



MESSAGE FROM THE TUMUAKI | PRINCIPAL

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

Thank you for considering enrolment at HRC. HRC is a small co-educational school with highly trained staff dedicated to working with young people with complex behaviours who experience neurodevelopmental challenges such as ASD, intellectual impairments, specific learning disabilities, ADHD, etc. Our committed kaiako (staff) choose to work at HRC because they want to make a difference to the lives of young people. Our aim is to have each child reach their potential in our safe and caring environment. Positive, supportive relationships between kaiako and students form the basis for learning. Each student is highly valued, and kaiako work with persistence to help individuals learn new skills and behaviours that will help them be the best they can be. Our students 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 students are encouraged to be enthusiastic, reflective and resilient. The goals become all the easier because the work is undertaken in a fun and therapeutic environment, and with heart. With our small roll and high kaiako numbers, we can facilitate meaningful interactions with increased teaching moments and reinforcement. There are more opportunities to be guided, experience success, and try out being a leader. For many, it is the first time they have made a friend or won an award. At HRC, living is learning. Our residential curriculum encourages independence and responsibility. This provides the ideal preparation for the challenges of adult life. Rest assured, kaiako take the responsibility of caring for the young people 24/7 seriously. Graduates and whānau often tell us we have made a significant difference in their life. We hope we can make a difference for you too. Whakarangatirahia. Be the best you can be. Janine Harrington

MISSION STATEMENT

HRC is an intervention for students with intellectual difficulties and complex behaviours. The facilities, specialised curricula, and highly trained staff support students within a therapeutic environment, designed to assist them to develop to their full potential.



PHILOSOPHY OF CARE

Build Relationships / Whanaungatanga

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

Reflect / Whaiwhakaaro

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

Be Resilient / Manawa-Roa

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

OUR COLLEGE

MODERN FACILITIES

Nestled amongst the trees, our grounds boast expansive green spaces, playgrounds, a swimming pool, and bike track. During 2016, a \$9-million rebuild of the College was completed which included family-style houses to accommodate up to 32 students, a multi-functional learning space (Te Mapua), and upgrades to the student whānau accommodation and conference room.

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

DAY SCHOOL CLASSES

The day school operates with small class sizes supported by a teacher and at least one teacher assistant. Students 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 students return to their whare for the midday meal.

Kawatea - Day Student Class

This class supports non-residential students in Years 3-5 who may have a diagnosis of Autism (ASD) or have sensory needs that impact their ability to participate successfully in their local school, and who already access support through the Ministry of Education (MoE).

Students can be referred to Kawatea for up to two terms.

HOUSES/WHARES

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

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

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





BECOMING PART OF OUR RESIDENTIAL WHĀNAU

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

There are two referral pathways:

RSS-only Pathway

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

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

There are four criteria for the RSS-only pathway:

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

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

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

Te Kahu Tōi, Intensive Wraparound Service (IWS)

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

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

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

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

24/7 INTERVENTION

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

DAY SCHOOL CURRICULUM

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

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

RESIDENTIAL CURRICULUM

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

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

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

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

SPECIALIST SERVICES

The College has a specialist team supporting the 24/7 curricula. The team consists of an on-site psychologist and contracted registered nurse. In addition to our nurse, we have a service contract with a local medical centre.

On-site speech and language, and occupational therapy services are provided.

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



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



CULTURAL DIVERSITY



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

- providing a positive learning environment that will enhance the self-esteem and identity of all students.
- promoting students' 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 students with varied opportunities to understand and respect tikanga Māori (Māori values, attitudes and behaviour).

Te Tao Kokiri, our Māori caucus managed by the Kaiwhakahaere, has operated for a number of years.

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

advises the College on our commitment to Te Tiriti o Waitangi partnership. The Kaiwhakahaere sits on the Senior Leadership Team.

We are proud of the learning experiences provided for students 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 students.

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



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

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PROSPECTUS



HRC

Te Otu Mātua

www.halswellcollege.com

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

quote from a former student

