their learning ability. Te Whare a Tauawa is also open to non-Māori rangitahi.

Our Pasifika staff have incorporated cultural practices, including a college-wide umu, into the HRC programme. Our Pasifika ākonga are encouraged to worship with the local Pasifika community.



For more information, please visit our website or contact our Student Co-ordinator:

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# HRC

Te Otu Mātua

[www.halswellcollege.com](http://www.halswellcollege.com)

**"It's a nice place to be, and it helps people with their problems in life. You make friends at HRC."**  
*quote from a former student*

