

MINISTER OF HEALTH

ORIGINAL SUBMITTED FOR YOUR SIGNATURE



for Director-General of Health

Date: 31 July 2000  
Ministerial Number: 00003577  
Database Number: H200005856  
Name of Section: CMS  
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File Number: HC30-10-0

Mr  
PO Box  
MT MAUNGANUI

10 AUG 2000

3/8  
MINISTRY FILE  
COPY

Dear

Thank you for your letter of 17 July 2000 regarding the Princess of Wales Health Camp School in Rotorua.

It does appear that a problem exists. I have discussed the issue with the Hon Trevor Mallard, Minister of Education, and he has agreed to respond to you on this matter. Trevor has asked officials at the Ministry of Education to investigate the situation, and I am sure he will reply once he has received advice.

Thank you for bringing this matter to my attention.

Yours sincerely

HON ANNETTE KING

Hon Annette King  
MINISTER OF HEALTH

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PRINCESS OF WALES HEALTH CAMP SCHOOL  
ROTORUA

00003577

P.O. Box  
Mt Maunganui Stn



R.O.P.  
17 July 2000

Dear Bonnette,  
Hi Friend;

I am sending this background material to both you and Trevor so that you can best work out who & how to handle what is a long-standing professional & community mess of current re-eruption: almost certainly a national issue.

My only involvement has been in answer to a cry for guidance from the school principal, a former pupil.

I sat with them & suggested <sup>we</sup> record a summary. This done I am forwarding a copy to you both together with a weekend newspaper indicating the innocence of another public embroglio.

is an able, experienced & dedicated professional. I had a similar impression of the other two.

I will be in Wellington next week & will contact your office to find out whether some follow-up could be useful.

There is considerable criticism of the Health Camp Board, the justification or otherwise of which could need some checking.

We greatly enjoyed your marriage celebration & look forward to further contact. Arohanui

As soon as the review mentioned would

Rotorua

17 July 2000

Mount Maunganui.

Dear

Thanks for your support. Attached is the newspaper article and comments.

Our major difficulty is that the report is labelled strictly confidential, concerned about legal implications if she releases her copy therefore it would be best if other people request a copy

Reading it will hopefully justify our concerns about the lack of transparency in the newspaper article.

To date, the closure of the camp has been badly handled by the Health Camps' Board. We have had feedback that staff at camp feel blamed, they've been given no appropriate support, accused of stabbing the manager in the back (by the manager).

- \_\_\_\_\_ and \_\_\_\_\_ are being isolated because we went on leave, treated as being the problem, our needs and concerns dismissed as unimportant, and our professional integrity undermined.
- Past efforts to resolve issues over 10 years left unacknowledged
- The fate of whistleblowers I guess.
- No external health professional present when announcing closure of camp and restructuring.

Should you need further information please give us a ring.

Many thanks again.

OFFICIAL INFORMATION ACT

From: [redacted]  
To: [redacted]  
Sent: Wednesday, 21 June 2000 12:50  
Subject: Re: Investigation - Rotorua Health Camp

Dear

Thank you for your recent email. In respect of the information you seek you are best to contact the Board of the Children's Health Camps (secretariat@healthcamps.org).

The terms of reference are:

**Terms of Reference for Princess of Wales Children's Health Camp Review**

- ☒ Allegations relating to the management of the Camp will form the basis of the review.
- ☒ The Board also wish to understand what other factors contributed to the allegations. In this regard you have asked us to investigate whether the human resources, skills, culture, working practices and systems used by the camp are sufficient to meet the needs of the children currently using it. We may also comment on perceptions of changing population needs.
- ☒ The Board wish to better understand what would be required to develop a better working relationship between the school and camp.
- ☒ The Board require us to pass on practical recommendations for implementing any changes we view as desirable.

**Note:**

The point of this investigation is not to lay blame or find fault in historical incidents

We have interviewed a sample of parties relevant to the terms of reference and have now finished the data collection phase of our work. This sample was never intended to be exhaustive, and we are satisfied that we have a reliable picture from which we can draw conclusions.

I understand you may wish to provide information - I suggest that you write or email these to us.

Kind regards

[redacted signature]

[redacted signature]

21/06/00

## BACKGROUND TO CURRENT SITUATION \

1998

Arrival of \_\_\_\_\_ as camp psychologist.

- difficulties begin almost immediately:

- camp kaumatua on BOT uses selective , negative reporting to undermine relationships between camp and school and school and psychologist.
- school / camp meetings about children stopped to allow camp staff to acquire new skills and procedures based on children's needs. School unhappy about this but cooperative .
- psychologist provides personal support for large number of camp staff and offers the same to school staff.
- attempt at developing concept of weighted roll by psychologist and principal undermined by the camp manager.
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1999

- stronger professional bonds built between school and camp psychologist streamlining data . Psychologist subjected to harrasment from manager and camp senior staff.School staff subjected to personal attacks and defamation constantly .
- July :Last ERO report .Psychologist speaks to \_\_\_\_\_ .Information omitted from ERO report.
- Term III:Five reseachers from the Universityof Waikato undertake research into camp programmes and procedures.
- Efforts to reinstate school /camp meetings about children stopped by manager.
- Approaches by psychologist to provide staffing support in school playground not supported by manager.
- Term VI: \_\_\_\_\_ and \_\_\_\_\_ meet with camp manager without Board knowledge and begin attack on school staff based on unsubstantiated misinformation.
- Bot members attempt to discipline the above members.
- ERO report presented by \_\_\_\_\_ and \_\_\_\_\_ .
- BOT decides to resign due to disharmony caused by \_\_\_\_\_ and \_\_\_\_\_ and continuing attack by ERO -exhausted and frustrated.
- All BOT members resign except \_\_\_\_\_ and \_\_\_\_\_ ,staff rep and Principal
- Campaign of harrasment begins,change to status quo in relationships - authoritarian,decisions imposed without consutation ,threats.
- STA field officier tries to work positively with staff but is eventually used to deny staff their democratic rights
- \_\_\_\_\_ imposed as BOT chairperson.

- \_\_\_\_\_ physically assaulted by child, receives major nerve damage to arm and needs to go on leave.
  - Legal advice sought by \_\_\_\_\_ and \_\_\_\_\_ at behest of personal cost \$1000.
  - \_\_\_\_\_ develops and implements action plan to meet needs of ERO report without support or assistance of governing body. Appraisals are completed.
  - November: Commissioner appointed. Principal's appraisal put on hold.
  - December: Release of report from University of Waikato. Senior staff at camp except psychologist dispute findings.
- Principal approaches Te Ngako for support and counselling.

2000

- Camp / school ties strengthened through psychologist - daily exchange of information about children, strategising behaviour management. support for children arranged - extending to other camp staff members. Safety of children monitored closely, sent home if unsafe.
- Another attempt to reestablish camp/school meetings about children fails.
- Continued and escalated conflict between camp senior staff and psychologist displayed at selection meetings - policies changed during selection on regular basis, psychologists professional advice ignored or disputed.
- First camp of the year with too many children with too many needs. Major assault in playground. School organisation and procedures adapted to meet children's needs.
- \_\_\_\_\_ goes on leave for stress.
- Reduction in teacher's aide hours, \_\_\_\_\_ directed not to work with children. Principal's advice ignored to fit in with MOE demands aimed at balancing the budget.
- Cleaners hours cut in half.
- Directive by Commissioner "stress leave has to stop." "If you can't stand the heat get out of the kitchen." Lack of support and understanding shown.
- Stress report developed by staff and given to Commissioner.
- Request by \_\_\_\_\_ for reduction in hours to cut down her stress levels
- Commissioner meets with camp psychologist to discuss research report.
- Continued pressure put on psychologist not to spend time at school.
- MOE attitude towards school begins to be more supportive.
- Commissioner approaches \_\_\_\_\_ ERO re last report. Told to ignore it as it was used to discredit BOT. School finally offered help from School Support

- \_\_\_\_\_ member of the Health Camps Board meets with staff from camp and school re health camp management restructuring. Alludes to difficulties with education on this site. States he could fix them tomorrow. Report made to Commissioner from staff.
- Meeting held between psychologist, principal, Commissioner and two members of the Health Camps Board, \_\_\_\_\_ and \_\_\_\_\_. Deny all knowledge of research.
- Camp manager stops selection meetings without consultation, reorganises policy to exclude discussion of files and include a voting system. Tells Commissioner only four people involved in selection however minutes state otherwise.
- Camp psychologist goes on leave and puts in complaint to Board re manager. Health Camps Board at first helpful then accusatory, denial of issues, minimizing seriousness of complaints, stopped her pay twice. Used delaying tactics such as being unable to be contacted. PSA and lawyer involved.
- May 16. School staff express concern for principal's health. Principal goes on leave.
- May 19. Relieving Principal appointed without notification to Principal.
- Third teacher advised to go on leave after experiencing difficulties, lack of support from remaining permanent teacher and Commissioner NZEI involved.
- Commissioner \_\_\_\_\_ and relieving principal agree to an intake of twentyfour (2) and 2/3 rated children ie extremely high behavioural needs, all boys for the first camp next term.
- Principal expresses concern. Reply from Commissioner patronising, naive, manipulative of truth.
- \_\_\_\_\_ contacts Principal at home re appraisal.
- 15 & 16 June: Investigations into "allegations" made by camp psychologist about camp manager.

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Kia ora koutou.

I am the principal of Te Kura Hauora (the School of Wellbeing) attached to the Princess of Wales health Camp in Rotorua.

I am at present on leave due to exhaustion, physical health problems and distress.

This is a result of the need over the last 13 years, to provide excellence for children with mild, moderate and severe emotional and behavioural needs on a minimum budget and resourcing level, with constant harassment from the health camp manager and board and little or no acknowledgement of the effort, loyalty and personal cost expended by staff and other community members.

Attached are documents supporting this statement

1. A time line of events
2. A report to the present commissioner of the school made earlier this year. This is in addition to similar reports made by other staff members.
3. Previous ERO reports by the local office will substantiate efforts made by the school to address problems under duress. The series of latest ERO reports under [redacted] leadership demonstrate inaccuracies, omissions and an intention to undermine staff and Board of trustee members already working in difficult conditions.

It should be noted that:-

1. Although we have had major difficulties over a long period of time, we were denied assistance from Support in Schools until recently.
2. A recent approach to [redacted] head of ERO (Waikato/Waiariki) by the commissioner to clarify concerns about the school, met with an instruction to take no notice of the last report - it was intended to show that the Board of Trustees wasn't doing their job.
3. Although we have almost completely addressed all the issues raised in the reports, there still remains a major problem: a concern over how the health camp in Rotorua is managed and governed and it's implication for our students.
4. These concerns can be supported by the camp's clinical psychologist and are currently the subject of an investigation by two registered psychologists and outlined in a research report from the University of Waikato (1999).

My concern is that despite our continued loyalty and effort, the staff (and Board of Trustees in the past) have been abused by the education system, officials of the Ministry of Education and ERO, the health camps board and management.



We have raised safety and resourcing issues and relationship concerns over a large number of years only to be treated with disrespect, disbelief, doubt of our integrity and skill.

This has led to people involved with the school resigning due to frustration and ill health.

Past supports put in place by Board of Trustees members are being eroded and it seems that all that matters is finance.

All I have expected is acknowledgement of the problems, support to resolve the issues, loyalty for the effort we have put in. These have not been forthcoming - my job and career as well as my health have been compromised. The opportunity to return to work in a safe environment with ethical best practice inherent in the way the institution as a whole works has been put at risk.

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OFFICIAL INFORMATION ACT

## **FACTORS CONTRIBUTING TO ACCUMULATED STRESS AT TE KURA HAUORA**

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FEBRUARY 2000

My employment at Te Kura Hauora, the school attached to the Princess of Wales Health Camp in Rotorua began in 1988.

Within a week it was obvious there was a long standing relationship problem between the camp and school at management level. I was the third principal since 1983 - one leaving after heart problems, the other having a nervous breakdown.

Other staff members had left due to a loss of control resulting in a physical assault on a student and a marriage break up - both contributed to by stress.

Stresses have a number of origins in this environment;

- the type of child coming into the institution
- the six-weekly turnover of students and the resultant workload of records, reports, depletion of resources and energy to begin again and again.

These stressors are expected and accepted as part of a job in a special school catering for short-term residential children with social, emotional, behavioural and learning needs.

Unacceptable and large quantities of stress come from:

- the lack of finance and resources
- camp/school relationships
- ERO
- Ministry of Education
- BOT members who didn't resign
- the size of the job
- HFA
- personal attacks
- lack of appropriate, sufficient staff development

The establishment of a commissioner has created new challenges.

### **FINANCIAL/RESOURCE DEVELOPMENT**

- the ongoing struggle to build resources that should have been in every school in NZ - library, reading materials, atlases, dictionaries, Social Studies resources, audio-visual learning resources, - no budget to do this.
- begging and borrowing of second-hand resources from family and friends, our own homes, other schools - then having to pay for the thank yous as well!
- supplying of resources from personal funds to ensure the programmes run effectively eg., library books, teaching resources, stationary, rewards, furniture, appliances.

- having to exist on off-casts of other agencies - shops, health camp.
- lack of money for capital expenditure.
- going without the above resources eg., no money for staff development and curriculum expenditure.
- paying for outings, programmes and materials for children.
- paying for gifts, entertainment, hospitality of visitors from camp, other agencies, home schools, overseas, Board of Trustees
- paying for own professional development (accommodation and travel and meals) eg., Bill Rogers seminar in Taupo.
- as principal being the only Health Camp Principal and one of just a few special school principals to lose Special Duties Allowance while others continue to receive it.
- the school losing its special status from G2 to U1 and the accompanying loss of earnings - other principals received massive pay increases.
- constant fundraising by staff to supply incentives, special programme needs for children - lotto, raffles, hangis, sausage sizzles, mini-galas, garage sales, chopping and selling firewood.
- lack of teaching space and facilities appropriate to the increased needs of children eg., withdrawal space and staff to cover, secure space.
- covering for sick/stressed staff to reduce bill on school - receiving no compensation by MOE.
- coming to school stressed/tired/sick which could result in negative consequences for both staff member and children.

### **CAMP/SCHOOL RELATIONSHIPS**

- a constant "state of war" before I arrived and afterwards despite continued mediation's, interventions. Incidents happening on a daily basis;
  - rudeness
  - lack of professionalism eg., basic greetings
  - tantrum/verbal abuse over disagreements
  - wedge-driving between camp and school staff
  - talking about "the school" in public foyer - not coming to talk to us about issues.
- personal defamation and assassination in staffroom at camp reported by supportive camp staff.
- withholding of knowledge about health camp developments, visits, visitors - having information relayed to me from other health camps.
- withholding of funds donated to the institution

- undermining, abuse, punishment of supporters or people making a genuine effort to work with the school. - [REDACTED] recently.
- telling of outright lies eg., I had refused to run camp programmes in school. NZEI rep was present when an offer was made to do just that.
- disregarding professional knowledge and requirements eg., discussions about whether programmes are suitable for/better than current school programmes.
- refusing to share programme contents with principal to allow appraisal/approval to release students.
- pirating of school and personal materials - my research resources especially - no acknowledgment.
- renegeing on agreements eg., selection of F2 children/cost of labour/timing of tasks.
- school staff having to referee disagreements between camp staff at selection meetings.
- changing policy without notice or to suit personal needs/desires eg., selection.
- disregarding camp/school protocols - avoiding review of these, taking no responsibility for review, making decisions without consultation.
- lack of equal consultation eg., playground about anything and everything eg., weighting proposal - going off half-cocked without doing the background work.
- lack of partnership - no spirit of partnership unless there is a difficulty at equipment and management need rescuing eg., insufficient numbers, inappropriate selection, children out of control.
- opening of mail, refusal to allow school ground to erect our own mail box.
- demands that tasks be completed in insufficient time - lack of consideration for unequal staffing eg., processing files for selection, instant decisions, attitude of incompetency for prioritizing tasks.
- ownership of land/resources - arguments over ownership of hallway space, staff toilets.
- abusing groundsman for helping out with tasks.
- unequal resourcing and expecting us to spend monies not available eg., playground items, special camps.
- power games eg., agreeing on special programmes costs, asking us to price them then repricing them - wasting our time and energy, making decisions to do with school and resources.
- on two occasions making staff sign documents to say they would not speak to us - [REDACTED] time, 1997.
- covering up abuse of children by camp staff eg., force feeding of [REDACTED]
- plotting the "demise of the school" - [REDACTED]

- appointing a kaumatua for the school without prior discussion, no consultation, over the top of our own kaumatua, during holiday time and the continued debacle about this.
- mistreatment of school by mischief making of the camp kaumatua
  - telling outright lies
  - selecting reporting back to camp manager
  - visit
  - undermining joint programme for assessment camp
- deprivation of resources/donations given by parents, agencies, service clubs, eg., crayfish from East Coast schools.
- refusal to allow buildings to be built in acceptable places, rearranging placement then complaining our buildings are blocking out light to their offices.

### MINISTRY OF EDUCATION

- denying the difficulty of the children we take in - ignorance or denial of dysfunctional family patterns, trauma and stress of these children and their resultant needs.
- constant underfunding since the school opened - even confirmed by MOE's own consultants eg.,
- lack of loyalty to our staff, the efforts we have made, the things we have achieved.
- loyalty to other <sup>goals</sup> gods and agendas - saving money restructuring of special education, not knowing what to do with health camps.
- being bad employers - lack of acknowledgment of our expertise, failure to visit the site in action, making of public statements based on indirect opinions not fact, failure to provide observation leave on appointment, failure to believe employees, failure to address abuse and stress issues.
- bringing in the "hit squad" of ERO to bash us into submission - denial of local reports and the good work reported - result of BOT refusing to abuse children by bringing them into camp and suspend them (the only "legal" option suggested by                     )
- supplying camp with home schooling packages to further undermine us.
- forbidding us to work with children in local schools - insisting we sit unemployed.
- silencing support from the local SES.
- suggesting simplistic answers eg., "two days training"
- failure to provide appropriate training for staff - local SES members do not have the same or equal skills let alone be able to do our job.
- denying us access to behaviour teams/suggestion we house RTLB's.
- failure to respond to requests eg.,                      re observation leave, long delays/lack of follow through - district property office, school support.

- threatening to dismiss the Board, treating them with the utmost disrespect and lack of dignity that recognised their expertise and standing in our community because they were concerned about the safety of staff and students.
- constant threat of school closure due to restructuring of special education, our “misdemeanours”, saving money, our children’s “double dipping” - our job could be done by camp staff home schooling, children could be exempt from schooling (Chinnery report 1994)
- insist we meet unreasonable deadlines but allowing other MOE/ERO officials to have extended time to meet needs for personal reasons.
- being viewed as a nuisance because we don’t fit into mainstream or special education.
- lack of liaison with health at Ministry level but expecting local managers to sort our problems they can’t.

#### ERO

- disparity between reports done by loyal office and “the hit squad” - undermining of their own colleagues’ integrity.
- disparity between insisting on very high levels of excellence in programme delivery by school staff but accepting modified programmes and home schooling by camp staff - double standards. Insisting we provide a balanced curriculum but condoning home schooling with specialist health programmes as a focus.
- selective investigation - speaking to, listening to and believing people with set agendas and then not discussing findings with principal or BOT. eg., school programmes.
- arriving with a set agenda and collecting evidence to support this -denying information which didn’t support this. eg., safety of children.
- presenting information not based on fact eg., school staff lacked behaviour management skills - no children present at time.
- insufficient notice of visit, visits immediately after holidays without prior/sufficient notice to allow staff to collect and present information required, without going without a much needed holiday.
- constant harassment of one item after another - why? to what end? how does all this paperwork provide excellence for children?
- inefficient communication - addresses incorrectly used, sent to incorrect places and people, inclusions of confidential information and file.
- lack of notification of principal.
- late reporting eg., generic report.

- saying one thing to staff and writing another.
- obvious lack of specialist knowledge in this area of education -

### BOARD OF TRUSTEES BREAKDOWN

- loss of strong group of supporters who were sick of being harassed.
- breakdown of BOT system through actions of two members causing disharmony:
  - visit to camp manager, kaumatua without BOT knowledge or licence.
  - resultant conflict caused by dishonesty of all concerned, lack of consultation with BOT, staff of school or principal, or other people with specialist knowledge.
  - lack of trust and loyalty to school staff.
  - failure to carry out allotted tasks - ; business plan, camp/school protocols.
  - failure to attend training.
  - failure to attend school whilst in action.
  - arriving with a set agenda.
  - failure to address concerns raised by staff.
  - making derogatory remarks - "this is a looney bin".
  - telling lies eg., the Principal had told her not to complete protocols.
  - harassment and stand-over tactics;
    - \* constant stream of faxes, phone calls demanding meetings at short notice, information.
    - \* threatening with competency or misconduct for complying with law of the land.
    - \* coercing staff with STA rep into believing/accepting that an election / due democratic process did not need to be followed - contrary to advice from NZSTA. - denying us access to that information.
    - \* dishonest representation of "facts" regarding my competency; camp/school relationships. - undermining my integrity with national bodies.

### SIZE OF THE JOB

#### 1. Teaching

As a teaching principal I'm expected to teach full-time. This has been remarked upon by ERO.

At present my teaching duties include supervision of children with concerns and the development of separate individualised programmes, counselling and mentoring as required.

Working with groups with remedial or extension needs.

Developing and implementing remedial reading programme for the majority of children on a 1:1 basis.

Providing classroom release for staff to address heavy loads of records and reports.

Providing relieving release when relievers are unavailable or school is struggling to fund relievers. (18 days in 1999).

By my being out of the classroom full-time my principal's release time is available to support staff and students as well as appraisal and administrative tasks.

However, much of this time is also used providing relief to prop up the relief teacher fund (3 and a half days in 1999)

At other times there are no other appropriate relievers available so principal's release has to be put on hold to allow \_\_\_\_\_ to do relief duties. (8 and a half days in 1999)

## 2. Administration tasks

The normal administrative tasks of a principal in a U1 school are enlarged by the constant turnover of students, need for working with a large number of agencies involved with students, working in three intakes at once (one coming in, one in camp, one gone home) and constant fund raising to support programmes financially.

It was also noted that I carried out the majority of the BOT obligations. I was even remonstrated for this. If I didn't do it who would?

### **SOCIAL WORKER**

At present my major job with the current intakes is social worker - meeting with camp staff, referral agents, professionals, home schools, parents and students. This is often long distance, time consuming and costly.

Days become owned at containing situations, keeping staff and children safe, **coping** with children - this is not good enough as a service to students. I regularly go home feeling I've failed even although we've all done our best.

There is no time or energy to reflect and recover, creativity levels drop.

### **HEALTH FUND AUTHORITY**

- Failure to consult with the Board of Trustees and Principals during contract negotiations as to the services provided by the school and as to how the contract impacts on the school eg., reducing numbers, bringing in of whole camps of high priority children without resourcing - funding for appropriate activity-based programmes, extra personnel for monitoring and supervision, staff training, secure facility, support from professionals.



- Impacts such as reduction of numbers further impacting on staff numbers, funding, grants, school grading - salaries.
- Failure to work with MOE to ensure appropriate curriculum, allow staff to meet children's needs without current legal requirements being contravened.
- Putting emphasis on quantity - ie., turnover of children - rather than the quality of the programmes and outcomes for students and families.
- Invitation to meet with Ethics Panel in 1997, preparation of report then rejection.
- Readjustment of contract in consultation with SES Waikato, without consultation of follow through of procedures regarding selection (consequent rejection of service by SES)

### **ESTABLISHMENT OF A COMMISSIONER**

As principal, the establishment of a commissioner for the school was seen as a positive step - one that may finally resolve the issues at Princess of Wales Health Camp and Te Kura Hauora.

However, as expected, this also has had its stresses:

- a lack of continuity of governance while the commissioner has time to assimilate information, procedures, etc.
- issues with past BOT members left unresolved.
- having one's integrity already maligned by other sources, and having once more to begin again to prove one can be trusted.
- a lack of knowledge of the commissioner's terms of reference, how the governance role will be handled and who will do what.

### **PERSONAL ISSUES**

- Working in a constant "war zone" Both MOE and BOT parties have tried to address this several times without success.
- Above parties give up, move on and the whole process has to begin again - education, questioning of competency and integrity, disbelief, having to provide proof - all with a nil result - the situation continues.
- Because I as principal and my staff have continued to work at resolving this issue because we believe in the potential of the institution and the obvious support children and families need, our own integrity, professionalism, honesty, personalities, competence have been questioned by camp management, some BOT members, our teaching colleagues, other health camps, NZEI, MOE and ERO.
- During this time staff have remained loyal to the school and their job to create positive changes for children, to the staff's own detriment: health problems, lack of job satisfaction, and an overwhelming amount of stress.

I am a teacher of 20 years teaching experience - 12 of those years at Te Kura Hauora.

I am one of few maori who work in the special education field.

I was assaulted by a student in October 1999 and suffer periodic recurring pain and disablement as the result of that assault. Other physical health issues associated with long term, ongoing stress at work and with our neighbours at health camp contributed to my unwellness.

My concerns are as follows: -

### Health and Safety

1. That in the Health camp environment, children are harmed - by each other - physically, verbally, sexually and psychologically - by staff - including senior staff - physically, verbally and psychologically - and there are unethical, unacceptable methods for staff to deal with them.
2. That this has been of concern to me for at least the last 10 years and despite attempts to rectify the concerns - letters from staff to the Board of Trustees, case conferences, submissions - people wont listen.
3. That children are brought into camp with our having prior notification of presenting challenging behaviour and this is supposed to be addressed and modified using a programme model. Few other strategies have been put in place and are not put in place until the student is punished for presenting in ways already notified to us. This is institutional abuse and I feel, unacceptable.
4. That the professionally qualified staff is ignored when safe practice is demanded reflects the inequality, inequity of power and heirarchical nature of health camp management as inappropriate for the services the health camp delivers.

5. That an unfinalised selection process is trialled and inexperienced staff choose to bring in 24 boys rated severe and extreme behaviours are brought in for Intake1, Term 3, 2000. The absence of professional input and past experience that make this ill advised and a risk has been overlooked. Newly appointed staff should not be inducted at a time when current staff are inexperienced and difficult children are brought in.

6. That the commissioner behaves in ways that I continue to be abused by her as well - she wont answer issues raised in letters, she wont acknowledge the issues, she wont listen, accepts other's testimonies of me without checking them with me - no due process, not natural justice.

7. That students who have complained about specific staff treatment of other students are verbally abused, bullied into changing their story and

That students are victimised by staff (including the manager) with no respect for safety and no professional, accepted best practice for all concerned to resolve issues in place.

8. That too many difficult children are brought in to camp at once.

Decisions are made and power is inequitable. The school's resource base is 1/23 of the camp's resource base so decisions made at camp re contracts, programmes, timetables impact on the school without there being any room for the school to front up as an equal partner. Add difficult children at high volumes and the school quickly becomes knee-capped. We have a history of being the poor relations.

9. That resources at school is inequitable with other schools and requirements sit outside national averages (formulae). So the governance and management of the school is constrained and disadvantaged by disempowering methods that empower most other schools.

10. That bringing in too many difficult children at once - increases pressure on resources on staff  
- increases stress  
- requires a turn over of intakes that allow staff to debrief, learn new skills and practice them as part of ongoing, on-the-job training.

11. That the school and health camp facilities are inappropriate for large numbers of difficult children.

### Camp Manager

12. That there is no requirement for the manager of the camp to consult with the principal on intake timetables to ensure school needs are met and optimum and fair decisions are made.

13. That the camp manager makes decisions that

- increases the risk of harm to students and staff
- impact on the safety of students in the whole institution
- may put school staff safety at risk
- impact on the call on resources of the school including programme provision and delivery.
- markedly increases the stress and workload of my job without negotiation and the participation of representatives from the Board of Trustees and/or Principal. e.g. problem solving with a dorm of children regarding issues from camp.
- self attests her competence. Accountability systems do not cross check or triangulate information. Documents disappear. Working papers are lost. Letters of complaint are irretrievable.

14. That the manager

- actively defames school staff
- initiates and encourages character assassination of school staff
- is racist
- undermines my ability to develop healthy relationships with her staff
- cultivates an environment of suspicion, mistrust and pseudo-professionalism
- uses school staff to threaten and exert power and control over camp staff by telling lies - e.g. we want them to lose their jobs.
- participates in defamatory statements with members of the public who visit camp e.g. (circus tickets, 1999)
- has no respect for the Camp Kaumatua except when she

wants something - e.g. kaumatua sick - rung up and told to come in to work. e.g. kaumatua told staff not to say anything negative about the manager prior to a meeting with HFA auditors.

- has a local and regional reputation for being a difficult person for a long time.
- is inappropriately qualified for the position she holds.

## Health/Education interface

### Health camp/school structure

15. That the structure of Health Camps has changed without due regard to the role and function of education services and provisions for students at health camp. (Child and family trust and the repeal of the Health Camps Act.)

16. That Governmental interagency collaboration at ministerial and national level creates barriers for regional and local governance and management of institutions like the health camp and health camp schools.

17. That the health camp movement has the resources and power to self-review and be responsive to market force ideologies while participating in an environment of health reforms. Health camp schools are left to suffer the consequences of change from past inequities and disadvantages to current reform in education and special education policy where health camp schools have no visibility or apparent value. Future resourcing and policy are based on deficit models rather than on actual needs based support. Transparency in this area is nonexistant so the abuse of Board members and staff is the prevailing attitude of government agencies.

### Health Camp Board

18. That the health camp board is negligent in allowing managers to make decisions that - harm students

- harm staff

by not having robust accountability systems in place to monitor and check how clients are treated and how issues are resolved.

19. That the health camp board employed an executive director who gave directions to his manager and failed to follow up to ensure that directions were followed and information handed on to the principal. e.g. ratings scale February 1999.

20. That the health camp board failed to moderate the manager's performance by responding punitively to notifications of concerns by school and camp staff.

21. That apart from the psychologist, qualifications of the camp manager and most camp staff are inappropriate to the position of manager, and some positions held by other staff.

22. That camp staff responsibilities are not reflected in the pay and conditions of some camp staff.

### **Principal**

23. That the Principal's professional input is ignored in favour of a manager whose qualifications are clerical and secretarial rather than in behaviour management, child development, clinical or medical professions.

24. That the Principal is not consulted about the school's management or performance by the commissioner and that the camp manager is able to influence strongly and may represent negatively the school's management and is sometimes consulted without reference to the Principal.

25. That the Principal is isolated and marginalised by the commissioner who fails to inform her of bringing in a relieving principal. That the commissioner treats the Principal's leave for stress as a barrier to further communication with her.

### **Board of Trustees**

26. That in 1999, Term 4, after the resignation of 6 Board members - to the Ministry of Education not to the Board of Trustees as stipulated in

the Education Act - the Principal and staff were left to manage the school without a clear governance body.

27. That disharmony on the Board was the reason for the resignation of 6 Board members and two remaining board members - the perpetrators of the disharmony - subjected the Principal and staff to further stress and harassment.

28. That as staff rep I have not been informed by the Ministry of the status/position of staff rep in a commissioner's governance of the school. Staff have not been informed of how their democratic right to vote for a staff rep is altered (or remains) post appointment of a commissioner. Neither has the school kaumatua.

### **Minister of Education**

29. That the general elections in October/November 1999 took priority over ensuring that our school's governance arrangements were secure. The then Minister of Education gave us the message that his political future, not his political responsibility was more important.

30. This lack of respect and responsibility created a term of further stress to staff and meant that the absence of a governing body left a gap that the Principal had to cover. e.g. letter of complaint from myself regarding the behaviour of a senior camp staff member's treatment of a student - being force fed - complaint from another student.

### **Government Agencies**

31. That the role of the Ministry of Education and ERO in the abuse of the Board of Trustees and staff is recognised and that appropriate action in the form of an investigation to our concerns is conducted. e.g. Unsubstantiated claims in the ERO reports

Board resignations sent to the ministry rather than to the Board.

32. The ongoing denial of the stress of our job. Working with extreme behaviourally challenging students with varied term physical, verbal and psychologically abusive patterns; the workload - National Curriculum,

Essential Skills, Special Education , Matauranga Maori curricula (for each child for six weeks then start again.): intake turnover, Job size.

33. Lack of recognition of stress in the teaching profession and resistance to reasonable provisions and support.

34. That Ministry officials actively undermined efforts and attempts made by Health Camp School Principals to bring Health Camp Schools into the millenium (1999)

### Human Rights

35. That students and their families who are Maori and Pacific Island are discriminated against on the basis of their ethnicity.

36. That camp and school staff are discriminated against and persecuted in front of camp staff on the basis of their ethnicity, culture and traits.

37. That the camp manager is complicit in initiating and encouraging the above.

38. That students are brought in to camp to meet fiscal targets as a priority and their human right to dignity, freedom from harm and access to due care and informed consent is discouraged by the manager and many of her senior staff.

### Selection

39. I have been involved in selection since mediation and Board of Trustee decision made in 1997. There has been no policy, process and criteria put in place in that time to February 2000. Should the manager be able to work without transparency in a critical area for such a long period? Selections are open to serious manipulation and abuse, referral agencies do not know what the process, criteria and policy are. This is totally unacceptable.

In 1999 I summarised concerns and issues from which all of the above could be developed. Two meetings were held then it was abandoned.



Selection meetings continued in which issues previously raised and unresolved continued to arise. It was like trying to work in a large bowl of cotton candy - no substance and no framework.

## Conclusions

1. That the camp is run by a professional with qualifications and qualities that build on best practice, relevant experience and formal study at tertiary level.
2. That the camp and school pool resources and is managed by the Principal and two deputies - one for the residential side and one for the school. That these deputies are also appropriately qualified.
3. That an ethics panel and selection panel is set up to -
  - A) ethics panel - monitor issues, procedures, policy
    - set up an ethics code to follow
    - set up a resolution process and advisory group
  - B) selection panel - select clients
    - manage field workers work
    - manage records to do with selection and enrolment
    - manage selection paper work
    - devise/monitor client pre-entry
    - set criteria, process, policy for selection
    - devise/monitor client follow up (post intake)
4. That the Princess of Wales Health Camp is closed immediately to allow the following to be implemented.
5. That a ministerial enquiry into past practice and to determine future directions - **for both the school and the camp** - is held forthwith.
6. That the future role and function for health camps and schools be decided as part of the ministerial enquiry.

7. That the staff at camp and school receive counselling and support to deal with issues from the past. e.g. stress, training, abuse of system and staff on other staff is addressed.

8. That the manager is appropriately disciplined and held to account for her ongoing abuse of power and abuse of staff and clients.

The above concerns in my view are about bringing the camp practice and systems up to an appropriate, professional standard; configuring a system that, combined with the school will deliver camp and education services that reflect the value of people and their potential by people trained and experienced to the highest standard.

The school has had rigorous and sometimes unreasonable outcomes through the Education Review Office. The professionalism and standards that exist in the school under the management of Yvonne Evans as Principal despite challenging events reflects best practice to the highest standard. Most officials to date have got it wrong - that our standard should be at the level of the camps - (i.e.) lower and that we are to blame for the difficult relationship between the camp and the school. Wrong again!

28-6-00

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