

MESSAGE FROM THE TUMUAKI | PRINCIPAL

Nau mai, haere mai.

Thank you for considering enrolment at HRC. 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.

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

Our dedicated kaiako choose to be part of HRC because they are passionate about making a positive difference in the lives of young people. Each ākonga (student) is supported by the wider team to set and work towards individualised goals through our All About Me (AAM) process, in a safe, nurturing environment that helps them reach their full potential and be the best they can be.

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

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, high kaiako numbers, and our 24/7 approach, we can facilitate meaningful interactions with increased teaching moments and opportunities to identify and build on the strengths of our rangitahi.

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



VISION

Whakarangatirahia
Be the best you can be



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

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 and sensory zones, a swimming pool, and a bike track.

During 2016, a \$9-million rebuild of the College was completed which included family-style houses to accommodate up to 32 ākonga, 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 ākonga 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 | NGĀ WHARE

There are four houses, each containing eight individual bedrooms, offering 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



24/7 INTERVENTION

The College delivers an intensive 24/7 therapeutic intervention, made up of day school and residential sections, where our mahi is intentionally underpinned by approaches that are trauma-sensitive, evidence and relationship-based, and culturally responsive.

An All About Me (AAM) Plan is a learner-centred approach that is individualised for each ākonga with input from the ākonga, whānau, and referrer, and guides personalised goals, successes, wellbeing, and safety throughout their time at HRC. The AAM programme includes 6-weekly monitoring and reporting on achievement throughout the intervention.

24/7 CURRICULUM

Each student's individualised goals are drawn from 12 domains:

- Health and Safety
- Self-Awareness
- Communication
- Skills for Learning
- Connectedness
- Culture and Identity
- Social Skills/Relationship Skills
- Engagement and Community Skills
- Self-Management
- Approach to Learning
- Problem Solving and Responsible Decision Making
- Functional Living Skills

We provide cultural specific goals for ngā ākonga who choose to live in whare Tauawa, and we provide age specific goals for our senior ākonga where relevant.

Learning across the 24/7 Curriculum assists our ākonga to:

- interact with their environment as independently as possible,
- become a participating member of society,
- develop a sense of wellbeing and worth,
- solve problems appropriately and responsibly in life situations,
- manage their own personal affairs.

Most of the goals are shared across both contexts, while day school and residential learning is targeted as follows:

Day School

The focus is on Skills for Learning within an adapted New Zealand Curriculum with our emphasis on English, mathematics and statistics, health and physical education. We use integrated learning for science, social sciences, the arts, and technology.

Ngā whare/Residential

Focus is on health and safety, connectedness, and functional living within the context of living life together, and using daily life events as platforms for growth.

SPECIALIST SERVICES

We have a service contract with a local medical centre.

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

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 drives 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.

"It's a nice place to be. You make friends at HRC."

former student



PROSPECTUS



HRC

Te Otu Mātua

www.halswellcollege.com

Halswell Residential College
15 Nash Road, Aidanfield, Christchurch 8025
www.halswellcollege.com

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

TE KAHU TŌI, INTENSIVE WRAPAROUND SERVICE (IWS)

IWS is a wraparound support programme for young people aged Years 0 to 10 who have highly complex behaviour, emotional, social and/or learning needs. These ākonga need support not just at school but also at home and in their community.

SELECTION CRITERIA

Further information on the selection criteria for each pathway is available on our website, or by searching 'residential specialist schools' on the MoE website.

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

There are two referral pathways:

RSS-ONLY PATHWAY

The RSS-only pathway is for ākonga aged 8 to 15 years (in Years 3 to 10) who will benefit from an educational intervention but who don't require Te Kahu Tōi: Intensive Wraparound Service (IWS).

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 ORS fund-holder school.

For more information, please visit our website or contact our student co-ordinator:

Anna McCoy
t: (03) 339 7802
e: annamccoy@halswellcollege.com
www.halswellcollege.com

"I am the happiest I have ever been. This school has changed my life."

former student

