2025 MAGAZINE

Te Whānau o Ōtūmatua

Whakarangatirahia.

Be the best you can be.

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NB: Effective 21 April 2026, the Commissioner of Te Otu Mātua Halswell Residential College (HRC) formally approved a resolution to adopt the new name, Te Whānau o Ōtūmatua (OTM).

ABOUT US

OUR PURPOSE

Our purpose is to empower ākonga with a sense of self and purpose to enable success and lifelong engagement within their local communities.

OUR VALUES

Manawa-Roa
Be Resilient

Whanaungatanga
Build Relationships

Whaiwhakaaro
Reflect

OUR VISION

Whakarangatirahia

Be the best you can be

COMMISSIONER'S REPORT

Dr Gabrielle Wall

Kia ora koutou.

It has been my privilege to serve Te Whānau o Ōtūmatua over the past year, initially as Limited Statutory Manager from 17 March 2025 and, from 19 June 2025, as Commissioner. This period has been one of significant change, thoughtful reflection, and positive progress for our kura.

I would like to acknowledge and sincerely thank the outgoing Joint Board members – Dr David Ivory (Presiding Member), Joseph Tyro, Moses Faleolo, Lorraine Taogaga, Jon Kaho, and kura staff representative Simon Gannaway. Their decision to step aside and support the appointment of a Commissioner was made with the best interests of both schools at heart and reflected their long-held vision of ensuring that each school's unique character and needs are recognised and supported. They have given generously of their time, expertise, and commitment, and their stewardship has laid important foundations for the future. On behalf of our school community, I thank them for their dedicated service and the care they have shown to our ākonga, whānau, and staff.

I am also grateful for the way the outgoing Board has continued to support a smooth transition, remaining available to share knowledge and provide continuity as we move into this new chapter.

Leadership transitions are never easy, and I wish to extend my appreciation to Jon Purdue for his outstanding service as Acting Principal following the departure of Janine Harrington. Jon's calm, experienced, and values-driven leadership provided stability and continuity during a period of change. His unwavering commitment to our young people, whānau, and staff ensured that the important work of our kura continued with purpose and care.

I was also delighted to welcome Stephen Evans as our new permanent principal following a robust recruitment process. Stephen brings extensive experience in residential education, a strong commitment to our values, and a clear focus on ensuring our young people can flourish. We look forward to the leadership he will continue to provide as we build on the many strengths already present within our kura.

One of our key pieces of work has been reviewing and simplifying our strategic plan. The revised plan is more focused, practical, and fit for purpose, while remaining firmly grounded in our vision of Whakarangatirahia – Be the best you can be. It reflects the aspirations and wishes expressed by our many stakeholder groups, including ākonga, whānau, kaiako, mana whenua, referrers, and partner agencies, and places a clear emphasis on developing a sense of self and purpose, enabling success, and supporting lifelong engagement for our young people.

A significant milestone during the year was the publication of the decision in the New Zealand Gazette on 18 September 2025 to formally separate Halswell Residential College and Westbridge Residential School, effective from 1 January 2026. This means the kura will once again have its own Board and governance arrangements specifically designed to reflect the unique character, purpose, and stakeholder groups of our kura. This is an exciting step forward and one that positions our school well for the future.

Finally, I want to express my heartfelt thanks to our incredible staff. Every day, our kaiako demonstrate professionalism, compassion, creativity, and an unwavering commitment to our young people. They continually adapt, reflect, and go above and beyond to create a therapeutic, nurturing, and inclusive environment where our ākonga can learn, grow, and experience success. The mahi undertaken across our kura is often extraordinary, and I am deeply grateful for the care, expertise, and dedication shown by our entire team.

Thank you to our ākonga, whānau, staff, and wider community for your continued support of Te Whānau o Ōtūmatua. I look forward to continuing this journey together as we build on our strengths and create even more opportunities for our young people to thrive.

Ngā mihi nui.

Whakataka te hau ki te uru.
Whakataka te hau ki te tonga.
Kia mākinakina ki uta.
Kia mātaratara ki tai.
E hī ake ana te atākura.
He tio, he huka, he hauhū.
Tīhei mauri ora!

Cease the winds from the west.
Cease the winds from the south.
Let the breeze blow over the land.
Let the breeze blow over the ocean.
Let the red-tipped dawn
come with a sharpened air
A touch of frost, a promise of a glorious day.
Behold, there is life!

TUMUAKI REPORT

Stephen Evans

Kia ora Te Whānau o Ōtūmatua.

I am excited to share some of the stories and key moments of the last twelve months. The journey continues to be one that is full of success, change, and new challenges as we strive to meet the individual needs of our tamariki and our highly skilled team.

2025 began with the experience and wisdom of Jon Purdue as acting tumuaki. I am very grateful that during a long period of transition from Janine to myself, Jon was able to offer strong leadership with his experience and integrity, sustaining the good mahi and momentum generated from Janine's leadership and our wonderful team.

Core aspects of our kaupapa, such as our culture and trauma-informed therapeutic approach, were nurtured and reflected on to ensure the home and school experiences we provide continue to be designed and supported to enable our ākonga to reach their potential, ***whakarangatirahia!*** One of the big highlights was the school pirate play which involved all ākonga and was supported across campus.

In Term Four I moved from Ahuriri Napier after enjoying a nine-year principalship with another residential kura, Hōhepa. I have enjoyed a range of work experiences in my life but this is now the third residential school I have had the pleasure of being part of.

The most important change at the end of 2025 was the increased flow of enrolment applications. The ever-increasing roll allows much more opportunity for learning, creativity, engagement and collaboration as we navigate how we meet the increased range of needs and dynamics across the whole group.

Our April 2025 ERO visit was published at the end of the year with a high level of acknowledgement for the effective educational practice and care across the kura. Our SAMS audit, focusing more on ākonga wellbeing, was equally impressive and acknowledged the great work our residential teams are doing in collaboration with the wider kura.

The first priorities for myself since September have been to build relationships with the community, listen, and assess how strong and effective the communication, environment and approaches are that are working effectively, alongside any other specific areas of support needed or areas for development.

As we entered 2026 many things have happened to help build on current good practice to help further enhance what we do.

- Communicated our vision, values, kaupapa and story in ways that are visual and easier to understand for our community and kaiako, which will be adopted from 2026.
- Re-established and developed current areas of our environment to extend social and educational opportunites: BMX track, fire pit and horticulture area.
- Aligned our teams' professional focus goals around similar themes: working effectively with our tamariki and within our teams.
- Focus on our relationship with mana whenua to support our Māori immersion whare and Te Tao Kokiri to continue their effectiveness to meet the cultural needs of our tamariki.

As we journey together, I am commited to supporting and enhancing a collaborative and dynamic culture with high trust, authenticity and creativity as we continue to meet the ever-changing needs of our young people. I am also motivated to collaborate further with other schools, outside agencies, and our wider community to extend options for our young people and to share our expertise with others.

Ngā mihi nui.

STRATEGIC THEMES

Sense of Self & Purpose

Focus on enhancing a therapeutic and nurturing environment where whānau feel a sense of safety, belonging, and cultural identity.

Enabling Success

Focus on dynamic individualised programmes for ākonga to experience success and develop resilience while making authentic connections between school and the real world.

Lifelong Engagement

Focus on ākonga using strategies to sustain their successes. Kaiako reflect on what works for the ākonga to increase meaningful and sustainable outcomes.

MAKING A DIFFERENCE

Opening of the new Therapy Plus Room for Riding for the Disabled

Te Whānau o Ōtūmatua was honoured to support Christchurch Riding for the Disabled (CRDA) at the opening of their new Therapy Plus Room on Friday 7 November 2025.

The ceremony began with a karakia led by OTM kaiako Jono Clarke, followed by a waiata performed by our tamariki and kaiako. CRDA President Pippa Parker expressed her gratitude, saying:

> *"The karakia you shared was truly beautiful, and the words spoken will remain part of our understanding and reflections in the months and years ahead. To then hear your waiata, offered to help connect those with disabilities in our community—and the people who support them—to their new space in our building, left a deep and lasting impression on everyone present on Friday."*

Our kura has greatly valued the relationship with CRDA, and attending the opening was a meaningful opportunity for our tamariki. Being able to contribute through waiata and participate in such a positive community event strengthened their sense of connection, confidence, and belonging.

Te Whānau o Ōtūmatua look forward to continuing to support CRDA and celebrating the positive impact their work has on the wellbeing and growth of disabled people in our community.

For more information on **The Purposeful Use of Daily Life Events** (DLE), talk to one of our kaiako or visit:

www.youthworkacademy.org/purposeful-use-daily-life-events

WHARE UPDATE

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

I have reflected on the year and it has been one marked by many challenges. The wider OTM whānau has demonstrated resilience and embraced the spirit of ***Whakarangatirahia*** in order to meet these challenges. It has been very affirming to see ākonga working hard to meet challenges, and with this positive attitude, develop resilience and come out stronger.

The low student roll at the end of Term 1 sadly saw the closure of Whare Makonui. However, with the removal of some perceived barriers to enrolment, it was very pleasing to see the increase in Semester 2. This led to the re-opening of Makonui and the welcoming of new ākonga and kaiako.

Te Tao Kokiri, our Māori caucus, has co-ordinated both ākonga and kaiako to support our mana whenua at Taumutu. This has included mahi to clear monkey weed in the waterways. I am very proud of the partnership that has developed where the relationship is mutually beneficial. We have also been privileged to have mana whenua attend some functions here at OTM.

The Practice Group continued to meet once a term, and were fortunate to have Shane Murdoch, an experienced relational care practitioner and trainer in DLE and 3 Pillars. This year our college-wide goal was focusing on Purposeful Use of Daily Life Events (DLE), to truly 'walk the DLE talk'. The Practice Group is supporting kaiako to have reflective conversations around our practice to ensure we are all using the 25 relational characteristics of DLE to improve our interactions with others and better support ākonga learning.

There have been many positive changes at OTM over the recent years, and I am very proud of the team for continually working to improve outcomes for ākonga and whānau, another example of ***Whakarangatirahia*** in action.

We have also welcomed visits from several previous ākonga, and it has been wonderful to see them and hear how they are progressing.

Jon Purdue.
Associate Principal - Residential.

TE WHARE A TAUAWA

It was a full and rewarding year, with our ākonga engaged in a wide range of learning experiences, activities, and opportunities for growth, and meaningful experiences.

Throughout the year, te ākonga of Tauawa enjoyed activities such as eeling, golf, laser strike, shopping outings, swimming, movie nights, and creating cards, pictures, and other artworks.

A highlight was an overnight stay at Wai-Ora Trust. Whānau were invited to join for a BBQ dinner and to learn more about the Trust. Ākonga roasted marshmallows over the fire pit to make s'mores, watched a late-night movie, and participated in activities such as kayaking, swimming, bullrush, rugby, and a trip to Waikuku Beach to collect sand and seashells. Everyone returned tired but happy after such a memorable and active trip.

To reflect on the year, ākonga were asked three questions:

1. What was a highlight or favourite activity?

Our ākonga identified eeling as the standout experience. They particularly enjoyed the challenge of catching them, learning how to prepare and cook them, and sharing their success with whānau, who described the results as 'reka' yummy.

2. What is something you have done that made you feel good?

Ākonga shared that they felt proud of their personal development over the year. For some it was working on apologising and improving communication with others, and for others it was learning strategies to manage emotions through programmes such as ENGAGE.

3. What is something you didn't like?

Learners reflected on challenges such as feeling they were not always meeting their goals or finding it difficult to manage situations involving bullying. Some also recognised their own behaviour at times and expressed a desire to make positive changes.

Tini whetu ki te rangi, he iti te pōkēao ka ngaro.

Although there are countless stars, a small cloud overhead can obscure them all.

TE WHARE A HURITINI

It's been a time of learning and achieving goals while focusing on developing resilience. Kaiako provided opportunities through our residential curriculum for growth and learning while promoting a sense of community and belonging among our ākonga.

Individualised and collective goals were set through a variety of activities and programmes that developed and challenged social and living skills.

Kaiako helped foster a sense of purpose and motivation for our ākonga, which helped them stay focused and engaged throughout the terms.

At times, our ākonga experienced setbacks, which are an inevitable part of any learning experience.

Kaiako provided the support and resources needed to overcome obstacles, build resilience, and develop a growth mindset.

Resiliency was highlighted by one ākonga who struggled to be independent in social settings. He went on to achieve a community goal of catching the bus independently.

Overall, our teams fostered a sense of belonging, connectedness, and resilience. Ākonga growth and learning achieved exceeded expectations.

Kia kaha.

WHARE AKO UPDATE

E noho e.
Kia raungāwari.

Wait & be flexible.
Sit down & bide
your time.

As I reflect on our time together as members of Te Whānau o Ōtūmatua this year, a verb that comes to mind is “wait.”

We waited for the Ministry of Education to finalise our enrolment paperwork. We waited for new ākonga to join our whānau. We waited for updates on the New Zealand Curriculum - Te Mātaiaho. We waited for feedback from the Education Review Office (ERO). We waited for feedback from Standards and Monitoring Services (SAMS) . And most significantly, we waited for our new tumuaki. We were delighted to welcome Stephen Evans to our whānau in Term Four.

Across the year in kura we have had plenty of opportunities to wait. We waited for the weekends. We waited for term breaks and holidays. We waited for ski days. We waited for a date to present our Pirate Play. We waited for outcomes of the speech competition. We waited for the pool to open for summer swimming. We waited for Beach Education Day.

Every day in kura we have needed to wait. We waited for the bus to take us to technology. We waited for the bell to ring. We waited for our turn in a game. We waited for Fridays and the chance to play Fat Mat Dodge in fitness. We waited to use the glue gun. We waited for our pottery to be fired. We waited for our classmates to finish their mahi. We waited for kaiako when we needed their help. We waited for morning tea and lunch breaks. We waited for our order in our café. We waited for 3 PM when the day in kura ends.

Waiting is not easy. But learning to wait teaches us to adapt to the needs of others. Learning to wait teaches us to be flexible. Learning to wait teaches us patience and self-control. Learning to wait grows our resilience.

I am retiring from my role as Associate Principal. Thank you for waiting for my last word. I have so enjoyed being a member of a whānau that seeks to live our values: Whanaungatanga/ Build Relationships, Reflect/ Whaiwhakaaro, Manawa-Roa/ Be Resilient. I hope too that each ākonga who joins our whānau, will take these values with them when they leave Te Whānau o Ōtūmatua.

Anne Askey.
Associate Principal - Day School.

PĀNUI FROM THE AKOMANGA

Every year we have several topics that apply across the whole kura. The highlights for 2025 were the topic on flight and our inaugural production.

All classes engaged in the topic on flight in different ways which required ngā ākonga to be curious and collaborate. A highlight was visiting Des's hangar where ākonga had the opportunity to see vintage aircraft up close and learn about flying through hands-on activities.

In Term 3 we practised and performed our first play to kaiako, whānau, and friends. This was a new experience for all our ākonga, and everyone had a part to play – whether on stage or behind the scenes. We were so proud of our ākonga. This experience encouraged imagination, teamwork, and bravery as they stepped outside of their comfort zones to try performing arts.

KAWATEA

2025 was a year of pushing ourselves in Kawatea to try things that we haven't done before.

We challenged our ākonga to write and present speeches, which included everything from Kawasaki motorbikes to Marie Antoinette. Each ākonga presented their speech in a different way, and it was a valuable teaching opportunity for us all.

We are always practising social skills, cooperation skills, and building relationships. These are so important for our ākonga to learn as they prepare to head back to mainstream schools; just as important as the literacy and numeracy we work on every day.

RAUMATA

2025 was full of exciting learning and new experiences in Raumata. It was lovely seeing everyone build friendships and practise important skills such as kindness, sharing, and working together.

We began implementing the Better Start Literacy Approach (BSLA), supporting strong foundations in reading and writing through structured, engaging learning.

Alongside this, we continued our gratitude and proud programme, celebrating positive achievements and the things that make us happy. It was a wonderful year of growth, learning, and lots of fun!

TE PUNA WAI

Ākonga built confidence across the curriculum, including public speaking and practical learning in technology, woodwork, and mathematics. Weekly sessions at Hillmorton High School supported the development of valuable life skills, particularly in cooking and nutrition.

Physical activity and teamwork were fostered through a variety of sports, alongside experiences such as Riding for the Disabled. Kapa haka provided opportunities to engage with te reo Māori and strengthen cultural understanding.

A strong focus on values such as kindness, sharing, and respect has supported positive relationships and a strong sense of community. It has been wonderful to see ākonga grow in confidence, develop new skills, and take pride in their achievements.

KAHAROA

The smaller class sizes of Kaharoa have provided a calm and supportive environment for ākonga to feel settled, focused, and ready to learn.

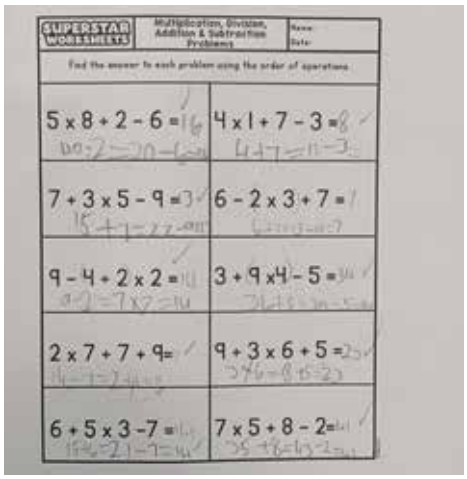
A highlight of our mahi has been our Kindness Programme, where we shared a daily goal across the school. This initiative has supported the development of meaningful acts of kindness, while also strengthening both oral and written language skills. Through this programme, ākonga have had valuable opportunities to build and develop positive relationships.

Ākonga have also made great progress in te reo Māori, confidently learning and using inoi (karakia), greetings, and engaging with pepeha. This has been a meaningful way to connect with language, culture, and identity.

Our garden project has been another area of success. Together, we planted potatoes, tomatoes, and fennel, and we are looking forward to enjoying a bountiful harvest in 2026. This hands-on learning has supported teamwork, and practical life skills.

Education Outside the Classroom is always a highlight, with enjoyable outings to the beach and the local nature reserves. These experiences have provided opportunities for social development, connecting with the wider community and allowing for a positive life experience.

We are proud of the progress made this year by all ākonga and look forward to continuing to build on these successes in 2026.



ALL ABOUT ME

During 2025, the AAM process has been refined a little more and is proving to be a successful way of involving ākonga, whānau, school and referrers during te ākonga time at OTM.

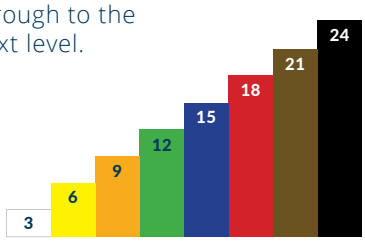
Our feedback on the process has been very positive and is a good way of involving previous and potential schools in transitions.

Ākonga have continued to work hard on achieving their individual goals, with many reaching their blue band, which equates to achieving 15+ goals.

Ākonga were excited to obtain their coloured wristband and prize for working hard.

Achievement Wristbands

- Wristbands are styled on the karate belt system.
- Ākonga must achieve three goals to progress through to the next level.



STEAM

Science, Technology, Engineering, Arts, Mathematics

ENGAGE

Enhancing the Neurobehavioural Gains with the Aid of Games and Exercise

The ENGAGE programme has shown steady progress in ākonga developing self-regulation skills through structured games and relationship-based learning with kaiako. A safe and consistent environment has supported ākonga to manage emotions, build resilience, and strengthen social interactions.

Kaiako have used cooperative games, turn-taking activities, problem-solving challenges, and mindfulness play to help ākonga recognise emotions and respond appropriately. Activities such as Uno Flip, Connect 4, basketball, pool, table tennis, and Monopoly Deal have supported patience, communication, and positive coping strategies.

Through these sessions, ākonga have improved their ability to follow routines, manage frustration during competitive play, and communicate their needs more appropriately.

Regular check-ins, positive reinforcement, and reflective conversations have supported behaviour awareness and transfer of skills into other learning environments.

Overall, ākonga have shown positive growth in engagement, emotional awareness, and self-regulation. While some prompting is still required, there is increased participation and willingness to try new activities showing positive development through responsive kaiako practice.

MAHI

Work Experience

Our work experience programme continues to shine. A standout for our ākonga is being placed at Sharna's Doggy Daycare, where ākonga work with dogs, under supevision. Ākonga also have the opportunity to flourish while working on skills and care for horses while participating in the RDA programme.

Another ākonga experienced great satisfaction and personal achievement completing his work experience alongside our caretaker, where he was tasked with mulching, planting, and leaf blowing.

HĀKINAKINA

Sport

The powerful whakataukī on the following page is the motto of the Special Olympics. It reflects the courage we see in our ākonga every time they step onto the field, court, or track. At OTM, bravery isn't just about winning, it's about showing up, giving things a go, and backing yourself.

Throughout the year, our ākonga have embraced a wide range of opportunities in physical education and sport, both onsite and alongside other kura. From athletics and cross country, to cricket, softball, football, road racing, and basketball; each event has been a chance to build confidence, connection, and resilience.

We are incredibly proud of the courage, commitment, and growth shown by our ākonga in every sporting moment.

**Let me win.
But, if I can't win,
let me be brave
in my attempt.**

NGĀ WHARE ME NGĀ PAPA

Property and Grounds

Our work continued around the extensive grounds at our peaceful kura this year. We cleared ground and planted an additional 160 natives in our ‘sandhill’ area with an eye to the future. Over the next ten years this area will become a mature native block with an easy walking path, so all can enjoy the serenity of native birds and other fauna.

We established a relationship with the DOC nursery at Motukarara and we will continue to source locally grown plants that are indigenous to our area. We are planning an extension and redevelopment of the current BMX track area early in 2026; this will be exciting to see used and appreciated by our rangitahi, and the wider community.

With the sheer size of our grounds, it is certainly regular and repeated work to keep on top of the required maintenance. Our new robot mowers (aptly named ‘Grass Gobblers’ by ākonga) have been kept busy maintaining the areas closest to our buildings, which has significantly reduced the amount of mowing required by our caretaker each week. Ākonga have been interested in how the mapping process for programming a new area for regular mowing works, which has provided some rich learning experiences.

A number of special trees were planted in recognition of significant staff members who have left the OTM team or passed away over this period of time. This brings comfort to our current staff and close whānau members knowing how valued their input and time with our kura was. E kore e warewarehia I ng awa katoa I roto. Gone, but not forgotten.

Our capital works programme has continued with some blocks benefitting from being re-roofed, leaving only a few remaining buildings to upgrade. An exterior repaint of ngā whare and Te Mapua, our gathering place, has unified these buildings and tied these into our landscape. With our mature plantings (including 'significant' trees on the District Plan), we have a beautiful and holistic environment to support 24/7 learning and living for our ākonga.

KEEP CHRISTCHURCH BEAUTIFUL SCHOOLS AWARDS

Our kura was honoured to be acknowledged at the annual Keep Christchurch Beautiful (KCB) Schools Environmental Enhancement Programme (SEEP) Awards held at Tūranga Library.

We won three awards and were acknowledged for our long-standing commitment to extending and developing our large school grounds. Jessie received a certificate for his work as our fulltime caretaker- ka pai, Jessie!

KCB were delighted to see us extending our native plantings, developing the orchard area, and putting thought into significant developments for 2026.

It was a great opportunity to see the work going into other schools in the area too.

EDUCATION OUTSIDE THE CLASSROOM

Ma te huruhuru ka rere te manu.

Adorn the bird with feathers so it may soar.

He kura tangata, he kura whenua.

Treasures of people, treasures of the land.

NGĀ TAONGA O TŌ TĀTOU AHUREA

The Treasures of our Culture

2025 was a meaningful and memorable one for our kura, filled with growth, connection, and new opportunities.

A highlight was our noho marae at Wai-Ora Trust, where we strengthened our understanding of tikanga Māori, built relationships, and experienced the values of whanaungatanga and manaakitanga.

We also celebrated an exciting new chapter with the arrival of our new tumuaki, bringing fresh leadership and vision to our school community.

Overall, the year reflected our commitment to inclusion, cultural and community connection, and creating positive experiences for all ākonga.

Matariki

At Te Whānau o Ōtūmatua we celebrated Matariki with a special hāngī, bringing together ākonga, kaimahi, and whānau to reflect, remember, and reconnect. Wrapped in aroha, the day strengthened our sense of kotahitanga through kai and kōrero.

This year, we focused on three stars: Tupuānuku and Tupuārangi, exploring through planting herb seedlings, and Hiwa-i-te-rangi, inspiring artwork displayed in Te Māpuā.

Ngā mihi to all who contributed to this meaningful celebration.

Tirohia ngā whetū,
kia whai i te ara tika.

Look to the stars and follow the right path.

Noho Marae

Four ākonga participated in the noho marae trip to Wai-Ora Trust. Ākonga exhibited respect and upheld the tikanga being led onto the Wai-Ora Trust facilities by Matua Jono. After lunch, the boys joined kaiako at Lake Rua where they engaged in kayaking, swimming, stone skimming, and fish spotting.

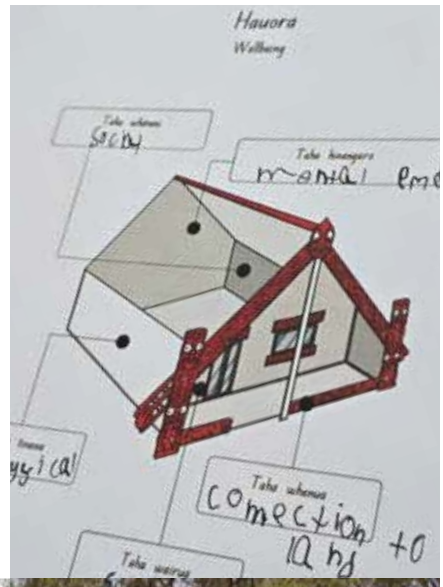
We took a small break at homebase for afternoon tea before spending the remainder of the afternoon on a hikoi near the Rakahuri (Ashley) awa. The boys went on a taonga (treasure) hunt where they gathered different objects from around the wetland/ beach area.

We were joined in the evening by the remainder of our ākonga and kaiako for a BBQ dinner followed by marshmallows roasted over the fire pit.

All ākonga participated in our night activities and enjoyed the delicious treats, before the other boys returned to kura.

The ākonga who stayed overnight, finished their experience on Sunday morning with an opportunity to reflect on their time. All were praised for their positive interactions, connectedness and behavior throughout the weekend.

Although tired from a lot of activity, our ākonga engaged in positive social and cultural learning and came away with many positive memories from the experience.



KAIAKO

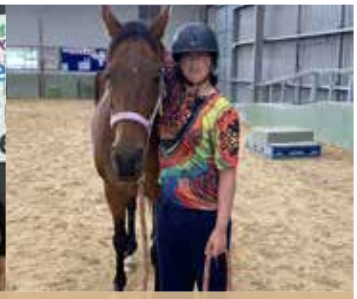
(*) Number in brackets = Years of Service

ĀKONGA

Sebastian Bryant

Mason Burnett

Jaxon Chapman


Giles Fraser

Ryder Groufsky-Long

Freedom Kamate

Diezel Kay

Zaia Loga

Byrin Mouatt

Jayden Newell

Tristan Richards

Frank Thomas

Mason Vince

Ko te ahurei o te tamaiti
arahia ō tātou mahi.

Let the uniqueness of the child guide our work.

Whiria te tāngata

Weave the people together.

Te Whānau o Ōtūmatua

www.otumatua.school.nz