



Halswell Residential College

2020



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A message from the Board Chair

The word ‘extraordinary’ is commonly defined as something which is ‘very unusual’ or ‘remarkable’. I believe it’s appropriate to use this word in describing 2020, not just for life at Halswell Residential College, but also for life in our country, and for life in all countries.

At the beginning of February 2020 I visited Queenstown, and it was there that I was introduced to hand sanitisers in the occasional shop. It wasn’t too many months later that hand sanitisers and scanning QR codes became commonplace at businesses and other organisations in our communities, including at Halswell Residential College. The extraordinary changes in our lives that unfolded in the first quarter of 2020, including the appearance of lockdown bubbles, were of course due to the emergence of a new pandemic, COVID-19.

COVID-19 had, and continues to have, a profound and extraordinary impact on how we live, how we go about our daily lives, and for principals and other school staff, how we can safely continue to deliver learning programmes in our schools.

In March 2020, the pace of New Zealand’s response to the emerging pandemic rapidly increased. With only a few days’ notice our country

closed; our businesses, factories, places of entertainment, and schools all closed with no timeline put on the duration of the lockdown. Of course, we now know how right this lockdown decision turned out to be.

I feel very proud to be one small cog in the wheel that is Halswell Residential College. The principal, Janine Harrington, acted with courage and total conviction in leading the school and the staff in the early days of the pandemic, as well as during the days that followed. Janine recognised that it was essential to return the young people at the school to their homes prior to domestic travel shutting down. The right travel and closure decisions were made by Janine and the senior staff before clear directives were in place for this. I commend the principal and senior staff for making those decisions.

I’m also very pleased to be able to commend the commitment of all staff to the students and their families during the lockdown. Online individualised learning programmes were developed at pace. The connections between the students, staff, and families- which have always been an essential component in the learning at HRC- were further developed and enhanced during the period of the lockdown.

Board members join me in thanking the staff for their continuing care of, and work with, the students during what became an extraordinary year. We particularly value the way staff continued to be innovative, focus on the research, and develop programmes designed to maximise the opportunities for successful outcomes for all students.

It would be less than honest to say that tensions never exist between the school and the Ministry of Education. They do, and they are usually due to differences of opinions around resourcing levels and mechanisms. However, in spite of this, it is clear that the Ministry of Education staff we commonly interact with, share our desire to provide the very best outcomes possible for our students.

Finally, my thanks to all Board members for governance advice and assistance provided to the College during 2020, and especially to Joanne Walker and Liz Waugh who are retiring after three years on the Board.

Dave Turnbull
Board Chair

College values: the 3 Rs

Manawa-Roa
Be Resilient

Whanaungatanga
Build Relationships

Whaiwhakaaro
Reflect

Annual value focus

Whanaungatanga | Build Relationships

To work in partnership and reflective collaboration with others to strengthen connections and trust.



A message from our Tumuaki

Kia ora koutou katoa.

Nau mai haere mai e te whānau.

If it wasn't for the inspiring students and passionate kaiako (staff) at HRC, I would have resigned by now.

I had a reminder of how fortunate I am to be part of our school-whānau recently. What a privilege it was to take my eldest sister (don't believe her when she tells you she is the youngest) and my middle-born brother into an HRC classroom for their first visit. After spending time in a typical circle discussion sharing laughter, learning, and kind words with the students and kaiako, we left and my siblings pointed out how lucky I am to work at HRC. They are absolutely right about this. They weren't right about lots of things during our childhood (like how a stork dropped me in our father's cabbage patch when I was a baby, or how I needed to be the test-dummy driving our go-kart with iffy brakes downhill simply because I was the youngest); but, as for being fortunate to work at HRC, it's true.

Our tamariki have had to struggle to overcome more hurdles than most students, and as can happen when life throws you challenges, you learn and grow, and become a better person. Every day, I value what the students teach me and all I have learned about myself as a result of our connection. Watching them blossom is delightful. Likewise, I value the students' whānau, who have also had to overcome numerous challenges to support their loved ones to the hilt. I value the HRC kaiako, who are professional, supportive and humble, but also a lot of fun to be around.

It is my personal belief that there is no one kaiako who plays a more important role than any other at HRC, we just carry different levels of responsibility. At the end of the day, it is the principal's job to manage and be accountable for risk, and, not surprisingly, the risk-carrying component is my least favoured part of the job. In particular, I don't enjoy

the worry I have for every student's physical and emotional safety while they are in our care. In the school holidays I have two children, whom I gave birth to. In term time, I have two plus whatever the school roll is. I take being *in loco-parentis* (in the place of a parent) seriously. Accordingly, 2020 was the year when a new worry for our students kept me awake at night; COVID-19 and the consequences it brought, and continues to bring, changed everyone's landscape and brought a whole host of new risks. Thank you to each member of our school-whānau, especially whānau for pitching in when things were difficult and becoming quasi-teachers. Thank you for your generous spirit. It is that which helps us rise up in challenging times.

On a more positive note, in March 2020 prior to lockdown, we were visited by external auditors Standards and Monitoring Services (SAMS) and received another outstanding review. Their review comments included:

- HRC continues to provide a safe and nurturing environment...
- Conversations with staff from a variety of settings (professionals, school, and whare) indicate the staff team at HRC appears to work well together and provides consistent and safe approaches.
- The residential service provides a consistent, professional, and stable support team.
- Student life was highly structured with a particular emphasis on individuals achieving learning objectives relevant to both home and school. This structure did not eliminate having fun and 'being yourself'...

Words like consistent, safe, stable, professional, nurturing, and fun are to be celebrated. Well done to the kaiako for the way they do their job and the culture they create through their daily actions.

Finally, thank you to the students' whānau, and those who support HRC.

Thank you also to the Board, and in particular Dave Turnbull (Chair) for his strong backing of, and dedication to our students and kaiako. It is appreciated.

Janine Harrington
Tumuaki/Principal



Residences

The year 2020 threw us plenty of challenges, but with challenges come opportunities.

There were several staffing changes during the year, including current kaiako undertaking new roles, and new kaiako commencing. For the first time in several years, we will start 2021 with a full complement of kaiako. Thanks to all the kaiako who supported the students during 2020.

The learnings from lockdown have given us new tools to improve connections between HRC and whānau. While virtual meetings are not the same as face-to-face meetings, by using technology we were able to connect with students and whānau while maintaining connections and strengthening relationships between students, whānau, and kaiako.

After the lockdown, I heard of several people who found the different ways of learning in lockdown suited their child and they became more engaged in their learning and were happier overall. This is a good reminder that we are all different, and in order to

'be the best you can be' we need to be flexible and reflect on how we can build on the strengths of each student.

I am sure we can all fondly remember an adult or teacher who spent time with us when we were children; I know I do. Every day during our interactions with our students we can make any of these moments a 'memorable moment' that will have a positive outcome in later years. To assist kaiako in creating these moments, and as part of our drive towards best practice in our therapeutic milieu where 'living is learning', we have committed to introducing 'The Purposeful Use of Daily Life Events (DLE)' into the College for 2021. The team was excited to receive professional development in DLE from Dr Leon Fulcher before our students returned in 2021.

Jon Purdue
Associate Principal - Residential

Te whare a Owaka

During the year, Owaka gained a new house manager, Mihi. Under her guidance, and with constant support and nurturing from kaiako, the girls of Owaka have challenged themselves this year and they all experienced tremendous personal growth as a result.

Owaka had a busy year with lots of learning and activities in the house, at school, and in the community.

Student Voice

I was able to go home and celebrate my 14th birthday with my *fāmilī*.

I have completed 30 goals and I earned my blue wristband.

What I have liked this year is having takeaway dinners on a Sunday, watching Netflix, and listening to music on the laptop.



Student Voice

I enjoyed carving with Matua Tim, cooking dinner with Maree, and working on my goals and getting my brown wristband.

I was part of a video with Fiona about brain breaks that will help other students.

I enjoyed RDA and technology. I made a jewellery box in carving.

It was my 16th birthday in November. Owaka was decorated with balloons and lights for me, and kaiako sang 'Happy Birthday'. The best part was that my family came to Christchurch to be with me. We went out for meals and shopping; I had lots of fun.



Te whare a Makonui

2020 is a year that will go down in the history books. It was a year that forced our students to be resilient and adapt to new ways of learning and living.

Throughout the year, students pushed themselves out of their comfort zone while participating in a long list of extracurricular activities that challenged and empowered them.

As always, the year presented Makonui with the challenge of farewelling friends, and welcoming new friends. The students of Makonui kept the College focus of whanaungatanga in mind as they formed and maintained new friendships; some of these will last a lifetime.

Student Voice

When I came to HRC I needed to learn to control my anger. At HRC I learned skills to control my anger. I also learned to apologise on my own after I've had time to think about it.

I never thought I would like it at HRC, but I did.

My family say I get along better with my brother now.





Student Voice

When I came to HRC I needed to learn to listen, but I also wanted to learn my pepeha.

At HRC I learned my pepeha; I also learned to read and do maths better.

Before coming to HRC I never thought I would get a chance to go go-karting.



Student Voice

When I came to HRC I needed to learn how to ignore other people's bad behaviour, and not get angry.

At HRC, I learned to walk away from bad behaviour, even though it is hard. My maths also got better. My reading got better too because I got to practise more.

I never thought I would get to go on an overnight camp, or become tuakana.

My family say my behaviour has improved and I'm not as easily annoyed. I also help out around the house more.



Te whare a Tauawa

E nga whānau
tena koutou
noho te ora mai
I waenganui I o koutou iwi
Kia ora koutou.

Well another year came to an end
and 'auē' what a year it was.

The year started with a big welcome
back to mahi. He tino pai to see our
tamariki back- some now taller than
kaiako - talking about their great
holidays and time spent with whānau.

When the full force of COVID-19

hit, the whānau o Tauawa worked
towards keeping morale and support
for all our taura/whānau/kai-awhina
who were affected.

Our whānau would like to
acknowledge the process and hard
work by the principal, supported by
the Board of Trustees, to send our
taura home before lockdown. We
also acknowledge the hard work by
kaiako who supported our taura by
organising mahi/school work to be
sent home. (Anei nga mihi nui ki a
koutou).

Once back at HRC, the rest of the
year was filled with many activities
where students were always eager to
participate and help out.

At the end of 2020, we farewelled
Jacob and Arama with our best
wishes.

Noho ora mai.



Day School

This year, we were forced to change
our 2020 vision. That change
highlighted how important our three
values: relationships, resilience, and
reflection are to the HRC whānau.

It would be nice to think about
2020 without mentioning the words
'unprecedented times', or 'due to
COVID-19', but this event definitely
impacted life. Just as we were getting
into the swing of things in the day
school, we had to send our students
home. A big mihi to our teaching
team who responded quickly to
get online opportunities up and
running so that the kaiako/student
relationships could be maintained.
Most of our students were able to log
in, and many were frequent visitors
to the Zoom room. Connections were
not just online; phone calls, text
messages, and hard copy post were
used as well.

Coming back to school called for
resilience. Until we got to Level 1,
some of our usual activities were no
longer doable. We missed out on

sporting opportunities with other
schools, off-site technology, and had
to postpone some of our favourite
Education Outside the Classroom
(EOTC) outings to ensure we could
keep social distancing and stay safe.

Students and kaiako alike rose to this
challenge. Instead of going to the
museum, shopping, or bowling, we
focused on 'the world outside' and
discovered local walks in the area.
As well as providing an opportunity
for physical exercise, getting in
touch with nature was important
for everyone's well-being. Even at
Level 1, there were opportunities for
our students to practise resilience.
Some had to work through their
disappointment at having a ski trip
cancelled due to weather conditions.
Another group had to turn back from
a biking trip when a swarm of lake
flies made their travel unbearable.
While no one likes having to change
plans due to unexpected events,
learning to sit with life's difficult
moments is a lifelong skill.

Reflection is a daily aspect of life at
HRC. As in any whānau, there are
times at HRC when students struggle
to get along with each other or with
their kaiako. Reflecting on what
went wrong and how to make things
right again is one way we learn to
live together. Kaiako too have an
opportunity at the end of each term
to reflect on that time and to think
about what we can do to improve.

While the 3 Rs of relationships,
resilience, and reflection are
important, the other 3 Rs of Reading,
wRiting and aRithmetic were not
forgotten. We were pleased to see
students achieving their IEP goals,
and moving up steps in literacy and
numeracy.

Anne Askey and Greg Young
Associate Principals - Day School



Kawatea

2020 was an unusual year for everyone. COVID-19 introduced us all to online learning. We experienced teaching remotely, and the students did an amazing job accessing online activities and participating in Skype and Zoom calls to bring us all together.

At HRC, because students enrol at varying times during the year, we find our classroom make-up constantly changes. Last year Taylor, Ollie, and Elliot joined us, and we farewelled Jimmy, Hunter, and Caty. We also said goodbye to Ollie as he left our Kawatea class to join Jess and Jane in Raumata.

Josh joined Kawatea as our teacher assistant this year. He brought a huge amount of outdoor education experience which we benefitted from. As a class, we tried to make the most of the bike and walking tracks in our area. In Christchurch, we are extremely lucky to have mountain bike parks close by – Spencer Park, Bottle Lake Forest, McLeans Island, and the Rail Trail bike track- as well as some great walking tracks. One of the tracks (the Rail Trail) particularly tested our resilience as we negotiated a huge number of lake flies. Although this ride was cut short due to

this, we were all able to pick ourselves up and bike it again another day.

Our students also learned a lot in class during 2020. They worked hard at their IEP goals that mostly focus on reading, writing and numeracy. It can sometimes be hard to see how much progress is made, but progress is always made. Our students learn to manage their work so they complete what is asked of them within a known timeframe. This can be a challenge, but they generally succeed which helps to prepare them for their transitions back to their hometown schools.

Towards the end of the year, Rhome joined Kawatea for parts of the day. Josh and I are looking forward to an active 2021 with this class as we continue walking, biking, and other outdoor activities, as well as the classroom work.

Sarah Hall
Teacher



Te Puna Wai

The year threw everyone some curveballs. The class who started in Te Puna Wai was very different from the class at the end of the year.

We started the year with Jullian, Phynn, and Laura. Then lockdown caused a big shock to everyone. However, I did really enjoy my class Zoom meetings; we had a great weekly routine which included surprise guest visitors joining our chats. It was great to get to know everyone's families and see where we lived. Junior often joined our Zooms to keep in contact with Jullian and Phynn, who both left at the end of Term 2.

The next change we faced together was when Briar left and Laura moved to Raumata. Ruth joined me as we welcomed Cameron and Ruby. It was great fun working with them as they progressed and learned some amazing social skills and resilience. They then helped us welcome Noah to our class by being very supportive and caring.

We all became much more confident at using mindfulness and breathing exercises.

On behalf of Ruth and myself, we'd like to thank all the students of 2020 for their hard work and resilience with everything the year threw their way.

Nicole Todd
Teacher



Raumata

What a massive and unusual year 2020 was! It tested us all. Especially the ability of staff to connect and use technology for education. Even though it was tough, I enjoyed our weekly class meetings and daily Zoom calls with Jacob.

During the year we said goodbye to a lot of students: Jacob, Arama, Zac, and Louy. It was sad to see them go. We wish them all the best for the future. We welcomed Marcel to our class - coming all the way from Darfield. Marcel talked a lot about his hometown and informed us about the Darfield dairy with the giant ice creams. I must admit we did go and taste test, and we weren't disappointed.

The students had a blast with all of the fun stuff at HRC including: beach education, swimming, skiing, weekly sports, technology, coffee making, and of course, reading, writing and maths.

Jacob, Laura, and Arama decided to take on a new challenge this year: playing rugby for Rowley Avenue School. The students learned a lot from this including building relationships, how to be a team

player, and ball skills. They had a lot of fun and enjoyed the banter and kindness of the boys from Rowley Avenue School.

It was a fantastic year! It was a pleasure to have Laura, Arama, Marcel, Louy, Zac, and Jacob in Raumata.

Stay safe, kia kaha.

Jess Grenfell
Teacher



Tihao

The year started in Tihao like any other year; however, by the end of 2020, the students and kaiako had been forced to grow and adapt thanks to the pandemic that swept the globe.

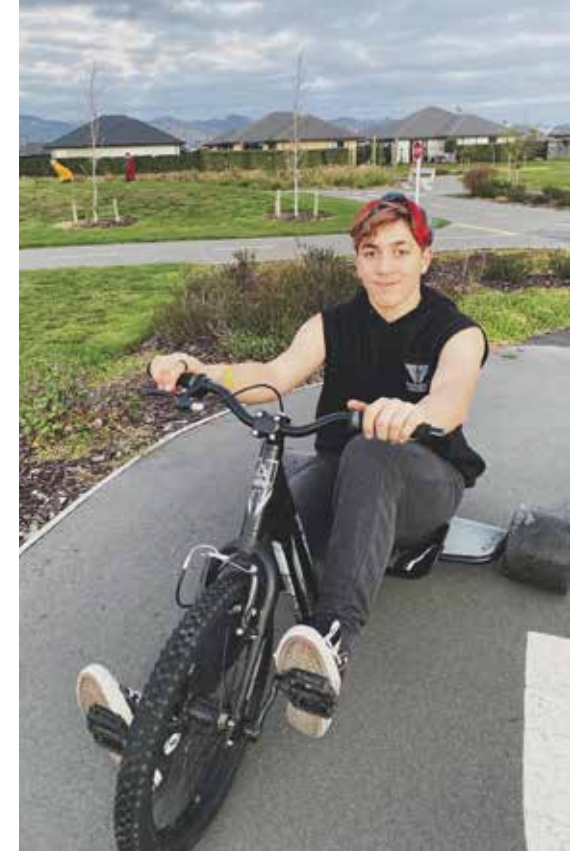
With distance learning, the pandemic gave us an unexpected opportunity to strengthen bonds with whānau as we navigated new ways to communicate with our students at home.

When the time was right, we eagerly welcomed our students back, and couldn't wait to get underway.

We engaged in nail polish art, wood working, planting and harvesting a fruit/vegetable garden, and we investigated topics such as animals, health, and whenua.

The Zones of Regulation continued to be a focus in Tihao. We built on our knowledge of recognising the different emotions we feel, why we feel them, and what we can do with those feelings. The students also improved on their ability to reflect on situations.

John Lawson and Briar Dumelow
Teachers



The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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From The Zones of Regulation® by Leah M. Kuypers • Available at www.socialthinking.com

The Zones of Regulation

The Zones of Regulation is a tool to help students learn how to self-regulate.

It is important to note that **everyone experiences all of the zones**. The Zones of Regulation is intended to be neutral and not judgemental.

Find out more at:
www.zonesofregulation.com/learn-more-about-the-zones.html



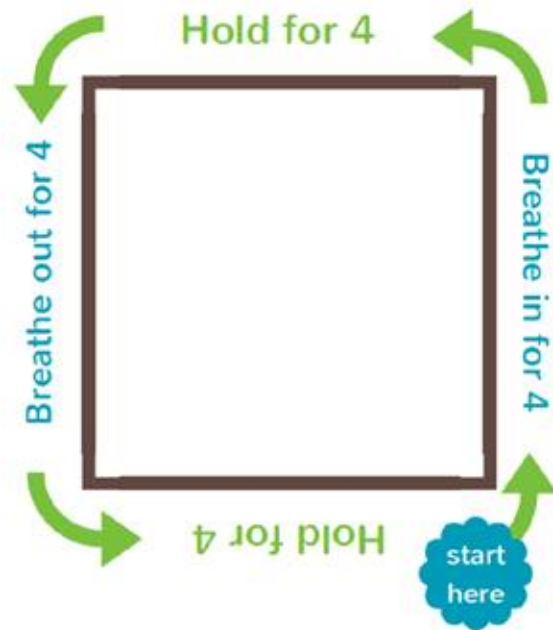
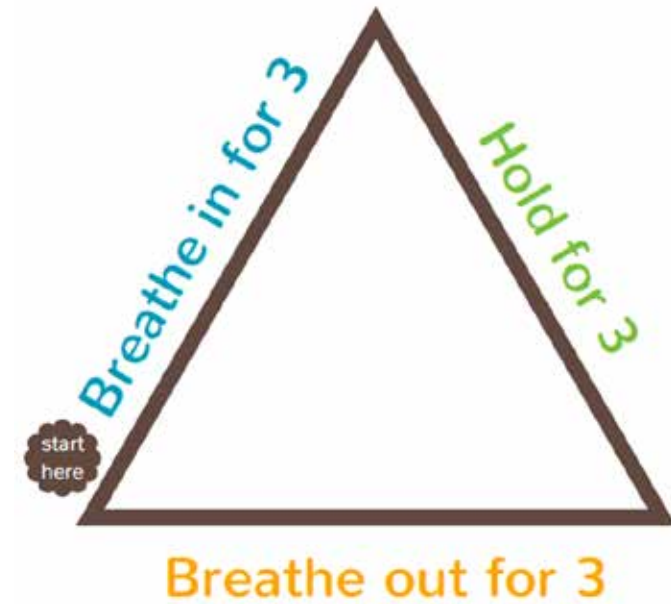
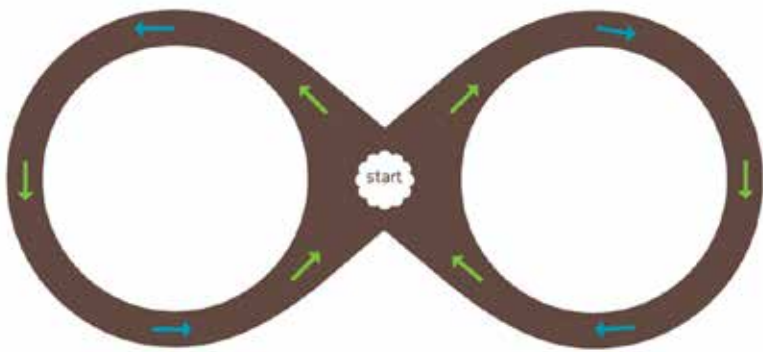
Mindfulness

Mindfulness is the basic human ability to be fully present, aware of where we are and what we’re doing, and not be overly reactive or overwhelmed by what’s going on around us.

In Te Puna Wai, there was a big focus on mindfulness during the year. The school day started with daily meditations which settled the class for the day’s learning. The *Smiling Mind* app (which is free to download) has meditations and activities for children through to adults. Te Puna Wai’s favourite meditation was *The Wish Tree - Revisited* where they visited a big tree with magical wish birds. The students were able to imagine the birds coming down and whispering a wish for themselves and for someone they care about. Sometimes meditations were accessed from the links below, and occasionally meditations were made up on the spot to prepare for an upcoming event or to help deal with a situation as it was unfolding.

Breathing exercises (as pictured) were also used to calm themselves when things were becoming overwhelming. At times the students were able to do this independently, otherwise they were supported by kaiako.

It has been a positive experience watching the students grow in new skills and see the progress in them being able to self-regulate.

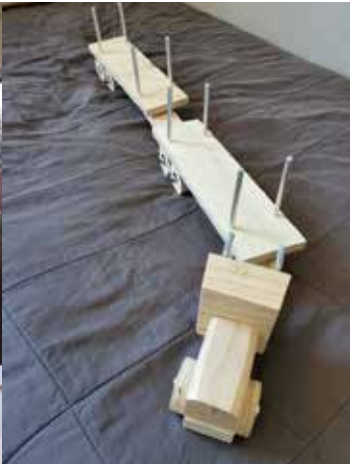


Technology

On Thursday afternoons, HRC usually headed off to Hillmorton High School to take advantage of their technology rooms, however, the pandemic put a stop to that for part of the year. Instead, the students participated in an on-site technology/art interchange giving the students the opportunity to work alongside students and kaiako from other classes while investigating topics

such as a whenua (land) project. Technology in Term 4 was based in the woodwork room. Students were offered different choices based on their interests. Some selected trucks, others boxes, and one selected a trident. Projects involved an element of design and planning, and then plenty

of measuring, cutting, filing and sanding. Students were well supported by the technology teacher and kaiako to get their projects through to completion. The end results after weeks of hard work were great, and the students went home with various items they were very proud of.



Work experience

Business-minded students were busy with a variety of initiatives during the year, including starting their own companies.

‘Potato Head Ltd’ planted donated seed potatoes that students tended to, harvested, and packaged to sell at the end of the year.

Ngā mihi maioha (thank you with appreciation) to Jane’s dad, John Nevin, who kindly arranged the donation with Clive and Clint Dawe, from Morton Smith-Dawe Ltd. The skills the students learned from this experience were invaluable.

Ruby worked particularly hard making crafts, and Laura started ‘I Bake It, You Take It’: a bakery

business with products that were professional-looking and provided a delicious treat for the HRC whānau.

A mini woodwork shop was set up where Todd built bird feeders. Todd learned wood working and self-management skills. The experience built on his math and financial skills through measuring, paying for the materials, and selling his bird feeders.



Find out more at:

www.smilingmind.com.au | www.greenchildmagazine.com/guided-relaxation

First aid

This year our students were lucky enough to learn some first aid with an instructor from St John New Zealand.

Rachel took our students in small groups for three lessons in Term 3. The students learned how to put on a bandage to stop bleeding, how to put someone

in the recovery position, and how to administer CPR.

All of our students participated really well and learned so many new skills. At the end of the course, each student was awarded an Emergency First Aider certificate in recognition of their learning. Ka pai.



Reading passports

This year brought the introduction of a new reading initiative at HRC: the Reading Passport. Students were given a reading challenge to expand the topics and genres they were reading.

The students engaged in reading poems, audio books, eBooks, graphic novels and comics, newspaper articles, crime and mystery, sci-fi and fantasy, sport and recreation, non-fiction, and reading aloud to someone. When each challenge was completed the student would receive a stamp in their passport.

We enjoyed watching the progress as students found new areas that sparked an interest in them.



ENGAGE programme

Dr Dione Healey, Associate Professor of Psychology at the University of Otago, has developed a programme called ENGAGE (Enhancing Neurobehavioural Gains with the Aid of Games and Exercise) to help develop self-control in children by using common childhood games that involve core self-control skills.

Parents played the prescribed games with their children for 30 minutes a day over five weeks. Following this, they rated their children as being significantly less hyperactive, aggressive, and inattentive than before. Neuropsychological measures were also improved.

In 2018, Janine Harrington modified the programme for the HRC environment, and in 2019 a pilot began where trained youth workers (instead of parents) delivered the programme. The programme was embedded into the curriculum in 2020.

Some of the individualised goals set for each student in 2020 included reducing emotional outbursts in tense situations, reducing behaviours of swearing, and being resilient when things didn't go their way. We are pleased to report that students who participated in the programme had a reduced number of incidents when compared with before they commenced the programme.

The ENGAGE sessions have resulted in much positive feedback from both our students and kaiako alike.

Student Voice

'The programme is awesome!'

'I'm learning how to control my anger and now I can cope with the silliest student.'

'I used to get angry, and now I don't the same.'



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



Wristband achievement bands

Wristbands are awarded for achieving residential goals.

They are ordered the same as karate belt progressions:
white, yellow, orange, green, blue, red, brown, black.



Celebrating success at the end of each term

Our students, supported by our kaiako, work hard to achieve goals throughout the year.



Visitors to HRC

The pandemic prevented our usual stream of visitors coming on-site during 2020, however, when Christchurch entered Alert Level 1, we were able to host a slightly delayed Matariki celebration in Term 3.

Students and kaiako prepared and laid a hangi and invited our neighbours, the residents and staff of St John of God Halswell, to share kai with us.

The hard work put in by the team was thoroughly enjoyed by all.



New Zealand Graduate School of Education

Lois Chick, Managing Director NZGSE

New Zealand Graduate School of Education (NZGSE) is a private teachers' college that trains people who already have a university degree to be a primary or secondary teacher.

NZGSE has a strong practical focus and believes the best way to learn to become a teacher is with lots and lots of practise in schools with tutors observing and giving feedback regularly.

Since the beginning of 1997, a group of interns (student teachers) have come to HRC every term and worked with a student for one hour every school day for two weeks.

NZGSE interns benefit as they learn how to work with students who have complex needs, and the students benefit by receiving an intensive learning focus on basic skills.

This valuable learning experience for both the teachers-in-training and every student has been extremely successful for nearly 25 years. In that time, NZGSE has trained 1,451 teachers who are now teaching in secondary and primary schools in New Zealand and throughout the world. A number are also now school principals. At least 1,000 teachers have spent time with HRC students.

As part of the students' fitness programme during the term, they learn a game. Over the last few years, Mr Young has issued a challenge to the NZGSE interns to compete against the students on their final day. Surprisingly, despite the high fitness levels of many NZGSE interns they inevitably lose to the students on the day. The excitement of this makes the event a highlight for all involved.

The NZGSE interns have often said their experiences from working at HRC have been the most significant experiences of their training.

A quote from an NZGSE intern in 2019 summed up what many have said in their own way over the years.

'I am so grateful for this opportunity to work with a Halswell student. It has made me become such a better teacher.

I've learned that despite all the frustrations and difficulties my student has, he has taught me so much about accepting learners as they are.

He taught me the importance of taking one small step at a time. He taught me that patience is a necessity, and I now know that recognising every bit of new learning is so important.

Thank you, Halswell.

I will never forget you.'



Queen's Birthday Honours List 2020

Lois Chick was recognised as a Member of the New Zealand Order of Merit for Services to Education.

Lois is the co-founder and co-director of the NZGSE, which was one of the first private teacher training organisations in the country. Lois was also the Combined HRC and Westbridge Residential School Board of Trustees Chairperson for a number of years.

Congratulations, Lois.





Pink Shirt Day & Wig Wednesday

The HRC whānau love to participate in events that raise funds and/or awareness. This year, our community supported the annual Pink Shirt Day to raise awareness for anti-bullying. We also proudly raised \$70 on Wig Wednesday for the Child Cancer Foundation.



Gone fishing

Todd, Jacob, and Oliver, along with kaiako, Matua Tim and Patrick, ventured to Twizel attempting to catch some fish.

On the first evening, we fished the 'Fish Bowl' located just before the canal goes into Lake Pukaki. Despite getting no bites, we were excited to see the massive salmon cruising around on the surface. Todd tempted them with a lure, but the fish weren't interested and drifted away.

The next morning we fished in Lake Ruataniwha, again with no joy, before returning to the Fish Bowl. Within 30 minutes, Jacob caught a beautiful 2kg brown trout, and 10 minutes later, Patrick caught a 3kg salmon. Todd successfully netted the fish on both occasions.

Various techniques were tried in the following hours; Ollie managed to hook the biggest salmon yet, but it got away before it made it into the net. This was a disappointment but Ollie dealt with it very well. There were no further bites that day.

Before driving back to HRC the next day, we returned to the Fish Bowl for a final fish but got no bites.

It was an experience that tested patience and resilience. There were moments of extreme excitement and huge disappointment amongst the most beautiful and dramatic New Zealand scenery. It will be fondly remembered.



Packhorse Hut overnight camp

On Monday 7 December, Ollie, Todd, and Jacob, along with kaiako Josh and Simon, embarked on an overnight adventure to Packhorse Hut.

We packed our packs, made our lunches, loaded the van, and headed for Gebbies Pass. We had our lunch at the carpark before setting off on an epic 5.7 km hike to the basin at the foot of Mount Bradley. There were some steep uphill sections along the way which tested the team's stamina and endurance.

The boys persevered through the Remarkable Dykes and were rewarded with a cold beverage and an amazing view over Governors Bay

and Orton Bradley Park.

That night, after the effort-filled afternoon of walking, copious amounts of sausages were consumed for dinner.

The evening rolled around bringing us opportunities for playing cards, more short walks, and toasting marshmallows. Some of the boys even opted to sleep outside.

In the morning after more sausages, we headed back down the hill and finished the trip with a lunch stop in Lyttelton and a tiki tour to the end of Godley Head to soak up the magnificent views.



From the beach...



What a fantastic day we had at Spencer Park Surf Life Saving Club.

Jade and Liv, our instructors, were awesome. We started the morning with a tour of the clubrooms where we looked at the IRB (inflatable rescue boat) and all the rescue boards. We learned about sun and surf safety, and then we got to make sandcastles and

play some beach games; Whaea Sarah won the beach flag race.

In the afternoon we learned about ocean rips and went boogie boarding.

Thanks to all kaiako who came to make the day a magnificent one.

Student Voice

"I'm surfing the giant life wave."



to the mountains



A highlight of each year is the school ski trips to Porters Alpine Resort. For many students, this is their first opportunity to experience snow.

All of the students who went, pushed their own boundaries and discovered new skills they were unaware of.

The students were able to take responsibility and cook their lunch on the BBQ, which was gratefully devoured after an energetic morning on the snow.

Thank you to kaiako who helped prepare and support the students for another successful year up the mountain.

Sports of all sorts



Special Olympics

Shot-put, 100 metres, 200 metres, long-jump, relay, standing long jump, softball throw, wheelchair race; these were the events that our students excelled in at the Special Olympics Canterbury Athletics Competition held at Ngā Puna Wai athletics track.

It was an amazing day for our HRC athletes. Every student who competed gave 100% and that's all anyone can ask for.

Thanks to kaiako who helped make the day a success.

Student Voice

I'm very excited to be here today. I'm really hoping we can all participate and do a really good job here.

I'm also looking forward to supporting the other schools. I hope they do really well.



The students take pride in representing HRC in a huge array of sports every year: rugby, T-ball, swimming, and futsal (indoor football) - just to name a few.

The students always play with great sportsmanship and determination, while building on their skills, and having fun.





Plus so much more



Property and grounds

Several property projects were undertaken during the year with the help of Ministry of Education funding.

The largest of these projects was a refurbishment to the laundry—following a report suggesting a long-term alternative be investigated for our ageing boilers.

The report provided a number of solutions including the replacement of the oil boilers with electrical alternatives. This meant new heating solutions and laundry machines would be required.

The project started with the replacement of our power transformer and the power boards throughout the school.

New laundry equipment was ordered from overseas. The old laundry equipment was hauled out, as were the boilers which have been relocated to a steam museum. The very old steam press was kept for historic reasons with the intention of mounting it outside the laundry.

The new equipment, in addition to the purpose-built hot water cylinders, were installed, tested, and commissioned.

New heaters were installed in the day school hallways; new heat pumps were installed in the gym and staffroom. A final sign-off for the project took place in December following a four-month project timeline.

In conjunction with this project, the College was allocated money from the budget for School Improvement Projects (SIP).

This money (\$200K) was to be used on areas that did not come under normal maintenance funding. The three projects identified to have the most benefit to our students and the wider community were: a major revamp of the pool, updating street lighting to LEDs, and a revamp of the adventure play area.

The pool was painted. New handrails, pool covers, and rollers were installed. The filtration system received new sand, and the motors were either replaced or reconditioned. The computerised water conditioner received an upgrade, and the caretakers received training on the new systems.

The school adventure playground had its bark soft-fall dug out and replaced.

The area was then covered with artificial grass. At the same time, the street lighting received new LED light heads.

Kaiako/staff of 2020



Anne Askey
Years of Service: 21



Ruth Baker
Years of Service: 04



Jon Birtles
Years of Service: 11



Deborah Brown
Years of Service: 18



Hayley Campbell
Years of Service: 04



Denis Carroll
Years of Service: 07



Timoti Christensen
Years of Service: 28



Mihi Christie
Years of Service: 16



Jono Clarke
Years of Service: 05



Lorna Evans
Years of Service: 17



Ben Featherstone
Years of Service: 01



Junior Fesola'i
Years of Service: 09



Joshua Fitzgerald
Years of Service: 03



Donald Fitzgerald
Years of Service: 35



Patrick FitzGerald
Years of Service: 01



Simon Gannaway
Years of Service: 01



Joshua Geddes
Years of Service: 01



Jessica Grenfell
Years of Service: 04



James Grounds
Years of Service: 26



Belinda Haines
Years of Service: 17



Sarah Hall
Years of Service: 22



Janine Harrington
Years of Service: 10



Moana Hauraki
Years of Service: 13



Bev Hore
Years of Service: 28



Tamsyn Hutchings
Years of Service: 03



Natalie Iles
Years of Service: 35



Jessie Jones
Years of Service: 08



Tracey Kelly
Years of Service: 08



Kathryn Kirk
Years of Service: 28



Kirstie Lightfoot
Years of Service: 02



Anna McCoy
Years of Service: 22



Marguerite Mora
Years of Service: 28



Trudi Mugford
Years of Service: 28



Bruce Murray
Years of Service: 13



Lisa Nicholl
Years of Service: 12



Stephen Phillpotts
Years of Service: 06

*Providing a 24/7 environment
where 'living is learning'.*



Maree Preston
Years of Service: 21



Jon Purdue
Years of Service: 34



George Rerekura
Years of Service: 10



Jane Robb
Years of Service: 02



Tim Richardson
Years of Service: 11



Deb Stuart (mat. leave)
Years of Service: 10



Lee Tacon
Years of Service: 06



Moana Taua
Years of Service: 06



Vicki Taylor
Years of Service: 06



Lee Thain
Years of Service: 02



Theresa Thorpe
Years of Service: 28



Nicole Todd
Years of Service: 07



Greg Young
Years of Service: 22

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



Briar Dumelow
Years of Service: 03



Aaron Fuglestad
Years of Service: 01



John Laswon
Years of Service: 28



James Lowe
Years of Service: 02



Jaimee Newton
Years of Service: 04



Anara Nicol
Years of Service: 02



Donna Schwalger-Blazey
Years of Service: 05

Class of 2020

