

HALSWELL

RESIDENTIAL COLLEGE



2018 MAGAZINE

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A MESSAGE FROM THE BOARD CHAIR

Most, if not all schools in New Zealand have words or phrases which provide a key message about the school. Central to what Halswell is about is the word 'Whakarangatirahia'. This word translates to 'be the best you can be'.

I'm now nearing the end of my second year on the school's Board, and what probably pleases me the most is that in every direction I look, I see the people at Halswell actively and effectively turning 'Whakarangatirahia' into their daily practice at the school. 'Being the best you can be' is well and truly alive at the school. When I use the word 'people' in the context of 'Whakarangatirahia', I'm talking about all people at the school; the young people living at the school and the adults working with them in the classrooms and in the residences. There is a real sense of the HRC family; a

group of like-minded people working together towards positive outcomes for the students at the school. Leadership is of course essential to achieve this. The Board is grateful for the commitment of Janine Harrington for leading the school in such a positive direction, and to all staff for their single-minded purpose to get the students to be the best they can be.

It would be so easy for the principal and staff to be sidetracked onto the external things impacting on the school. These could be broadly described as

WHAKARANGATIRAHIA
BE THE BEST YOU CAN BE

the politics around residential special education, to do with the important relationships between the school and the Ministry of Education. These include funding issues, and the pathways for the enrolment of students into the school. While the Board is committed to advocating whenever and wherever necessary for the school, its students and its staff, it is also committed to maintaining strong and positive relationships with the Intensive Wraparound Service and Learning Support at the Ministry of Education.

Along with Anthony Fisher and Kevin Pryor, I joined the Board in March 2017. We farewelled two committed Board members at the end of 2017; Simon Buckland and David Ivory. Both had brought to the Board a huge amount of experience and expertise. We thank them for their input. Two new people were appointed to the Board earlier in the year; Joanne Walk-

er from Auckland and Liz Waugh from Christchurch. This means that the location of appointed Board members makes it easier for us to represent both Halswell Residential College in Christchurch and Westbridge Residential School in Auckland. I'm sure most people would be aware that we are the combined Board for both schools.

My thanks to everyone; students, their whanau, the principal and staff, external people supporting the school and Board members, for ensuring Halswell continues to be a great learning environment.

Ka kite ano

Dave Turnbull
Board Chair



A MESSAGE FROM THE PRINCIPAL

I'm fairly certain there wasn't a dry eye in the room. The 2018 End of Year Assembly was the most emotional many of us have experienced. Fortunately, the heartfelt moments were balanced with periods of rapturous laughter and joy as HRC learners reflected on 2018 and celebrated their achievements.

I tell new students and their whanau when we first meet that there might be a few tears from students when they first arrive at HRC and say goodbye to their family, but there are always more tears when they leave HRC. That was certainly the case as we said goodbye to a whopping seven learners at the end of 2018. How moving it was to hear from their whanau; all were also shedding a tear as they also said goodbye to the HRC whanau they had become part of while their loved one was here.

Research tells us that crying when you need to is better for your health than holding it in. And just as our whanau does not judge a new student for their tears when they arrive, we also do not judge the collective tears when one of us leaves, because loving being part of the HRC whanau means there will be a little sadness when it is time to say goodbye. But

looking to the future, all those leaving are going off to exciting new challenges; ones that they know they can achieve with effort. We will miss them but we send them with our greatest hopes for their future.

The audience took a moment to join with me at final assembly in a round of applause for the parents, grandparents, caregivers and IWS staff who had trusted HRC to do the work we do with these students and provided support while they were here. Another round was offered up for the staff who work tirelessly, and no matter what might have happened the day before, arrive the next day with a smile on their face, role-modelling the resilient and positive adults they want HRC learners to become. The Board of Trustees, and in particular Dave Turnbull, the Chair, were acknowledged for the governance and support they have given. And finally we applauded

the students, who had spent 2018 striving and at times failing but not giving up. Who had all at times felt scared but tried anyway. Who had learned new skills and were taking them home to show off to their families in the holidays. I want to take time to sincerely show my appreciation to you all again. Thank you.

2018 has been a fabulous year for HRC. The key highlight is the huge validation we received during the Education Review Office (ERO) review. It was heartening to read HRC's areas of key strengths as determined by ERO:

1. strong leadership that has established a high trust collaborative school culture that places the wellbeing and success of all students at the centre
2. a responsive rich curriculum that is responsive to students' strengths, culture, needs and interests
3. coherent systems which support processes that enhance student safety and wellbeing
4. effective communication systems which strengthen the partnership with families/whānau and specialist agencies in realising shared valued outcomes for students, and
5. a reflective environment that promotes capability and capacity building for ongoing improvement.

ERO's comments are as positive as the 2018 staff feedback. In an anonymous survey, staff told us that:

- 100% positively care about the future of HRC.
- 100% are proud to tell others they work at HRC.
- 91% feel HRC inspires them to do their best.
- 94% feel they are willing to put in a great deal of time and effort beyond what is normally expected.

These results are significantly higher than the norm typically heralded for New Zealand businesses. Aon Hewitt (2016) surveys found 20%

of employees report high discretionary effort. That is, 20% are prepared to put in more effort than is normally expected, whereas 94% of staff who completed the survey at HRC state they are prepared to do so.

In 2018, four additional questions were added.

1. On a scale of 1 to 10 (1 being unhappy and 10 being very happy), how happy are you at HRC? The weighted average was 8.43 with only 3 staff rating less than a 7, and the largest collective group sitting on a 10.
2. Do you feel the Senior Leadership Team is transparent? Yes – 100%. No – 0%.
3. Do you feel valued at work? Yes – 94.29%. No – 5.71%.
4. What three words would you use to describe the work culture at HRC? We had lots of responses. The most common words were: professional, rewarding, supportive, caring, committed, reflective, and understanding.

I was fortunate to be granted a sabbatical for Term 3. My sabbatical was made up of two parts; firstly a short course at Harvard University. The course 'Leadership: An Evolving Vision' was for principals who have been in the role for over six years. I met a number of principals from other countries who were fascinated to learn about our residential setting. As well as learning from each other, a number of published academics presented lectures. We were pushed to the limits as we challenged ourselves both intellectually, and on the second day physically and mentally too on a high ropes course.

One interesting thing we learned is that leaders who have experienced difficult challenges in their own life make the best leaders. I guess that is a good reminder about the benefits negative life events can gift if we learn and grow from them. I also spent time adapting for our students, a self-control programme developed by a doctor of psychology at the University of Otago. The programme ENGAGE uses play (through table-top games, outdoor games, puzzles etc.) to teach the skills of self-control and we will pilot the adapted programme in 2019.

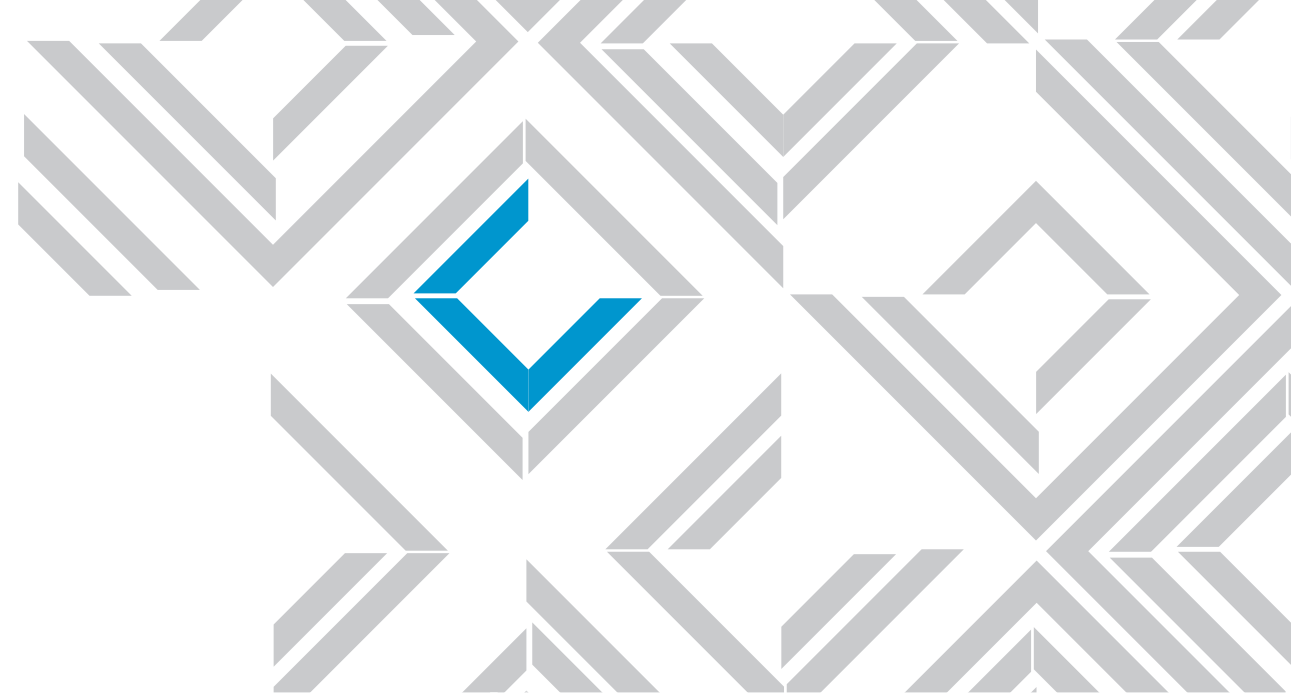
The programme is typically implemented by a parent/caregiver so if you are interested in learning more, my paper has been published on the Ministry of Education website or you can contact me directly. During my sabbatical, Jon Purdue (Associate Principal – Residential) acted as principal. I want to thank Jon for his hard work and commitment to the College staff and learners, and the Board for their support.

In 2018 our focus value was whakaute – to be respectful towards others. Everyone in the whanau had to focus on this in one way or another. ERO tell us that at HRC: *'Positive relationships and a culture of collaboration within the school and with the wider school community provide high levels of care and rich learning opportunities for students. Leaders regularly analyse student achievement data and use in-depth internal evaluations of teaching and learning approaches within the 24/7 curriculum to make informed decisions. These decisions are clearly based on supporting teachers and residential staff to continue to provide the high quality, effective practices that are essential to the wellbeing and success of students at HRC.'* As we close off for the year I think we can tick that off as another achievement in an extremely successful year.

Janine Harrington
Principal

NEW HOUSE NAMES FOR HRC

In mid-2018, Halswell Residential College received new names for the residences that were completed at the start of 2017. These names were gifted by Ngai Tahu, and we are grateful for this. Tauawa retained the same name, while the other three new houses, and the whare, received new names. These are listed below with their meanings.



MAKONUUI

Makonui is one of the boys' houses. It is named after the Clay Bar Lagoon. Some iwi connect this name to the great white shark.

OWAKA

Owaka is the girls' house. It means 'place of the waka'.

HURITINI

Huritini is also a boys' house. It is named after the Halswell River.

TE MAPUA

Te Mapua is the learning environment (wharenuui) that allows students and staff to be together in a welcoming multi-functional space.



A YEAR IN MAKONUUI

KEN JOBLIN
HOUSE MANAGER

At the end of last year we were in search of a house name, something to associate with our new residential home, our students, staff, and purpose. Happily we have been bestowed a new name, Makonui, so at last we are able to encapsulate who we are, what we do, and how, into a collective identity.

The students and staff of Makonui have adapted over the past year to make the most of their environment. They have made it a place to be comfortable, safe, challenged and to grow in. For the staff this has been about changes, developments and improvements in their practice, while for the students it has been about life skills, functional academics and vocational development. For all, it has been an exciting year; fun, funny and challenging at times.

Makonui staff have used purposeful relationships along with challenging and fun activities to build confidence, resilience, tolerance, co-operation, social engagement and self-control among the students. Of note among the activities have been playing at Margaret Mahy Playground, riding karts at Velocity Karts, fishing at the Groynes junior fishing area, riding the chairlifts at Christchurch Adventure Park, indoor climbing at Clip 'n Climb, high ropes adventures at Adrenaline Forest, watching the spills and thrills at Ruapuna Speedway, swimming and relaxing at Hanmer Springs and Pioneer Pool; trips to various malls and movies, skate parks, ten pin bowling and spectating the Super Rugby games.

Activities like badminton, riding bikes, scootering, playing basketball and playing card games such as Uno and Monopoly Deal have all provided plentiful opportunities to have fun and learn from and about each other.

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AND CHALLENGING AT
TIMES.”

Student numbers in Makonui have as usual fluctuated with the ebb and flow of those completing their time at HRC and those starting their residential journey. We look forward to 2019, where we will have some students stay on, and also have some new faces to get to know and enjoy the company of.

^
BLO
KARTING



HRC GARDENS AND HORTICULTURE UNIT

SIMONE BENS DORP - TEACHER

2018 has been a busy year in the garden!

The vege garden is back in action. We have recently harvested peas, beans, lettuces, spinach, silverbeet, garlic, rhubarb and radishes. The peas have been the favourite; most of them get eaten straight from the plant. The summer crops are planted now, and there is lots of mulch on the beds to stop the soil from drying out in the sun.

Over the past two terms we have tidied up the tunnel houses, grown seedlings, made compost, and learned about how plants grow. And of course there's the weeding. This is one of our favourite jobs, and the students have competitions to dig up the biggest weeds.

Room 2 has completed a special technology project and built new compost bins for the garden. There are now three bins made from recycled pallets. They look fantastic and they even have doors! We are composting all our garden waste, and this will be a great addition to the garden next year.

I have had a great time working with the students in the garden, and it is encouraging to see so much enthusiasm out there. Thanks for all the hard work you've put into the garden this year HRC students!

HRC staff and students work together to create a productive and sustainable Horticulture Unit. The students then harvest the produce and either sell it or give it to other staff and students.

LIFE IN TAUAWA

TIMOTI CHRISTENSEN
KAIWHAKAHAERE



E nga iwi,
E nga Mana,
E nga reo

Tuku atu nei nga Aroha ki a koutou. Merikirihimete ki a koutou me o koutou whanau. Kia tau te Rangi marie.

Another year comes to an end. We look forward to a Christmas break and so do our tamariki. The year has come and gone so quickly. Our tamariki enjoyed the busy year learning new skills, that were at times challenging. Learning about their whakapapa through whanau pepeha which is provided by whanau on arrival.

Our whare has focused on learning more Te Reo, karakia and waiata. Many of our past activities are still enjoyed. Winter activities are now over and the school swimming pool is open. Several students attended an eeling trip during Term 4. They enjoyed their time catching eels, which they cleaned and cooked the next day to share amongst others.

We have had a great year. The students who are returning are looking forward to 2019. We wish those leaving all the best with their future.

Mihi noa



“ OUR TAMARIKI
HAVE ENJOYED
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GET2GO

GREG YOUNG
ASSOCIATE PRINCIPAL, DAY SCHOOL



“THE HRC TEAM SHOWED GREAT TEAMPERSONSHIP AND WE WERE SO PROUD OF THE WAY EACH STUDENT SUPPORTED THE OTHER.”



This year the Get2Go Challenge was held at the Groynes. Seven of our most intrepid students decided to take on the challenge of orienteering, canoeing, mountain biking and a little bit of problem-solving.

HRC arrived at the Groynes at 9.00 am for the briefing, with 24 other teams from throughout Canterbury.

Our first event was the canoeing. We had to have three students in a canoe and paddle out and around some buoys, then back to shore. Then three more HRC students had to jump in the canoe and paddle, paddle, paddle. Then three more, then three more, and so on. This event lasted for one hour...phew!

Then the HRC team went to mountain biking where we had to

race around a track, then tag another team member who raced. Every student had to race one lap and some more than once.

After this we went to problem-solving. This was a group activity where we had to use teamwork to get across a pretend ocean without falling into it. We were only able to stand on mats. The HRC team showed great teampersonship and we were so proud of the way each student supported the other.

The last event was the orienteering where we had to run, run and run and find markers. This was extremely tiring.

Overall, the HRC team had a fantastic day. Well done Sapphire, Kristan, Maurice, Jacob, Nikita, Bodhi, and Braiden.



A YEAR IN OWAKA

TIM RICHARDSON
HOUSE MANAGER

As 2018 comes to a close, we reflect on what a crazy, chaotic, laugh-til-it-hurts, fun-filled year it has been for Whare Owaka.

We got a new name (goodbye 'House 1'). We welcomed new students and farewelled others. The students have been involved in many activities. Some of their favourites were; recording a song, Beach Education Day, Halloween and Christmas parties, school dances, Canterbury Anniversary Day, horse riding, the speedway, swimming, swimming and more swimming.

All the students have progressed well on their goals and wristbands; learning key life skills along the way. There has been plenty of baking, work experience at Willowbank Wildlife Reserve and a local café, along with learning social skills and how to be a good friend.

The girls are all looking forward to 2019 and the new challenges and successes that they will experience.

OWAKA STUDENTS: HIGHLIGHTS OF 2018:



SAPPHIRE:
"Kind staff & the jellybeans!"



DOMINIQUE:
"Baking and Show Day."



NIKITA:
"Being the 'awesomest' & the ski trips."

JOINING FORCES ROOMS 1 & 2

JESSICA GRENFELL & JOHN LAWSON - TEACHERS
VIRGINIA MURPHY & LEE TACON - TEACHER ASSISTANTS



As 2018 drew to a close we looked back over the last year's newsletters to get an idea of what we have been up to. What a year it has been with lots of change.

Rooms 1 and 2 combined at the end of the first term as the younger students of Room 2 headed home and we decided that the older students would benefit from being with other peers. The opposite then happened at the end of Term 3 with new, younger students arriving and the need for another class for them. Funnily enough we are likely to see Rooms 1 and 2 merge back together next year and on the cycle goes as we continually adjust to best meet the social and learning needs of the students.

The activities we have participated in and the learning that has occurred have been huge and varied. For us, the biggest gains we have seen have been in the maturing of our senior students as they have developed skills in working and learning together as a group. The culture of the class is all about getting on with the tasks without a fuss, and learning.

Activities of special note have included building compost bins for the Horticulture Unit; learning planning and building skills to do this. Planting native saplings fortnightly with a DOC worker to revegetate a strip of the Waimakariri River. A sewing project to make pillows for our sensory room; exploring material options, shopping to a budget and using

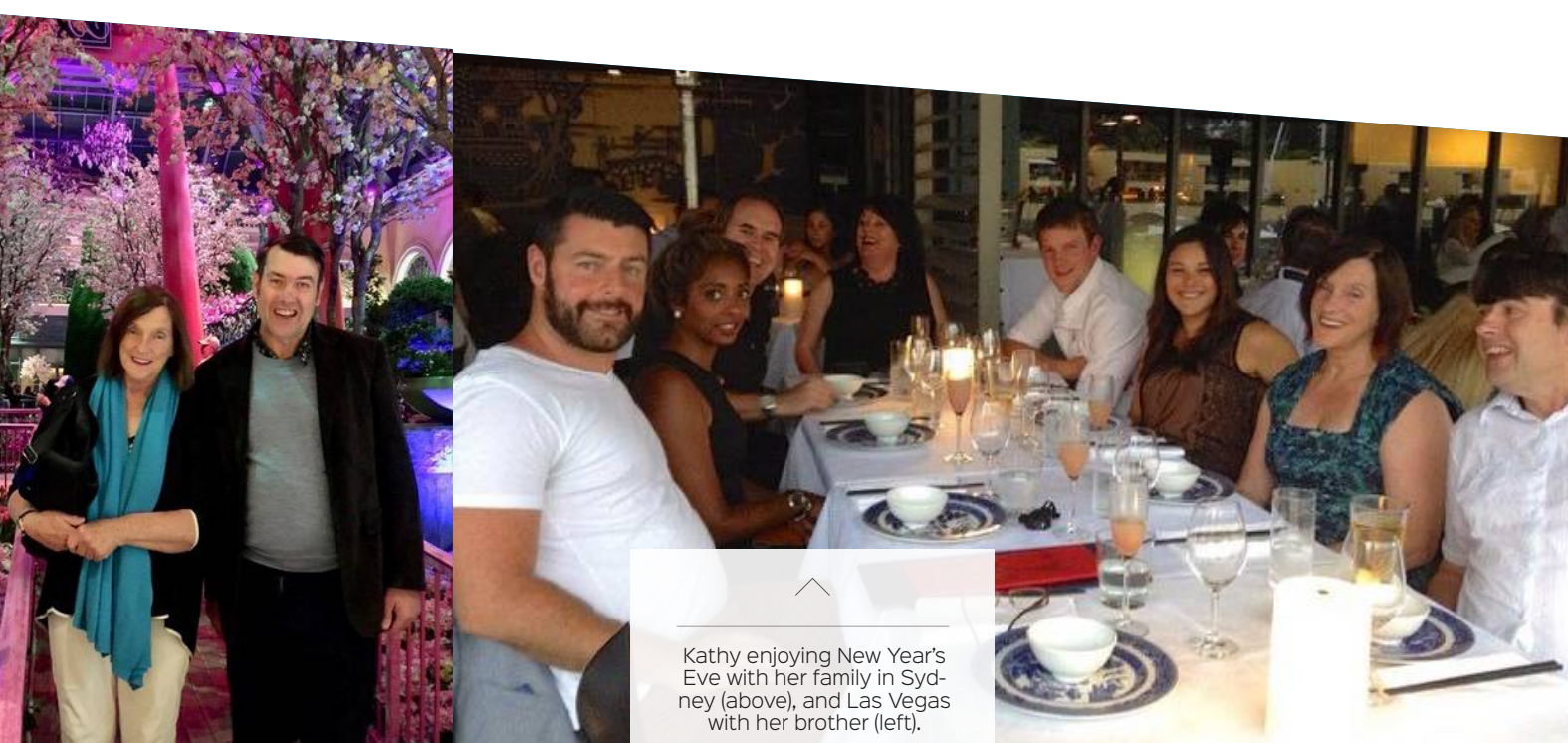
the machine to make the pillows. We have also been mountain biking, culminating with a trip through Bottle Lake Forest to Spencer Park, with a BBQ and an icecream at the end.

In the areas of work experience, most students have had something to attend each week. With Mitchell attending a Work Skills course at Ara Institute of Canterbury, Sapphire doing work experience at Willowbank Wildlife Reserve, Kristan helping the groundsman with the gardens and maintenance. Then there was Braiden working in the kitchen, Maurice working with dogs at Doggy Day Care, and Nikita and Jacob working at a local café. The whole class attended a 'Front of House' day at Ara, learn-

ing about setting a table and serving guests which was a lot of fun. Most students have had some work experience through the year and have done really well at it.

Of course we are also doing the core academic work with students learning some financial literacy and money skills as well as all about fractions, percentages and decimals. Students participated in science experiments and in planning technology projects. They learned about countries around the world, and, as always, there were many reading and writing opportunities.

So that's us then for 2018. We wish our leaving students all the very best.



Kathy enjoying New Year's Eve with her family in Sydney (above), and Las Vegas with her brother (left).

AN INTERVIEW

w i t h K a t h e r i n e B a r r e t t

Q. How long have you worked at HRC?

A. Since 1993 (25 years). Although I did do relief work for two years before that.

Q. What was your last position held at HRC?

A. Night Staff.

Q. What are the top three things that you liked about working at HRC?

A. The top three things I have liked about the school are; 1. The people that I have met, many of whom will remain life long friends. 2. Having a job where I felt my efforts may make a difference, however small, to the students' lives. 3. The amount of life skills I have been able to learn while working at the College. I am now a much more patient person than I ever was before.

Q. What is something that has surprised you about your time at HRC?

A. I have been surprised by how invested in the students I became and as my own family grew up and went off into the world I felt I could still be involved with kids through the students at school.

Q. What funny memory do you have of your time here?

A. Recently I spent a good portion of one night challenging a dear wee 10-year-old to foot races around the grounds to distract him from breaking and entering one of the flats where a family was spending the night and I think I realised then, that at 72 years old, my nights may be numbered and it was time to hang up the running shoes for good.

Q. What inspires you?

A. I feel inspired by positive people and by people who take whatever skills they have, no matter how minimal, and really try to make a go of things. I love a laugh and people with a good sense of humour.

Q. If you could change something in the world, what would it be?

A. If I could change anything in the world I think I would like people to be kinder to each other and to animals. I find cruelty very depressing because it is often deliberate.

Q. What is the best piece of life or professional advice that you have ever received?

The best advice I have probably been given is that there is no mess up that you make that can't be sorted if you just own it.

Q. How do you recharge?

A. To recharge I like a good book, a good movie, a glass of vino with my friends, a good debate on almost anything. We at night, have solved all the world's problems many times over but nobody believes us. I also love my garden and my pets.

Q. What does a 'perfect day' look like to you?

A. A perfect day for me would probably be out on a boat on the Bay of Naples with my family or anywhere with my family actually, but I do like to travel and hope I have a couple of good trips left in me before the travel insurance becomes prohibitive.

Q. Where to from here for you?

A. For a country girl from a dairy farm in Springston, I have had a very happy and fairly interesting life. I have certainly been blessed to have seen and done much more than I had ever thought was possible when I was young. I have loved my years at HRC and much of that is due to the fun I have had with students and staff. I thank all of you who have supported me and laughed with me over the years and also the folk who have argued with me as you have all taught me something. Looking forward I hope to hang around and annoy everyone for as long as I can.

CELEBRATING MATARIKI

Matariki: The Maori New Year. Matariki is a time to gather with family and friends to reflect on the past, celebrate the present, and plan for the future seasons, with your whanau.

To celebrate Matariki, the HRC staff and students dug a hangi and cooked kai to share with the entire HRC whanau. The students also had lessons centred around the lessons and stories of Matariki.

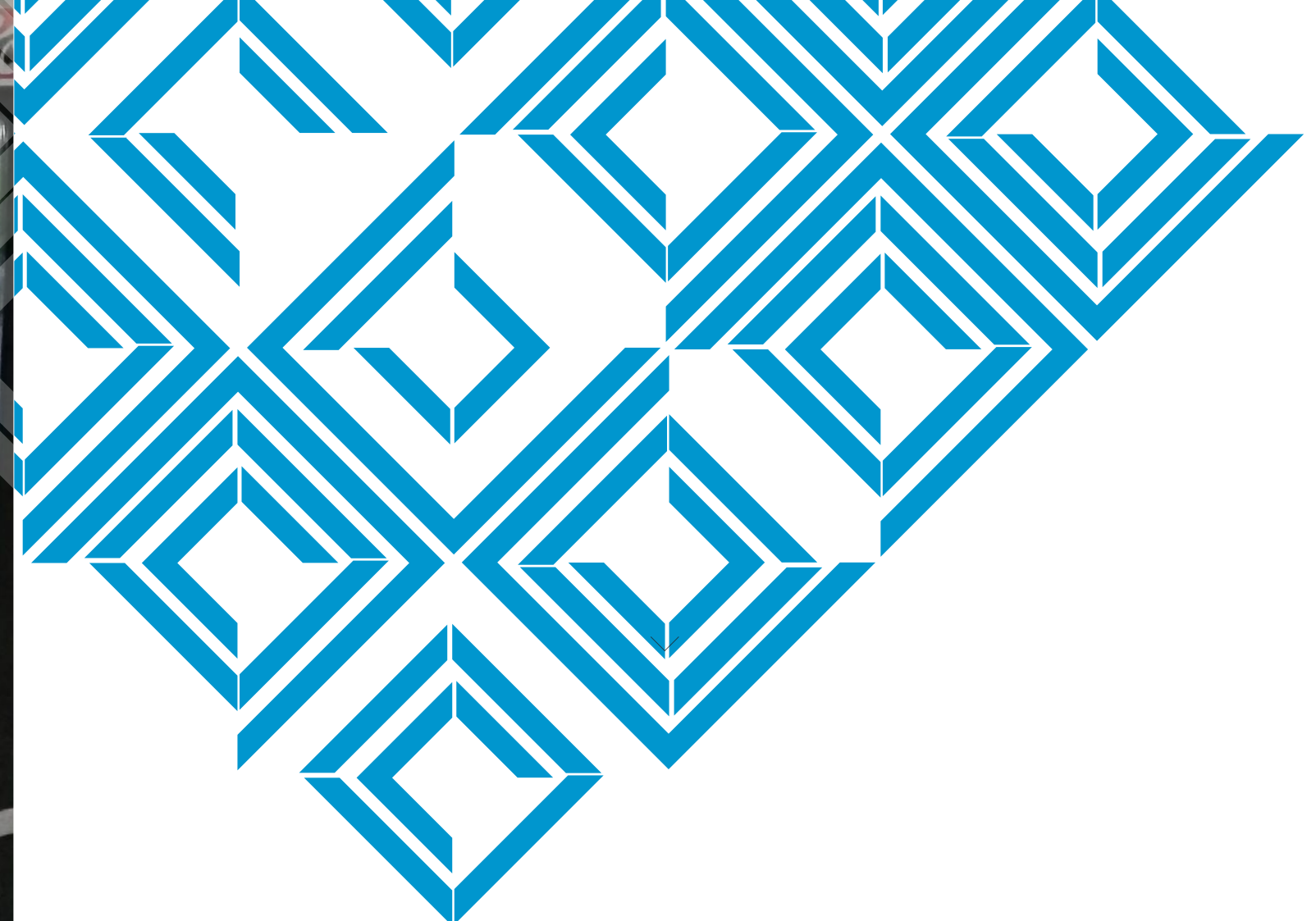
Thank you to all our visitors for sharing this celebration with us, and to our staff and students for working hard to prepare and cook the hangi.

The celebrations begin with the rising of the Matariki star cluster (otherwise known as the Pleiades or Seven Sisters). One of the most popular iwi stories is that the central star represents a whaea surrounded by her six daughters. The new lunar moon (maramataka) also begins at this time.

Kai is an important part of Matariki. Winter is the time to share food stored in the pataka (storehouses), harvested from the past.

“ HOKI WHAKAMU
RI, KIA ANGA
WHAKAMUA.
LOOK TO THE PAST
IN ORDER TO FORGE
THE FUTURE. ”





ROOM 7

NICOLE TODD - TEACHER
JAIMEE NEWTON - TEACHER ASSISTANT

It has been an interesting year in Room 7. We started in Room 1 and transitioned back down to Room 7 in Term 2. This took a little bit of adjustment.

We have seen students come and go. It is always sad to see students leave, but fantastic to see the gains they have made while working with us.

We have had a big focus on social skills and sharing. Free time in Room 7 means games and social interaction. I have enjoyed watching the students grow in their social skills and their ability to problem-solve through game play.

We have also had a focus in the second half of the year around Emotional Intelligence and naming emotions. This will give the class more ways to describe how they are feeling and iden-

tify the difference between similar emotions. We have the emotions in four basic colour groups. The students are working on recognising what emotions are in each colour area. We look forward to developing this more next year.

It is great working with students so willing to give this a go. We will miss the students who are leaving and wish them all the best. We have enjoyed 2018 and look forward to what 2019 brings us in Room 7.



Solomon has recently retired from HRC after 22 year's of dedicated service. Here is is with his wife, Kay.



KIA KAHATE REO MAORI

Māori Language Week, Te Wiki o Te Reo Māori, was celebrated at HRC in September. The nationwide theme in 2018 was 'Kia Kaha Te Reo Maori' (Let's make the Maori language strong). Te Wiki o Te Reo Māori provides an opportunity to celebrate and learn te reo Māori, helping to secure its future

as a living, dynamic, and rich language. At HRC we celebrated by using a different Māori word each day of the week and ended the week with a delicious hangi cooked by our staff and students.

AN INTERVIEW

w i t h S o l o m o n J o h n

Q. How long have you worked at HRC?

A. 22 years.

Q. What was the last position you held at HRC?

A. Associate Principal - Day School.

Q. What are the top three things that you liked about working at HRC?

A. The family environment it provides, the camaraderie with staff and the fun interactions with the students.

Q. What is something that has surprised you about your time at HRC?

A. It has gone too fast!

Q. What funny memory do you have of your time here?

A. Lots. One that stands out ... A caseworker brought a student, who was very unsettled, to see me. I was able to explain to the caseworker that the student had a lot of “issues” to deal with from home. The student listening to our conversation intently reacted by saying; “No mister, these are not “his shoes” (while pointing to his shoes), they are my shoes.”.

Q. What inspires you?

A. Recognising and discovering the positive attributes in people.

Q. If you could change something in the world, what would it be?

A. That people would learn to accept each other without being judgemental.

Q. What is the best piece of life or professional

advice that you have ever received?

A. Change can only begin with me.

Q. How do you recharge?

A. Playing my guitar, campervan trips with my wife and Jazz (our dog).

Q. What does a ‘perfect day’ look like to you?

A. When I can feel thankful for everything rather than complain.

Q. Where to from here for you?

A. Enjoy and be thankful for each day. Also catching up with people, exploring places and helping where I can.



A YEAR IN KAWATEA

SARAH HALL - TEACHER
DENIS CARROLL - TEACHER ASSISTANT



*“Poipoia te kakano kia puawai”
Nurture the seed and it will blossom*

It's been a busy year for Kawatea. We have seen students leave us – either to other classes at Halswell, or back to their home communities – and new ones arrive. Whatever the make-up of Kawatea is, we aim to include all students as much as possible in the class and whole school programme and help them to bring out the best in themselves.

In Kawatea, one of our major focuses is how to be part of

a class and engage in learning. The long term goal for our students is to transition back to a mainstream school and our tamariki need to know what being part of a class is like. While at Halswell, our students learn in a class with very few students and two staff to support academic, social and behavioural learning.

An important part of Kawatea's programme has been Play-Based Learning. This is a valuable way to teach many social skills that benefit our students - participation, turn-taking, co-operation, communication and leadership to name a few.

This sits nicely alongside the curriculum core competencies and meets the developmental needs of our students.

While we have our core academic work for the students to work on, we have let our students lead some of the topic work this year.

We discovered our students enjoy biking and getting outdoors. We had a day at Spencer Park with Room 1 where we went mountain biking and played on the beach. We went on walks through native bush. We drove around the Port Hills

and got great views of the mountains, the city and surrounds.

Next year we're hoping to continue our outdoor activities and try some orienteering. Term 1 is usually a warm dry term, so we will take advantage of the weather and keep on exploring.

Ko te Kirihieme me te tau hou me te haumaru.

PINK SHIRT DAY AT HRC

Pink Shirt Day asks New Zealanders to Speak Up
and Stand Together to Stop Bullying.



WE'RE GOING SKIING!

For many of our students, the snow programme that is run during Term 3 is the activity that they look forward to most each year. The students enjoy up to three trips to Porters Ski Area, where they get to experience snow and have a go at their choice of skiing or snowboarding.

The students' success here assists in building self-efficacy and gaining confidence to try other new activities.



Every day we have the opportunity to do something kind for someone else. To speak up and stand together to stop bullying.

And that is what celebrating Pink Shirt Day is all about.

It is celebrated annually around the globe and began in Canada in 2007 when two students took a stand against homophobic bullying, mobilising their whole school, after a peer was bullied for wearing a pink shirt.

At HRC, the students and staff supported Pink Shirt Day with many creative and fun activities and learning moments.

This is a great way to show that HRC is right behind creating schools, workplaces and communities in New Zealand where all people feel safe, valued and respected.



SPECIAL OLYMPICS ATHLETICS

A huge thanks to all of the HRC staff who made the 2018 Special Olympics Athletics Day one of the most successful athletics days we have ever had. Great facilities, great weather, great students, and great results to be proud of.

Student	100m	200m	Shot-put	Long Jump	Relay
Jacob	1st	1st		1st	2nd
Zane	5th	2nd		2nd	4th
Jordan	1st	1st		1st	4th
Jordie	7th	4th	2nd		
Mitchell	1st	1st		1st	2nd
Braiden	3rd	2nd	1st		
Dylan	2nd	3rd		4th	4th
Maurice	4th		3rd	4th	
Bodhi	4th		4th	3rd	4th
Jack		6th		2nd	
Sapphire	1st	1st	3rd		2nd
Nikita	2nd	2nd	1st		2nd
Codie		5th	5th		
Jochem	4th	7th	6th		
Dominique	7th	3rd		2nd	



CELEBRATING ST PATRICK'S DAY

PLANTING TREES































f o r E n v i r o n m e n t C a n t e r b u r y












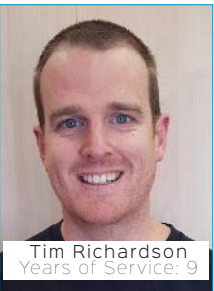









Rooms 1 and 2 planted trees with Environment Canterbury service activity for the Duke of Edinburgh Award. The award gives students a number of challenges to achieve, and, if completed, is well recognised on their CV. They averaged 150 native plants every time and reached 1,000 plants by the end of the year. The students completed this work as part of a community



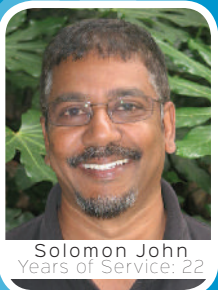
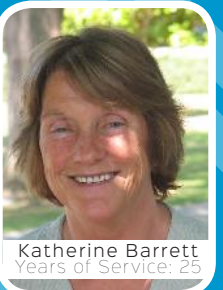





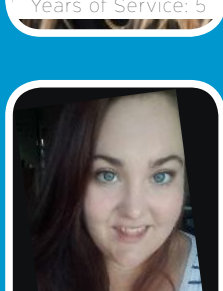
THE WONDERFUL STAFF OF HRC

HERE ARE ALL OF THE SMILING FACES OF THE CURRENT STAFF AT HALSWELL RESIDENTIAL COLLEGE

 Anne Askey Years of Service: 19	 Ruth Baker Years of Service: 2	 Jon Birtles Years of Service: 9	 Deborah Brown Years of Service: 16	 Hayley Campbell Years of Service: 3	 Denis Carroll Years of Service: 5
 Timoti Christensen Years of Service: 26	 Mihi Christie Years of Service: 14	 Judy Christie Years of Service: 36	 Jono Clarke Years of Service: 3	 Briar Dumelow Years of Service: 1	 Richard Dutton Years of Service: 3
 Lorna Evans Years of Service: 15	 Junior Fesola'i Years of Service: 7	 Joshua Fitzgerald Years of Service: 1	 Donald Fitzgerald Years of Service: 33	 Jessica Grenfell Years of Service: 2	 James Grounds Years of Service: 24
 Belinda Haines Years of Service: 15	 Sarah Hall Years of Service: 20	 Janine Harrington Years of Service: 8	 Moana Hauraki Years of Service: 11	 Bev Hore Years of Service: 26	 Tamsyn Hutchings Years of Service: 1
 Natalie Iles Years of Service: 33	 Ken Joblin Years of Service: 34	 Jessie Jones Years of Service: 6	 Tracey Kelly Years of Service: 6	 Kathryn Kirk Years of Service: 26	 John Lawson Years of Service: 26

 Anna McCoy Years of Service: 20	 Marguerite Mora Years of Service: 26	 Trudi Mugford Years of Service: 26
 Bruce Murray Years of Service: 11	 Jaimee Newton Years of Service: 2	 Lisa Nicholl Years of Service: 10
 Stephen Phillpotts Years of Service: 4	 Peta Pool Years of Service: 26	 Maree Preston Years of Service: 20
 Jon Purdue Years of Service: 33	 George Rerekura Years of Service: 9	 Tim Richardson Years of Service: 9
 Donna Schwalger-Blazey Years of Service: 3	 Deb Stuart Years of Service: 8	 Lee Tacon Years of Service: 1
 Moana Tava Years of Service: 4	 Vicki Taylor Years of Service: 4	 Theresa Thorpe Years of Service: 26
 Nicole Todd Years of Service: 5	 James Walker Years of Service: 5	 Greg Young Years of Service: 20

AND HERE ARE THE WONDERFUL STAFF WHO WE FAREWELLED DURING 2018

 Solomon John Years of Service: 23	 Katherine Barrett Years of Service: 25
 Virginia Murphy Years of Service: 3	 Josh Koia Years of Service: 4
 Samara Hewlett Years of Service: 2	 Katie Thomas Years of Service: 5
 Simone Bensdorp Years of Service: 1	 Melissa Sloane Years of Service: 1

CLASS OF
2018

