

# NGĀ PĀNUI | THE NEWS

## HRC Te Otu Mātua Newsletter

Term 2 2021

### A word from our Tumuaki / Principal

We were thrilled to have the Ministry of Education's (MoE) agreement to pilot a Day School programme this year. Our first two students arrived in Term 2.

HRC has wanted to enrol day students for a long time now, and hope this may be the beginning of other day school programmes that can support more young people in Christchurch. We are happy that this programme utilises our resources and expertise to make a difference. Our programme presents another option for non-ORS funded (although ORS funded are also accepted) students with complex needs so they can access specialist services; something they have not been able to do previously.

The student remains on the roll of their local school who works in partnership with HRC, whānau, and MoE specialists, to build a greater level of understanding of the learner needs and to then plan supports so they can return successfully to their own school in around two terms.

Suitable Year 3-5 students may have a diagnosis of autism (ASD) or have sensory needs that significantly impact on their ability to participate in their local school.

Another positive event in Term 2 was the changing of the criteria for entry through the Residential Specialist School-only pathway. Previously, the criteria required all other options to have been exhausted before enrolment could be considered. The change saw us move from the



ambulance at the bottom of the cliff, to an intervention able to be considered much earlier on in a student's academic journey. This is where we should belong. No one approach meets the needs of every student, so it is essential that there is a variety of options available for students who will benefit socially and educationally from additional support.

Thank you to all those who recently saw our Facebook post about this and shared the news. Your sharing saw a huge spike in our website views. We really do want to have more students in our school and we are grateful to everyone who gets the word out there about us.

- Janine Harrington

A colorful graphic with a yellow background and a dashed border. At the top, it says "KINDNESS IS SPREADING SUNSHINE into PEOPLE'S LIVES REGARDLESS OF THE WEATHER." in various colors and fonts. Below this, there is a list of activities in vertical columns, each separated by a dashed line. The activities are: Practice a secret handshake, Divide a big paper into sections and create collaborative art, Prepare each other's favorite snack, Play musical chairs, Give each other 3 compliments, Make a craft together, Create a family vision board, Read books to each other, Play hide and seek, Choose each other's outfits for the day, and Bake or cook together. The graphic also includes a copyright notice for Big Life Journal and a logo for Big Life Journal.

Our 2021 College Value Focus

MANAWA-ROA | BE RESILIENT

# Te Whare a Huritini

At the end of Term 2 in Huritini, we reflected back on all the positive changes that happened during the term. For example, we learnt to be mature and accepting of what we cannot always have, to be independent, to have the strength and determination to complete things on our own, like going to the supermarket or a shop. We planned a community activity, then followed it through. We worked through transitions even though they were hard. We made another student, and others, feel welcome in our house. These are some things, plus many more, that the students of Huritini worked on this term.

It was a time of mixed emotions when Oliver left HRC. There was sadness because he was leaving, but also happiness as he returned to his whānau, home town, and community. We would like to wish him all the best. It has been an amazing journey with Oliver; watching him grow and integrate new skills into his daily life.

We welcomed Elliot into Huritini. We are all excited to have him as part of our house. Nau mai, haere mai Elliot.



I did not want to be here at first, but when I got to know the kaiako and made friends like Todd, Taylor, William, and Jacob I felt like I belonged and now I do not want to leave.

I have enjoyed hanging out with Ally, Bailey, Frank, Pinot and Tilly – the staff dogs; sometimes they bring them in.

I have got to hang out with lots of cool people here who I will miss.

I am better at playing basketball and I am better at controlling myself, but I still need to work on my calming strategies. I used to break my stuff when I was upset, but I have been

trying really hard to use the strategies that I have learnt here at HRC.

I have loved everything here at HRC, and I am sad to be leaving. I am going to work hard and one day return to HRC as a staff member like Jessie.- Oliver

Matariki hunga nui,  
Matariki ahunga nui.

Matariki has many admirers,  
Matariki brings us together.



I have been working on trying to sort stuff out with the staff in Huritini when I have an issue. Sometimes it takes a while, but with help I get there.

I enjoy going to the New Brighton Hot Pools, but I do not like the plunge pool, it is too cold.

I am working on my ABAS goals so I can get my brown and black wristbands. These are all I need, and I have achieved them all.

I made a tie-dyed t-shirt at school, it has the colours of the ocean (blues and greens), to represent *The Little Mermaid Saga*. I really love wearing my t-shirt. - Cameron



I have moved into Huritini, and I am happy with the decision.

My favourite thing to do is play on my devices. I like looking up stuff about Minecraft and I have joined the Minecraft group, this is on a Thursday afternoon.

I enjoy spending time with Bruce and Jon. I have helped with cleaning out the iPads, changing the lay-outs, and putting apps into folders. - Elliot



# Te Whare a Makonui



Makonui hopes you enjoyed your term as much as we have!

Vijay joined us in Makonui this term, and we also welcomed Tyrrell at the end of the term. We look forward to getting to know Tyrrell better as he returns with our other students next term.

Towards the end of the term, we asked the students of Makonui two questions: 'What was their favourite thing this term?' and, 'What do you want to do better?'

Read their responses below to get a snippet of the fun they have had and the areas the students would like to develop in.



My favourite thing was getting to go on a weekend outing to the Moscow Circus; the bikes were the best!

I want to be better (controlled) when people make me mad. – Luka



Playing pool has been my favourite thing this term.

I want to improve my handwriting. – Vijay



My favourite thing this term was clearing the motorbike trails for work experience. It was hard work, but I had fun.

I want to be better (do it less) with my swearing. – William

# Te Whare a Tauawa

Mihi nui kia koutou e te whānau whanui.

Kua puta mai te matao hukapapa. Noho mahana mai.

Yet another term ended as we acknowledged the beginning of Matariki (the Māori new year). Our rangatahi celebrated this by making manu aute, and with a painting competition of the different whetu (stars of Matariki) which were displayed in the big whare, Te Mapua, on assembly day for all the whānau attending to see.

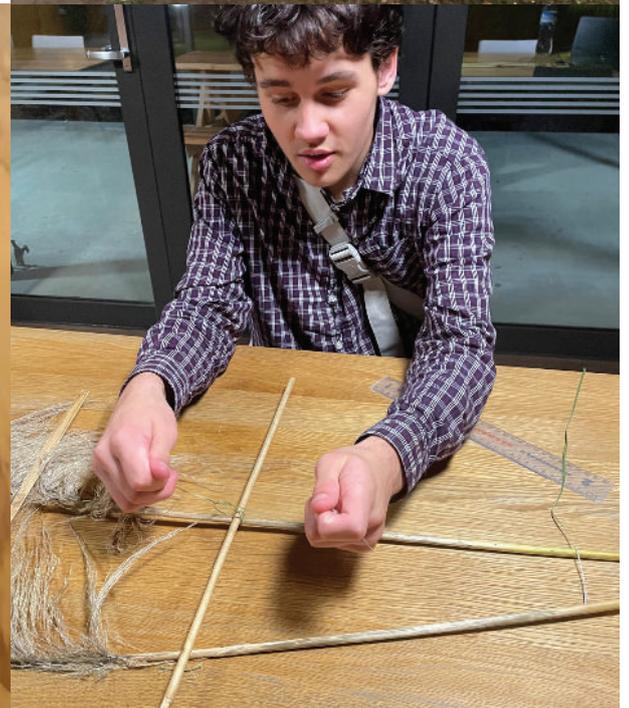
We have also been preparing to celebrate with a shared hāngī on

the first week of Term 3.

During the term, our rangatahi went on a two-night fishing camp in Tekapo. Plenty of fish were sighted but none were caught. William had the BBQ going for lunch and everyone enjoyed the kai, kia ora William.

The accommodations was excellent for our stay, the kitchen was clean and perfect area for cooking our meals.

Elliot took a liking to the lift, using it as often as he could.



I enjoyed going on the fishing camp. The place we stayed at was cool. We had these key cards which we could use to get in and out of our rooms and other places.

Elliot was funny when we were in our rooms; he made loud banging noises when he jumped off the top bunk on to the floor.

I liked the food we had to eat; Patrick is a good cook.

We went fishing the next day, and lost lots of fishing line. No one caught any

fish, but we had a good time.

We then went swimming at the hot pools, and I enjoyed being there.

The next day we walked across the bridge to the old church (Church of the Good Shepherd) and down to the lake where Elliot tried to catch some rabbits. He was funny.

We also saw the dog on the rock memorial and had some photos taken. I would like to go again next time.

- Rhome

# Education Outside the Classroom



## Football Special Olympics

The HRC football team, commonly known as FC Halswell, played in the Special Olympics Canterbury Secondary Schools' Football event which was held indoors at Pioneer Stadium.

FC Halswell was in the top division and played the Allenvale Kickers, whom we beat. Our next match was against the Papanui Panthers, whom we also beat.

After these first two matches, Halswell FC was sitting top of the table. With only two matches to go we came up against the Riccarton Rangers. This was an extremely hard-fought match which ended in a draw.

Our last match against Rangiora Rockets was the event final. FC Halswell played extremely well but Rangiora Rockets prevailed and FC Halswell was placed second overall.

An excellent day was had by all.



# Raumata

Teacher: Jess Grenfell  
Teacher Assistant: Jane Robb

## The Raumata News

Class of Rhome, Marcel, William, Elliot, and Ollie

- Since 2021

In the whares I enjoyed going on long mountain bike rides to Bottle Lake, McLeans Island, and part of the rail trail near Little River. We went on a fishing trip down to Lake Tekapo for two nights. I also went on an overnight tramp to Packhorse Hut.

I really liked when we had Jess's dog, Bailey, and Jane's dog, Frank, in class. The dogs made me feel happy. It is always fun when we do S.T.E.A.M activities, e.g., we put Mentos in Coke and it exploded. I loved it when we learnt about nutrition and made healthy lunches.

I feel I have improved a lot with my maths. My reading also got heaps better, and my handwriting got easier to read. There were lots of things, but kayaking was the bomb! - Oliver



In the houses I enjoyed going to QEII and Minecraft Club. I enjoyed hanging out with Jon Purdue and Bruce.

I liked to help in Kawatea with the new day students, Travis and Ryder.

I liked that I had my own computer set-up in the day school. I got better at speaking Chinese and reading.

My best moment at HRC so far is annoying Jess. – Elliot



In the house I enjoyed Nerf wars, hanging out with the whare staff members, along with playing on the Xbox.

I enjoyed doing my school work, and hanging out with Jane and Jess. I've also enjoyed pranking the staff.

I got better at maths, spelling.

My ultimate best moments at HRC have been Nerf wars, swimming, fishing trip, school with Jane and Jess, biking, walking up hills, hide and seek, and murder mystery.  
- Rhome



In the houses I enjoyed playing on the Xbox and computer, along with visiting Orana Park.

At school I enjoyed Bailey coming in to school, working in the school café, and playing football.

Over the term I got better at spelling, reading and maths.

My best moment at HRC was playing in the school's football team. – Marcel

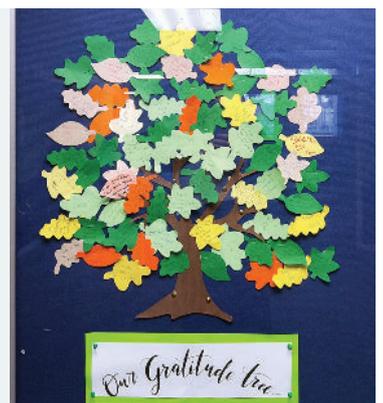
## Gratitude Tree

The Day School had a special week during Term 2 focusing on gratitude.

A paper tree was created and each day the ākonga (students) would write something they were grateful for on a leaf and attach it to the tree. Staff were also invited to contribute gratitude leaves. Look at all that gratitude!

A gratitude tree is a perfect activity to make us pause, live in the moment, and reflect upon the things we feel grateful for.

It's a wonderful aide for depression, anxiety, and stress and it can help you connect with those around you by helping you understand what they feel is important in life.



# Te Puna Wai

Teacher: Nicole Todd  
Teacher Assistant: Lee Tacon

We are Te Puna Wai: Cameron, Luka, and Vijay as well as kaiako Lee and Nicole.

Our class was quite interesting this term. We did bowling, knitting, walking and feeding our class fish. We also practised gratitude every day and we are getting better at mindfulness which is very calming.

At the end of the term, we welcomed Tyrrell to our class, which was exciting.

Written by Cameron, Vijay and Luka (proofread by Nicole and Lee).



I have enjoyed RDA. I have learnt new skills like steering the horse without the lead rope.

I am proud of my finger knitting because of the astounding tension and how long it is. I do finger knitting in story time and it helps keep me awake and enjoying the story. – Cameron



I have enjoyed everything in class. I really like story time. We have been reading *Awful Auntie*. It was weird but funny.

I loved going on outings and getting out in nature and trying new things.

It's been great being able to use Nicole's fancy camera and taking photos of football at Pioneer.

I am proud of being here and the progress I have made. – Vijay



I have done amazing things like making new friends and being a good helper.

I have been feeding the fish basically every day. I am proud of making new friends. I am able to do dead cowboy at RDA where you lie on the horse. I can also do the knit and pearl stitches.

Thank you to kaiako Lee and Nicole as well as my friends Vijay and Cameron. I wish I could stay forever. – Luka

# Kawatea

Teacher: Sarah Hall  
Teacher Assistant: Josh Geddes



Josh and I had the privilege of setting up and running a pilot class catering for young Christchurch students, which has been an exciting challenge.

Part of the uniqueness of this class is that our students are not residential, instead being brought to and from school by their parents/caregivers as day students. These young ākonga come to us because they have a diagnosis of ASD or some significant sensory issues that are making engaging in their mainstream classes difficult.

Although we were ready to welcome our first student at beginning of the term, we had a long wait until week 5 when our very first day school student, Travis, arrived. We very quickly got a second student, Ryder, and the Kawatea class felt like it was starting to bloom.

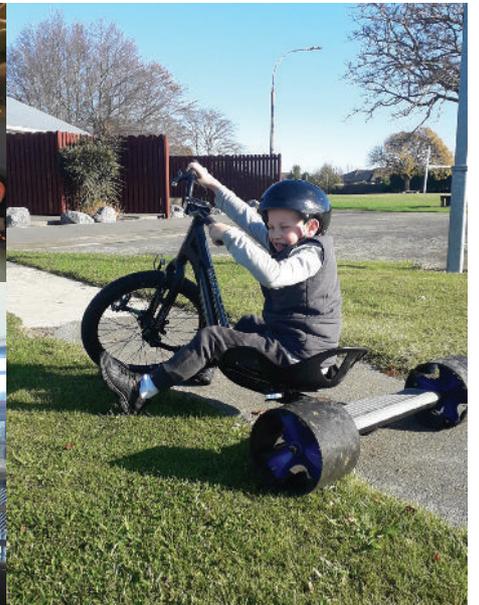
The emphasis in the early weeks is to build a solid relationship with our students as a way to help them engage in a kura (school) setting. Travis and Ryder are very friendly boys who settled in with us easily. Josh and I then set to work establishing a daily routine that included some literacy, numeracy, mindfulness, stories and play.

We continually adapt our practice as we learn more about the boys' needs to maximise engagement in education. It's a great challenge, and the boys are teaching us a lot.

Of course, we could not run this without the continual support of our workmates who, amongst many other things, provide morning tea and lunch time supervision.

An important part of this programme is that all HRC kaiako interact and build solid relationships with the Kawatea ākonga to make them feel part of the kura. We have really appreciated the number of people who have popped in to say 'hi' and introduce themselves to our boys.

While there were lots of positives from the term, we unfortunately had to farewell Josh who decided to go back to his adventure-based teaching and outdoor education roots. We wish him all the best and we will really miss the calm, caring way he worked alongside our ākonga and kaiako.



# Residential Specialist School (RSS) enrolment just got easier!

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

There are two referral pathways: **RSS only Pathway, and Te Kahu Tōi Intensive Wraparound Service (IWS).**

There are four criteria for the **RSS only pathway**:

- The young person is aged 8 to 15 years old (Year 3–10).
- The young person 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 have been considered or tried. However, RSS intervention is believed to be the best way of meeting the child/young person's needs.
- The young person does not need an intervention in the home or community (the child/young person does not need intensive services such as Te Kahu Tōi- Intensive Wraparound Service, Oranga Tamariki or High and Complex Needs).

The **Te Kahu Tōi Intensive Wraparound Service (IWS)** is a support programme for young people aged 5-14 years 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.

## Who makes the application?

Applications are only able to 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**  
**03 339 7802**  
[annamccoy@halswellcollege.com](mailto:annamccoy@halswellcollege.com)



## Postgraduate Diploma in Specialist Teaching and Learning Conference

On 29 June, a team from HRC had an opportunity to speak with a large group attending the Postgraduate Diploma in Specialist Teaching and Learning Conference at the University of Canterbury.

The group was made up of approximately 275 people, many of who were RTLBs and early intervention referrers.

The feedback received from the session was extremely positive, and the attendees were excited to learn about HRC and how we can help.

In early June, Janine also spoke to managers at the Southern RTLB conference.





## Haere mai



Suzanne McFerran

Teacher



Hugo Richardson

## Mā te wā

It was with sadness that we said mā te wā to Josh Geddes who moved on to his next challenge at the end of the term.

Both ākongā and kaiako have benefitted from his energy around HRC. Ngā manaakitanga.

We also temporarily farewelled Kirstie who has gone on maternity leave.

Enjoy the special time with your new pēpē.



Margot Gannaway

Simon and Margot are wearing beanies Sarah Hall made for them out of her alpaca's wool and possum fur that Phynn, Patrick and Simon found on the Packhorse Hut walk last year.

## Photos by our talented ākongā



Left: Sunset by Oliver.

Right: Vijay has been capturing the action as our HRC sports photographer.

Photography has been a new interest for some of the HRC ākongā this term.

Check out a couple of their impressive snaps below.



## Dates for the diary

Student Council meeting:	Thursday 19 August
Board of Trustees meeting:	Friday 13 August, Video Conference
Term 3 travel in day:	Tuesday 27 July
End of Term 3 travel out day:	Friday 1 October