



HRC Te Otu Mātua
Halswell Residential College

2023

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A message from our Tumuaki

Inner strength comes only to those who move forward in the face of adversity. – Phil Stutz

As we crossed the finish line of another academic year, I found myself reflecting on the unique challenges that our school community has faced in 2023. Our journey has been marked by the looming threat of potential closure, a challenge that has tested our collective resilience and determination.

Despite promises of resolution last year from the government, we find ourselves still seeking answers regarding our fate after the United Nations requested all residential schools in New Zealand be closed immediately. The uncertainty that has lingered casts a shadow over our endeavours, yet in the face of this adversity, our school has emerged as a testament to the power of grit and professionalism.

The frustration stemming from the lack of clarity on our future has at times been palpable. Some whānau have not been sure whether to enrol their ākonga. Some kaiako have wondered if they should seek a job with more certainty to safeguard mortgage payments. It is disheartening to witness a commitment unfulfilled, and promises left hanging in the air. However, it is precisely in moments like these that the true character of a community is revealed. The strength and tenacity displayed by our kaiako, ākonga, and whānau have been nothing short of inspiring. When the

issue was raised on national radio and television news, the supportive comments from the broader community were a beacon of hope.

I find sources of motivation and solace in books, and because I don't find the time to read, I listen to audiobooks downloaded from the local library straight to my phone. It takes the ordinary out of driving the car, doing the dishes, cleaning, and exercising, and at times, it makes these moments of extraordinary learning.

This year, I stumbled upon psychiatrist Dr Phil Stutz's audiobooks. Stutz reminds us that life is full of inherent difficulties. We will always have problems to overcome, and becoming frustrated or debilitated by them hinders the benefits they provide. Stutz encourages people to think differently about our most challenging problems. He prompts us to view every adversity faced, every challenge encountered, and every setback endured as events purposefully woven into the fabric of our lives to give us



opportunities to unveil latent capabilities we are yet to discover. That is, viewed rightly, adversity offers us opportunities to become better, stronger, and ultimately happier people.

This reminds me of the incredible development ngā ākonga make into becoming better, stronger, and happier people while at HRC. Ākonga are supported to face personal challenges, and they grow.

In the journey of success at HRC, ākonga often undergo a profound transformation—one that reshapes not only their external achievements but also the very core of who they are. As they conquer challenges, surpass expectations, and embrace accomplishments, they evolve into a version of themselves they never envisioned. It's a testament to the limitless potential residing within each individual, proving that one's identity is not fixed but a dynamic force waiting to be redefined. The narrative of success becomes a powerful catalyst, challenging preconceived notions and demolishing the limitations others may have imposed. In this transformative process, ākonga realise that their true selves are far more extraordinary than anyone, including themselves, could have ever imagined. By facing challenges, they rewrite the script of their identity and elevate their aspirations. Being part of the educational journey that fosters such growth is a remarkable and humbling experience.

In this moment of reflection, I want to extend my heartfelt appreciation to the extraordinary individuals who have made our school community what it is—our dedicated kaiako, resilient ākonga, supportive whānau, and committed Board of Trustees.

To our ākonga, especially those who've faced challenges in traditional educational settings, I want to commend your remarkable resilience and growth. Here at HRC, I hope you have discovered more than a school—a place where your unique strengths shine and challenges are met with understanding and encouragement. Thank you for taking the leap into a sometimes terrifying world of mental and emotional growth and for letting us share in the joy of your personal progress.

To our whānau, your partnership in the educational journey of your loved ones has been instrumental. Your trust and collaboration have allowed us to create an environment where every child, regardless of their initial struggles, can find success and belonging. Your commitment to the growth of your children is a cornerstone of our community, and I am grateful for your active involvement.

To our exceptional kaiako, your commitment to fostering an environment of inclusivity and support has been transformative. You've created a space where every ākonga, especially those who face unique challenges in an educational setting, can thrive. Your unwavering dedication to the growth and development of all ākonga, regardless of

their struggles, is truly commendable.

To our Board of Trustees, your steadfast efforts make a profound difference. It is your vision and commitment that create an environment where both ākonga and kaiako can thrive. A board that is so deeply invested in our success is the rock the school rests on.

Sadly, I cannot predict what I will be writing for the magazine in a year from now. I assume we will have received a decision about our future. What I can do is encourage us to approach the coming year with acceptance and courage for the challenges and inevitable personal growth that lie ahead. As Stutz says, there is an inner strength you cannot find unless you push yourself through adversity. Adverse events are going to happen, and their existence does not mean something is wrong with you. Instead of being paralysed by them, look for the opportunities for growth and learning they present.

Ngā mihi nui e te whānau.

Janine Harrington, Principal Tumuaki

SCHOOL FOCUS

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

**Safety
Connections
Coping**

FOCUS VALUE

Whanaungatanga
Building Relationships

Board of Trustees Presiding Member

Tēnā koutou katoa

Congratulations to all ākonga who completed 2023 at Halswell Residential College Te Otu Mātua. Throughout 2023, you certainly made the most of all the opportunities offered across the breadth and depth of our kura.

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. Your efforts and commitment make HRC Te Otu Mātua stand out so positively in our community. I acknowledge your huge contributions to making a difference for our ākonga.

I thank Janine Harrington, our tumuaki, for her inspirational leadership.

I also acknowledge my colleagues on the Board of Trustees who, behind the scenes, work to ensure the smooth running of the school in real-time and into the future. There are challenges, but these are met in a focused, disciplined, and positive manner.

Thank you to our parents and whānau for your support throughout the 2023 year.

Stay safe, and may 2024 be just as successful.

Ngā mihi nui.

David Ivory, Presiding Member
Combined Board of Trustees

Residences

As we reflect back on 2023, there have been lots of challenges and highlights. It was great to welcome many new ākonga to HRC and see the roll steadily increase.

This year, our school-wide focus was on embedding the Three Pillars of Trauma-Informed Care—feeling safe, connection, and coping—into our practice, along with our focus value of whanaungatanga | building relationships.

I was pleased to see kaiako embrace these focus areas, which have helped improve our practice and lead to better learning outcomes for our ākonga. Prior to coming to HRC, feeling safe, connected, and having good relationships at school was something many of our ākonga had not experienced. Being intentional in our practice helped to support our ākonga to have these positive experiences, spend more time in the Green Zone, be ready to learn, and successfully engage in learning.

Our kauapapa Māori programme in te whare a Tauawa continued to meet the needs of our Māori students and helped build connections to their culture. We started a mahi toi programme on Saturday afternoons, where Te Mairiki Williams, an expert from Te Taumutu Rūnanga, our local hapu, came to teach and work with ākonga. The ākonga were so proud of their creations.

Every interaction with every ākonga by every kaiako has the potential to make a difference, and we are intentional in making a positive difference.

‘Healing relationships need not always involve psychotherapy. Many people recover from trauma exposure in the context of family, friendships, and other relationships.’ - Briere & Scott.

We can all look back on 2023, and be proud of the gains we made as individuals, and focus on how we can build on these in 2024.

Jon Purdue, AP Residential

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



Te whare a Owaka

It was a busy 2023 in te whare a Owaka. The ākonga participated in a variety of activities; some have been very enjoyable, and some have taken a lot of courage to join in. The ākonga had to overcome many fears and personal challenges, for example, fear of heights, being around lots of people, eating new foods, and finding the courage to participate on stage with StarJam.

The hardest goal, and one that comes with the greatest rewards, is learning how to make friends and be able to get along with others, even when they enjoy different things.

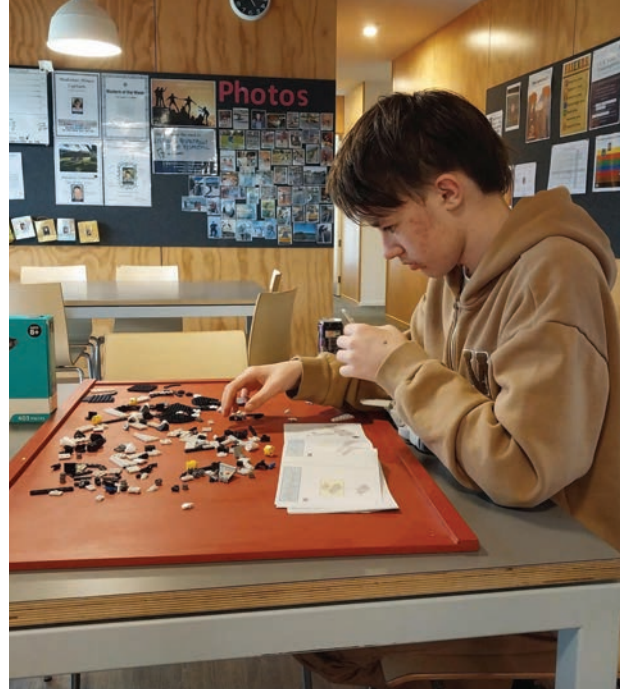
Ākonga voice

Priscilla: A positive memory for this year was going swimming. I like swimming because it makes me feel relaxed.

Frankie was a good friend and would always make me laugh, especially when she fell in the pool with her clothes on.

Abigail: My positive memory for the year was being able to talk to various kaiako and have adult conversations. It made me feel listened to and cared for. I liked going on all the activities that were on offer.





Te whare a Makonui

It is with immense pride and joy that we reflect on the growth, resilience, shared adventures, and challenges overcome by the remarkable group of young people that called te whare a Makonui home in 2023.

We began the year with a group of enthusiastic individuals, each bringing their own strengths and personalities to our whare.

Throughout the year, our ākonga faced challenges, conflict, and the reality of living together with resilience and support from kaiako but also from each other. Each day, they learned and practised essential life skills, contributing to the sense of whānau within our whare.

New faces joined our whare, and farewells were bid to those moving on to new chapters in their educational journey. These transitions were not just changes in

residence; they marked the growth and development of each individual.

Term by term, our adventures unfolded. Swims at the school pool, ski trips, drift trikes, movie nights, go-karts, walks, shopping, and various recreational activities enriched the lives of our ākonga, providing opportunities for learning new skills, laughter, and personal triumphs.

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

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

Te whare a Huritini

As we approached the end of the year, ākonga and kaiako looked back at 2023 and celebrated a year of learning and maintaining new skills and trying new challenges while building resilience.

Kaiako throughout the year focused on community-based activities to move our ākonga outside of their comfort zone. The recreational activities were tailored for big spaces full of people and noise. The Antarctic Centre, Air Force Museum, Orana Park, supermarkets, and malls were utilised to push social boundaries and navigate various interpersonal dynamics to increase self-confidence and cultivate valuable social skills.

Our ākonga fostered active listening skills, initiated conversations, joined group activities, reflected on experiences, cultivated a growth mindset, and sought feedback. These skills were further developed by taking part in technology, playing T-ball, soccer, basketball, pétanque, and lawn bowls at Wednesday sports.

Fa'afetai ma ia manuia lou aso malolo.



Te whare a Tauawa

E nga iwi
E nga mana
E te whānau whanui
Mihi nui kia koutou.

Te whare a Tauawa was lively in 2023 with the integration of different ākonga with their own diverse dynamics; this has been welcomed by our whānau kaiako, as we notice the tamariki rather than the issues that follow them.

He taonga ngā mokopuna a ngā tūpuna.

Poutama continued to challenge our tamariki to learn new Māori goals that will support them in building a deeper understanding of their own culture, e.g., karakia, pepeha, tikanga, whakapapa, etc. On arrival, our tamariki work through each level from Toa (red), Hautu (blue), Amokapua (black), to Mana-Tu-Toa (purple). Each level starts with the ākonga code of conduct, wairua (spiritual health), tinana (physical health), hinengaro (mental and emotional health), and whānau (family and social health), and there is some teaching and learning in each section. We are so proud of each ākonga as they achieve each new level.



Ākonga voice

Luan: I enjoy being here. The teachers are nice. The food and activities are good.

Michael: I have joined the Pokémon club; we get together and trade cards with other boys and win prizes. I enjoy the activities here.

Ariki: I enjoyed attending Ara for my learning. Soon I will bus there on my own; that is my goal.



Day School

Values in the Day School

Build Relationships | Whanaungatanga

Life in the day school focuses on whanaungatanga in ever-widening circles. It begins with kaiako and ākonga getting to know each other and then learning to relate together as a small group in the classroom. Opportunities for whanaungatanga continue across whole school activities during the term, such as daily games in the gym (Fat Mat Dodge is a favourite), weekly kapa haka, Jump Jam, off-site technology, and assemblies, as well as special events like ski days, beach education, biking, etc. The circle widens to include other schools through participation in inter-school sports and opportunities for community involvement for some through work experience.

Be Resilient | Manawa-Roa

While developing resiliency is a lifelong process, resiliency is nurtured in the day school through providing ngā ākonga opportunities to challenge themselves socially by working through conflict and making things right, academically by setting goals that are 'that little bit more difficult', physically by running or swimming an extra lap, and mentally through learning to accept and adapt to change. Learning to be resilient requires practise.

Reflect | Whaiwhakaaro

To reflect | whaiwhakaaro, is to think deeply or carefully about something. In the day school, ngā ākonga are supported to reflect after altercations. What happened? What could you do differently next time? What can you do to make things right? When faced with something they feel is a problem, ngā ākonga are supported to think carefully about the problem. Is it a big problem? A medium-sized problem? Or a small problem? Then they work collaboratively with kaiako to generate solutions that work for them. At the end of most school days, ngā ākonga reflect on how the day progressed. At the end of the week, we all reflect on the week that was and celebrate achievements in assemblies. At various times throughout the year, ngā ākonga, together with their support team, reflect on their goals and tweak or set new goals. And when it is time to transition on to their next step, ngā ākonga are invited to reflect on what they learned while they were at HRC Te Otu Mātua.

We hope that our ākonga continue to embed these values in their daily lives.

Anne Askey, AP Day School



Kawatea

Our school days in 2023 were filled with our usual activities around literacy and numeracy. We had a closer look at money in maths, and in Term 4, we undertook a measurement topic. Our ākonga showed great skills in both topics. We used more assistive technology in class, which helped ākonga with writing tasks. Accessing tools that can be easily used by ākonga, such as speech-to-text, predictive text, and using adapted keyboards, all helped to make the physical act of writing easier so ākonga could get to the real work—being creative.

In Term 3, we started a topic on transport. We looked at transport in the past, present, and future. We considered why we need transport and how it changes and adapts as people's needs change.

In Term 4, we focused on climate change. There are so many aspects to this topic and so many paths to go down that we will certainly be able to continue our learning in 2024. Already our ākonga have been able to consider simple ways of saving energy, such as turning off lights, opening a window rather than running an air conditioner, and unplugging devices. These are also great conversations that can continue at home.

Every Thursday afternoon, most of our ākonga go to Hillmorton High School for technology. In Terms 1 and 2, we did cooking. Dave, the technology teacher, gave the ākonga the opportunity to choose simple cooking tasks with the view that they could replicate the task at home. He alternated a sweet recipe with a savoury recipe, and our ākonga

enjoyed the range of foods they produced. In Terms 3 and 4, Dave took our ākonga into the woodwork room, where they each worked on making a small table.

With the end of the year came more activities, which we eagerly await each year. We had Wednesday afternoon sports run by the Special Olympics, the Canterbury A&P Show, and our favourite day of the year, Beach Education Day.

Sarah Hall, Kaiako
Cindy O'Keefe, Teacher Assistant



Raumata

2023 has been filled with many exciting and memorable moments. We have learned so much, grown so much, and had so much fun together.

We are so proud of everything Raumata has achieved this year. The class has worked hard on becoming more resilient, grateful, proud of their accomplishments, and being kind in class.

We focused on measurement in maths. The ākonga enjoyed learning how to read scales with different items on them, and also doing different maths challenges to work on different strategies.

Every morning, we do 'Kei te pēhea koe?' (How are you?) and learn different emotions in te reo to reply. This is strengthening the understanding of both te reo and self-awareness in our ākonga.

We had lots of visitors to our class in the form of our four-legged friends, Kip, Larny, and Jasper. The ākonga bonded with the animals while they spend time in our class, and this has helped them be able to focus and be ready for learning.

Nicole Todd, Kaiako
Lee Tacon, Teacher Assistant

Ākonga voice:

Abi: I am proud that I have learned new skills, and I am spending all my time in class. I am getting on with my work more.

Chase: It's fun at school. I like class discussions and going to RDA. I have learned to think before I speak and manage myself more.

James: I like everything about HRC.

Jayden: I like doing physical challenges. I have enjoyed writing scary stories in class.



Te Puna Wai

We are delighted to reflect on the amazing highlights or 'roses' we had as a class in 2023. It was a lot of fun working with one another and sharing new experiences.

Some of these were big, like skiing at Porters Pass, and others were small, like making milkshakes and playing games together in the café or playing team sports down at Pioneer Stadium. For some of the class, this was the first time they have been involved in team sports, group games, and Education Outside the Classroom (EOTC), and it was wonderful to see how much they loved the opportunity and embraced each experience.

We worked hard to create a space in our classroom where the ākonga know what they need to do and what is expected of them. The class rose to the task and warmly included new ākonga into the programme.

We had a big focus on self-management and self-regulation. To self-regulate, it is important that you know how you feel and where you feel it. We introduced a social inferencing programme so the ākonga can see, feel, and interpret their own and others' emotions.

Our hope is that the ākonga will take their learnings, apply their knowledge, and continue to grow in their understanding.

Adam Gardiner, Kaiako

Cassidy Robb, Teacher Assistant

Ākonga voice:

Michael: I liked playing basketball at Pioneer Stadium and doing science experiments. It was fun to go on heaps of cool outings with my class. We did lots of walks, bike rides, activities, and beach trips.

Shaydin: The schoolwork I have done has helped me to grow. I enjoyed the opportunity to do sports with other schools and socialise with other kids. HRC helped me feel ready to start my new journey at the end of the year.

Alex: I loved playing basketball and soccer at sport; it made me feel proud of myself. I liked doing maths with Adam and reading with Cass. My schoolwork at HRC has made me feel confident for when I go back to Hornby High School.

Theo: I have enjoyed helping Cass with Jump Jam on Thursdays, leading the kapa haka group, and attending RDA on Fridays. My basic fact sheets have helped me to regain my prior knowledge on my times tables and have supported me to remember them. I have gained confidence when reading aloud to my classmates and teacher.



Kaharoa

The Kaharoa class was excited to start 2023 by focusing on the strengths of our learners and also working hard to create a safe and nurturing environment. We set up a sand pit in the raised garden beds outside and took into consideration the sensory needs of each ākonga.

We went on many scientific journeys, such as learning about cicadas—their habitat, lifecycle, collecting the exoskeleton bodies, and creating a wall sculpture of cicada skins. We even challenged our learners to eat the cicada skins and add them to different dishes. We also studied other bugs and critters that can be used in the human diet. Other science studies included frogs, beetles, worms, and many other creepy crawlies that we used the microscope on for closer examination.

A great deal of learning was gained from our food technology programme as we followed recipes, used measurement, routines, rituals and tikanga in a kitchen, and handled kai. Personal hygiene and food hygiene were also part of our learning to keep our ākonga safe and healthy. We learned to cook pancakes, pikelets, poached eggs, biscuits, cheese and silverbeet quiche, rhubarb and apple crumble, sushi, and lasagne. The silverbeet, rhubarb, broad beans, and cabbages all came from our kura garden which were grown from seed.

Some of our learners loved the sensory aspect of cooking and dealing with the ingredients through touching and interacting with each individual ingredient as food was put together.

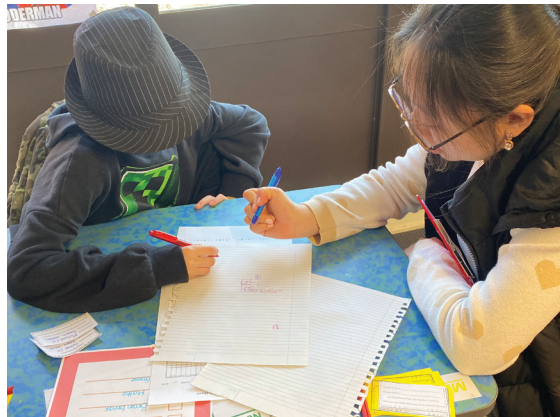
Studying transport as a topic meant that we were able to visit truck and car yards and the Air Force Museum to learn about modes of transport and function.

Andrew Dickison, Kaiako

Ruth Baker, Teacher Assistant



New Zealand Graduate School of Education (NZGSE)



Mā te wā, Lois Chick



After 38 years of involvement at HRC, we farewell Lois Chick. Lois is the founder of NZGSE and has been accompanying her graduates for their placements at HRC Te Otu Mātua since 1996. Prior to that, Lois taught at HRC from 1985. She was also on our Board of Trustees for three years.

Lois is widely regarded for her practical approach to classroom teaching and her expertise in learning support.

Lois was appointed as a Member of the New Zealand Order of Merit for services to education in the 2020 Queen's Birthday Honours. We will miss her valued contributions and governance, and we wish her all the best.



Technology





Samoan Language Week

Manuia Le Vaiaso o le Gagana Samoa
Happy Samoan Language Week

The kaiako and ākonga at HRC celebrated Samoan Language Week by practising a Samoan 'word of the day' and sharing wonderful meaai (food) from a traditional Samoan umu (above ground oven of hot rocks).

We are blessed with many wonderful pasifika kaiako who put posters throughout the kura to educate us on the Samoan language and culture. Many of our kaiako took the opportunity to wear beautiful Samoan clothing and celebrate all that is pasifika.



Our five Samoan words of the week:

Monday: Tālofa lava | Hello.

Tuesday: Fa'afetai lava | Thank you.

Wednesday: Fa'amolemole | Please.

Thursday: Manuia lou aso | Have a good day.

Friday: Tōfā soifua | Goodbye.





ENGAGE Programme

Enhancing the Neurobehavioural Gains with the Aid of Games and Exercise

In 2023, the ENGAGE kaiako planned and reviewed the ENGAGE curriculum during their weekly meetings to ensure the curriculum was engaging and motivating for our ākonga to practise their developing social and emotional skills, extend them beyond what they know and what they experience in their daily lives, and support them to explore new ideas through many new learning experiences.

Each ākonga had their own personalised SMART (specific, measurable, achievable, relevant, time-bound) goals, which were based on their own interests, preferences, and learning needs.

ENGAGE kaiako worked alongside ākonga to support them through moments of frustration and emotional needs making them learning opportunities. Some ākonga were anxious about trying new learning experiences at the beginning; however, with careful preparation of each learning activity, gentle encouragement from our kaiako, and celebrated

successes, it helped ākonga to feel supported and increased their self-esteem.

Ākonga were supported to express their feelings, resolve conflicts with other ākonga, and ask for help when needed. The teaching strategies included encouraging ākonga to talk about and listen to how they felt about specific situations; offering calming methods to support them when they feel frustrated; and providing the language to use for difficult social situations.

We can solve problems through a strengths-based, collaborative, evidence-informed approach.

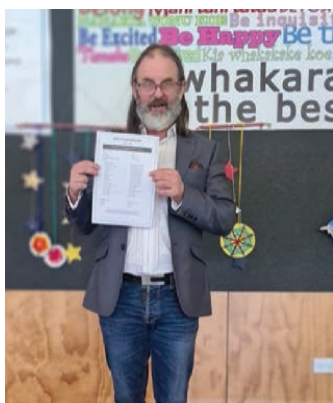


**He moana pukepuke,
e ekengia e te waka.**

Mountainous seas can be
negotiated by a canoe.

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

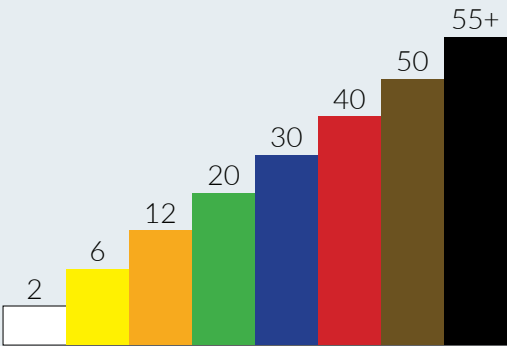
Celebration Assemblies



Goal Achievement Wristbands

Wristbands are awarded for achieving residential 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.



Goal Achievement Wristbands



Matariki and Te Wiki o Te Reo Māori



Mānawatia
a Matariki

Te Whānau o te Otu Mātua celebrated Matariki week during August. Tamariki were able to join in different activities each day in te whare a Tauawa and te whare a Owaka.

Monday kicked off with making ngā whetū (stars). There was a combination of card, wool, and paper to make various stars, some big and some small, and lots of different colours; these were then turned into mobiles.

On Tuesday, there was kite making (manu aute or manu tukutuku) using straws, ice block sticks, plastic, harakeke, and crepe paper; amazing kites were made.

Wednesday was for helping with preparation for a hāngī: preparing ngā kai, the hāngī pit, and then finishing off any whetu and manu aute that were not completed.

Thursday was a busy one, ensuring that the hāngī was in and te whare a Mapua was set up for our manuhiri

(visitors) and, of course, ngā ākonga (students) and ngā kaiako (staff). The feast was amazing. It was nice to see ākonga with their best manners on display and mixing with manuhiri.

On Friday, te whare a Owaka made soup with the left-over vegetables, and te whare a Tauawa made fried bread and takakau (flat bread) to go with it.

It was a busy week for our ākonga; some with their individual programmes on top of this extra mahi, but they managed themselves well, and lots of fun was had.



**Matariki hunga,
Matariki ahunga nui.**

Matariki has many admirers,
Matariki brings us together.



We used the timing of Matariki to reflect on the recent passing of Dr Terry Ryan by unveiling a bench seat built in the shape of a waka, in his memory.

Terry was a Ngāi Tahu leader who contributed significantly to the iwi's genealogy and settlement process. He was an asset for HRC over the years. He gifted our school name, Te whanau o Otu Mātua, and named our whare Tauawa. He will be deeply missed.

We celebrated Te Wiki o te reo Māori with a variety of activities and learning opportunities for nga ākonga and kaiako. Art works were created and displayed in Te Mapua for all to see when kai was being shared with those from the community, our whānau, ākonga, and kaiako. It was awesome to see our ākonga mixing with our manuhiri and each other.



**Tukua kia tū
takitahi ngā
whetū o te
rangi.**

**Let each star
in the sky
shine its
own light.**

Snow Fun!

Kua tau ngā purapura a
Matariki ki te whenua,

Kua huihui ngā iwi i te pūmahana
o te kotahitanga me te aroha.

The frost and snow of Matariki
is upon the land,

And the people have converged
in unity and love.





MORE
FUN



HRC ākonga displaying
whakarangatirahia in sport





Sports

During 2023, our ākonga were involved in weekly secondary school inter-school sports as well as the Special Olympics.

In Term 1, the focus was on T-ball; Term 2, football; Term 3, basketball; and Term 4, we focused on pétanque, lawn bowls, bocce, and cricket.

So, what have our ākonga gained from being involved in sports and the Special Olympics you may ask?

Here are just a **FEW** skills our ākonga get to practise:

- honesty
- fair play
- empathy
- encouragement
- teamwork
- respect for our team, the other team, and the referee
- high 5s at the end
- group huddle and chant
- sharing
- being a good winner and loser
- perseverance
- integrity
- school spirit
- doing your best

Finally, and most importantly, the ākonga have a lot of **FUN**.

Ngā mihi nui to all of the kaiako who support our ākonga to be their best on and off the sporting fields.

Greg Young, AP Day School

Ehara taku toa
i te toa takitahi,
engari he
toa takitini.

Success is not the
work of an individual,
but the work of many.



Creative Arts...





and so much more.



Board of Trustees

HRC Te Otu Mātua and Westbridge Residential School 2023 Combined Board of Trustees



David Ivory
Presiding Member



Janine Harrington
Tumuaki - HRC



David Bagwell
Tumuaki - WRS



Reuben Aitoa-Ilaoa
Acting Tumuaki - WRS
(Elected staff representative WRS)



Jon Kaho
Ministry-appointed



Lorraine Taogaga
Ministry-appointed



Joseph Tyro
Ministry-appointed



Dr Moses Ma'alo Faleolo
Ministry-appointed



Jon Purdue
In-attendance staff
representative HRC



Anne Askey
Secretary

Kaiako/Staff of 2023



Anne Askey
Years of Service: 23



Ruth Baker
Years of Service: 06



Jon Birtles
Years of Service: 13



Deborah Brown
Years of Service: 20



Hayley Campbell
Years of Service: 07



Kahu Christensen
Years of Service: 02



Timoti Christensen
Years of Service: 30



Mihi Christie
Years of Service: 18



Jono Clarke
Years of Service: 07



Andrew Dickison
Years of Service: 02



Lorna Evans
Years of Service: 19



Junior Fesola'i
Years of Service: 11



Joshua Fitzgerald
Years of Service: 05



Seta Fonoti
Years of Service: new



Kirstyn Ford
Years of Service: new



Aaron Fuglestad
Years of Service: 01



Simon Gannaway
Years of Service: 03



Adam Gardiner
Years of Service: new



Tania Green
Years of Service: 01



James Grounds
Years of Service: 28



Tralena Halbert-Pere
Years of Service: 02



Sarah Hall
Years of Service: 16



Janine Harrington
Years of Service: 12



Moana Hauraki
Years of Service: 15



Bev Hore
Years of Service: 30



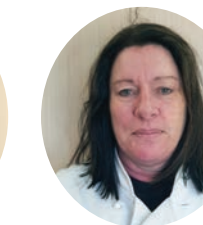
Tamsyn Hutchings
Years of Service: 05



Natalie Iles
Years of Service: 37



Jessie Jones
Years of Service: 20



Tracey Kelly
Years of Service: 10



Kathryn Kirk
Years of Service: 30



Patrick Korkor
Years of Service: new



Vikolia Lesatele-Tuhoro
Years of Service: new



Rebecca Luk
Years of Service: new



Anna McCoy
Years of Service: 24



Trudi Mugford
Years of Service: 30



Bruce Murray
Years of Service: 15



Lisa Nicholl
Years of Service: 14



Amaya Nirmani
Years of Service: new



Cindy O'Keefe
Years of Service: new



Stephen Phillpotts
Years of Service: 08



Maree Preston
Years of Service: 24



Michael Pudney
Years of Service: 1



Jon Purdue
Years of Service: 37



George Rerekura
Years of Service: 13



Tim Richardson
Years of Service: 13



Cassidy Robb
Years of Service: 02



Johan Roberts
Years of Service: new



Matt Stevensen
Years of Service: new



Deb Stuart
Years of Service: 12



Lee Tacon
Years of Service: 05



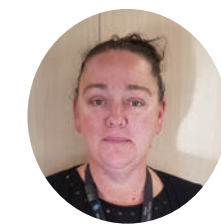
Vicki Taylor
Years of Service: 08



Jasmine Taylor-Harris
Years of Service: 02



Denali Thain
Years of Service: new



Lee Thain
Years of Service: 04



Charmaine Thomson
Years of Service: 02



Nicole Todd
Years of Service: 09



Findy-Aroha Whare
Years of Service: 03



Angela Willans
Years of Service: new



Greg Young
Years of Service: 24

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



Ben Featherstone
Years of Service: 03



Patrick Fitzgerald
Years of Service: 04



Belinda Haines
Years of Service: 19



Kiri Metuatini
Years of Service: new



Marguerite Mora
Years of Service: 31



Jane Robb
Years of Service: 05



Moana Taua
Years of Service: 09



Theresa Thorpe
Years of Service: 30

He aha te mea nui?

Māku e kii atu,
he tāngata,
he tāngata,
he tāngata.

Ākonga/Students of 2023



Maverick Brand



Jake Brewster



Abigail Brown



Priscilla Bungard



Arorangi Campbell



George Colville



Chase Crawford



Nicholas Erskine



Michael Fenemor-Halsey



Michael Herlihy



Tyla Hodgkinson



Tylar Hunt



Lewis Jones



Ariki Kaho



James Kermode



Theo Marshall



Frankie Meehan



Shaydin Moss



Leighton Murrell



Jayden Newell



Alex Parker



Breanna Quartly



Corbun Rentoul-Brown



Asher (Coco) Routley-Billington



Rylan Smith



Bruno Stena



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

