

social welfare residential care

1950–1994

VOLUME II
NATIONAL INSTITUTIONS

Table of Contents

Table of Contents	2
Outline	8
Holdsworth	9
Physical description.....	9
Resident profile.....	13
Length of stay	16
Programmes and care	17
Work and training	21
Resident-to-resident issues	21
Health and medication	21
Psychiatric hospital placement	23
Staffing	24
Schooling	30
Absconding	43
Secure care	43
Discipline.....	44
Physical punishment	44
Drugs, alcohol, and tattoos	44
Smoking	44
Contact with field social workers.....	45
Contact with community.....	46
Visiting committees	47

Contact with families	48
Preparation for discharge and after care arrangements	49
Kohitere.....	51
Physical description.....	51
Resident profile.....	52
Length of stay	54
Programmes and care	55
Work and training	59
Resident-to-resident issues	60
Health and medication	60
Psychiatric hospital placement	62
Staffing	62
Schooling	64
Absconding.....	65
Secure care	66
Discipline.....	70
Physical punishment	71
Drugs, alcohol and tattoos	72
Smoking	72
Contact with field social workers.....	73
Contact with community.....	73
Visiting committees	74
Contact with families	75
Preparation for discharge and after care arrangements	76
Hokio	77
Physical description.....	77
Resident profile.....	78

Length of stay	80
Programmes and care	82
Work and training	84
Resident-to-resident issues	85
Health and medication	85
Psychiatric hospital placement	86
Staffing	86
Schooling	88
Absconding	91
Secure care	92
Discipline	93
Physical punishment	93
Drugs, alcohol and tattoos	93
Smoking	93
Contact with field social workers	94
Contact with community	94
Visiting committees	94
Contact with families	95
Preparation for discharge and aftercare arrangements	95
Campbell Park	96
Physical description	96
Resident profile	97
Length of stay	102
Programmes and care	103
Work and training	106
Resident-to-resident issues	107
Health and medication	108

Psychiatric hospital placement	109
Staffing	109
Schooling	114
Absconding	118
Secure care	118
Discipline.....	118
Physical punishment	119
Drugs, alcohol, and tattoos	119
Smoking	119
Contact with field social workers.....	120
Contact with community.....	120
Visiting committees	121
Contact with families	121
Preparation for discharge and after care arrangements	121
Weymouth.....	123
Physical description.....	123
Resident profile.....	124
Length of stay	127
Programmes and care	127
Work and training	133
Resident-to-resident issues	134
Health and medication	136
Psychiatric hospital placement	138
Staffing	138
Schooling	145
Absconding	149
Secure care	150

Discipline.....	156
Physical punishment	157
Drugs, alcohol, and tattoos	157
Smoking	158
Contact with field social workers.....	158
Contact with community	159
Visiting committees	159
Contact with families	160
Preparation for discharge and after care arrangements	161
Fareham House	162
Physical description.....	162
Resident profile.....	164
Length of stay	168
Programmes and care	169
Work and training	172
Resident-to-resident issues	173
Health and medication	174
Psychiatric hospital placement	176
Staffing	176
Schooling	190
Absconding	196
Secure care	197
Discipline.....	198
Physical punishment	199
Drugs, alcohol, and tattoos	199
Smoking	200
Contact with field social workers.....	201

Contact with community.....	202
Visiting committees	204
Contact with families	205
Preparation for discharge and after care arrangements	207
Kingslea	208
Physical description.....	208
Resident profile.....	210
Length of stay	214
Programmes and care	216
Work and training	223
Resident-to-resident issues	225
Health and medication	227
Psychiatric hospital placement	233
Staffing	234
Schooling	243
Absconding.....	248
Secure care	251
Discipline.....	260
Physical punishment	262
Drugs, alcohol, and tattoos	262
Smoking	264
Contact with field social workers.....	265
Contact with community.....	266
Visiting Committees.....	270
Contact with families	271
Preparation for discharge and after care arrangements	274

Outline

This volume of the report (Volume II) profiles national institutions. The material from this volume can be cross-checked against the national policies and practices information in Volume I. National institutions for boys are presented first, from north to south, and these are followed by the national institutions for girls, Fareham House and Kingslea. This volume contains profiles of:

1. Holdsworth
2. Kohitere
3. Hokio
4. Campbell Park
5. Weymouth
6. Fareham House
7. Kingslea

Volume III of this report contains the district institutions (boys' and girls' homes) selected for profiling. Please see Volume III for profiles of:

1. Owairaka Boys' Home
2. Wesleydale Boys' Home
3. Hamilton Boys' Home
4. Epuni Boys' Home
5. Christchurch Boys' Home
6. Dunedin Boys' Home
7. Allendale Girls' Home
8. Miramar Girls' Home

Volume I contains national and other contextual information including the methodology adopted for this report.

Holdsworth, Kohitere and Hokio were national institutions for boys. Campbell Park was a special school for boys.

Chapter

1

Holdsworth

Physical description

Holdsworth opened in June 1971 as a National Training Institution for a maximum of 60¹ boys aged between 8 and 12 at the time of admission² who required up to two years residence in a controlled environment.³ It aimed to provide social, educational and recreational training for disturbed or disadvantaged boys whose "difficulties and behaviours have not been successfully contained by community based programmes"⁴ and for whom the traditional community resources were thought inappropriate.⁵ Most of the boys resident at Holdsworth were expected to be State Wards.⁶

Holdsworth School was established at a site that was formerly the NZ Friend's School administered by the Quaker Society.⁷ The Institution was set on 15 hectares of grounds in St Johns Hill, Wanganui.⁸ This decreased to 6 hectares by about 1983.⁹ It was just outside the city boundary - about three kilometres from the central shopping area.¹⁰

The Principal believed that the semi-rural outlook, the trees and fields, gave a feeling of spaciousness which was ideal for the residents.¹¹ He believed that pressures to abscond were lessened, and tensions caused by the proximity of family were removed.¹²

The main building, erected in 1928, was two-stories, with all dormitories on the first floor, and service and recreation areas on the ground floor.¹³ There were three dormitories, and three shared rooms for senior boys.¹⁴ Attached to this block was the original property homestead, which was used as the administration area around

¹ Memo, DH Ross to Mr W Renwick, S.S.S, 14/08/70, Holdsworth Staffing, 2006/977.

² Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p1.

³ Memo, DH Ross to Mr W Renwick, S.S.S, 14/08/70, Holdsworth Staffing, 2006/977. This document said that Holdsworth would cater for boys in the 8-13 age group (not 8-12).

⁴ Annual Report 1976, Holdsworth Reports, F5000006406793, p1.

⁵ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p1.

⁶ Memo, DH Ross to Mr W Renwick, S.S.S, 14/08/70, Holdsworth Staffing, 2006/977.

⁷ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p1.

⁸ Report, Illegible, for Acting Director-General to the Minister of Social Welfare, 25/02/82, Holdsworth Profile, 32157, p1.

⁹ Holdsworth School, Holdsworth Profile F5000002388341.

¹⁰ Holdsworth School, Holdsworth Profile F5000002388341.

¹¹ AK McLean, Principal to Director-General 18/02/81, Holdsworth Profile 32157, p2.

¹² AK McLean, Principal to Director-General 18/02/81, Holdsworth Profile 32157, p2.

¹³ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p1.

¹⁴ Questionnaire to MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p2.

the early 1980s.¹⁵ A kitchen/dining room complex, two classroom blocks and various sheds and out-houses, together with staff houses, and a block of staff flats completed the complex.¹⁶ Three of the six staff houses were on Holdsworth's property.¹⁷ A library was being established in 1975.¹⁸

The property had a swimming pool and playing fields, but no gymnasium, despite repeated requests for one by the Principal.¹⁹

Holdsworth's premises were leased for five years from 1970,²⁰ but in 1972 the Department purchased the property.²¹ In early 1971 a contract was completed for fire protection measures and minor structural work recommended by Ministry of Works.²²

In June 1971, because of the increasing shortage of accommodation for boys and in the belief that the necessary renovations would be done within a few weeks, the Superintendent opened the institution with limited staff and boys.²³

In 1972 a proposal was put forward to the Minister of Social Welfare to enable tenders to be called for alterations and renovations on Holdsworth.²⁴ Criticisms were about the poor physical state of the Institution.²⁵ This affected the number of boys that the institution could hold,²⁶ the type of staff who could be recruited,²⁷ and the number of staff who could live-in at Holdsworth to provide supervision and to be on call in emergencies.²⁸

According to the 1974 proposal Holdsworth, it could take up to 50 boys, however it only had 38 boys in residence at that time.²⁹ The principal limiting factor, according to the proposal, was the lack of suitable accommodation for live-in staff.³⁰

¹⁵ Holdsworth School, Holdsworth Profile F5000002388341.

¹⁶ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p1.

¹⁷ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6.

¹⁸ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6.

¹⁹ Annual Report 1974, Holdsworth Reports, F5000006406793, p3. Annual Report 1975, Holdsworth

Reports, F5000006406793, p 2. Annual Report 1977, Holdsworth Reports, F5000006406793, p1.

Proposal, IJD MacKay, Director-General (Designate) to Minister of Social Welfare 02/03/74, Holdsworth Profile, 2006/978, p2.

²⁰ Proposal, IJD MacKay, Director-General (Designate) to Minister of Social Welfare 02/03/74, Holdsworth Profile, 2006/978, p1.

²¹ Report, Illegible, for Acting Director-General to the Minister of Social Welfare, 25/02/82, Holdsworth Profile, 32157, p1.

²² Proposal, IJD MacKay, Director-General (Designate) to Minister of Social Welfare 02/03/74, Holdsworth Profile, 2006/978, p1.

²³ Proposal, IJD MacKay, Director-General (Designate) to Minister of Social Welfare 02/03/74, Holdsworth Profile, 2006/978, p 1.

²⁴ Proposal, IJD MacKay, Director-General (Designate) to Minister of Social Welfare 02/03/74, Holdsworth Profile, 2006/978, p1.

²⁵ Memo, J M Wiseley, District Inspector of Schools, to Mr Ross, Officer for Special Education 22/02/72, Holdsworth Profile, 2006/965.

²⁶ Proposal, IJD MacKay, Director-General (Designate) to Minister of Social Welfare 02/03/74, Holdsworth Profile 2006/978, p2. According to the proposal Holdsworth, if it could be opened to full capacity, would take up to 50 boys, however it only had 38 boys in residence at that time.

²⁷ Proposal, IJD MacKay, Director-General (Designate) to Minister of Social Welfare 02/03/74, Holdsworth Profile 2006/978, p2. Married officers could not be recruited because of lack of suitable accommodation for them.

²⁸ Proposal, IJD MacKay, Director-General (Designate) to Minister of Social Welfare 02/03/74, Holdsworth Profile 2006/978, p2.

²⁹ Proposal, IJD MacKay, Director-General (Designate) to Minister of Social Welfare 02/03/74, Holdsworth Profile 2006/978, p2.

³⁰ Proposal, IJD MacKay, Director-General (Designate) to Minister of Social Welfare 02/03/74, Holdsworth Profile 2006/978, p2.

The Director General (Designate) was satisfied that the work proposed was essential to avoid a public scandal.³¹ He recommended that the Superintendent approve expenditure for alterations and renovations to enable Holdsworth School to be opened to its full capacity.³²

During 1973 considerable redecoration took place. Because it was a leasehold property, much that the Principal wanted to see done was not possible or justifiable because of the temporary nature of the Institution.³³ A new, relocatable, single class room was used this year.³⁴

In 1975 a full-scale inspection carried out.³⁵ The Inspector commented that since his last visit, the accommodation had been rearranged, resulting in much better working conditions.³⁶ It was noted in the inspection report that the replacement of the old brick main building was urgent.³⁷

The Inspection Report noted that the furniture in the dormitories was in very bad condition, and that a start had been made to replace it.³⁸

In 1975 there was a transfer of office functions from Wanganui District Office, to the Institution so that almost all clerical functions were handled in Holdsworth's office.³⁹ This enabled the Principal to exercise closer oversight of the Institution's administration.⁴⁰

In 1977 the Principal was concerned with the fire danger in the main accommodation block,⁴¹ as was the Ministry of Works Fire Protection Officer.⁴²

In 1980 the second Social Work Inspection of Holdsworth took place.⁴³ At this time there were around 40 boys in residence, although the maximum capacity was 60.⁴⁴

Between 1974 and 1980 concerns were expressed about the physical state of the buildings,⁴⁵ including the main building being an earthquake risk.⁴⁶ Inspectors considered that the building needed to be urgently replaced.⁴⁷

³¹ Proposal, IJD MacKay, Director-General (Designate) to Minister of Social Welfare 02/03/74, Holdsworth Profile 2006/978, p2.

³² Proposal, IJD MacKay, Director-General (Designate) to Minister of Social Welfare 02/03/74, Holdsworth Profile 2006/978, p2.

³³ Annual Report 1973, Holdsworth Reports F5000006406793, p4. This is inconsistent with what was said in the Report by Illegible for Acting Director-General to the Minister of Social Welfare 25/02/82, Holdsworth Profile 25/02/82 – that the Department purchased the property in 1972.

³⁴ Annual Report 1973, Holdsworth Reports, F5000006406793.

³⁵ Annual Report 1975, Holdsworth Reports, F5000006406793, p 1.

³⁶ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p3.

³⁷ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p3.

³⁸ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p3.

³⁹ Annual Report 1974, Holdsworth Reports, F5000006406793, p1.

⁴⁰ Annual Report 1975, Holdsworth Reports, F5000006406793, p 1.

⁴¹ Annual Report 1977, Holdsworth Reports, F5000006406793, p2.

⁴² Annual Report 1977, Holdsworth Reports, F5000006406793, p2.

⁴³ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p1.

⁴⁴ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

⁴⁵ Annual Report 1974, Holdsworth Reports, F5000006406793, p3.

⁴⁶ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p6.

⁴⁷ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p3.

During the late 1970s the Department was reviewing its residential services and felt the pressure of criticism that beds for the extended care of difficult children tended to be hundreds of miles away from their homes.⁴⁸ In 1980 the general redevelopment of Holdsworth was under consideration.⁴⁹

The Department was aware of the need to replace Holdsworth School because of the structural inadequacy of the main buildings.⁵⁰ The cost of this was estimated at \$2.2 million dollars, which was just under the department's total works programme for one year.⁵¹

The information that the Department would not rebuild Holdsworth was conveyed on 21 January 1981.⁵² The Principal described this news as a 'bombshell'.⁵³

While canvassing possible alternatives for Holdsworth, it became clear that, according to the Director-General, the time was opportune for the department to make a radical change in the way it provided residential placements for the age group catered for in Holdsworth. A survey of admissions to Holdsworth and Fareham over a five year period showed that the children came from five catchment regions, and the proposal now developed provided for each catchment region to have a staffed family group home of between ten and twelve beds, bearing some relationship in size and facilities to Family Group Homes, but staffed by Resident Social Workers.⁵⁴

The programme in Holdsworth was to continue as normal for the whole of 1981.⁵⁵ If the first two group homes were available by the beginning of 1982, as was hoped, the roll of Holdsworth was expected to drop as a result of the intake into the new units.⁵⁶ There was uncertainty about when the phasing out would begin, but was expected to be mid-1982.⁵⁷ Its completion was tentatively planned for early 1983, according to the Director-General, by which time a group home was intended to be operating on the Holdsworth site.⁵⁸

The Principal reported that in 1982 the ratio of staff to children was maintained at a good level right to the end of the year, and that services were fully operational.⁵⁹ In that sense, he considered that 'phasing down' went very smoothly.⁶⁰ In late 1982 it

⁴⁸ Report, Illegible, for Acting Director-General to the Minister of Social Welfare, 25/02/82, Holdsworth Profile, 32157, p1.

⁴⁹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p6.

⁵⁰ Circular Memorandum, SJ Callaghan, Director General to Department of Social Welfare, Head Office, 1981/9, 03/02/81, Holdsworth Profile, 5000003267103, p1.

⁵¹ Circular Memorandum, SJ Callaghan, Director General to Department of Social Welfare, Head Office, 1981/9, 03/02/81, Holdsworth Profile, 5000003267103, p1.

⁵² Circular Memorandum, SJ Callaghan, Director General to Department of Social Welfare, Head Office, 1981/9, 03/02/81, Holdsworth Profile, 5000003267103, p1.

⁵³ Annual Report 1982, Holdsworth Reports F5000006406793, p1.

⁵⁴ Circular Memorandum, SJ Callaghan, Director General to Department of Social Welfare, Head Office, 1981/9, 03/02/81, Holdsworth Profile, 5000003267103, p1.

⁵⁵ Circular Memorandum, SJ Callaghan, Director General to Department of Social Welfare, Head Office, 1981/9, 03/02/81, Holdsworth Profile, 5000003267103, p2.

⁵⁶ Circular Memorandum, SJ Callaghan, Director General to Department of Social Welfare, Head Office, 1981/9, 03/02/81, Holdsworth Profile, 5000003267103, p2.

⁵⁷ Memo, AK McCallum (for Director-General of Education) to W R Mosley (Department Head Office to Wanganui Education Board), 38/6/41, 17/07/81, Holdsworth Profile, 2006/972.

⁵⁸ Circular Memorandum, SJ Callaghan, Director General to Department of Social Welfare, Head Office, 1981/9, 03/02/81, Holdsworth Profile, 5000003267103, p2.

⁵⁹ Annual Report 1982, Holdsworth Reports F5000006406793, p2.

⁶⁰ Annual Report 1982, Holdsworth Reports F5000006406793, p2.

was agreed that the existing programme at Holdsworth would cease on 12 December 1982.⁶¹

The demolition of the main residential block was completed in November 1982.⁶² The Principal noted that for the last term the children were housed in a former staff house and that the rest of the operation was spread around several buildings.⁶³

The original plan to open a Group Home on the Holdsworth site with a classroom attached was not proceeded with, rather a cottage complex for 20 boys and girls was close to becoming a reality in 1983.⁶⁴

Around 1984 Holdsworth's administration office had been converted to a ten bed residential assessment unit.⁶⁵

The 1982 Annual Report noted that in Holdsworth's history, it had cared for approximately five hundred boys who had been placed in the care of the Department of Social Welfare.⁶⁶

Resident profile

The children at Holdsworth were some of the most difficult and disturbed children that the Principal (Mr McLean) had seen.⁶⁷ According to Mr McLean, invariably children came from situations in which they proved to be out of control.⁶⁸

Residents had a varied history of previous placements – foster and family homes, private institutions, boys' homes, health camp and Education Department residential schools for maladjusted children.⁶⁹

In 1975 the roll comprised of children who exhibited patterns of behaviour including, chronic truancy, running away from home, petty theft over lengthy periods, markedly aggressive behaviour towards others, severe educational under achievement, explosive behavioural outbursts, inability to relate adequately with others and acting out behaviour.⁷⁰

New boys were quickly and quietly adjusted into the routine of the institution, according to the Inspectors.⁷¹

⁶¹ Letter, JD Scott, for Director General to Director-General of Education, 22/11/82, Holdsworth Profile, 52157.

⁶² Annual Report 1982, Holdsworth Reports F5000006406793, p2.

⁶³ Annual Report 1982, Holdsworth Reports F5000006406793, p2.

⁶⁴ Letter, A McLean, Principal Holdsworth School to District Senior Inspector of Schools, 09/03/83, Holdsworth Education, 32157.

⁶⁵ Circular Memorandum, JW Grant, Director-General to Department of Social Welfare, Head Office, 1984/79, 03/07/84, Holdsworth Profile, 5000002368864, p1.

⁶⁶ Annual Report 1982, Holdsworth Reports F5000006406793, p1.

⁶⁷ AK McLean, Principal to Director-General 18/02/81, Holdsworth Profile 32157, p2.

⁶⁸ AK McLean, Principal to Director-General 18/02/81, Holdsworth Profile 32157, p2.

⁶⁹ AK McLean, Principal to Director-General 18/02/81, Holdsworth Profile 32157, p3.

⁷⁰ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p1-2.

⁷¹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p4.

Between 1972 and 1981 most boys admitted were Maori, followed by European, with Pacific Island boys by far accounting for the lowest number of boys in residence.⁷²

A dramatic swing discernible in 1973 was the greater number of European admissions, which accounted for 47 percent of admissions.⁷³ This was the largest number of European boys admitted in any one year between 1972 and 1981. The percentage of European boys admitted in a year did not drop below 24 percent during this time period.⁷⁴

Between 1972 and 1981 the number of Pacific Islanders admitted did not rise above eleven percent. In 1972, 1975 and 1976 no Pacific Islanders were admitted.⁷⁵

Maori made up for at least half the number of boys admitted to Holdsworth every year between 1972 and 1981. The most Maori admitted in one year was in 1981 when Maori accounted for 70 percent of the institution's population.⁷⁶

Admission Policy and Numbers

Between 1972 and 1981, Holdsworth admitted boys who ranged in age between seven and fourteen years with ⁷⁷ the majority aged between eleven and twelve years.⁷⁸ Holdsworth's age range for admission, 8 to 13 years, overlapped with Hokio's range (11 to 14 years) to ensure that boys over 11 who were physically small and socially immature could be accommodated with boys their own size, and not be exposed to larger, more sophisticated boys at Hokio.⁷⁹ Similarly, large 11 and 12 year olds were recommended to go to Hokio as were boys at or near third form level of schooling (unless circumstances were exceptional).⁸⁰

Between 1972 and 1981 boys were admitted from Auckland, Hamilton, Lower Hutt, Christchurch and Dunedin Boys Homes, as well as from other institutions (other National Institutions or Psychiatric Hospitals), and directly from districts.⁸¹ Over this period most of the admissions came from Auckland Boys' Home, followed by Lower Hutt Boys' Home.⁸²

Between 1972 and 1981 Holdsworth's roll ranged from 25 (in December 1981) to 44.⁸³ Occasionally in 1979 it reached 50.⁸⁴ In 1982 the Principal indicated that the opening roll for 1982 would be about 25, and that it would not rise above 40 in that

⁷² Annual Report 1973, Holdsworth Reports F5000006406793 to Annual Report 1981, Holdsworth Reports F5000006406793. In 1972, 1975 and 1976 there were no Pacific Island boys in residence.

⁷³ Annual Report 1973, Holdsworth Reports F5000006406793, p1; table IV.

⁷⁴ Annual Report 1974, Holdsworth Reports F5000006406793 to Annual Report 1981, Holdsworth Reports F5000006406793.

⁷⁵ Annual Report 1974, Holdsworth Reports F5000006406793 to Annual Report 1981, Holdsworth Reports F5000006406793.

⁷⁶ Annual Report 1981, Holdsworth Reports F5000006406793, p1.

⁷⁷ Circular Memorandum 1971/30, undated, Holdsworth Profile, 5000001599381.

⁷⁸ Annual Report 1973, Holdsworth Reports F5000006406793 to Annual Report 1981, Holdsworth Reports F5000006406793.

⁷⁹ Circular Memorandum 1971/38, to all DCWOs and Principals, 10/09/71, Holdsworth Profile, 5000001599381.

⁸⁰ Circular Memorandum 1971/38, to all DCWOs and Principals, 10/09/71, Holdsworth Profile, 5000001599381.

⁸¹ Annual Reports from 1973 to 1981, Holdsworth Reports, F5000006406793, table II.

⁸² Annual Reports from 1973 to 1981, Holdsworth Reports, F5000006406793, table II.

⁸³ Annual Report 1971, Holdsworth Reports F5000006406793, table I to Annual Report 1981, Holdsworth Reports F5000006406793, table I.

⁸⁴ Report, illegible to Mr Lucas, 21/12/79, Holdsworth Reports, 31424, p1.

year.⁸⁵ No new admissions were to be made after the first term, according to the Principal, and all boys were to be discharged in December of that year.⁸⁶ The Principal reported that 1980 saw the highest number of admissions in any one year recorded, and by December, Holdsworth was full for the first time in 18 months.⁸⁷

In the latter half of 1974 Holdsworth was asked to take some overflow from Hokio Beach School, and admitted six or more boys, who on the basis of age and offending history, would normally have gone to that institution.⁸⁸ They were absorbed with little difficulty, according to the Principal.⁸⁹

In 1974 and 1975 there was an increase in 'the number of boys being admitted direct from Districts without undergoing the assessment procedures of a Boys' Home'.⁹⁰ The Principal saw the increase as a significant figure, and suggested that it indicated that pressures on Boys' Homes were so severe that Districts were beginning to bypass them as a resource and seek long-term training in the first instance.⁹¹ The number of admissions directly from districts dropped only once between 1975 and 1981.⁹² The 1975 Inspection Report stated that once Beck House was operational, Holdsworth's admission criteria should be looked at again, particularly the use being made of it by individual districts.⁹³

An Inspector commented that in 1975 there were still difficulties in admission arrangements.⁹⁴ According to him, meal times and weekends were times of staff shortage, which meant children admitted at this time did not get an adequate reception.⁹⁵ He also commented that some boys were still not properly prepared for admission.⁹⁶

According to the Inspector admissions, which were approved through Head office, were controlled by the Principal.⁹⁷ An induction on admission procedure operated and was controlled by an action sheet.⁹⁸

In June 1982 the Principal believed that admissions to Holdsworth should cease, as staffing levels were expected to drop as staff left to take new positions.⁹⁹ At that time the Principal was under increasing pressure to take urgent admissions from Districts and Regional institutions, and he felt Holdsworth could not cope with any more than twelve boys in the last term of 1982.¹⁰⁰

⁸⁵ Letter, AK McLean, Principal Holdsworth School to Director General, 10/12/81, Holdsworth Profile, 32157.

⁸⁶ Letter, AK McLean, Principal Holdsworth School to Director General, 10/12/81, Holdsworth Profile 32157.

⁸⁷ Annual Report 1980, Holdsworth Reports, F5000006406793, p1.

⁸⁸ Annual Report 1974, Holdsworth Reports, F5000006406793, p1.

⁸⁹ Annual Report 1974, Holdsworth Reports, F5000006406793, p1.

⁹⁰ Annual Report 1975, Holdsworth Reports, F5000006406793, p 1.

⁹¹ Annual Report 1974, Holdsworth Reports, F5000006406793, p1.

⁹² Annual Report 1975, Holdsworth Reports, F5000006406793, table II, p 1 to Annual Report 1981, Holdsworth Reports, F5000006406793, table II, p 1

⁹³ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p7-8.

⁹⁴ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p7.

⁹⁵ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p7.

⁹⁶ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p7.

⁹⁷ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p5.

⁹⁸ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p5.

⁹⁹ Letter, AK McLean to Director-General, 17/06/82, Holdsworth Profile, 52157.

¹⁰⁰ Letter, AK McLean to Director-General, 17/06/82, Holdsworth Profile, 52157.

Relationships

In 1973 and 1974 the Principal commented that good relationships existed between the boys and staff.¹⁰¹ The Principal believed that in an Institution as open as Holdsworth, effective control depended more on the positive relationships boys developed with staff, than on repressive, negative and regimented measures.¹⁰² In 1974, according to the Principal, there was a stable and relaxed atmosphere where residents could come to grips with themselves and their difficulties, with the help of supportive adults.¹⁰³

Length of stay

Residents' stays ranged from between three months to two years nine months.¹⁰⁴ In 1981 the Principal commented that two years was the exception rather than the rule.¹⁰⁵ The average length of stay, which was just over 14 months, reflected this.¹⁰⁶ In 1981 the average length of stay decreased to 12.3 months, the lowest figure ever recorded at Holdsworth.¹⁰⁷

In 1974 the Principal made reference to empirical evidence that suggested as much could be accomplished in 8 to 12 months residential training as from a much longer period. He commented that "we are persuaded at times to keep boys longer than we feel it is wise to, largely because of the non-availability of suitable placements in the community. Our experience is that boys kept too long past their peak, regress in their behaviour and attitudes and much good work is undone in the process".¹⁰⁸

In 1980 the Inspectors stated that boys normally required four to five terms in residence before they are ready for discharge (which in most cases was to their own home).¹⁰⁹ This was less time than some years previously, according to the Inspectors.¹¹⁰

According to the Principal in 1981 discharges were up to 44 percent – the highest that he could recall.¹¹¹

¹⁰¹ Annual Report 1973, Holdsworth Reports F5000006406793, p4; Annual Report 1973, Holdsworth Reports F5000006406793, p4.

¹⁰² Annual Report 1973, Holdsworth Reports F5000006406793, p4.

¹⁰³ Annual Report 1974, Holdsworth Reports, F5000006406793, p1.

¹⁰⁴ Annual Report 1972, Holdsworth Reports F5000006406793, table V to

Annual Report 1981, Holdsworth Reports F5000006406793, table V.

¹⁰⁵ Letter, AK McLean, Principal Holdsworth, to Area Welfare Officer, Otara, 12/11/81, Holdsworth Profile, 32157, p1.

¹⁰⁶ Annual Report 1972, Holdsworth Reports F5000006406793, table V to

Annual Report 1981, Holdsworth Reports F5000006406793, table V.

¹⁰⁷ Annual Report 1981, Holdsworth Reports F5000006406793, p1.

¹⁰⁸ Annual Report 1974, Holdsworth Reports F5000006406793, p 1.

¹⁰⁹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

¹¹⁰ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

¹¹¹ Annual Report 1981, Holdsworth Reports F5000006406793, p1.

Programmes and care

Holdsworth provided social behavioural and educational training that aimed to return boys to the community with a reduced probability of chronic dysfunction.¹¹² In that respect, Holdsworth was not “offence” oriented.¹¹³ Rather, children were considered for admission who exhibited a pattern of behaviour which, if it continued, would be likely to result in offences or personality maladjustment – however, this was subject to the prerogative of Head Office, where admissions were approved.¹¹⁴

The average child who arrived at Holdsworth needed to be taught how to behave, and did not have the ability to cope with the pressure and frustrations of normal daily living – moving from one conflict situation to another.¹¹⁵ Often boys admitted had not been properly taught basic tasks of daily living – like toileting, eating and socialising.¹¹⁶

Privileges/rewards systems and educational programmes

In 1973 the Principal commented that while programmes, routines and incentive/disincentive systems would have a temporary effect on the behaviour of children, in the long run, it would be the impact that the staff have on the boys that would “ring in the changes”.¹¹⁷ He commented that the programme would encourage boys to think for themselves, to accept responsibility for their own behaviour, and to develop their self-respect.¹¹⁸

The Institution’s therapeutic emphasis in 1975 was on relationships therapy. Attempts were made to increase the child’s capacity to relate effectively with peers and adults and to modify his emotional responses and demands accordingly.¹¹⁹

In 1976 all of the programmes – educational, social and recreational – were merely means to achieve three set objectives: to return boys to the community with a reduced incidence of offending or dysfunctional behaviour; to provide boys with a new experience of relating to adults in a way that enabled them to reinterpret what authority was all about; and to encourage the boys to regard themselves as persons of worth, with control over their lives, and who can love and be loved.¹²⁰ Three therapeutic approaches were adopted, namely, behaviour modification, relationships therapy and reality therapy.¹²¹

In 1976 the Principal commented that “all institutions operate some form of internal assessment procedure, which has, as one of its objectives at least, the allocation of rewards, punishments, pocket-money, or privileges of one sort or another, to encourage or promote pro-social behaviour. The ‘Token Economy’ – we prefer

¹¹² Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p1.

¹¹³ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p1.

¹¹⁴ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p1.

¹¹⁵ AK McLean, Principal to Director-General 18/02/81, Holdsworth Profile 32157, p3.

¹¹⁶ AK McLean, Principal to Director-General 18/02/81, Holdsworth Profile 32157, p3.

¹¹⁷ Annual Report 1973, Holdsworth Reports F5000006406793, p4.

¹¹⁸ Annual Report 1973, Holdsworth Reports F5000006406793, p4.

¹¹⁹ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p3.

¹²⁰ Annual Report 1976, Holdsworth Reports, F5000006406793, p1.

¹²¹ Annual Report 1976, Holdsworth Reports, F5000006406793, p2.

'Credit Card system as a title - employed at this Institution, sets out to do just that.'¹²² In 1975 it was noted that the behaviour modification programme which operated had been amended several times since its introduction in 1971.¹²³ The token economy concentrated on the 'what' rather than the 'why' of behaviour, and was based on the theory that disabling patterns of behaviour can be unlearned and enabling patterns learned.¹²⁴

The system was a form of internal assessment procedure which had as one of its objectives, the allocation of rewards, punishments, pocket money and privileges to promote pro-social behaviour.¹²⁵ The system isolated behaviours that required modifying very quickly, so that staff did not need to try and modify the whole child unnecessarily.¹²⁶ Rewards were allocated on the basis of pro-social responses, over ten categories, for which behavioural criteria had been established.¹²⁷ The Inspector noted in 1975 that there were promising indications that the programme was effective with the boys, and that further research by the Housemaster was continuing.¹²⁸

The Inspectors reported in 1980 that after spending an initial period in an induction group (with limited privileges) boys could graduate to higher groups, and that while the overall philosophy was towards behaviour modification and positive reinforcement, the system is not all-important as has been the case elsewhere.¹²⁹

In 1977 the Principal was very satisfied with the development of Holdsworth's training programme to help the disturbed and difficult boys in ways that did not require repressive, regimented techniques.¹³⁰

In 1980 a credits and debits system operated as part of the pocket money system and in line with most other national institutions an averaging system operated.¹³¹ There was no further information in the Holdsworth files about either of these systems.

Recreation

In 1974 a teacher was employed for five hours a week to educate the residents about Maori language, etiquette, handicrafts, folklore, action song and haka.¹³²

According to an Inspection Report, leisure time was well occupied in 1975, despite the paucity of facilities.¹³³ A full range of range of summer and winter sports was

¹²² Annual Report 1976, Holdsworth Reports, F5000006406793, p1.

¹²³ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p5.

¹²⁴ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p3.

¹²⁵ Annual Report 1976, Holdsworth Reports, F5000006406793, p1.

¹²⁶ Annual Report 1976, Holdsworth Reports, F5000006406793, p1.

¹²⁷ Questionnaire to MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341.

¹²⁸ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p5.

¹²⁹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p3.

¹³⁰ Annual Report 1977, Holdsworth Reports, F5000006406793, p 3.

¹³¹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p5.

¹³² Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p5.

¹³³ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p5.

available, and there was provision for more individual specific pursuits.¹³⁴ There were links with two other schools, both in sport and other recreational activities.¹³⁵ Hobby classes in woodwork, carving, leatherwork, art and the like were held outside of school hours.¹³⁶ Other activities available included non-denominational Christian activities, and feature films.¹³⁷ Boys had free time to follow their own pursuits under general staff supervision.¹³⁸

In 1975 the Inspector commented that there were few trips away from the institution.¹³⁹ The Inspector noticed a tension, which he attributed to the boys not getting away from Holdsworth often enough.¹⁴⁰ The Principal intended to use Camp Rewa as often as possible and housemasters and teachers were to be encouraged to take small groups there for two to three days.¹⁴¹ A very successful camp, according to the Inspector, was held offsite in 1974.¹⁴²

Special events that occurred in 1976 included five days at a Camp School, overnight and day trips to Camp Rewa, regular sessions of school singing, a carol service for Christmas, a variety concert, a programme of elective clubs featuring music, drama, weaving, badminton, macramé, and leather work.¹⁴³ Maori studies were terminated.¹⁴⁴ There were a variety of off site class trips.¹⁴⁵ In 1976 swimming instruction and sports were given special attention.¹⁴⁶ The annual winter sports event with Ratana School was held and teachers arranged social sports fixtures with several local district schools.¹⁴⁷

In 1978 arrangements were made by the Inspectorate for instruction to be given at the Manual Arts Centre for boys from one and over.¹⁴⁸ Boys paid for approximately one third of articles made, while the Department of Social Welfare paid for the remainder.¹⁴⁹

In 1979 full use was made of fee for service in a general hobbies programme.¹⁵⁰ Four nights a week classes in Maori carving, pottery arts and crafts, slot cars stamp collecting and woodwork were run.¹⁵¹ In 1979 camps jointly run by teachers and social workers were held at a variety of locations.¹⁵²

In 1980 the Inspectors remarked that a very positive and caring approach was being made by the staff towards the programmes operating, and that every effort was

¹³⁴ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p3.

¹³⁵ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p5.

¹³⁶ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p3.

¹³⁷ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p5.

¹³⁸ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p3.

¹³⁹ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6.

¹⁴⁰ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6.

¹⁴¹ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6.

¹⁴² Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6.

¹⁴³ Annual Report 1976, Holdsworth Reports, F5000006406793.

¹⁴⁴ Annual Report 1976, Holdsworth Reports, F5000006406793.

¹⁴⁵ Annual Report 1976, Holdsworth Reports, F5000006406793.

¹⁴⁶ Annual Report 1976, Holdsworth Reports, F5000006406793.

¹⁴⁷ Annual Report 1976, Holdsworth Reports, F5000006406793.

¹⁴⁸ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile, 2006/982, p4.

¹⁴⁹ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile, 2006/982, p4.

¹⁵⁰ Annual Report 1979, Holdsworth Reports, F5000006406793, p 2.

¹⁵¹ Annual Report 1979, Holdsworth Reports, F5000006406793, p 2.

¹⁵² Annual Report 1979, Holdsworth Reports F5000006406793.

being made to make the programmes interesting and effective.¹⁵³ They also commented that good use was being made of the fee for service provisions - 33 hours a week was being used for remedial reading, arts and crafts, pottery, woodwork, stamp collecting, Maori carving, and slot cars.¹⁵⁴

In 1980 a mixture of free play and organised play times made for a good balance of recreational activity, in the Inspectors' opinion.¹⁵⁵ and there was a wide selection of activities that the boys could participate in.¹⁵⁶

According to the Principal participation locally in team sports, and continued use of the camping programme continued in 1980.¹⁵⁷ The Principal stated that the addition of a bus made camping ventures particularly, much easier to organise. Evening hobby classes continued.¹⁵⁸

In 1980 the Principal reported that at the end of year seminar Holdsworth took a very hard, critical look at its performance, and made adjustments to its programme.¹⁵⁹

In 1981 the Principal reported that various camps and trips were run, which as well as being pleasurable outings, were seen as ideal opportunities to test the boys in different situations, and to observe how they interacted and related to others.¹⁶⁰

The Principal said that as much as was possible, staff maintained former programmes in 1982, as it was felt that it was unwise to make more changes to what was already a rather unsettled institution.¹⁶¹

In 1983 a range of summer and winter sports were available and there was provision for more individual specific pursuits.¹⁶² Hobby classes in woodwork, carving, leatherwork, art and the like were held outside of school hours.¹⁶³ Boys had ample free time to follow their own pursuits under general staff supervision.¹⁶⁴ Camps and regular day trips at weekends were organised, and boys enjoyed sporting and cultural contacts with local schools and clubs.¹⁶⁵

Administration

In 1975 all diaries, occurrence books, punishment register medical treatment register and attendance records were properly kept up to date, according to the Inspector.¹⁶⁶

In 1980 there was a diary in use which was used to record coming events, admissions, discharges and abscondings.¹⁶⁷ There was also an occurrence book

¹⁵³ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p8.

¹⁵⁴ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p1.

¹⁵⁵ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p3.

¹⁵⁶ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p3.

¹⁵⁷ Annual Report 1980, Holdsworth Reports F5000006406793, p1.

¹⁵⁸ Annual Report 1980, Holdsworth Reports F5000006406793, p2.

¹⁵⁹ Annual Report 1980, Holdsworth Reports F5000006406793, p3.

¹⁶⁰ Annual Report 1981, Holdsworth Reports F5000006406793, p3.

¹⁶¹ Annual Report 1982, Holdsworth Reports F5000006406793, p2.

¹⁶² Holdsworth School, Holdsworth Profile F5000002388341

¹⁶³ Holdsworth School, Holdsworth profile F5000002388341

¹⁶⁴ Holdsworth School, Holdsworth profile F5000002388341

¹⁶⁵ Holdsworth School, Holdsworth Profile F5000002388341

¹⁶⁶ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p7.

which recorded the movement of all boys on and off the property. The Inspectors commented that 'the recording of checks of boys during night hours was made on a fairly regular basis and it was suggested that these checks be made on a more irregular time pattern basis'.¹⁶⁸

Work and training

Due to the younger age group at Holdsworth, the only reference to this topic on file is that in 1979 some boys participated in the work experience programme. This involved the resident attending school for part of the week, and spending the remainder of the school hours with the handyman/instructor, and learning basic skills in carpentry, plumbing and glazing, for example.¹⁶⁹ According to the Principal, this proved to be reasonably successful.¹⁷⁰

Resident-to-resident issues

There is nothing in the Holdsworth files about this topic.

Health and medication

Many of the boys admitted to Holdsworth in 1973 were deeply disturbed and were of the age when specialist therapeutic treatment was seen by the Principal to be most effective.¹⁷¹

The Psychiatric Charge Nurse from Lake Alice Hospital visited Holdsworth weekly in 1973, supervising medication and offering a follow up for boys discharged from Lake Alice.¹⁷² The Principal noted that this proved most useful and was pleased to see the reduction in recent months of the number of boys on behavioural control medication.¹⁷³

No psychiatric services were available in 1977.¹⁷⁴ In 1979 the Principal stated that little use was made of psychiatric services, and that if they were available, staff would be able to gain a better assessment of children who presented very disturbed behaviours, as well as being able to set up a more effective treatment programme.¹⁷⁵ In 1980 the Inspectors commented that psychiatric services had previously been available through the Adolescent Unit at Lake Alice Hospital, but that this was now

¹⁶⁷ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p4.

¹⁶⁸ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p4.

¹⁶⁹ Annual Report 1979, Holdsworth Reports, F5000006406793, p 2.

¹⁷⁰ Annual Report 1979, Holdsworth Reports, F5000006406793, p 2.

¹⁷¹ Annual Report 1973, Holdsworth Reports F5000006406793, p2.

¹⁷² Annual Report 1973, Holdsworth Reports F5000006406793, p2.

¹⁷³ Annual Report 1973, Holdsworth Reports, F5000006406793, p2.

¹⁷⁴ Questionnaire MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p4.

¹⁷⁵ Annual Report 1979, Holdsworth Reports, F5000006406793, p 2.

closed and a limited service was provided by Doctor Fraser.¹⁷⁶ In 1981 the Psychiatrist, according to the Principal, spent one day a week at Holdsworth, carrying out assessments, discussing cases with teaching and social work staff and giving full support to Holdsworth's programme.¹⁷⁷

In 1973 the Principal commented that the psychologist was not spending sufficient time at Holdsworth.¹⁷⁸ In 1974 and 1975 it was hoped that a psychologist would provide a weekly service, however this did not eventuate until 1977.¹⁷⁹ In 1979 and in 1980 the Principal again complained about the lack of psychological service.¹⁸⁰ The 1980 Inspectors believed the psychological services provided were barely adequate.¹⁸¹

Between 1973 and 1981 Principals commented on the high quality of the services provided by the Psychologists.¹⁸² In 1976 the psychologist made suggestions for care and training and was interested in the school and classroom programmes.¹⁸³

Between 1975 and 1979 the Principal made several comments that medical and dental servicing of Holdsworth was of a very high standard¹⁸⁴ which the Inspectors in 1975 and 1980 echoed.¹⁸⁵ In 1975 and 1977 a general practitioner visited once a week.¹⁸⁶ In 1975 and the Matron or her deputy held twice daily medical parades.¹⁸⁷ In the same year, the Inspector commented that medical records were well kept, but that drug storage should be improved.¹⁸⁸ In 1980 the procedures in relation to the storage and administration of drugs and prescriptions were checked by the Inspectors and found to be very satisfactory.¹⁸⁹

In 1975 a medical certificate stating the child was free from communicable disease was required on admission.¹⁹⁰ In 1980 Inspectors reported that entrance medicals were carried out by a doctor shortly after admission¹⁹¹ and that ongoing medical checks and basic administration of first aid was carried out in the mornings and

¹⁷⁶ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p6.

¹⁷⁷ Annual Report 1981, Holdsworth Reports F5000006406793, p2.

¹⁷⁸ Annual Report 1973, Holdsworth Reports F5000006406793, p2.

¹⁷⁹ Annual Report 1974, Holdsworth Reports, F5000006406793, p2; Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p7; Questionnaire MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p4.

¹⁸⁰ Annual Report 1979, Holdsworth Reports, F5000006406793, p 2; Annual Report 1980, Holdsworth Reports F5000006406793, p2.

¹⁸¹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p6.

¹⁸² Annual Report 1974, Holdsworth Reports, F5000006406793, p2; Annual Report 1981, Holdsworth Reports F5000006406793, p2. Other annual reports reflect this.

¹⁸³ Annual Report 1976, Holdsworth Reports, F5000006406793.

¹⁸⁴ Annual Report 1975, Holdsworth Reports, F5000006406793, p 2; Annual Report 1979, Holdsworth Reports, F5000006406793, p 3.

¹⁸⁵ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6; Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p6.

¹⁸⁶ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6; Questionnaire MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p4.

¹⁸⁷ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6.

¹⁸⁸ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6.

¹⁸⁹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p6.

¹⁹⁰ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p3.

¹⁹¹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p5.

afternoons by the supervisor (previously designated matron) and the Assistant Supervisor.¹⁹² They reported that the present supervisor had nursing training, but was not qualified.¹⁹³ According to the Inspectors, the general medical area was causing the Principal some concern, and he would be making representations to Head Office for a part time (qualified) visiting nurse.¹⁹⁴

In 1980 the Principal commented that overall there were no major health problems among the residents.¹⁹⁵ He further noted that steps were taken to ensure all medical procedures were correctly carried out.¹⁹⁶ While the need for a part-time nurse had been shown, he said the matter would not be pursued at that time.¹⁹⁷

Formal sex-education was presented by the Health Department with follow-up education carried out by the Housemasters in 1977.¹⁹⁸ There is no information about how and if this was taught in other years.

The Principal reported that 1981 began with a scare when seven boys were admitted to Hospital for overnight observation after sniffing and tasting a poisonous substance while the group were camping on a farm.¹⁹⁹

Psychiatric hospital placement

In 1973, 16.25 percent of the total roll was admitted to the Adolescent Unit at Lake Alice Hospital, for periods ranging from four to twenty three weeks, the average length of stay being 11.3 weeks.²⁰⁰ The length of stay and the number of admissions concerned the Principal, which he thought supported the need for a special institution, such as that planned for France House, Napier.²⁰¹

Holdsworth employed behavioural modification as one of its basic training techniques, and while the Principal commented that it could be remarkably successful with the acting out, delinquent boy, it had little effect with children suffering from intrapsychic maladjustment – neurotic or pre-psychotic states.²⁰² The Principal felt that being able to transfer such children to an institution geared to meet their needs was long overdue and welcomed the Department's plan to open France House as early as possible.²⁰³

In 1974 there was a nil return for admissions to psychiatric hospital.²⁰⁴ The Principal stated that this resulted from a stated policy that 'we would attempt to deal with our

¹⁹² Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p5.

¹⁹³ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p5.

¹⁹⁴ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p6.

¹⁹⁵ Annual Report 1980, Holdsworth Reports F5000006406793, p2.

¹⁹⁶ Annual Report 1980, Holdsworth Reports F5000006406793, p2.

¹⁹⁷ Annual Report 1980, Holdsworth Reports F5000006406793, p2.

¹⁹⁸ Questionnaire to MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p3.

¹⁹⁹ Annual Report 1981, Holdsworth Reports F5000006406793, p3.

²⁰⁰ Annual Report 1973, Holdsworth Reports, F5000006406793, table VI.

²⁰¹ Annual Report 1973, Holdsworth Reports F5000006406793, p2.

²⁰² Annual Report 1973, Holdsworth Reports F5000006406793, p2.

²⁰³ Annual Report 1973, Holdsworth Reports, F5000006406793, p2.

²⁰⁴ Annual Report 1974, Holdsworth Reports, F5000006406793, p1.

more disturbed boys within our own setting first, instead of seeking their hospitalisation'.²⁰⁵ This policy had remarkable results, according to the Principal.²⁰⁶ A lower roll, and improved staff to child ratio were important factors in the result, but more so was the determination of staff to work closely with the boys to effect the required changes.²⁰⁷ The Holdsworth policy of refusing to accept irrational behaviours, or limiting acting-out responses, or encouraging and rewarding appropriate behaviours was effective for the majority of boys for whom psychiatric help may once have been sought, according to the Principal.²⁰⁸

In an Inspection Report it was noted that 'there have been serious doubts among social workers generally about conditions in the Adolescent Unit at Lake Alice. Control is far from satisfactory and the general feeling is that children are discharged more difficult if not more disturbed than when they were admitted'.²⁰⁹

An Inspection Report stated that it was interesting that with adequate staff and a good programme, even extremely disturbed children could be contained in an open institution, like Holdsworth.²¹⁰ A valuable side effect, according to the Inspector, was that staff morale appeared to increase as staff grew more competent and were able to demonstrate this confidence in caring for the most difficult children.²¹¹ The Inspector noted however that there were a few boys who were so disturbed that placement at Holdsworth was inappropriate.²¹²

Staffing

General staffing information

Being a completely open institution adjacent to a busy road and catering for very disturbed small boys, there was a need for good and continuous staff cover according to an Inspection Report.²¹³

In 1973 Holdsworth's first Principal, Mr Powierza, left Holdsworth, leaving much of the administrative burden on the shoulders of the Assistant Principal.²¹⁴ The following Principal, M P Doolan, who took up his appointment towards the end of 1973, commented that to the Assistant Principal's credit, the Institution continued to operate smoothly despite the stresses and strains placed upon it by staff shortages and the change of Controlling Officer.²¹⁵

In 1973 the number of House Masters was increased by one, to six.²¹⁶ Despite this, for much of this year there were chronic staff shortages and the Principal believed that Holdsworth was still understaffed.²¹⁷ The Principal noted that it was to the credit

²⁰⁵ Annual Report 1974, Holdsworth Reports, F5000006406793, p2.

²⁰⁶ Annual Report 1974, Holdsworth Reports, F5000006406793, p2.

²⁰⁷ Annual Report 1974, Holdsworth Reports, F5000006406793, p2.

²⁰⁸ Annual Report 1974, Holdsworth Reports, F5000006406793, p2.

²⁰⁹ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6.

²¹⁰ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p7.

²¹¹ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p7.

²¹² Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p7.

²¹³ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p1.

²¹⁴ Annual Report 1973, Holdsworth Reports F5000006406793, p2.

²¹⁵ Annual Report 1973, Holdsworth Reports F5000006406793, p2.

²¹⁶ Annual Report 1973, Holdsworth Reports F5000006406793, p2.

²¹⁷ Annual Report 1973, Holdsworth Reports F5000006406793, p2.

of the staff that life at Holdsworth 'rarely missed a beat'.²¹⁸ Apart from school hours, the total responsibility for the control and supervision of up to 60 youngsters fell on the shoulders of two senior officers, six Housemasters, and two General Attendant nightwatchman.²¹⁹ The Principal expressed concern that at times, cover was down to two men, and for short periods, one man.²²⁰ He believed that to expect two or three men to adequately supervise the Institution, in the Principal's view, an unreasonable requirement.²²¹

In 1973 the Principal expressed regret that Holdsworth did not have a Senior Housemaster and that Housemasters did not have the support of a day-time cover of General Attendants.²²² He remarked that counselling and relationship therapy is the most important role of a Housemaster, and that it too often had to take second place to routine duties a General Attendant could do.²²³ He hoped that staffing would be increased to enable Housemasters to work more closely with the boys on their caseloads, and to give them the time they required to develop their professional expertise.²²⁴ The Principal felt the appointment of a third Senior officer was a priority that should not be delayed too much longer.²²⁵

In 1973 the Principal said that the female staff were invaluable in helping the boys mould acceptable social relationships.²²⁶

In 1974 there was an increase of two Assistant Housemasters, and a replacement of the sixth Housemaster by a Senior Housemaster.²²⁷ While staff ceiling controls prevented Holdsworth achieving an optimum level of staffing,²²⁸ the extra staff brought the institution to a minimum staffing level.²²⁹ As a result of the extra staff, the staff cover, according to the Principal, was much improved and the timetables improved substantially, although some compromises still existed.²³⁰ In the same year the Principal commented that the determination and enthusiasm of staff to achieve something with the boys produced some very good results.²³¹

In 1975 there were 32 staff, and 8 part time staff in arts and crafts capacities.²³²

The Inspector had some reservation in 1975 that the load of administrative duties on the Principal was removing him too far from child care work – as a result of the pressure of work which needed to be done, rather than by inclination.²³³ He wanted to see the Principal freed more to take part in the treatment programme.²³⁴

²¹⁸ Annual Report 1973, Holdsworth Reports, F5000006406793, p2.

²¹⁹ Annual Report 1973, Holdsworth Reports, F5000006406793, p2.

²²⁰ Annual Report 1973, Holdsworth Reports, F5000006406793, p3.

²²¹ Annual Report 1973, Holdsworth Reports, F5000006406793, p3.

²²² Annual Report 1973, Holdsworth Reports, F5000006406793, p3.

²²³ Annual Report 1973, Holdsworth Reports, F5000006406793, p3.

²²⁴ Annual Report 1973, Holdsworth Reports F5000006406793, p4.

²²⁵ Annual Report 1973, Holdsworth Reports F5000006406793, p4.

²²⁶ Annual Report 1973, Holdsworth Reports, F5000006406793, p3.

²²⁷ Annual Report 1974, Holdsworth Reports, F5000006406793, p3.

²²⁸ Annual Report 1974, Holdsworth Reports, F5000006406793, p3.

²²⁹ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p1.

²³⁰ Annual Report 1974, Holdsworth Reports, F5000006406793, p3.

²³¹ Annual Report 1974, Holdsworth Reports, F5000006406793, p3.

²³² Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p1.

²³³ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p1.

²³⁴ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p1.

At some point when AK McLean was Principal there were a total of 36 staff working at Holdsworth.²³⁵ Nine of them were domestic staff, three were clerical staff, six were teaching staff; there was an instructor and a gardener, and sixteen social work staff.

In 1977 Holdsworth had five Housemasters, carrying a caseload of up to eight inmates, and four Assistant Housemasters, each with a caseload of four inmates.²³⁶ Children were assigned to a Housemaster on arrival, and that Officer was then responsible for case recording and reporting.²³⁷ Formal counselling was not favoured.²³⁸

In 1978 Mr M Doolan left Holdsworth, after being Principal there for 6 years.²³⁹ He had developed Holdsworth into an extremely efficient and well run institution, according to Mr A K McLean, the Principal who succeeded him.²⁴⁰

In 1979 the loss of some very experienced people during the year was offset by the high calibre of Assistant Residential Social Work induction trainees who joined the staff.²⁴¹ In the same year, the Principal was unable to complete certain tasks as soon as would normally be expected due to the prolonged delay in having an Assistant Principal take up duties.²⁴²

In 1979 the past clerical problems cleared with the appointment of a Senior Section Clerk, leading to an efficiently run administrative section entirely independent from the Wanganui District Office.²⁴³

According to the Principal, 1980 was a very demanding year as there were several staff vacancies.²⁴⁴ In the 12 months before the Inspection in April 1980 there were three positions (at Residential Social Worker level) which had been vacant, each for four months prior to appointments being made.²⁴⁵ The Principal's position was also vacant for four months and the Assistant Principal's had only recently been filled after being vacant since January.²⁴⁶ No positions had had to be frozen up to the time of the Inspectors' visit.²⁴⁷

The Principal reported that the high number of admissions during 1980 year placed a great amount of pressure on staff, several of whom were coming to terms with their

²³⁵ Holdsworth Establishment Chart, undated, Holdsworth Staffing, 32156. AK McLean was Principal when it was made, so document was probably produced between 1979 and 1982.

²³⁶ Questionnaire MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p4.

²³⁷ Questionnaire MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p4.

²³⁸ Questionnaire MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p4.

²³⁹ Annual Report 1979, Holdsworth Reports, F5000006406793, p 1.

²⁴⁰ Annual Report 1979, Holdsworth Reports, F5000006406793, p 1.

²⁴¹ Annual Report 1979, Holdsworth Reports, F5000006406793, p2.

²⁴² Annual Report 1979, Holdsworth Reports, F5000006406793, p1.

²⁴³ Annual Report 1979, Holdsworth Reports, F5000006406793, p3.

²⁴⁴ Annual Report 1980, Holdsworth Reports, F5000006406793, p1.

²⁴⁵ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p1.

²⁴⁶ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p1.

²⁴⁷ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p1.

new positions.²⁴⁸ During this year Resident Social Workers carried a caseload of up to eight boys and Assistant Residential Social Workers carried up to four.²⁴⁹

When the inspection of Holdsworth took place in 1980 the Principal had been in post for four months (and this was still a provisional appointment) and the Assistant Principal's position was vacant.²⁵⁰ This situation had meant that the leadership team was not able to function at full strength.²⁵¹ Nevertheless, the Inspectors found that throughout Holdsworth there was a co-operative spirit, good morale, and a happy atmosphere.²⁵² The Principal and Head Teacher were, according to the Inspectors, receiving excellent support from the staff.²⁵³ The Principal complemented the calibre of staff who had been placed at Holdsworth after induction training at the Residential Social Workers Training School (RSTS).²⁵⁴

In 1981 the Principal commented that despite the anxiety amongst staff as the full implications of the proposed closure of Holdsworth were realised, there was a marked increase in staff performances overall.²⁵⁵ Staffing (apart from the teaching staff) remained very stable, according to the Principal, but Holdsworth was without both Senior Residential Social Workers for a considerable period while they were on leave.²⁵⁶

Many staff were interested in seeking positions in the planned ten bed units.²⁵⁷

In 1981 the Director-General reported that the department was fully appreciative of the disruption.²⁵⁸ The Principal stated that from the staff's viewpoint, it would have been better for Holdsworth to have closed within six months or a year, as the past two years, in his opinion had been a painful, slow demise.²⁵⁹

Individual Staff Members

Section 29(1)(a) Privacy Act 1993- Affairs of Another

In [REDACTED] the Inspector described the Assistant Principal [REDACTED] as an officer of lengthy practical experience, newly promoted to grade 322.124, loyal and hard working, but who unfortunately displayed a 'negative approach to his duties'.²⁶⁰ The Inspector reported that [REDACTED] was still very concerned about the incident two years ago in which his behaviour and attitude towards the boys in the institution were severely questioned.²⁶¹ No further information about this incident is in the Holdsworth files.

Section 29(1)(a) Privacy Act 1993- Affairs of Another

²⁴⁸ Annual Report 1980, Holdsworth School Reports, F5000006406793, p1.

²⁴⁹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

²⁵⁰ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156.

²⁵¹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p1.

²⁵² Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p1.

²⁵³ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p8.

²⁵⁴ Annual Report 1980, Holdsworth Reports F5000006406793, p2.

²⁵⁵ Annual Report 1981, Holdsworth Reports F5000006406793, p1.

²⁵⁶ Annual Report 1981, Holdsworth Reports F5000006406793, p2.

²⁵⁷ Annual Report 1980, Holdsworth Reports F5000006406793, p3.

²⁵⁸ Circular Memorandum, SJ Callaghan, Director General to Department of Social Welfare, Head Office, 1981/9, 03/02/81, Holdsworth Profile, 5000003267103, p2.

²⁵⁹ Annual Report 1982, Holdsworth Reports F5000006406793, p1.

²⁶⁰ Inspection Report, R J Wilson, visit of 10-12 March [REDACTED] Holdsworth Reports 32156, p1.

²⁶¹ Inspection Report, R J Wilson, visit of 10-12 March [REDACTED] Holdsworth Reports 32156, p1.

Section 29(1)(a) Privacy Act 1993- Affairs of Another

According to the Inspector [REDACTED] claimed that he now kept his distance from the boys, and that this affected his work and job satisfaction.²⁶² He further reported that [REDACTED] was insecure in his position, and was reconciled to having received his 'last' promotion.²⁶³

Section 29(1)(a) Privacy Act 1993- Affairs of Another

Management Practices

In 1978 the Head Teacher reported that policy for Holdsworth was ultimately determined locally by the Principal after consultation with his senior staff, including the Head Teacher.²⁶⁴

In 1978 written reports were submitted to the Principal every four months during a boy's residence.²⁶⁵ During the same year the Principal attended the weekly teachers' staff meeting, chaired by the Head Teacher.²⁶⁶ The Head Teacher attended the weekly Senior Staff meeting chaired by the Principal.²⁶⁷ Every teacher met with the Principal and his staff early in the term to discuss proposals for discharging boys at the end, or during, the current term.²⁶⁸ Written reports were submitted by teachers.²⁶⁹ Towards the end of the term every teacher met with the Principal and his staff to review the progress of each boy in his or her class.²⁷⁰

In 1980 the Inspectors reported that regular weekly staff meetings were held with the Principal and all house staff, and a weekly newsletter was available after these meetings.²⁷¹ Additionally, that weekly conferences were held (in which all staff on duty participated) to review each boy's progress and to consider the most appropriate privilege group.²⁷² This time was also available for raising any matters of concern to staff.²⁷³ While each boy was assigned their own social worker, there was also a team approach to casework.²⁷⁴

In 1980 the Inspectors commented that a perusal of files indicated a wide variation in the adequacy of case recording, in some instances a lengthy delay in the formulation of case work plans on paper.²⁷⁵ The Inspectors commented that this problem was perennial but that the Principal felt improvements were being made.²⁷⁶

²⁶² Inspection Report, R J Wilson, visit of 10-12 March [REDACTED] Holdsworth Reports 32156, p2.

²⁶³ Inspection Report, R J Wilson, visit of 10-12 March [REDACTED] Holdsworth Reports 32156, p2.

²⁶⁵ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile 2006/982, p4.

²⁶⁶ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile 2006/982, p4.

²⁶⁷ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile 2006/982, p4.

²⁶⁸ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile 2006/982, p4.

²⁶⁹ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile 2006/982, p4.

²⁷⁰ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile 2006/982, p4.
²⁷¹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p4.

²⁷² Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

²⁷³ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

²⁷⁴ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

²⁷⁵ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

²⁷⁶ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

In the same year the Inspectors commented that the area of casework supervision was improving and that the Principal would like to see further improvement.²⁷⁷ One of the major difficulties, according to the inspectors, was to make supervision a regular and frequent event when rosters made this difficult.²⁷⁸

Training

There is little mention of staff training in the Holdsworth files.

In 1980 the responsibility for staff training rested with the Assistant Principal, and with no one having been in that position for some time, there had, according to the Inspectors, been little emphasis on training during the year to the time of their visit.²⁷⁹ The Principal reported that many staff were able to attend various training courses during this year.²⁸⁰ The Inspectors were pleased to see that a number of staff were undertaking extra-mural study at Massey University.²⁸¹

Manuals

In 1980 copies of the Residential Social Workers Manual were held by the Principal, Assistant Principal, the two Senior Residential Social Workers, the Residential Social Workers, and with the clerical section.²⁸² The Assistant Residential Social Workers had ready access to the manuals.²⁸³ There were a limited number of copies of the Holdsworth Staff Manual available, and the Inspectors noted that this was in need of updating.²⁸⁴ According to the Inspectors, this would be one of the Assistant Principal's earliest priorities.²⁸⁵

Rosters

Between 1973 and 1980 there were some issues surrounding staff rosters. Under the staffing provision that existed in 1973, the Housemaster's roster could only give little consideration to the conditions of work of the staff.²⁸⁶ Housemasters worked split shifts, and worked especially long days on the weekend.²⁸⁷

In 1974, as a result of extra staff, the staff cover, according to the Principal, was much improved and the timetables improved substantially, although some compromises still existed.²⁸⁸

²⁷⁷ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

²⁷⁸ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

²⁷⁹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p3.

²⁸⁰ Annual Report 1980, Holdsworth School Reports F5000006406793, p3.

²⁸¹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p3.

²⁸² Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p4.

²⁸³ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p4.

²⁸⁴ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p4.

²⁸⁵ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p4.

²⁸⁶ Annual Report 1973, Holdsworth Reports, F5000006406793, p3.

²⁸⁷ Annual Report 1973, Holdsworth Reports, F5000006406793, p3.

²⁸⁸ Annual Report 1974, Holdsworth Reports, F5000006406793, p3.

In 1979 the Principal was very concerned with the 4 weekly Residential Social Worker roster, and complemented the staff on their patience with the lack of progress made in remedying the matter.²⁸⁹

In 1980 the Inspectors reported that there were still problems with the timetables at Holdsworth, particularly in the area of the Resident Social Worker's working on a four weekly cyclic roster.²⁹⁰

In 1980 the Principal reported that burning issues such as a non-rostered Assistant Principal and three week rosters for Resident Social Workers were not being pushed due to Holdsworth's "phasing down" in 1982.²⁹¹

Schooling

Holdsworth's residential school for junior boys opened in February 1971.²⁹² The school was to be administered as a Child Welfare Division institution under the same policies and procedures that applied to the four other long-stay institutions.²⁹³ Thus, the Education Department's responsibilities were limited to the provision of teaching staff and classroom equipment. At its planned maximum enrolment, Holdsworth was to have five teachers for 60 pupils.²⁹⁴

All boys attended full-time school at Holdsworth's school.²⁹⁵ Special emphasis was placed on reading and the acquisition of social skills.²⁹⁶

Staffing

From the time the school started at the beginning of the second term in 1971, until at least October of the same year, the staffing position was extremely difficult.²⁹⁷ The roll rose quickly to 30, and, 'despite the best efforts of all concerned, have [sic] been unable, except for a period of three days, to maintain a staff greater than two'.²⁹⁸

A firm and rising roll of 36 or more pupils in 1971, in the opinion of the Officer for Special Education, justified the appointment of a fourth teacher to maintain the maximum class size of 12 pupils.²⁹⁹ According to the Officer, the Wanganui District Senior Inspector of Schools recommended the immediate provision of a fourth teacher in view of the staffing difficulties which the school experienced since it

²⁸⁹ Annual Report 1979, Holdsworth Reports, F5000006406793, p2.

²⁹⁰ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p6.

²⁹¹ Annual Report 1980, Holdsworth Reports F5000006406793, p2.

²⁹² Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965, p1.

²⁹³ Memo, DH Ross to Mr W Renwick, S.S.S, 14/08/70, Holdsworth Staffing, 2006/977.

²⁹⁴ Memo DH Ross, Officer for Special Education to A./S.S.S, 26/10/71, Holdsworth Staffing, 2006/965.

²⁹⁵ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p3.

²⁹⁶ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p3.

²⁹⁷ Memo JM Wiseley, District Senior Inspector of Schools, to DH Ross, Officer for Special Education, 01/10/71, Holdsworth Staffing, 2006/965.

²⁹⁸ Memo JM Wiseley, District Senior Inspector of Schools, to DH Ross, Officer for Special Education, 01/10/71, Holdsworth Staffing, 2006/965.

²⁹⁹ Memo DH Ross, Officer for Special Education to A./S.S.S, 26/10/71, Holdsworth Staffing, 2006/965.

opened in June, and the need to establish more effective teaching programmes as soon as possible.³⁰⁰

In 1971 the school had one teacher and two assistant teachers.³⁰¹ The District Senior Inspector of Schools asked the Officer for Special Education to consider the possibility of authorising the appointment of one teacher's aide for each teaching position for 15 hours per week.³⁰² At one point during this year a teacher was seconded to act in a relieving position temporarily and an assistant teacher went on sick leave, meaning one teacher was responsible for 20 of the boys for a long period without any prospect of relief.³⁰³

By July 1972 the roll was expected to have reached 55.³⁰⁴ There was one teacher and three assistant teachers.³⁰⁵ The District Senior Inspector requested the establishment of a position for a fourth assistant teacher, and the Officer for Special Education believed the teacher should be provided as soon as possible.³⁰⁶ The appointment of a fifth teacher would, according to the Officer for Special Education, require the provision of an additional classroom. The Department of Social Welfare had included the classroom in its building programme, temporary accommodation was available in the school hall.³⁰⁷

In 1972 there was a request made by the Director General of Social Welfare to the Director General of the Department of Education that erection of an additional classroom be erected as soon as possible.³⁰⁸ This request arose from the fact that the appointment of a fifth teacher was approved with effect from the beginning of the third term.³⁰⁹ The Director General stated that the school's roll was to increase from approximately 48 to 60 as soon as the alterations were completed.³¹⁰

1973 was the first year that a full allocation of five teachers was scheduled.³¹¹ The Principal in 1973 stated that teachers had the difficult task of coping with classes of boys of very different levels of abilities and attainments, and the constantly changing roll.³¹² The intelligence range of boys was similar to that found in most schools, but naturally the performance level was academically low, with a few exceptions.³¹³ The classes never exceeded 10 pupils per teacher because even when the Institution had its full complement of resident, those attending outside schools and those in

³⁰⁰ Memo DH Ross, Officer for Special Education to A./S.S.S., 26/10/71, Holdsworth Staffing, 2006/965.

³⁰¹ Memo DH Ross, Officer for Special Education to A./S.S.S., 26/10/71, Holdsworth Staffing, 2006/965.

³⁰² Memo JM Wiseley, District Senior Inspector of Schools, to DH Ross, Officer for Special Education, 01/10/71, Holdsworth Staffing, 2006/965.

³⁰³ Memo JM Wiseley, District Senior Inspector of Schools, to DH Ross, Officer for Special Education, 01/10/71, Holdsworth Staffing, 2006/965.

³⁰⁴ Memo, DH Ross, Officer for Special Education to Superintendent, Special Services, 29/05/72, Holdsworth Staffing, 2006/965.

³⁰⁵ Memo, DH Ross, Officer for Special Education to Superintendent, Special Services, 29/05/72, Holdsworth Staffing, 2006/965.

³⁰⁶ Memo, DH Ross, Officer for Special Education to Superintendent, Special Services, 29/05/72, Holdsworth Staffing, 2006/965.

³⁰⁷ Memo, DH Ross, Officer for Special Education to Superintendent, Special Services, 29/05/72, Holdsworth Staffing, 2006/965.

³⁰⁸ IG MacArthur, for Director-General of Department of Social Welfare to The Director-General of Department of Education, 15/06/72, Holdsworth Profile, 2006/978.

³⁰⁹ IG MacArthur, for Director-General of Department of Social Welfare to The Director-General of Department of Education, 15/06/72, Holdsworth Profile, 2006/978.

³¹⁰ IG MacArthur, for Director-General of Department of Social Welfare to The Director-General of Department of Education, 15/06/72, Holdsworth Profile, 2006/978.

³¹¹ Annual Report 1973, Holdsworth Reports, F5000006406793.

³¹² Annual Report 1973, Holdsworth Reports F5000006406793, p4.

³¹³ Annual Report 1973, Holdsworth Reports, Report about the School, F5000006406793.

Hospital kept the roll below 50 boys within the school at any one time.³¹⁴ The proportion of disturbed children in classes was high.³¹⁵

In 1973 the practice of sending selected boys to schools in the community as a stepping stone to discharge continued, with pleasing results.³¹⁶ Only boys who achieved a certain behavioural standard were considered for outside schooling, with no more than six going at one time.³¹⁷ This practice continued in 1974.

In 1973 programmes of work designed to provide social experiences and opportunities to re-adjust to acceptable social behavioural patterns were put into practice.³¹⁸ The teaching staff developed a curriculum specific to the needs of Holdsworth boys, with the assistance of the Inspector of Schools.³¹⁹ The School programme continued to be supplemented by the work of a number of part-time aides and instructors.³²⁰

The level of reading competence gave concern and received major attention in 1973.³²¹ Reading Adviser to the Wanganui District gave assistance in planning remedial practice, much of which was supplemented by voluntary helpers.³²² In 1974 particular emphasis was placed on reading skills, efficiency and enjoyment.³²³

According to the Inspector, in 1974 the school was functioning smoothly and efficiently, the boys were well behaved and industrious in their studies – which he considered to be a significant improvement on previous years, which he credited to the staff.³²⁴

In 1974 the Principal commented that the stimulation and satisfaction boys were getting from their schooling at Holdsworth was evidenced by their keenness to attend classes and the success they were enjoying there.³²⁵ In July of this year the school underwent its first three-yearly inspection by the Department of Education, and received an encouraging report.³²⁶

The Inspector commented that by 1974 early problems associated with the recruitment and retention of staff had been largely overcome.³²⁷ A temporary drop in roll numbers permitted a reorganisation of staffing.³²⁸ This enabled the Principal to be freed of a regular class.³²⁹ The Inspector attributed the improved performance of the School to the flexibility gained from this.³³⁰

³¹⁴ Annual Report 1973, Holdsworth Reports, Report about the School, F5000006406793.

³¹⁵ Annual Report 1973, Holdsworth Reports F5000006406793, p4.

³¹⁶ Annual Report 1973, Holdsworth Reports F5000006406793, p4.

³¹⁷ Annual Report 1973, Holdsworth Reports F5000006406793, p4.

³¹⁸ Annual Report 1973, Holdsworth Reports, F5000006406793.

³¹⁹ Annual Report 1973, Holdsworth Reports F5000006406793, p4.

³²⁰ Annual Report 1973, Holdsworth Reports F5000006406793, p4.

³²¹ Annual Report 1973, Holdsworth Reports, F5000006406793.

³²² Annual Report 1973, Holdsworth Reports, F5000006406793.

³²³ Annual Report 1974, Holdsworth Reports, F5000006406793, p1.

³²⁴ Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965, p1.

³²⁵ Annual Report 1974, Holdsworth Reports, F5000006406793, p1.

³²⁶ Annual Report 1974, Holdsworth Reports, F5000006406793, p1.

³²⁷ Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965, p1.

³²⁸ Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965, p2.

³²⁹ Report on Holdsworth School, GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965, p2. Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6.

³³⁰ Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965, p3.

The Senior Teacher was able to timetable himself out of taking a class, and was available for the greater part of the year as a back up to and a resource person for the other teachers.³³¹ He also undertook remedial work with individual children, and the assessment and classification of new admissions.³³² The changes in the atmosphere and productivity of the school were notable, according to the Principal.³³³

In October 1974 GP Craig, in the name of District Senior Inspector of Schools noted that over the past four months a temporary drop in roll numbers has made it possible to organise staffing so that the Principal was freed of a permanent class. This reportedly enabled him to ensure close back-up support for his staff, arrange and provide individual tuition for children with special needs, and ensure that smooth, controlled early training routines were provided for new entrant boys. The District Senior Inspector requested permission from the Superintendent of the Department of Education to employ an additional staff member when the roll rose above 40, to enable this arrangement to continue.³³⁴

There was a move afoot to lower the teacher/pupil ratio in Social Welfare schools from 1:12 to 1:8 in 1974.³³⁵ While the Principal supported this move fully, the four teachers were prepared to take larger class numbers if it would preserve the Senior Teacher's freedom and availability to them.³³⁶ It seemed to the Principal that the teachers gained as much or more from the availability of a professional superior, than from smaller classes.³³⁷

Four permanent teachers from the previous year returned in 1974 and were joined by another teacher.³³⁸ One staff member continued to provide information and instruction in Maori studies for five hours per week.³³⁹ According to the Principal, high quality relievers were available to supplement the permanent staff and good professional oversight was operated by the Inspector of School.³⁴⁰ Ancillary Assistance amounting to 15 hours per week had just been announced by the Education Department and an appointment was soon to be made for Teachers Aide and Clerical Assistance.³⁴¹ As evidenced by the first tri-ennial Inspection report from the Department of Education, teachers were working diligently and providing much satisfaction for themselves and their pupils.³⁴²

In 1974 the Inspector commented that urgent attention be focused on what subjects should constitute the curriculum, the timetable, work planning and the work programme.³⁴³ He suggested that more space be given to cultural subjects and less to spelling and handwriting.³⁴⁴ The Inspector also suggested that as room

³³¹ Annual Report 1974, Holdsworth Reports, F5000006406793, p2.

³³² Annual Report 1974, Holdsworth Reports, F5000006406793, p2.

³³³ Annual Report 1974, Holdsworth Reports, F5000006406793, p2.

³³⁴ Letter, GP Craig, for District Senior Inspector of Schools to The Regional Superintendent, Department of Education, 07/10/74, Holdsworth Staffing, 2006/965.

³³⁵ Annual Report 1974, Holdsworth Reports, F5000006406793, p2.

³³⁶ Annual Report 1974, Holdsworth Reports, F5000006406793, p3.

³³⁷ Annual Report 1974, Holdsworth Reports, F5000006406793, p3.

³³⁸ Annual Report 1974, Holdsworth Reports, F5000006406793.

³³⁹ Annual Report 1974, Holdsworth Reports, F5000006406793.

³⁴⁰ Annual Report 1974, Holdsworth Reports, F5000006406793, p3.

³⁴¹ Annual Report 1974, Holdsworth Reports, F5000006406793.

³⁴² Annual Report 1974, Holdsworth Reports, F5000006406793.

³⁴³ Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965.

³⁴⁴ Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965.

management factors were no longer a problem, thought be given to tailoring individual programmes for children in the same way as it was in the reading field.³⁴⁵

The programmes of work were generally satisfactory in the Inspector's opinion.³⁴⁶ The Inspector considered that a feature of the school programme was the number of educational visits made by all classes.³⁴⁷ According to the Inspector, since the maintenance of discipline was no longer a problem, experimental programmes had been introduced with some success, including a Maori language and culture study and a manual arts programme.³⁴⁸ The Inspector noted that the classrooms gave little scope for the mounting of more imaginative therapeutic programmes. He also felt that a manual arts workshop needed to be built.³⁴⁹

Progress was made to implement programmes of music, health, science and citizenship.³⁵⁰ The programmes were carefully designed to meet the needs and maintain the interests of the boys thus making school a place to which the boys willingly moved.³⁵¹ There was virtually no temporary absenteeism from classes during the year.³⁵²

In 1974 a Maoritanga week was held, encompassing aspects of Maori life and Culture.³⁵³ There was a camp in which 18 boys, three teachers and two Social Welfare staff members spent a week in an outdoor education environment in the Tongariro National Park area.³⁵⁴ The boys were selected from those expected to return to the school in February 1975.³⁵⁵ The Department of Social Welfare, was at the last minute unable to finance the cost of transport. This was met by charitable donations from a private benefactor and a local Service Club.³⁵⁶ It was hoped that the camp experiences would be fully utilised in classroom activities next year.³⁵⁷

In 1974 the Inspector suggested some matters requiring attention in relation to the physical state of the classroom and its resources.³⁵⁸

In 1975 the School's philosophy was educative rather than instructional, and academic competition was eliminated.³⁵⁹ Activities such as craft work, cooking, Maori language and culture continued to be in the school programme.³⁶⁰ The Inspector spent some time in the school area and was impressed with what was

³⁴⁵ Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965, p1.

³⁴⁶ Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965, p1.

³⁴⁷ Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965, p2.

³⁴⁸ Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965, p2.

³⁴⁹ Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965, p1.

³⁵⁰ Annual Report 1974, Holdsworth Reports, F5000006406793, p 1.

³⁵¹ Annual Report 1974, Holdsworth Reports, F5000006406793, p1.

³⁵² Annual Report 1974, Holdsworth Reports, F5000006406793, p1.

³⁵³ Annual Report 1974, Holdsworth Reports, F5000006406793, p2.

³⁵⁴ Annual Report 1974, Holdsworth Reports, F5000006406793, p2..

³⁵⁵ Annual Report 1974, Holdsworth Reports, F5000006406793, p2.

³⁵⁶ Annual Report 1974, Holdsworth Reports, F5000006406793, p2.

³⁵⁷ Annual Report 1974, Holdsworth Reports, F5000006406793, p2..

³⁵⁸ Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965, p2.

³⁵⁹ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p3.

³⁶⁰ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports, F000001599381, p3.

happening.³⁶¹ The Senior Teacher commented that the boys' attitudes towards school, to specific programmes of work, and to teaching staff and fellow pupils, had never been better in his three years at the school.³⁶²

The establishment of an assessment and reception class for all new entrants enabled class teachers to have uninterrupted stability in their class rolls each term.³⁶³ It also enabled the Senior Teacher to become more closely acquainted with the needs and abilities of each new admission.³⁶⁴ The new concept of creating an 'accelerate' class for boys who showed a better than usual academic interest and promise, proved very valuable.³⁶⁵ A science programme and an inter-class weekly spelling programme were introduced.³⁶⁶ The architectural brief for the new classroom block was completed in this year.³⁶⁷

The 1976 year began with a staff of one permanent teacher, one part-time teacher, two ancillary helpers, and four relieving teachers.³⁶⁸ Two permanent teachers were appointed later in the year. Teacher aides were used to provide one-to-one remedial work with many of the pupils who were severely educationally retarded.³⁶⁹ The Senior Teacher spoke highly of the calibre of the staff.³⁷⁰

The Senior Teacher applied to the Principal to have at least one more Scale A teacher appointed as soon as possible.³⁷¹ Due to representations by local Education Department Inspectors, an extra full-time teacher was to be appointed in 1977.³⁷²

In 1976 the Principal felt the responsibility he had for a class denied him opportunities to work with children individually and in small groups, and with staff members.³⁷³ The Inspector Supervising Special Education believed more 'release' time for the Principal was desirable.³⁷⁴

In 1976 boys had a positive attitude towards their schooling.³⁷⁵ They learned that which would be expected in any day school for boys of this age, according to the Principal – for example, maths, science, social studies, music and art.³⁷⁶ They were also taught to develop social graces, personal realisation, and development.³⁷⁷ The Principal regretted that the Youth Aid Section of the Police Force had not been invited to participate in the programme this year.³⁷⁸

³⁶¹ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p5.

³⁶² Annual Report 1975, Holdsworth Reports, F5000006406793.

³⁶³ Annual Report 1975, Holdsworth Reports, F5000006406793.

³⁶⁴ Annual Report 1975, Holdsworth Reports, F5000006406793.

³⁶⁵ Annual Report 1975, Holdsworth Reports, F5000006406793.

³⁶⁶ Annual Report 1975, Holdsworth Reports, F5000006406793.

³⁶⁷ PJ Morgan, for Director-General of Education, to Director-General, Department of Social Welfare, undated, Holdsworth Reports, 2006/965.

³⁶⁸ Annual Report 1976, Holdsworth Reports, F5000006406793.

³⁶⁹ Memo, RJ Taylor, Senior Teacher in Charge, Holdsworth School to Principal, Holdsworth School 02/08/76, Holdsworth Staffing, p.1.

³⁷⁰ Annual Report 1976, Holdsworth Reports, F5000006406793.

³⁷¹ Memo, RJ Taylor, Senior Teacher in Charge, Holdsworth School to Principal, Holdsworth School 02/08/76, Holdsworth Staffing, p.1.

³⁷² Annual Report 1976, Holdsworth Reports, F5000006406793.

³⁷³ Memo, G W Bowers, Inspector Supervising Special Education to A Bruce, Director of Primary Education, 21/09/76, Holdsworth Staffing, p1,

³⁷⁴ Memo, G W Bowers, Inspector Supervising Special Education to A Bruce, Director of Primary Education, 21/09/76, Holdsworth Staffing, p1,

³⁷⁵ Annual Report 1976, Holdsworth Reports, F5000006406793.

³⁷⁶ Annual Report 1976, Holdsworth Reports, F5000006406793.

³⁷⁷ Annual Report 1976, Holdsworth Reports, F5000006406793.

³⁷⁸ Annual Report 1976, Holdsworth Reports, F5000006406793, p2.

In 1977 the school continued to operate very successfully in what the Principal described as very antiquated and inadequate facilities.³⁷⁹ There were five classrooms, six teachers and two part time aides in 1977.³⁸⁰ A retired teacher volunteer gave 5 hours weekly of remedial tuition.³⁸¹ This year was the first year since Holdsworth School's establishment of full permanent staffing.³⁸² The extra full time teacher appointed made it possible for the Head Teacher to be free from full-time class teaching, to assist and guide other staff, and to do considerable remedial work.³⁸³

Classes were no larger than 12 boys.³⁸⁴ According to the Head Teacher, skilful planning of programmes and dedication from teachers ensured considerable progress in most boys' educational achievements.³⁸⁵

In 1977 regular manual training was undertaken off site - ³⁸⁶ a new innovation.³⁸⁷ That same year concern was expressed about the physical condition of the classrooms.³⁸⁸ The library was relocated to a more suitable premises, which met the growing demand for books from boys and staff,³⁸⁹ it was redecorated and new books were donated.³⁹⁰

In 1977, Holdsworth Herald was published at the end of each term.³⁹¹ It was a school effort to produce it, and reflected classroom, rather than home, events.³⁹²

In 1978 the official ratio of staff to students was one to twelve, and the roll maximum was 60 boys.³⁹³ There were five teachers, and a discretionary special needs teacher.³⁹⁴ The level of students in the school ranged from standard two to form four.³⁹⁵ Most students were in either form two or form three.³⁹⁶

In 1978 the buildings were largely the responsibility of the Department of Social Welfare.³⁹⁷ No specific budget of funds was made available to the school from the Department of Education.³⁹⁸

In October 1978 Holdsworth School had 56 pupils with five permanent teachers, and an additional teacher.³⁹⁹ The additional teacher gave flexibility to the teaching

³⁷⁹ Annual Report 1977, Holdsworth Reports, F5000006406793.

³⁸⁰ Questionnaire to MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p2.

³⁸¹ Annual Report 1977, Holdsworth Reports, F5000006406793.

³⁸² Annual Report 1977, Holdsworth Reports, F5000006406793.

³⁸³ Annual Report 1977, Holdsworth Reports, F5000006406793.

³⁸⁴ Questionnaire to MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p2.

³⁸⁵ Annual Report 1977, Holdsworth Reports, F5000006406793.

³⁸⁶ Annual Report 1977, Holdsworth Reports, F5000006406793.

³⁸⁷ Annual Report 1977, Holdsworth Reports, F5000006406793.

³⁸⁸ Annual Report 1977, Holdsworth Reports, F5000006406793, p 1.

³⁸⁹ Annual Report 1977, Holdsworth Reports, F5000006406793.

³⁹⁰ Annual Report 1977, Holdsworth F5000006406793.

³⁹¹ Questionnaire to MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p2.

³⁹² Questionnaire to MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341.

³⁹³ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile, 2006/982, p1.

³⁹⁴ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile, 2006/982, p1.

³⁹⁵ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile, 2006/982, p1.

³⁹⁶ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile, 2006/982, p1.

³⁹⁷ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile, 2006/982, p2.

³⁹⁸ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile, 2006/982, p3.

programmes, enabling the Principal and the Senior Teacher provide more intensive assistance and guidance for the teachers and to work more closely with boys who had remedial and emotional needs.

In 1979 the allocation of six full-time staff plus some ancillary weekly help was maintained.⁴⁰⁰ A remedial teacher was employed on a fee for service basis.⁴⁰¹ During this year few classes reached their maximum roll numbers and the experience emphasised the benefits of lower teacher to pupil ratios.⁴⁰² The Head Teacher felt efforts should be made to have the nominal ratio of 1 to 8 implemented as soon as possible.

The Head Teacher commented that further progress was made in lifting the individual standards of reading – achieved by his personal attention being provided for boys in need of encouragement and re-assurance.⁴⁰³ He considered that an important feature of 1979 was the refinement of the exchange programme, whereby, on a roster system, each class visited a different room for the first hour of the afternoon when teachers had specialised in chosen fields of activity.⁴⁰⁴ This culminated in a display of work in the library, visited and acclaimed by staff, families, invited guests and local schools.⁴⁰⁵

The Head Teacher commented in 1979 that wherever possible, teachers were released to attend in-service training courses.⁴⁰⁶ The Head Teacher expressed his sadness that the bi-ennial course at Kohitere in May was restricted so that only two Holdsworth teachers were eligible to attend.⁴⁰⁷

During 1980, the Education Department made its tri-ennial inspection of the school and presented a favourable report.⁴⁰⁸

In 1980 the Inspectors from the Social Work Inspection commented that with all boys being of school age, the training programme revolved largely around the school day.⁴⁰⁹ With fewer boys in residence (around 40 compared with the capacity of 60) the Head Teacher reported to the Inspectors that the class teacher's job was more manageable.⁴¹⁰ The Head Teacher commented that the Department of Education had ensured that all necessary teaching equipment was available.⁴¹¹

There were five class teachers, and the Head Teacher's position was a non-teaching one.⁴¹² The 1980 Inspection Report stated that each boy spent the first day or two

³⁹⁹ Letter, LM Robinson, Inspector Supervising Special Education to Director (Special & Advisory), Department of Education, 02/10/78, Holdsworth Staffing, 2006/965.

⁴⁰⁰ Annual Report 1979, Holdsworth Reports F5000006406793.

⁴⁰¹ Annual Report 1979, Holdsworth Reports, F5000006406793, p 2

⁴⁰² Annual Report 1979, Holdsworth Reports F5000006406793.

⁴⁰³ Annual Report 1979, Holdsworth Reports F5000006406793.

⁴⁰⁴ Annual Report 1979, Holdsworth Reports F5000006406793.

⁴⁰⁵ Annual Report 1979, Holdsworth Reports F5000006406793.

⁴⁰⁶ Annual Report 1979, Holdsworth Reports F5000006406793.

⁴⁰⁷ Annual Report 1979, Holdsworth Reports F5000006406793.

⁴⁰⁸ Annual Report 1980, Holdsworth Reports F5000006406793.

⁴⁰⁹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

⁴¹⁰ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2. – Note: A visitor to Holdsworth was told in 1980 that the present capacity was actually 56, and for the first time in two or three years that would be reached that day – Handwritten note the same page by B Manchester 19/11/80.

⁴¹¹ Annual Report 1980, Holdsworth School Reports, F5000006406793.

⁴¹² Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

with the Head Teacher who assessed the boy's ability and selected an appropriate class and teacher.⁴¹³ The inspectors observed that the Head Teacher got copies of all admission papers, psychological reports and the like, making this a simpler task.⁴¹⁴

The boys had a home-room programme each morning with their own teacher and each afternoon went to a different teacher for a variety of special subjects.⁴¹⁵ According to the Inspectors, this organisation of the school day proved beneficial for staff and boys.⁴¹⁶

In 1980 the system whereby selected boys attended a local school for the last term of their training was re-introduced and was highly successful, according to the Head Teacher⁴¹⁷ and the Principal.⁴¹⁸

During 1980 the students put on a play.⁴¹⁹ Outdoor education programmes, planned and run jointly by Residential Social Workers and teachers at three different locations enhanced the programme presented to the pupils, in the Head Teacher's opinion.

In 1981 the Department of Social Welfare confirmed to the Department of Education that the school was planned to close at the end of 1982.⁴²⁰

In December 1981 the visiting Review Committee from Social Welfare and Education Departments visited with a view to establishing the state of schooling for boys at Holdsworth.⁴²¹ No report of its findings were available to the Head Teacher at the time the 1981 Annual Report was written, but he stated that the school welcomed the opportunity to share some of its ideas and practices with that committee.⁴²²

In 1981 the Principal stated that boys arriving at Holdsworth were most unresponsive to attending school, yet in a short time they learnt to accept and eventually to enjoy school work, and possibly for the first time, to gain success in that setting.⁴²³ According to the Principal, the programme was aimed at equating with a normal school in the community, as the boys would be attending school for some time after discharge from Holdsworth.⁴²⁴ He recognised that at the same time the teachers had to assist the high percentage of boys who required remedial work and special assistance to cope in the classroom.⁴²⁵

⁴¹³ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p3.

⁴¹⁴ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p3.

⁴¹⁵ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

⁴¹⁶ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

⁴¹⁷ Annual Report 1980, Holdsworth Reports F5000006406793,.

⁴¹⁸ Annual Report 1980, Holdsworth Reports F5000006406793, p1.

⁴¹⁹ Annual Report 1980, Holdsworth Reports F5000006406793, p1.

⁴²⁰ Memo, AK McCallum (for Director-General of Education) to W R Mosley (Department Head Office to Wanganui Education Board), 38/6/41, 17/07/81, Holdsworth Profile, 2006/972.

⁴²¹ Annual Report 1981, Holdsworth Reports F5000006406793.

⁴²² Annual Report 1981, Holdsworth Reports F5000006406793.

⁴²³ Annual Report 1981, Holdsworth Reports F5000006406793, p1.

⁴²⁴ Annual Report 1981, Holdsworth Reports F5000006406793, p2.

⁴²⁵ Annual Report 1981, Holdsworth Reports F5000006406793, p2.

The Principal reported that in 1981 staffing remained very stable, but that Holdsworth would only have two permanent teaching staff – the Head Teacher, and one teacher, as the others had sought positions elsewhere.⁴²⁶

Even with the loss of the Senior Teacher and other experienced staff during the year, the Head Teacher and his team did a tremendous job in 1981, according to the Principal.⁴²⁷ The Head Teacher stated that the employment of two relieving teachers was necessitated after staff resigned, transferred or took leave.⁴²⁸ He spoke highly of the relieving staff.⁴²⁹ The annual report stated that two homework teachers were employed for four nights a week on a fee for service basis.⁴³⁰

According to the Head Teacher, the boys' attitudes towards classroom programmes were enthusiastic and responsive reflecting appropriate planning and presentation of lessons by the teaching staff.⁴³¹ The Head Teacher reported that use was sometimes made of the specialist advisory services available through the Education Department and the Wanganui Education Board.⁴³² He also felt it was necessary to make special mention of the involvement of the 'Education Department's I.S.S.E' and of the visiting psychologist.⁴³³

The Head Teacher reported that roll numbers did not exceed 46 at any stage in 1981 and that this allowed for concentrated individual and small-group learning.⁴³⁴ In the same year, selected boys were enrolled at local schools for the final term of their training.⁴³⁵

In 1981 contact with local schools was maintained through cultural and sporting exchanges, according to the Head Teacher.⁴³⁶ He stated that the school was pleased to share some of its experiences with teachers who, from time to time, were directed to Holdsworth by advisers and others for the purpose of observing some of its rehabilitative practices.⁴³⁷ The Head Teacher also commented that in 1981 most teachers had the opportunity to attend at least one in-service course organised locally or nationally.⁴³⁸

In 1981 Head Teacher, R J Taylor wrote to the District Inspector of Schools with a number of concerns felt by the School's staff.⁴³⁹ One matter of concern was the lack of information being given to them about the scaling down of operations at Holdsworth.⁴⁴⁰ The Head teacher was critical of the lack of communication between the Social Welfare and Education Departments.⁴⁴¹

⁴²⁶ Annual Report 1981, Holdsworth Reports F5000006406793, p1.

⁴²⁷ Annual Report 1981, Holdsworth Reports F5000006406793, p2.

⁴²⁸ Annual Report 1981, Holdsworth Reports F5000006406793.

⁴²⁹ Annual Report 1981, Holdsworth Reports F5000006406793.

⁴³⁰ Annual Report 1981, Holdsworth Reports F5000006406793, p2.

⁴³¹ Annual Report 1981, Holdsworth Reports F5000006406793.

⁴³² Annual Report 1981, Holdsworth Reports F5000006406793.

⁴³³ Annual Report 1981, Holdsworth Reports F5000006406793.

⁴³⁴ Annual Report 1981, Holdsworth Reports F5000006406793.

⁴³⁵ Annual Report 1981, Holdsworth Reports F5000006406793.

⁴³⁶ Annual Report 1981, Holdsworth Reports F5000006406793.

⁴³⁷ Annual Report 1981, Holdsworth Reports F5000006406793.

⁴³⁸ Annual Report 1981, Holdsworth Reports F5000006406793.

⁴³⁹ Letter, R J Taylor (Head Teacher) to The District Senior Inspector of Schools, 17/07/81, Holdsworth Profile, 2006/965, p1.

⁴⁴⁰ Letter, R J Taylor Head Teacher to The District Senior Inspector of Schools, 17/07/81, Holdsworth Profile, 2006/965, p1.

⁴⁴¹ Letter, R J Taylor Head Teacher to The District Senior Inspector of Schools, 17/07/81, Holdsworth Profile, 2006/965, p1.

In 1982 two relieving teachers ceased employment at the end of term two. The roll was at 8 in September of that year, and was not expected to rise significantly as demolition work was under way.⁴⁴²

Concerns Expressed about Individual Staff

In [REDACTED] the District Senior Inspector of Schools wrote to the Officer for Special Education and recommended that the Senior Teacher, Mr [REDACTED]'s transfer application be accepted.⁴⁴³ The reasons for this were that he showed little understanding of the needs of the delinquent boys in his care, had little sympathy for them, and had little capacity for leadership – resulting in the morale of the school being at a low ebb.⁴⁴⁴ This transfer was actioned.⁴⁴⁵

In [REDACTED] the Inspector commented on the behaviour and attitude of [REDACTED] Senior Teacher, and was concerned that an entire institution could be unsettled and the efforts of a dedicated staff virtually nullified by the Department's inability to rid itself of a totally unsuitable staff member.⁴⁴⁶ The Inspector stated that 'our involvement in the selection of teachers in the first place is still not sufficient'.⁴⁴⁷

Section 29(1)(a) Privacy Act 1993- Affairs of Another

In the same year the District Senior Inspector of Schools also expressed concern about the teaching and leadership performance of [REDACTED].⁴⁴⁸ He noted that a school inspector had commented that "Mr [REDACTED] be transferred from his B1 Senior Teacher position to a Scale A position at Holdsworth School".⁴⁴⁹ The reasons for this were that Mr [REDACTED] had lost the respect of the Principal, had expressed his lack of trust in his senior officers, and had shown disregard for school policies about classroom management, control of pupils, and curriculum content.⁴⁵⁰

The District Senior Inspector believed that [REDACTED] was seriously disturbed, and had been for the past 12 months and that he should not be in a position of responsibility for the education of boys.⁴⁵¹ The Inspector stated that the only way to indicate to [REDACTED] that he did not measure up to his responsibilities, was to demote him, which he recommended should be done.⁴⁵² The Inspector requested advice from the Regional Superintendent for the Department of Education about what he should do.⁴⁵³

⁴⁴² Memo, WR Mosley, for District Senior Inspector of Schools to DF Walsh, SEDO(SE), Department of Education, 15/09/82, Holdsworth Staffing, 2006/965.

⁴⁴³ Letter, JM Wiseley, District Senior Inspector of Schools to D H Ross, Officer for Special Education, 02/08/72, Holdsworth Staffing, 2006/977.

⁴⁴⁴ Letter, JM Wiseley, District Senior Inspector of Schools to D H Ross, Officer for Special Education, 02/08/72, Holdsworth Staffing, 2006/977.

⁴⁴⁵ Handwritten note by illegible on letter, JM Wiseley, District Senior Inspector of Schools to D H Ross, Officer for Special Education, 02/08/72, Holdsworth Staffing, 2006/977.

⁴⁴⁶ Inspection Report, R J Wilson, visit of 10-12 March [REDACTED] Holdsworth Reports 32156, p5. .

⁴⁴⁷ Inspection Report, R J Wilson, visit of 10-12 March [REDACTED] Holdsworth Reports 32156, p5.

⁴⁴⁸ Memo, SEA Breach, District Inspector of Schools to the Regional Superintendent, Department of Education, [REDACTED] Holdsworth Staffing, 2006/965, p.1.

⁴⁴⁹ Memo, MP Doolan, Principal, Holdsworth School to Director General, quoting Mr George Craig, Inspector of Schools, [REDACTED], Holdsworth Staffing, 2006/965, p.1.

⁴⁵⁰ Memo, MP Doolan, Principal, Holdsworth School to Director General, [REDACTED], Holdsworth Staffing, 2006/965, p.1-2.

⁴⁵¹ Memo, MP Doolan, Principal, Holdsworth School to Director General, [REDACTED], Holdsworth Staffing, 2006/965, p.2.

⁴⁵² Memo, MP Doolan, Principal, Holdsworth School to Director General, [REDACTED], Holdsworth Staffing, 2006/965, p.2.

⁴⁵³ Memo, MP Doolan, Principal, Holdsworth School to Director General, [REDACTED], Holdsworth Staffing, 2006/965, p.2.

The Principal also expressed concerns about [REDACTED] and suggested his removal from the school.⁴⁵⁴ The Principal expressed his concern that [REDACTED] had allowed boys in his class to masturbate freely in class.⁴⁵⁵ He also outlined other incidents that illustrated [REDACTED]'s lack of integrity, and stability. Examples given were that [REDACTED] repeatedly refused to adhere to the rules set by the School relating to the grazing of his horses at Holdsworth, that neighbours complained that [REDACTED] 'prowled' at night, and entertained young boys at his home and provided them with alcohol (the Principal was clear these could not have been Holdsworth boys).⁴⁵⁶ Another example was that [REDACTED] was convicted of assaulting his neighbour.⁴⁵⁷

In [REDACTED] a Report expressed disappointment with [REDACTED] at the school.⁴⁵⁸ The writers were disappointed with his leadership in some curriculum areas and felt that he was in danger of overlooking some of the educational objectives of the school through his great concern to promote the rehabilitative role of the Institution.⁴⁵⁹ One of the writers felt [REDACTED] could benefit from opportunities to observe some active and effective principals at work.⁴⁶⁰

A Q Bruce commented that [REDACTED] was very experienced, had considerable mana with other teachers, but was perhaps becoming out of touch with the mainstream of teaching.⁴⁶¹

In [REDACTED] left Holdsworth after being there for 9 years.⁴⁶² The Principal described his contribution as 'magnificent' and complemented the teaching staff on continuing to maintain an effective teaching programme to the end.⁴⁶³

Relations between staff

In 1973 and 1979 the Principal stated that the school was considered to be an integral part of the institution.⁴⁶⁴ Between 1975 and 1977 relations between the school, the Principal, and the Institution staff were generally co-operative, supportive and happy.⁴⁶⁵ A combined front and unity in purpose and action were considered essential by the Head Teacher to add consistency and security to the boys' attitude to those in authority and responsible for their rehabilitation.⁴⁶⁶

In 1974 the Inspector commented on good working relationship between social work and teaching staff but that points of friction had occasionally arisen.⁴⁶⁷ He noted that In order for the situation to be maintained, clear guidelines needed to be drawn up so

⁴⁵⁴ Memo, MP Doolan, Principal, Holdsworth School to Director General, 07/08/74, Holdsworth Staffing, 2006/965, p.3.

⁴⁵⁵ Memo, MP Doolan, Principal, Holdsworth School to Director General, 07/08/74, Holdsworth Staffing, 2006/965, p.2.

⁴⁵⁶ Memo, MP Doolan, Principal, Holdsworth School to Director General, 07/08/74, Holdsworth Staffing, 2006/965, p.2.

⁴⁵⁷ Memo, MP Doolan, Principal, Holdsworth School to Director General, 07/08/74, Holdsworth Staffing, 2006/965, p.2.

⁴⁵⁸ Minute sheet, George Bowers to Allan, undated, Holdsworth Staffing, 2006/965.

⁴⁵⁹ Minute sheet, George Bowers to Allan, undated, Holdsworth Staffing, 2006/965.

⁴⁶⁰ Minute sheet, George Bowers to Allan, undated, Holdsworth Staffing, 2006/965.

⁴⁶¹ Letter, AQ Bruce, Ed OSE to L Robinson, 07/06/1977, Holdsworth Staffing, 2006/965.

⁴⁶² Annual Report 1982, Holdsworth Reports F5000006406793, p1.

⁴⁶³ Annual Report 1982, Holdsworth Reports F5000006406793, p1.

⁴⁶⁴ Annual Report 1973, Holdsworth Reports, F5000006406793, p3.

⁴⁶⁵ Annual Reports 1975 to 1977, Holdsworth Reports, F5000006406793.

⁴⁶⁶ Annual Report 1973, Holdsworth Reports, F5000006406793.

⁴⁶⁷ Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965, p3.

that the two bodies appreciated their authorities and responsibilities.⁴⁶⁸ An Inspection report in 1975 re-iterated this view.⁴⁶⁹ The Inspector hoped role clarification would be done at least in part on the recent teachers courses at the RSTS.⁴⁷⁰

In 1978 the Head Teacher reported that the two Departments operated as a condominium, recognising each others roles and autonomy yet working very closely together for the common goal – successful rehabilitation of the boys in care.⁴⁷¹ Teachers were a numerical minority on the staff but, according to the Head Teacher, were made to feel welcome and respected.⁴⁷² According to him, teaching staff were regarded as members of the one staff with specific areas of responsibility.⁴⁷³ The Principal had delegated to the Head teacher the responsibility of planning educational programmes of work to meet the needs of the boys within the overall policy of the total institution.⁴⁷⁴

The Head Teacher reported that the Social Welfare staff were regarded as 'in loco parentis' and, where possible, fulfilled the function of a school committee.⁴⁷⁵ Contact with Social Welfare staff was continuous and discussions concerning boys' progress were daily occurrences, according to the Head Teacher.⁴⁷⁶

In 1979 the Head Teacher commented that the increasing involvement of residential social workers in the school and its programmes was evidenced by more frequent visits for observation and participation.⁴⁷⁷ According to the Head Teacher, teachers were pleased at the concern Residential Social Workers showed for the school progress of members of their caseloads, realising how important it was in the overall programme of development and training.⁴⁷⁸

An Inspection Report from 1980 stated that there was close co-operation between house and school staff, to the point of sharing in each other's activities.⁴⁷⁹

In 1981 the Head Teacher commented that, despite the fact of imminent scaling-down, the school year was particularly satisfying and productive.⁴⁸⁰ He believed that this was brought about by close co-operation between teaching and social work staff at all levels, and noted that at no stage in the past had there been closer understanding and more intensive joint planning and programming than in 1981.⁴⁸¹

⁴⁶⁸ Report on Holdsworth School, by GP Craig, Inspector of Schools, 15-16/07/74, Holdsworth Education, 2006/965, p3.

⁴⁶⁹ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p5.

⁴⁷⁰ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p5.

⁴⁷¹ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile, 2006/982, p3.

⁴⁷² Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile, 2006/982, p3.

⁴⁷³ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile, 2006/982, p1.

⁴⁷⁴ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile, 2006/982, p3.

⁴⁷⁵ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile, 2006/982, p3.

⁴⁷⁶ Notes supplied by Head Teacher for visit of L Silcock 12/04/78, Holdsworth Profile, 2006/982, p3.

⁴⁷⁷ Annual Report 1979, Holdsworth Reports F5000006406793.

⁴⁷⁸ Annual Report 1979, Holdsworth Reports F5000006406793.

⁴⁷⁹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

⁴⁸⁰ Annual Report 1981, Holdsworth Reports F5000006406793.

⁴⁸¹ Annual Report 1981, Holdsworth Reports F5000006406793.

Absconding

There are no records of absconding statistics in 1973, 1980 and 1981. However, it was noted the 1973 an Annual Report that abscondings were few and far between⁴⁸².

Between 1972 and 1979 (excluding 1973), the number of abscondings ranged from none (in 1977) to 18 (in 1972).⁴⁸³ During this time, the number of abscondings in a year was mostly above 10.⁴⁸⁴ The number of boys involved in the incidents of absconding during this time ranged from 15 (in 1974) to 50 (in 1972), the most common number being just over 20.⁴⁸⁵

In 1975 the Principal pointed out that the absconding statistics (14 incidents involving 27 boys) were skewed by one day when 15 boys absconded in the course of the day, all but two of whom were returned by staff within hours.⁴⁸⁶

According to the Principal, absconding in 1980 posed few problems to staff or the community.⁴⁸⁷ He did, however note that on one day one-third of the children left the property.⁴⁸⁸

Secure care

There were no secure facilities at Holdsworth so, according to the Principal, highly disturbed and difficult boys were contained in very open conditions.⁴⁸⁹

In 1980 there was a "time out" room available.⁴⁹⁰ The Inspectors suggested that a better name for this room would be a "winding down" room.⁴⁹¹ According to the Inspectors, this room had no lock on the door and was used only very rarely.⁴⁹² According to the Inspectors' report, when it was used a staff member was present with the boy and remained with him until he was ready to leave - the length of stay was determined by the boy.⁴⁹³ No other information was located on file about the "time out room".

⁴⁸² Annual Report 1973, Holdsworth Reports F5000006406793, p4.

⁴⁸³ Annual Report 1972, Holdsworth Reports F5000006406793, table VII to Annual Report 1972, Holdsworth Reports F5000006406793, table VII.

⁴⁸⁴ Annual Report 1972, Holdsworth Reports F5000006406793, table VII to Annual Report 1972, Holdsworth Reports F5000006406793, table VII.

⁴⁸⁵ Annual Report 1972, Holdsworth Reports F5000006406793, table VII to Annual Report 1972, Holdsworth Reports F5000006406793, table VII.

⁴⁸⁶ Annual Report 1975, Holdsworth Reports, F5000006406793, p 1.

⁴⁸⁷ Annual Report 1980, Holdsworth Reports F5000006406793, p1.

⁴⁸⁸ Annual Report 1980, Holdsworth Reports F5000006406793, p1.

⁴⁸⁹ Annual Report 1975, Holdsworth Reports, F5000006406793, p1.

⁴⁹⁰ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p5.

⁴⁹¹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p5.

⁴⁹² Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p5.

⁴⁹³ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p5.

Discipline

There is very little information in the Holdsworth files about the use of discipline. In 1975 two boys who absconded were 'placed off privileges', as well as receiving corporal punishment.⁴⁹⁴

Disciplinary action resulted for breaches of home leave rules, but was thought to be inappropriate on the basis of a report received a long time after a home leave period.⁴⁹⁵

Physical punishment

In 1975 corporal punishment was given to at least two boys for absconding.⁴⁹⁶

The Inspectors reported that at school in 1980 misbehaviour was dealt with by a note on the weekly comments sheet (which was discussed at case conference), by detention, or, in a few cases, by the administration of a strap on the hand.⁴⁹⁷

In 1980 the Inspectors reported that Holdsworth was one of the few Institutions where corporal punishment was still being administered, but that with the ages of the boys in residence, this could be expected.⁴⁹⁸ They commented that it was pleasing to note that this practice was only used very sparingly.⁴⁹⁹

Drugs, alcohol, and tattoos

No documents relating to these subjects were found in files located for Holdsworth.

Smoking

Smoking was not allowed at Holdsworth.⁵⁰⁰ There was no other information about this subject in the Holdsworth files.

⁴⁹⁴ Note for File, by J S Drake, Assistant Principal, 27/02/75, Holdsworth Discipline/Punishment, 5000000633721.

⁴⁹⁵ Letter, MP Doolan, Principal, Holdsworth School to Director General, 21/07/76, Holdsworth Staffing, 500000633721.

⁴⁹⁶ Note for File, by J S Drake, Assistant Principal, 27/02/75, Holdsworth Discipline/Punishment, 5000000633721.

⁴⁹⁷ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p3.

⁴⁹⁸ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p4.

⁴⁹⁹ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p4.

⁵⁰⁰ Questionnaire to MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p2.

Contact with field social workers

In 1975, as well as a synopsis of case history and the recommendations of specialists, social workers were asked to include in their proposal for a child's admission a statement of the needs that they perceived the child to have, an indication of their forward thinking about the case and whether they intended to work with the child's family during the training period. The proposal was also to include a statement about who the child would spend their first home leave period with and a statement of height, weight and assessed social maturity.⁵⁰¹

In the same year social workers were told that it was preferable that children were escorted to Holdsworth, and that the escort spent some time there before departing to enable the child to maintain links between his past and the new experience.⁵⁰²

In 1975 Holdsworth prepared Casework plans, Progress Reports, and Placement Reports.⁵⁰³ The Progress Reports contained tentative discharge dates to help Social Workers in their forward planning. Early notification of an intention to discharge a boy was given to Social Workers, followed by full Placement and School reports.⁵⁰⁴

Social worker's holiday reports were considered to be of prime importance in 1975, and should have been given to Holdsworth staff as soon as possible after the home leave period. One purpose of the reports was to inform Holdsworth staff of changes in family circumstances.⁵⁰⁵ Because home leave periods were part of the training process, it was essential that Holdsworth was informed immediately should a child re-offend while on holiday. Social Workers were encouraged by the Principal to write to their wards each term telling them of family and home town news.⁵⁰⁶

In 1977 one of the major areas of concern was with the lack of response from a significant proportion of Social Workers, and the difficulty of getting information from Districts.⁵⁰⁷ Holdsworth had a major difficulty getting Social Workers to report adequately, or at all, on home leave periods.⁵⁰⁸ Some boys were not seen while on home leave, or Social Workers report on the basis of a telephone call to parents, or something similar.⁵⁰⁹ Often Holdsworth staff had to request information about changes in family circumstances from other Districts after learning about them from other sources.⁵¹⁰ The failure of Districts to respond, or their tardiness in doing so, to Holdsworth's placement proposals, often caused much suffering for the boy concerned, and was frustrating for staff.⁵¹¹

⁵⁰¹ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p2.

⁵⁰² Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p2.

⁵⁰³ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p4.

⁵⁰⁴ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p4.

⁵⁰⁵ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p4.

⁵⁰⁶ Information about Holdsworth School for Social Workers 1975, Holdsworth Reports F000001599381, p4.

⁵⁰⁷ Annual Report 1977, Holdsworth Reports, F5000006406793, p 2.

⁵⁰⁸ Annual Report 1977, Holdsworth Reports, F5000006406793, p 2.

⁵⁰⁹ Annual Report 1977, Holdsworth Reports, F5000006406793, p 2.

⁵¹⁰ Annual Report 1977, Holdsworth Reports, F5000006406793, p 2.

⁵¹¹ Annual Report 1977, Holdsworth Reports, F5000006406793, p2.

The Principal saw that the basis of these shortcomings was the lack of appreciation of the roles of the residence.⁵¹² The Principal believed that each Assistant Director (Social Work) ought to be asked to personally oversee his District's relationship with National Institutions, if for no other reason than to safeguard the Department's considerable financial investment in long-term residential care. He did not believe that any privately funded organisation would neglect resources in the same way as the field services did.⁵¹³

In 1980 the Inspectors reported that 'the inadequate information forwarded by districts in some cases and the continuing difficulty in getting holiday reports from specific districts' was noticeable.⁵¹⁴ According to the Inspectors, both problems were perennial, but the Principal felt improvements were being achieved.⁵¹⁵

In the same year the Inspectors commented that social worker contact was very limited because of Holdsworth's location, and the fact that it was a National Institution.⁵¹⁶ According to the Inspectors, field social workers did visit on escorting duties and were encouraged to stay overnight.⁵¹⁷

The Inspectors reported in 1980 that the Principal wondered whether there needed to be a clearer indication given to districts of the different roles of Beck House, Holdsworth and Hokio, as boys recommended for one were often finishing up being approved for another.⁵¹⁸

Contact with community

When the Department first took over the Holdsworth site from the Society of Friends, the local community reacted quite unfavourably, according to the Principal, Mr A K McLean.⁵¹⁹ According to McLean, It took time and effort on the part of the first principal (Mr M Powierza) and his staff to gain a grudging acceptance.⁵²⁰ His successor (Mr M Doolan) was able to build on this, and by the time Mr McLean arrived as Assistant Principal, Holdsworth had a good name and had gained almost full community support and acceptance.

Residents had a variety of involvement with the community - they were able to attend their own church services, there were regular outings from Holdsworth and competitions were held in soccer, rugby, indoor basketball, harriers, swimming and athletics. There was also a lot of involvement with other schools and boys visited staff houses for meals and went on outings with visitors.⁵²¹

⁵¹² Annual Report 1977, Holdsworth Reports, F5000006406793, p2.

⁵¹³ Annual Report 1977, Holdsworth Reports, F5000006406793, p2.

⁵¹⁴ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

⁵¹⁵ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p2.

⁵¹⁶ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p6.

⁵¹⁷ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p6.

⁵¹⁸ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p5.

⁵¹⁹ AK McLean, Principal to Director-General 18/02/81, Holdsworth Profile 32157, p1.

⁵²⁰ AK McLean, Principal to Director-General 18/02/81, Holdsworth Profile 32157, p1.

⁵²¹ Questionnaire MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p3.

In 1979 the Principal stated that Holdsworth was making more use of the community, which he found were supportive. The Principal saw the need to alter the Holdsworth programme so that a much greater use was made of community resources.⁵²² He saw this as very important at Holdsworth, as it was not possible to work with the actual families from which the children came.⁵²³ Therefore, the Principal felt that substitute families were needed to test their new found social skills on.⁵²⁴ He hoped to send boys out to local schools, in time, and to develop a network of families who would provide for the boys in residence with family experiences.⁵²⁵ According to the Principal the recreation programme was already making great use of local resources, with a two way exchange between Holdsworth and community groups.⁵²⁶

In 1980 the Principal reported that as well as sending some boys to school outside the Institution, Holdsworth widened its involvement in recreation by residents joining local clubs and attending various churches for services and other activities.⁵²⁷

In 1981 the Principal reported that community involvement continued at a high level, both in the school and institution generally.⁵²⁸ One of the Residential Social Workers belonged to the local Maori community and many boys spent time at his Pa – trips from which the Maori boys in particular gained a lot from, according to the Principal.⁵²⁹

In 1982 the Principal reported that with numbers decreasing, staff took the opportunity to make greater use of community resources, with mixed results.⁵³⁰

In 1983 boys reportedly had a 'good deal of contact with the local community' – for example, they cultural contacts with local schools and clubs.⁵³¹

Visiting committees

In 1980 the Inspectors commented that since its setting up, the Visiting Committee had not functioned, despite many efforts by the former and present Principal.⁵³² The Principal commented that the Visiting Committee virtually went out of existence when Mrs Waitere resigned.⁵³³ While the Inspectors were at Holdsworth, an invitation was given through the Principal for members of the Committee to visit with a view to having a discussion with Mr Callon and Mr Blair (whose positions were not recorded), but no interest was shown.⁵³⁴ A handwritten note on the Inspectors'

⁵²² Annual Report 1979, Holdsworth Reports, F5000006406793, p1.

⁵²³ Annual Report 1979, Holdsworth Reports, F5000006406793, p1.

⁵²⁴ Annual Report 1979, Holdsworth Reports, F5000006406793, p1.

⁵²⁵ Annual Report 1979, Holdsworth Reports, F5000006406793, p2.

⁵²⁶ Annual Report 1979, Holdsworth Reports, F5000006406793, p2.

⁵²⁷ Annual Report 1980, Holdsworth Reports F5000006406793, p2.

⁵²⁸ Annual Report 1981, Holdsworth Reports F5000006406793, p2.

⁵²⁹ Annual Report 1981, Holdsworth Reports F5000006406793, p2.

⁵³⁰ Annual Report 1982, Holdsworth Reports F5000006406793, p1.

⁵³¹ Holdsworth School, Holdsworth Profile F5000002388341

⁵³² Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p7.

⁵³³ Annual Report 1980, Holdsworth School Reports F5000006406793, p1.

⁵³⁴ Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p7.

report of 1980 recorded that 'no member of the Visiting Committee attended the seminar for such committee held April 1980'.⁵³⁵

In 1981 the Principal reported that a new Visiting Committee had been set up, which appeared to him would become very active in the institution.⁵³⁶

Contact with families

In 1975 an Inspection Report noted that Holdsworth made particular effort to contact parents particularly shortly after admission.⁵³⁷ When children were admitted to Holdsworth a standard form letter was mailed to their parents.⁵³⁸ The letter described Holdsworth and encouraged family to write to their newly admitted relative frequently.⁵³⁹ Residents were encouraged to write home regularly⁵⁴⁰ and mail to and from residents was not censored.⁵⁴¹ The letter also advised family to give prior notice if they intended visiting, to ensure their relative was there when they arrived.⁵⁴²

Because of Holdsworth's location, and its role as a National Institution, there was not much visiting by parents in 1975, despite the fact it was encouraged.⁵⁴³ The inability to have frequent contact with the families of children in residence was a drawback, according to the Principal and was a strong argument against keeping Holdsworth open.⁵⁴⁴

In 1977 Holdsworth staff were not allowed to make contact with former inmates, or visit the homes of current inmates without the consent of the ADSW responsible. Staff would have liked to visit homes of current inmates, but were aware of the potential difficulties, like cutting across the work of the Social Workers, for example.⁵⁴⁵ However, in 1979, to offset the problems caused by the inability to have contact with the families of children in residence, the Principal frequently had Residential Social Workers visit the districts on escorts at which time they took the opportunity to visit families and to have discussions with field staff.⁵⁴⁶

Despite this, in 1982 staff commented on the difficulty of working with the child in isolation from the family, and considering 80% of admissions returned to their

⁵³⁵ Handwritten note by B on 10/11/80 on Inspection Report, J A Blair, J M Callon, 20/10/80, visit of 21-24 March 1980, Holdsworth Reports, 32156, p7.

⁵³⁶ Annual Report 1981, Holdsworth Reports F5000006406793, p3.

⁵³⁷ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6.

⁵³⁸ Questionnaire to MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p2.

⁵³⁹ Letter, MP Doolan, Principal, Holdsworth School to Mr and Mrs PJ Hilltop, 01/10/75, Holdsworth Profile, 5000002388341.

⁵⁴⁰ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6.

⁵⁴¹ Questionnaire to MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p2.

⁵⁴² Letter, MP Doolan, Principal, Holdsworth School to Mr and Mrs PJ Hilltop, 01/10/75, Holdsworth Profile, 5000002388341.

⁵⁴³ Inspection Report, R J Wilson, visit of 10-12 March 1975, Holdsworth Reports 32156, p6.

⁵⁴⁴ AK McLean, Principal to Director-General 18/02/81, Holdsworth Profile 32157, p2.

⁵⁴⁵ Questionnaire MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p5.

⁵⁴⁶ Annual Report 1979, Holdsworth Reports F5000006406793, p4.

families upon discharge, (a representative of) the Acting Director felt it made sense programmes involving family were desirable where possible.⁵⁴⁷

Holdsworth was able to accommodate a parent who wished to stay overnight and could even be met at a train station or airport by a member of Holdsworth staff.⁵⁴⁸ In 1979 the recent practice of having parents escort their child on admission, staying overnight at Holdsworth, proved to be most beneficial to all concerned, according to the Principal.⁵⁴⁹

In 1980 the Principal remarked that it was most encouraging to have had many more parents visit Holdsworth, either escorting their son on admission, or visiting during the year and that many of them took the opportunity to stay overnight.⁵⁵⁰

The Principal saw Home Leave as a part of the training process and complained to the Director-General that a boy's progress within the Institution could not be assessed unless Holdsworth staff received an assessment of their performance on Home Leave within two weeks of their return from leave.⁵⁵¹

Home leave was a testing period to help staff to identify what gains were being made.⁵⁵² In 1975 Social Workers were asked to provide a statement about with whom the child would spend his first home period with.⁵⁵³ The Principal noted that children should spend home leave with those who are likely to have custody of them on discharge.⁵⁵⁴ The reason for this was that there had been many recent instances where boys spent all of their home leave periods at home, yet the home placement was considered unsatisfactory for placement on discharge – a situation that school children could not be expected to understand, and which angered staff.⁵⁵⁵

Preparation for discharge and after care arrangements

In 1973 the practice of sending selected boys to schools in the community, as a stepping stone to discharge continued, with pleasing results.⁵⁵⁶

In 1978 a six week pre-discharge programme for boys was devised at Holdsworth which called for some follow up by districts.⁵⁵⁷ The Principal commented in 1979 that unfortunately this was never able to be fully implemented because Holdsworth did not have the staffing resources.⁵⁵⁸ He was very aware that Holdsworth needed to do much more to better prepare children for their return to the community.⁵⁵⁹

⁵⁴⁷ Report, Illegible, for Acting Director-General to the Minister of Social Welfare, 25/02/82, Holdsworth Profile, 32157, p1.

⁵⁴⁸ Questionnaire MP Doolan, Principal, Holdsworth School, 10/08/77, Holdsworth Profile, 5000002388341, p3.

⁵⁴⁹ Annual Report 1979, Holdsworth Reports F5000006406793, p4.

⁵⁵⁰ Annual Report 1980, Holdsworth Reports F5000006406793, p1.

⁵⁵¹ Letter, MP Doolan, Principal, Holdsworth School to Director General, 21/07/76, Holdsworth Staffing, 500000633721.

⁵⁵² Information about Holdsworth School for Social Workers, 1975, F000001599381, p3.

⁵⁵³ Information about Holdsworth School for Social Workers, 1975, F000001599381, p2.

⁵⁵⁴ Information about Holdsworth School for Social Workers, 1975, F000001599381, p2.

⁵⁵⁵ Information about Holdsworth School for Social Workers, 1975, F000001599381, p2.

⁵⁵⁶ Annual Report 1973, Holdsworth Reports F5000006406793, p4.

⁵⁵⁷ Annual Report 1979, Holdsworth Reports F5000006406793, p3.

⁵⁵⁸ Annual Report 1979, Holdsworth Reports F5000006406793, p3.

⁵⁵⁹ Annual Report 1979, Holdsworth Reports F5000006406793, p3.

A final discharge report was prepared by the School in 1978 for the benefit not only of the Department of Social welfare, but of the Principal of the school in which a boy was about to be enrolled when he left Holdsworth.⁵⁶⁰

According to the Principal, pre-discharge contact was often made by parents staying at the school or Residential Social Workers visiting the child's home in 1979. When this occurred, the results reportedly were encouraging and beneficial to all concerned.⁵⁶¹

In 1979 the Principal hoped that the network he hoped to develop of local families who would provide children with family experiences on weekends away from Holdsworth, would test the children's ability to cope prior to discharge.⁵⁶²

In 1980 the Principal reported that some specialised work prior to discharge with groups of boys was carried out and that some excellent work was done by various staff with particular boys on their caseload.⁵⁶³ He did however note that this was one area that staff had not fully come to terms with, and that difficulties remained in this area.⁵⁶⁴

In 1981 the Principal reported that there was a greater allocation of time each term in which specific pre-discharge programmes were run.⁵⁶⁵ According to him, preparation for discharge was given a very high priority and was supervised by the Assistant Principal.⁵⁶⁶ The Principal believed that a greater emphasis on having the boys prepared for discharge would pay dividends in assisting them to cope better with community pressures.⁵⁶⁷

For the last six weeks of the term in 1981, various staff took discussion groups and discussed with the boys difficulties that they could face, and how they might cope with them.⁵⁶⁸ A film was used as a resource, and boys selected for discharge spent weekends away from the Institution at Camp Rewa and Kaiwhaiki Pa.⁵⁶⁹ Teachers were also involved in pre-discharge preparation and boys visited local schools – which, according to the Principal, was particularly important for those boys entering college as they reportedly held great fears about what might happen to them there.⁵⁷⁰ The Principal was very impressed at the way that the staff tackled their pre-discharge assignments and how well they were able to reach the boys.⁵⁷¹

In 1981, according to the Head Teacher a discharge programme for boys completing their training was implemented to supplement the normal activities within the school, and through close co-operation between teachers and social workers, he was confident that boys were being better prepared for their futures than they ever had been before.⁵⁷²

⁵⁶⁰ Notes supplied by Head Teacher for visit of L. Silcock 12/04/78, 2006/982, p4.

⁵⁶¹ Annual Report 1979, Holdsworth Reports F5000006406793, p3.

⁵⁶² Annual Report 1979, Holdsworth Reports F5000006406793, p4.

⁵⁶³ Annual Report 1980, Holdsworth Reports F5000006406793, p2.

⁵⁶⁴ Annual Report 1980, Holdsworth Reports F5000006406793, p2.

⁵⁶⁵ Annual Report 1981, Holdsworth Reports F5000006406793, p1.

⁵⁶⁶ Annual Report 1981, Holdsworth Reports F5000006406793, p3.

⁵⁶⁷ Annual Report 1981, Holdsworth Reports F5000006406793, p1.

⁵⁶⁸ Annual Report 1981, Holdsworth Reports F5000006406793, p3.

⁵⁶⁹ Annual Report 1981, Holdsworth Reports F5000006406793, p3.

⁵⁷⁰ Annual Report 1981, Holdsworth Reports F5000006406793, p3.

⁵⁷¹ Annual Report 1981, Holdsworth Reports F5000006406793, p3.

Physical description

The Boys' Training Centre campus, including a staff training facility, covered about 5 hectares and was situated 3kms southwest of Levin. In addition, there was a surrounding farm of 110 hectares. By 1965 there was another farm extension block 3kms away as well as a forestry block in the foothills behind Levin.⁵⁷³

In 1956, accommodation consisted of 36 separate bedrooms within a villa built in 1940, that also contained a 6-bed dormitory with its own sitting room.⁵⁷⁴ A further 6 boys slept in a separate building known as the annexe, which also contained a sitting room, bathroom and toilet.⁵⁷⁵

Over time, the facility came to have two large accommodation blocks as well as seven 6-bed cottages. A secure facility (one room) was built at the Levin Boy's Training Centre in 1955.⁵⁷⁶

In 1957, the capacity was 65.⁵⁷⁷ An Inspection in 1959 noted the rundown nature of the institution and many recommendations for physical improvements were made, along with a recommendation to extend the activities programme.⁵⁷⁸

A new 25-bed villa was completed at the end of 1963 and nine cubicles at the end of the old villa were converted into a quiet recreation room. Total beds were 105.⁵⁷⁹ In 1964, in addition to the 105 beds at the Boys' Training Centre, there was also mention of one single detention room used for very limited periods.⁵⁸⁰

The Boys Training Centre, Levin, was renamed Kohitere from 1 September 1965.⁵⁸¹ Capacity was 105 in 1966.⁵⁸² Five fires broke out in 1966, four of which were suspected arson.⁵⁸³

⁵⁷² Annual Report 1981, Holdsworth Reports F5000006406793.

⁵⁷³ Annual Report 1965, Kohitere Reports 32922, p 1.

⁵⁷⁴ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Kohitere Profile, NZ Archives Product Number 2006/24605.

⁵⁷⁵ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Kohitere Profile, NZ Archives Product Number 2006/24605.

⁵⁷⁶ Lallu, H (1979) The role of secure units in Social Welfare institutions, Victoria University of Wellington, at 25.

⁵⁷⁷ Circular Memorandum, Superintendent to All DCWOs, 24/4/57, Kohitere Profile 32572.

⁵⁷⁸ Inspection Report, B Reilly, 25/5/59 visit of 8-18 May 1959, Kohitere Reports, 32572.

⁵⁷⁹ Annual Report 1963, Kohitere Reports, 32922.

⁵⁸⁰ B Atwool, Manager to Superintendent, 19/8/64, Kohitere Profile, 32575.

⁵⁸¹ Circular Memorandum 1965/73, 1/9/65, Kohitere Profile, F5000002358407.

⁵⁸² B Atwool, Principal Kohitere to Superintendent 21/7/66, Kohitere Profile 32575.

⁵⁸³ Annual Report, 1966, Kohitere Reports 32922 p 3.

A new school building was ready for the start of the first term in 1967 and a new secure block opened in June 1967.⁵⁸⁴ Two new cottages were also built in 1967.⁵⁸⁵

The Residential Staff Training School, situated next to Kohitere, was opened on 6 June 1970.⁵⁸⁶ In 1970, capacity was 111 boys.⁵⁸⁷ This remained the capacity in 1976, when there were 12 secure beds.⁵⁸⁸

In 1978, a complete refurbishment of the Tui Block by the Ministry of Works and Development was begun. Kohitere staff and boys began an extension to the administration block. A complete collapse of the central heating piping also necessitated large-scale work.⁵⁸⁹

The new gymnasium was completed by the end of April 1981 and the pool (covered and heated and nearing completion in 1981) was used by the local community.⁵⁹⁰

In 1981 Kohitere's capacity was 111 plus 12 secure beds.⁵⁹¹ By 1987 the nominal roll was 70, with numbers often falling below this.⁵⁹²

A 16 bed short-term admission assessment and remand facility (up to 3-month stay) for boys called Tararua Kohitere started operation in April 1988. A unit for young women, Te Whare Awhina, was opened on 16 January 1989.⁵⁹³ Te Whare Awhina had 9 beds and provided assessment and long-term training for young women aged 13-16.⁵⁹⁴ This gave Kohitere a 4-unit structure – Te Awhina, Tararua, Te Whanau, a third unit for 24 children of stays 3 months and longer, and a special needs unit (secure).

The secure unit was closed for refurbishment in about October 1988 – after this secure was used less frequently.⁵⁹⁵

Kohitere was scheduled for closure in September 1990.⁵⁹⁶ In 1990, there were 28 beds still in active use, plus 12 secure beds. The declining use made of Kohitere made over latter years was due to a move away from long-term national institutions to regional short-term remand facilities.

Resident profile

Boys progressed through accommodation options: Kiwi, (25 beds in individual bedrooms, from January 1964), Tui (44 single bedrooms opening off a long corridor) and Cottages (six 6-bed cottages, each with its own bathroom and lounge). Boys earned more freedom and less supervision as they moved through the accommodation. For example, Kiwi House was locked at night; Tui was open

⁵⁸⁴ Annual Report, 1967, Kohitere Reports 32922 p 2.

⁵⁸⁵ Annual Report 1967, Kohitere Reports 32922, p 2.

⁵⁸⁶ Annual Report 1969, Kohitere Reports 32922, p 11.

⁵⁸⁷ TK North Acting Principal to Superintendent, 29/10/70, Kohitere Profile, 32575.

⁵⁸⁸ Kohitere, Levin, DSW, 1976, Kohitere Profile F5000001643102.

⁵⁸⁹ Annual Review, 1978, Kohitere Reports 13322, p 1.

⁵⁹⁰ Kohitere Inspection Report 2-13 March 1981, Kohitere Reports 32922, para 7.3.

⁵⁹¹ Kohitere Inspection 2-13 March 1981, Kohitere Reports 32922.

⁵⁹² Audit Report July 1987, Kohitere Reports ADM 21-6-202 Part Two.

⁵⁹³ Director, Kohitere to Director, Napier DSW, 29/12/88, Kohitere Profile, F500004247349.

⁵⁹⁴ Kohitere Resource Centre pamphlet 1989, Kohitere File F5000001643102, and F5000005659327.

⁵⁹⁵ Assistant Director to Director at Wairoa, 21/12/88, Kohitere Profile, F5000001643102.

⁵⁹⁶ Director, Kohitere to Director Napier, 10/5/90, Kohitere Profile, F5000004247349.

accommodation with a staff member on site at all times, whereas the Cottages had itinerant supervision only.⁵⁹⁷ All boys ate in the dining room situated in Tui House.⁵⁹⁸

Problems with accommodating 2 differing groups within Kiwi House - namely new admissions and absconders, were noted in 1964 and 1965.⁵⁹⁹ An incident report in 1964 noted that incidents of difficulties controlling boys were "by no means isolated", and that a "hard core of dominant characters" dragged the behaviour of the middle group down, and that another group of boys were very afraid.⁶⁰⁰ The Inspector, Mr Reilly, was also concerned at the Manager's attitude that he, and only he, could exert control.⁶⁰¹

The 1964 Kohitere Annual Report concluded that a minority of boys had undermined standards at Kohitere and that this group were not drawn by the incentives programme offered. The solution of a maximum security unit was proposed, in order "to reduce their contaminatory and fear-producing effects".⁶⁰²

In 1967, two trends were noted; the lower age of boys and the increasing proportion of Maori boys, the latter peaking at 55%.⁶⁰³ Both of these trends continued in 1968, 1969 and 1970 with corresponding effects. The younger age put increasing pressure on the school and was said to reflect the increase in serious delinquency in the younger age group within the community and the inability of Hokio to take these boys.⁶⁰⁴ The rise in Maori and Pacific Island admissions led to some anti-Pakeha sentiment among the boys.⁶⁰⁵

In 1968, Kohitere was described as being recognised as the official "end stage" of the Child Welfare system, although unconnected from the penal service.⁶⁰⁶ All admissions, bar a very few, were state wards, and most had spent time in short-stay institutions (i.e. Boys' Homes) and/or Foster homes before Kohitere. Some boys who had committed serious offences came straight from home, via the court system.⁶⁰⁷

In 1976, Kohitere was one of 3 national long-term institutions for boys, the other institutions being Holdsworth and Hokio, which were for younger age groups.⁶⁰⁸ As in earlier times, all boys in Kohitere were wards of the state and Director-General approval was required prior to admission.⁶⁰⁹ The main admission criteria in 1976 were difficult or delinquent behaviour for which residential care seemed indicated.⁶¹⁰

⁵⁹⁷ B Atwool, Manager Kohitere to Superintendent, 19/8/64, Kohitere Profile, 32575.

⁵⁹⁸ 'Kohitere' A National Centre for the Long Term Training of Delinquent Boys, 1968, Kohitere Reports 6/90/1, 32573.

⁵⁹⁹ Annual Report 1964, Kohitere Reports 32922, p 2; Annual Report 1965, Kohitere Reports 32922, p 3.

⁶⁰⁰ B Atwool, Manager to Superintendent, 27/11/64, Kohitere Profile, 32575.

⁶⁰¹ DG Reilly to Anderson, 4/12/64. Kohitere Profile, 32573.

⁶⁰² Annual Report 1964, Kohitere Reports 32922, p 10.

⁶⁰³ Annual Report, 1967, Kohitere file 32922 p2.

⁶⁰⁴ Annual Report, 1968 Kohitere Reports 32922 p 2; Annual Report 1969, Kohitere Reports 32922 p12.

⁶⁰⁵ Annual Report, 1968, Kohitere Reports 32922 p2.

⁶⁰⁶ 'Kohitere' A National Centre for the Long Term Training of Delinquent Boys, 1968, Kohitere Reports 6/90/1, 32573.

⁶⁰⁷ 'Kohitere' A National Centre for the Long Term Training of Delinquent Boys, 1968, Kohitere Reports 6/90/1, 32573.

⁶⁰⁸ Kohitere, Levin, DSW, 1976, Kohitere Profile F5000001643102.

⁶⁰⁹ Kohitere, Levin, DSW, 1976, Kohitere Profile F5000001643102.

⁶¹⁰ Kohitere, Levin, DSW, 1976, Kohitere Profile, F5000001643102.

In 1974, admissions were restricted to Thursdays to minimise disruption to the programme.⁶¹¹ 1979 admissions were still made on Thursdays. Boys travelled by air or on the overnight train.⁶¹²

The increase in numbers of admissions with gang affiliations was noted in 1979. Apart from some "minor altercations" this trend was not considered to have created any great concern.⁶¹³

Length of stay

Kohitere was a long-term facility, with the length of stay from 9 – 18 months, with an average stay of 14 months. The average length of stay at Kohitere declined over the period covered by this report. In 1956, the average length of stay was said to be about one year.⁶¹⁴

Overcrowding was experienced in 1957, with the institution reaching capacity at 65 boys, with even the temporary tent accommodation full. All districts were therefore asked to consider vocational opportunities for boys instead of Kohitere admission to ease the pressure on Kohitere.⁶¹⁵

The 1958 Manual states that the average length of stay was 14 -18 months and the total capacity was 120. A 1959 Inspection expressed concern that boys were being misled about the time they would spend at the Boys' Training Centre. At that time, the average stay was over 12 months, but there were reports of boys being told they would be home in 8 or 9 months.⁶¹⁶

The average length of stay in 1962 was 14.8 months⁶¹⁷ rising to 17.3 months in the 1962/63 year and dropping to 15.6 by 1964.⁶¹⁸ In 1963, a declining length of stay was influenced by a drop in the average length of stay at Borstal institutions – boys at Kohitere could not understand why their stay should be longer than their Borstal counterparts, and stays at Kohitere dropped in response to this.⁶¹⁹

Both admissions and discharges rose during 1965.⁶²⁰ The opening of the new secure block in 1967 placed the first pressures on accommodation in years.⁶²¹ The average length of stay in 1967 was 15.4 months.⁶²² The institution was not overcrowded in 1968.⁶²³

In 1969, the average length of stay was 11.3 months and the age of boys in the institution decreased.⁶²⁴

⁶¹¹ Circular Memorandum 1974/81, 7/10/74, Kohitere Admissions, C0/10/1-10.

⁶¹² Circular Memorandum 1979/103, 17/10/79, Kohitere Admissions, C0/10/1-15.

⁶¹³ Annual Review, 1979, Kohitere Reports 13322, p 4.

⁶¹⁴ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Kohitere Profile, NZ Archives Product Number 2006/24605.

⁶¹⁵ Circular Memorandum, Superintendent to All DCWOs, 24/4/57, Kohitere Profile 32572.

⁶¹⁶ Inspection Report of Visit 8-18 May 1959, 27/5/59, Kohitere Reports 32572

⁶¹⁷ Annual Report 1962/63, Kohitere Reports 32922, p 1.

⁶¹⁸ Annual Report 1964, Kohitere Reports 32922, Table 5.

⁶¹⁹ Annual Report 1963, Kohitere Reports 32922, p 1.

⁶²⁰ Annual Report 1965, Kohitere Reports 32922, Table 1.

⁶²¹ Annual Report 1967, Kohitere Reports 32922, p 1.

⁶²² Annual Report 1971, Kohitere Reports 13322, Table V.

⁶²³ Annual Report 1968, Kohitere Reports 32922, p 1.

⁶²⁴ Annual Report 1969, Kohitere Reports 32922, p 2.

Admissions in 1969 were the highest on record at 135.⁶²⁵ More admissions were possible due to the declining length of stay.⁶²⁶

By 1970 there was pressure on admissions, which had risen by 63% since 1966, leading to a waiting list. This also put pressure on discharges and was thought to factor in the length of stay, which dropped to 10.9 in 1970.⁶²⁷ The trend of increasing power of the group over the individual continued, with gang influences and a rise in group abscondings noticeable.⁶²⁸ In 1970 saw a large increase in the use of secure, from 98 to 153 admissions. Absconding continued to be the main reason for admissions to secure and there was a rise in admissions for bullying or fighting.⁶²⁹ The average length of stay in secure dropped by ½ day to 12.5 days.⁶³⁰

In 1972, there was a lengthy waiting list for 11 months of the year that was cleared only in December.⁶³¹ The average length of stay at Kohitere in 1973 was 10 months.⁶³² In 1981 the average length of stay was also 10 months, with boys spending an average of 3 months in school, and 7 months in trade training.⁶³³

From 1980 to 1984, the average length of stay was 6.5 months.⁶³⁴ A description from about 1986 notes the length of stay at that time was 6-9 months.⁶³⁵

Programmes and care

In a 1949 letter to a parent, the Boys' Training Centre was described as a very modern institution where boys worked at various trades and farming as well as taking part in sports and going out to the pictures. Each boy had his own room.⁶³⁶ The philosophy at this time was described as being "to thrash out the past in one all-embracing interview" and then to provide an environment for boys to "sit back and think" and "work out his own salvation".⁶³⁷

In the description of Kohitere in the 1958 Field Officers Manual, the philosophy was to encourage positive methods of self-discipline and control.⁶³⁸ A minimum of rules and regulations were employed. Boys progressed through a House system which was geared to increased privileges and less supervision. A "personal reliability promotion ladder" was also in place. A boy attaining "B" status on the ladder was allowed unsupervised town outings.⁶³⁹ There was an emphasis on vocational training and schooling.

⁶²⁵ Annual Report 1969, Kohitere Reports 32922, p 1.

⁶²⁶ Annual Report 1969, Kohitere Reports 32922, p 1.

⁶²⁷ Annual Report, 1970, Kohitere Reports 32922 pp 1, 2 and Table 5.

⁶²⁸ Annual Report, 1970, Kohitere Reports 32922 p 2.

⁶²⁹ Annual Report, 1970, Kohitere Reports 32922 p 8.

⁶³⁰ Annual Report, 1970, Kohitere Reports 32922 p 8.

⁶³¹ Annual Report 1972, Kohitere Reports, 13322, p 1.

⁶³² Kohitere, Levin, DSW, 1976, Kohitere Profile F5000001643102.

⁶³³ Kohitere Inspection 2-13 March 1981, Kohitere Reports 32922, para 9.

⁶³⁴ Statistics, 1979-1983 Appendix G, Kohitere Admissions, F5000002186500, and Institution Statistics 1984, Kohitere Profile, F5000002186501.

⁶³⁵ Kohitere, circa 1986, Kohitere Reports F5000002179896.

⁶³⁶ LS Abbott, Resident Housemaster, 1/2/49, Kohitere Profile NZ Archives 2006002367.

⁶³⁷ EJ Stanley, Manager circa 1949, NZ Archives 2006002367.

⁶³⁸ See also, EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Kohitere Profile, NZ Archives Product Number 2006/24605.

⁶³⁹ 1958 Field Officers Manual.

In 1956, the manager described how the boys were encouraged to organise their own leisure time, in order to foster initiative, a sense of responsibility and a community spirit.⁶⁴⁰ A 1956 Inspection found the training programme during leisure periods lacking in structure and planning, noting that boys were called away on any pretext, and that Masters did not appear to organise sports activities.⁶⁴¹ This aspect came under criticism again in 1959,⁶⁴² but had improved by 1963.⁶⁴³

Meals were unsupervised in 1957.⁶⁴⁴ The Inspector recommended the introduction of group therapy and criticised the practice of regular and audible head counts. The issue of 2 pairs of underpants per boy was thought to be inadequate, with the Inspector commenting that it was not "mere modesty that led to the boys and the laundress handling some of these items at the end of a pot stick".⁶⁴⁵

The Boys Council was a part of Kohitere from at least 1962, and "worked well in patches" during 1963, but Council was disbanded for a time after members absconded on Christmas Eve and returned with liquor which they consumed in the Council Room, with several Council members being involved in the fighting that broke out afterwards.⁶⁴⁶ By 1965, the Council was losing effectiveness.⁶⁴⁷ In 1967, boys were no longer voted onto Council by their peers but were recommended by other Council members and staff.⁶⁴⁸ The Boys' Council appeared to be working again by 1968, having wide recommendatory powers including what to spend the Boys' Fund Account on (examples include a TV set, band gear and library books). The Boys' Fund got its income from boys doing casual labour in the community.⁶⁴⁹ In 1976 the Boys Council meet with the Principal weekly.⁶⁵⁰

In 1962/63, the holiday camp was developed and came into operation, with several small groups sent there for one or two nights.⁶⁵¹ During 1963 the holiday camp was badly affected by acts of vandalism.⁶⁵²

In 1956, boys were allowed to go to church in Levin without supervision.⁶⁵³ In 1963, a fortnightly interdenominational Protestant church service was started at Hokio, while Catholic boys attended church in Levin as before. Some difficulties were experienced in boys leaving church to meet with girls.⁶⁵⁴ By 1965, this had become such a problem with the lowest reliability group that their church attendance was limited to times when a staff member could attend with them.⁶⁵⁵

⁶⁴⁰ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Kohitere Profile, NZ Archives Product Number 2006/24605.

⁶⁴¹ DG Reilly, Inspector to Superintendent, 27/6/57, visit of 8/12/56, Kohitere Reports 32572.

⁶⁴² Inspection Report, B Reilly, 25/5/59 visit of 8-18 May 1959, Kohitere Reports, 32572.

⁶⁴³ Annual Report 1962/63, Kohitere Reports, 32922.

⁶⁴⁴ DG Reilly, Inspector to Superintendent, 27/6/57, visit of 8/12/56, Kohitere Reports 32572.

⁶⁴⁵ DG Reilly, Inspector to Superintendent, 27/6/57, visit of 8/12/56, Kohitere Reports 32572.

⁶⁴⁶ Annual Report 1963, Kohitere Reports 32922, p 3.

⁶⁴⁷ Annual Report 1965, Kohitere Reports 32922, p 4.

⁶⁴⁸ Annual Report 1967, Kohitere Reports 32922, p 3.

⁶⁴⁹ 'Kohitere' A National Centre for the Long Term Training of Delinquent Boys, 1968, Kohitere Reports 6/90/1, 32573.

⁶⁵⁰ Kohitere, Levin, DSW pamphlet 1976, Kohitere Reports F5000001643102.

⁶⁵¹ Annual Report 1962/63, Kohitere Reports, 32922.

⁶⁵² Annual Report 1963, Kohitere Reports, 32922.

⁶⁵³ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Kohitere Profile, NZ Archives Product Number 2006/24605.

⁶⁵⁴ Annual Report 1963, Kohitere Reports 32922.

⁶⁵⁵ Annual Report 1965, Kohitere Reports 32922, p 5.

In 1965, a pre-discharge group operated for a series of five meetings, covering topics such as employment, recreation, money and dealing with personal problems.⁶⁵⁶ This group was still operating in 1970.⁶⁵⁷

In 1965, there was an emphasis on personal tidiness, but this was hampered by inappropriate and often out-of-date clothing supplies from Head Office.⁶⁵⁸

In 1967, each boy's case was reviewed after 6 months in care and a target date for discharge set. Good progress could see this date brought forward by a month, whereas bad behaviour would delay it by the same amount. Major disruptions would lead to a re-assessment.⁶⁵⁹ By 1966, boys wanted advance notice of their discharge date, in line with Borstal practices.⁶⁶⁰

In 1968, the Kohitere training programme operated on 3 levels – individual work, group work and community work.⁶⁶¹

The promotions system through 'A', 'B' and 'C' status was still in place in 1971 and is set out in detail in the 1971 Annual Report. Boys were allocated points for behaviour, performance and reliability. One point was given for an average performance, 2 points for an above average performance and 3 points for a really outstanding performance. On gaining a total of 40 points, a boy was promoted to 'B' status, becoming eligible for one week's home leave as well as gaining other privileges. Progression to 'A' status normally took 12 weeks, stepping progressively from B1 to B12 status.⁶⁶²

In 1973, the points scale was increased from 1-5, allowing greater rewards for those boys doing well. In addition to the home leave incentive 'B' group boys got an extra 25 cents pocket money, while 'A' group boys got an extra 35 cents.⁶⁶³ It was also noted that the younger age of boys in Kohitere meant that they were less able to respond to a greater measure of self-responsibility.⁶⁶⁴ On the other hand, the younger boys were viewed as more pliable. A one-week induction programme was introduced in 1973.⁶⁶⁵

The position of recreation officer was vacant for several months in 1972, and again for the 3 years up to 1981 and this affected the programme offered.⁶⁶⁶ Compulsory organised sport was considered by the Principal to allow boys to develop skills they were unaware they possessed.⁶⁶⁷

A new programme was put in place in 1974, separating school from work training, to reduce the disruptive effects of one programme on another (for example, missing school to attend work) and to better accommodate the needs of the younger age group being admitted.⁶⁶⁸

⁶⁵⁶ Annual Report 1965, Kohitere Reports 32922, p 4.

⁶⁵⁷ Annual Report 1969, Kohitere Reports 32922, p 5.

⁶⁵⁸ Annual Report 1965, Kohitere Reports 32922, p 5.

⁶⁵⁹ Circular Memorandum 1967/52, 18/9/67, Kohitere Profile F5000001643102.

⁶⁶⁰ Annual Report, 1966, Kohitere Reports 32922 p 1.

⁶⁶¹ 'Kohitere' A National Centre for the Long Term Training of Delinquent Boys, 1968, Kohitere Reports 6/90/1, 32573.

⁶⁶² Annual Report, 1971, Kohitere Reports, 13322 p 4.

⁶⁶³ Annual Report 1973, Kohitere Reports, 13322, p 9.

⁶⁶⁴ Annual Report 1973, Kohitere Reports, 13322, p 11.

⁶⁶⁵ Annual Report 1973, Kohitere Reports, 13322, p 15.

⁶⁶⁶ Annual Report, 1972, Kohitere Reports, 13322, p 11. Kohitere Inspection 2-13 March 1981, Kohitere Reports 32922, para 10.1.

⁶⁶⁷ Annual Report, 1972, Kohitere Reports, 13322, p 11.

⁶⁶⁸ Annual Report 1973, Kohitere Reports, 13322, p 2.

In 1976, the programme was structured around 3 stages; schooling, work training on-site and then work training in the community.⁶⁶⁹ The involvement of boys in planning their programme meant that boys realised they could influence their length of stay and this led to an increasing number of requests by boys to stay at Kohitere longer.⁶⁷⁰

During the late 1970s, an intensive and highly formalised form of casework recording developed, known as the Kohitere diary, where plans made and goals set.⁶⁷¹

Small group work was also carried out in the late 1970s, with groups of 6-8 new admissions formed approximately every three weeks, focussing on issues experienced at Kohitere and how to deal with them.⁶⁷²

The Camp Peek facility was developed in the early- to mid-1970s, providing outdoor experiences such as bushcraft, tramping, canoeing and rockclimbing. Camp Peek also had a confidence course.⁶⁷³ Several groups of 10 boys spent weekends at Camp Peek in 1971.⁶⁷⁴ In 1976, long-term stays of six weeks were offered as well as shorter, week-long camps – both could accommodate up to 16 boys.⁶⁷⁵

The programmes available in about the early 1980s are set out in the publication "Kohitere".⁶⁷⁶ Programmes included the school programme, social education (hygiene, social skills, drugs, smoking and alcohol modules, peer and family relationships, sexuality, coping skills), recreation (e.g., a range of sports, Māori culture, pottery, wood sculpting, army training, cooking, art, guitar, welding)and job training.⁶⁷⁷

A 1981 Inspection report found case work to be superficial, with little in-depth personal work done.⁶⁷⁸ A follow up report later in 1981 stated the view of the Principal that the programme was adequate for the majority of boys admitted and that issues arose because of the unfavourable staff/resident ratio at Kohitere.⁶⁷⁹ Subsequent inspections did not comment on case-work. While these reports noted the positive effects of a stable and experienced group of local staff, further staff training was recommended, along with formal supervision and more emphasis on planned programmes and care.⁶⁸⁰

⁶⁶⁹ Kohitere, Levin, DSW, 1976, Kohitere Profile F5000001643102.

⁶⁷⁰ Annual Review, 1976, Kohitere Reports, 13322.

⁶⁷¹ Kohitere Inspection 2-13 March 1981, Kohitere Reports 32922, para 5.3.

⁶⁷² DJ Dunlop, Senior Housemaster, 11/1/78, Kohitere, xx, 13322.

⁶⁷³ P Swain, Director Camp Peek to Director, Otahuhu, 16/5/78, Kohitere Profile, F5000002388341.

⁶⁷⁴ Annual Report 1971, Kohitere Reports, 13322, p 9.

⁶⁷⁵ P Swain, Director Camp Peek to Director, Otahuhu, 16/5/78, Kohitere Profile, F5000002388341.

⁶⁷⁶ Kohitere, circa 1981, Kohitere Profile, F5000002358407.

⁶⁷⁷ Kohitere, circa 1981, Kohitere Profile, F5000002358407.

⁶⁷⁸ Kohitere Inspection 2-13 March 1981, Kohitere Reports 32922, para 5.4.

⁶⁷⁹ B Manchester, Assistant Director-General (Social Work) to Principal Kohitere, "Follow up Visit to Kohitere" 18/12/81, Kohitere Reports, ADM 21-6-202 Part Two.

⁶⁸⁰ See, for example, Audit Report, July 1987, Kohitere Reports, ADM 21-6-202 Part Two. Audit Report, May-June 1988, Kohitere Reports, ADM 21-6-202 Part Two.

Work and training

In 1962/63 a number of boys were working in Levin. The previous system of placing these boys in one Kohitere cottage was changed to one where they were dispersed across cottages, so as to better integrate them into the institution.⁶⁸¹

In 1962/63, the trade training section ran a workshop, buildings and maintenance team, motor workshop, painting and laundry work. A farm section also operated, employing 12 boys in farm work and another 12 on the grounds and in the vegetable garden.⁶⁸² In 1963 an adjoining 63-acre dairy farm was purchased.⁶⁸³

In 1965, 14 boys were employed in seven different jobs for an average of 9 ½ weeks. Groups of boys also undertook short-term community projects.⁶⁸⁴ Numbers employed in town were 11 in 1967 and 25 in 1968.⁶⁸⁵ Forty-three boys were employed off-site in 1969⁶⁸⁶ and 44 in 1970.⁶⁸⁷

In 1968 it was noted that although not many boys would go on to take up apprenticeships, trade training at Kohitere provided useful and meaningful employment while in the institution and gave the boys some handy skills.⁶⁸⁸

In 1971, 64 boys were involved in work and training outside the institution.⁶⁸⁹ The 1972 figure was 65.⁶⁹⁰ A younger group of boys attended work as well as school, and this proved to suit boys who were not able to settle into school work.⁶⁹¹ However, by 1974, this was proving a disruptive arrangement and a phased approach was implemented instead – with boys progressing from school to vocational training to day service in the community.⁶⁹² The younger age of residents also affected vocational training, with younger boys being less physically developed and said to have a poorer attitude towards work.⁶⁹³

Work and training programmes were also affected by general economic labour force trends, for example, less work was available for Kohitere boys when unemployment was high.⁶⁹⁴

Nominal wages were paid by employers. Boys paid board out of their earnings and were also expected to buy their own clothes. In 1976, \$5308 was received in board payments, and it was not uncommon for boys to leave Kohitere with \$300-\$600 in savings. That year, 25 boys were involved in full time outside employment.⁶⁹⁵

⁶⁸¹ Annual Report 1962/63, Kohitere Reports, 32922.

⁶⁸² Annual Report 1962/63, Kohitere Reports, 32922.

⁶⁸³ Annual Report 1963, Kohitere Reports, 32922.

⁶⁸⁴ Annual Report 1965, Kohitere Reports 32922, p 12.

⁶⁸⁵ Annual Report, 1968, Kohitere Reports 32922, p 9.

⁶⁸⁶ Annual Report 1969, Kohitere Reports 32922, p 3.

⁶⁸⁷ Annual Report 1969, Kohitere Reports 32922, p 3.

⁶⁸⁸ Annual Report, 1968, Kohitere Reports 32922 p 67.

⁶⁸⁹ Annual Report, 1971, Kohitere Reports 13322 p 3.

⁶⁹⁰ Annual Report, 1972, Kohitere Reports 13322 p 2.

⁶⁹¹ Annual Report, 1971, Kohitere Reports 13322 p 3.

⁶⁹² Annual Report, 1973, Kohitere Education, 13322.

⁶⁹³ Annual Report 1973, Kohitere Reports, 13322, p 7.

⁶⁹⁴ See, for example, Kohitere Inspection Report 2-13 March 1981, Kohitere Reports 32922, para 10.12.

⁶⁹⁵ Annual Report, 1976, Kohitere Reports, 13322, p 2.

In 1977, the day service scheme involved fewer boys.⁶⁹⁶ That year, the shearing courses were very successful, with a number of boys gaining certification, including an Intermediate NZ Wool Board Certificate at Massey University.⁶⁹⁷ The painting gang also had a successful year.

In 1981, it was not known how many boys from trade training went on to do apprenticeships or related work.⁶⁹⁸

Questions were also raised about the suitability of the work programme in terms of the needs of urban boys. As one researcher put it in 1984 "why does Kohitere persist in taking boys from the cities, training them for rural work and then returning them to the cities?"⁶⁹⁹

In 1986, boys over 15 who were offered schooling at Kohitere made favourable comments about their experience.⁷⁰⁰ In the same report, downscaling of the forestry and farm training programme was suggested, especially as many boys returned to an urban environment unable to practice these skills. In addition, some boys were unable to cope with the physical demands of these occupations. This fact had also been mentioned in an Inspection Report of 1981.⁷⁰¹

Resident-to-resident issues

The changing nature of inmates during the early 1960s, especially the growth of a "hard core" of those boys bullying, stealing from and extorting others, affected the institution. This behaviour also made some of the previously successful behaviour management techniques less effective.⁷⁰² An incident of one boy pounding another with heavy blows to the face and head was reported in 1973.⁷⁰³

Incidents of bullying were punished with time in secure in Kohitere in 1968.⁷⁰⁴

A 1984 study noted that new boys and those lower in the pecking order at Kohitere were called "spankers", and performed tasks such as cleaning other boys' boots.⁷⁰⁵ This study also reported that boys were "stomped" or beaten up by other boys when first admitted.⁷⁰⁶

Health and medication

In 1956, visits by the psychologist were twice monthly but expected to double.⁷⁰⁷ Dental care in 1956 was considered regular and adequate.⁷⁰⁸

⁶⁹⁶ Annual Report, 1977, Kohitere Reports 13322 p 2.

⁶⁹⁷ Annual Review, 1977, Kohitere Reports, 13322, p 2.

⁶⁹⁸ Annual Report 1981, Kohitere Reports 32922.

⁶⁹⁹ Drew, John, (1984) *Kohitere Follow-up Study*, Massey University at 18.

⁷⁰⁰ Annual Report 1986, Kohitere Reports, ADM 21-6-202.

⁷⁰¹ Kohitere Inspection 2-13 March 1981, Kohitere Reports 32922, para 9.16.

⁷⁰² Annual Report 1964, Kohitere Reports 32922, pp 4, 10.

⁷⁰³ MP Doolan, Acting Principal to Assistant Director, 23/10/73, Kohitere Incidents F5000005769782.

⁷⁰⁴ Annual Report 1968, Kohitere Reports 32922 p 4.

⁷⁰⁵ Drew, John, (1984) *Kohitere Follow-up Study*, Massey University at 23.

⁷⁰⁶ Drew, John, (1984) *Kohitere Follow-up Study*, Massey University at 24.

⁷⁰⁷ DG Reilly, Inspector to Superintendent, 27/6/57, visit of 8/12/56, Kohitere Reports 32572.

Psychological services in 1958 consisted of twice monthly visits from a psychologist and one afternoon a month from a psychiatrist. Visits were made weekly in 1963.⁷⁰⁹ In 1963, there were 5 cases of hepatitis.⁷¹⁰

Problems associated with a growing number of inmates with psychiatric problems were noted in 1965, when 5 boys were transferred to psychiatric hospital.⁷¹¹ During 1965, a shortage of psychologists reduced the visiting psychologist's visits to one per month.⁷¹² In 1965, a Circular Memorandum requested that psychiatric examinations be conducted in districts prior to admission to Kohitere, due to the scarcity of local resources.⁷¹³ Twice monthly visits were re-instated in 1966, but this was still short of meeting existing needs.⁷¹⁴ During 1966 there was one attempted suicide.⁷¹⁵

In 1967 there were 21 hospital admissions – two for injuries after fights.⁷¹⁶ Fifty-eight boys were affected by an outbreak of influenza in the institution in 1969.⁷¹⁷

In 1971, eight trainees were psychologically examined, and discussions held in regard to a further five boys on matters such as medication.⁷¹⁸ Hospital admissions that year (20 admissions) mainly related to accidents in forestry work. All trainees were inoculated against tetanus and given Xrays as well as HEAF and SCHICK tests.⁷¹⁹

In 1972, visits by the psychologist were halved while one psychologist was on leave, and visits by the psychiatrist were also severely reduced.⁷²⁰ That year, there was also a severe outbreak of influenza, resulting in the hospitalisation of five boys with pneumonia.⁷²¹

In 1973, three boys were admitted to Lake Alice psychiatric hospital, with one boy discharged home and the other two discharged from hospital back to Kohitere.⁷²²

In 1976, Psychological Services visited, as did a consulting physician. The School Medical Service provided medical tests.⁷²³

The Senior Counsellor and Principal of Kohitere approached the Superintendent in writing in 1972 about the need for a policy for EEG testing and for medication. Once boys in Kohitere were placed on medication for emotional or behavioural disorders, this was seldom reviewed. The lack of observations made about the effects of medication and any progress meant that many boys stayed on medication without any plan.⁷²⁴

⁷⁰⁸ DG Reilly, Inspector to Superintendent, 27/6/57, visit of 8/12/56, Kohitere Reports 32572.

⁷⁰⁹ Annual Report 1962/63, Kohitere Reports, 32922.

⁷¹⁰ Annual Report 1963, Kohitere Reports, 32922.

⁷¹¹ Annual Report 1965, Kohitere Reports 32922, p1.

⁷¹² Annual Report 1965, Kohitere Reports 32922, p 4.

⁷¹³ Circular Memorandum 1965/98, 23/11/65, Kohitere Health, 32573.

⁷¹⁴ Annual Report 1966, Kohitere Reports 32922, p 3.

⁷¹⁵ Annual Report 1966, Kohitere Reports 32922, p 4.

⁷¹⁶ Annual Report 1967, Kohitere Reports 32922, p 4.

⁷¹⁷ Annual Report 1969, Kohitere Reports 32922, p 12.

⁷¹⁸ Annual Report, 1971, Kohitere Reports, 13322, p 3.

⁷¹⁹ Annual Report, 1971, Kohitere Reports, 13322, p 9.

⁷²⁰ Annual Report, 1972, Kohitere Reports, 13322, p4.

⁷²¹ Annual Report, 1972, Kohitere Reports, 13322, p 11.

⁷²² Annual Report 1973, Kohitere Reports, 13322, p 5.

⁷²³ Kohitere, Levin, DSW, 1976, Kohitere Profile F5000001643102.

⁷²⁴ GL Hermansson, Senior Counsellor to Principal Kohitere, 9/3/72, Kohitere Health 32580.

Although the Social Workers' Manual required each boy to have a medical certificate on admission, this policy was not applied, resulting in a raft of admissions to Kohitere during 1975 where boys had head lice, scabies and impetigo. The Principal instituted a policy of not admitting boys who did not have a medical certificate from their district. This was because the alternative of requiring "close scrutiny of scalp, pubis, and torso by non-medical personnel is a dehumanizing introduction to an institution which purports to respect individual dignity".⁷²⁵

Psychiatric hospital placement

In 1965 it was noted that Magistrates sometimes remanded boys to a psychiatric hospital.⁷²⁶ In 1965, five boys were transferred from Kohitere to a psychiatric hospital.⁷²⁷ In 1967, three boys were transferred, two as a result of suicide attempts.⁷²⁸ The number of transfers in 1968 was seven.⁷²⁹

Five boys were placed on medication in 1970 and three of these five were subsequently sent to Porirua Hospital.⁷³⁰

Staffing

The Manager of Kohitere also had overall responsibility for Hokio, with Hokio gaining more independence during the 1960s and 70s.⁷³¹

In 1957, the Inspector, Mr Reilly, noted that the Manager failed to delegate responsibility to staff and that it was difficult to discuss ideas with him.⁷³²

In 1964, Mr Reilly was also concerned at the Manager's attitude that he, and only he, could exert control over residents.⁷³³ There was also a high turnover of Housemasters in 1964.⁷³⁴

Another year of staff shortages and vacancies was experienced in 1966.⁷³⁵ The position of recreation officer was vacant for 14 months in 1967-68.⁷³⁶

A staff training committee was set up in 1967.⁷³⁷ There were shortages in senior staff in 1968.⁷³⁸

A comprehensive in-service training programme was set up in 1972. Groups of staff meet weekly, for example, housemasters, instructors. That year there was also

⁷²⁵ PT Woulfe, Principal to Director-General, 30/6/75, Kohitere Health 32580.

⁷²⁶ Circular Memorandum 1965/98, 23/11/65, Kohitere Health, 32573.

⁷²⁷ Annual Report 1965, Kohitere Reports 32922, p 1.

⁷²⁸ Annual Report 1967, Kohitere Reports 32922, p 1.

⁷²⁹ Annual Report 1968, Kohitere Reports 32922, p 1.

⁷³⁰ Annual Report 1969, Kohitere Reports 32922, p 4.

⁷³¹ See for example, Circular Memorandum 1967/41, 7/7/67, Kohitere Profile, F500002843733.

⁷³² DG Reilly, Inspector to Superintendent, 27/6/57, visit of 8/12/56, Kohitere Reports 32572.

⁷³³ DG Reilly to Anderson, 4/12/64. Kohitere Profile, 32573.

⁷³⁴ Annual Report 1964, Kohitere Reports 32922, p 7.

⁷³⁵ Annual Report, 1966, Kohitere Reports 32922 p 6.

⁷³⁶ Annual Report, 1968, Kohitere Reports 32922 p 4.

⁷³⁷ Annual Report 1967, Kohitere Reports 32922, p 6.

⁷³⁸ Annual Report, 1968, Kohitere Reports 32922 p 6.

considerable interaction between Kohitere and the Residential Staff Training School on the property, but it was also a year of constant staff shortages at Kohitere created by long delays in appointing new staff.⁷³⁹

In 1976, boys were admitted to either Tui or Kiwi House, and each boy was assigned to the caseload of a housemaster who looked after his general welfare throughout the whole stay.⁷⁴⁰ At this time, there were 82 staff members.⁷⁴¹ The 1976 Annual Review asserts that ratios of staff to boys were less favourable at Kohitere than at Kingslea and Weymouth, noting, for example, that sometimes two staff were responsible for 50 boys in the evening. Staff training opportunities were also limited that year due to staff shortages. The same report noted that staff shortages had become "about normal" at Kohitere.⁷⁴²

The 1977 Annual Review stated that relations between staff and boys were very healthy and that good relationships were necessary if the institution was to achieve its purpose.⁷⁴³ That report also noted that a very healthy aspect of the attitude of new young staff was "their incessant demands for some form of ongoing training".⁷⁴⁴

In 1978, 27 staff began the Residential Care Association Certificate, and 19 successfully completed it. The course took place over 27 two-hourly sessions.⁷⁴⁵ Monthly casework notes for file were also extended in 1978.⁷⁴⁶

The Kohitere diary system was introduced in 1979. The intent of the diary was to involve boys in planning for their future.⁷⁴⁷ A training brochure was introduced for new staff, with exercises to complete. This lessened the need for Controlling Officers to hold regular training sessions and allowed the new staff member the flexibility of completing work in their own time.⁷⁴⁸

In the 1979 Annual Report, the Principal noted that he was not satisfied with the internal staff training programme.⁷⁴⁹

A student unit was set up at Kohitere by the Department in 1980. The unit provided practical experience to social work students from Victoria and Massey Universities.⁷⁵⁰

The position of recreation officer was vacant for the 3 years up to 1981.⁷⁵¹

One resident made a written complaint against two Kohitere staff in [REDACTED]. In relation to the first staff member [REDACTED], the boy alleged that he had been punched on the chest twice, each time with enough force to make him fall down and then slapped with the back of the staff member's hand across the face, leading to a split lip. He alleged that [REDACTED] did this when he and the boy were alone together in a secure room. In respect of the second staff member (Mr [REDACTED]), it was alleged that the

⁷³⁹ Annual Report, 1972, Kohitere Reports, 13322, p 4 and p 12.

⁷⁴⁰ Kohitere, Levin, DSW, 1976, Kohitere Profile F5000001643102.

⁷⁴¹ Kohitere, Levin, DSW, 1976, Kohitere Profile F5000001643102. This publication contains a simplified chart showing the staffing structure.

⁷⁴² Annual Review, 1976, Kohitere Staffing 13322.

⁷⁴³ Annual Review, 1977, Kohitere Reports, 13322, p 1.

⁷⁴⁴ Annual Review, 1977, Kohitere Reports, 13322, p 1.

⁷⁴⁵ Annual Report, 1979, Kohitere Reports, 13322.

⁷⁴⁶ "Casework" 1978, Kohitere Staffing, 13322.

⁷⁴⁷ Annual Review, 1979, Kohitere Reports, 13322.

⁷⁴⁸ Annual Review, 1979, Kohitere Reports, 13322.

⁷⁴⁹ Annual Review, 1979, Kohitere Reports, 13322.

⁷⁵⁰ Residential Social Workers Newsletter, No 22, circa 1981, Kohitere Staffing, F5000005133778.

⁷⁵¹ Kohitere Inspection 2-13 March 1981, Kohitere Reports 32922, para 10.1.

boy was made to lick his spit off the floor when frothing at the mouth while doing push ups. The boy said he had attempted suicide by strangling himself with a towel but he stopped when his nose began to bleed. The resident also alleged that scabs on his knuckles were from being made to do press-ups. The outcome of the complaint is not evident from the material on file.⁷⁵²

A 1988 Audit found staff needed a clear direction to work towards and more staff training. Kohitere needed better internal control and monitoring systems.⁷⁵³

A Management Plan and Mission Statement were produced in 1990.⁷⁵⁴

Schooling

Boys under 15 attended school, along with those 15 and over who wished to continue school either full-time or part-time. Individual programmes were created. Those studying for School Certificate or apprenticeships were enrolled with the Correspondence School. Trade training was available in carpentry, painting and motor mechanics. Senior boys nearing discharge worked nearby for 2 – 3 months at a time.

There were staffing difficulties during 1962 due to relief cover for a teacher on long-term sick leave. The school roll during 1962 varied from 17 to 25 boys. In March 1963, a conference came up with a plan to form 3 groups— Group A, working of full-time correspondence pupils capable of attaining School Certificate; Group B, those on independent programmes capable of 2 years post-primary education, and; Group C, those undertaking part-time schooling for regular periods. Group C was considered the most important section of the school, and aimed to let each boy make educational progress during their time at Kohitere. The inability to recruit a second teacher was noted – the position being vacant for over 12 months. In fact, the inability to recruit staff meant that the regrouping could not take place.⁷⁵⁵

During 1963 the school unit was officially named Kohitere School.⁷⁵⁶

A number of school appointments did not last in the environment - for example a teacher recruited to Kohitere in 1963 left after less than a term.⁷⁵⁷ Certain types of teachers tended to apply. For example, the preponderance of mature, experienced teachers at Kohitere who were waiting for retirement was called "a situation that does not lend itself to innovative and stimulating programmes".⁷⁵⁸

The Senior Teacher ran the school on his own in 1963 and 1964, and staff shortages meant that little work could be done with boys assessed as "backward readers" or otherwise having educational problems.⁷⁵⁹ During this time the school library resources were also built up.⁷⁶⁰

⁷⁵² Statement, [redacted] Kohitere Incidents, F5000002843732.

⁷⁵³ Audit Report, 6/9/88, Kohitere Reports, ADM 21-6-202, Part Two.

⁷⁵⁴ Management Plan, Kohitere Resource Centre, 1990, Kohitere Reports F5000001643102.

⁷⁵⁵ Annual Report 1962/63, Kohitere Reports, 32922.

⁷⁵⁶ Annual Report 1963, Kohitere Reports, 32922.

⁷⁵⁷ Annual Report, 1963, Kohitere Reports, 32922.

⁷⁵⁸ Kohitere Inspection 2-13 March 1981, Kohitere Reports 32922, para 11.2.

⁷⁵⁹ Annual Report 1964, Kohitere Reports 32922, p 7.

⁷⁶⁰ Annual Report 1964, Kohitere Reports 32922, p 7.

In 1965, the school was upgraded to a full secondary unit with a staff of 2 full-time and 4 part-time teachers.⁷⁶¹ The additional positions were not immediately filled.⁷⁶² In 1967, the full-time roll was steady at around 30 boys, with an increasing number of younger (i.e. 14 year-old) boys.⁷⁶³ The library was used as an extra classroom in 1968.⁷⁶⁴ A further teacher was appointed in 1969.⁷⁶⁵

In 1969 there were 6 school staff – a senior teacher, 3 classroom teachers, a manual instructor and an art specialist. Enrolments were 67 for the year.⁷⁶⁶ In 1970, a group of more able students sat School Certificate, with at least one resident gaining admission into the Sixth Form. Two teachers were engaged full time on remedial work.⁷⁶⁷ By 1972, all pupils were engaged in a tutorial system, therefore receiving individual attention.⁷⁶⁸

Two classrooms were added in 1973.⁷⁶⁹

In 1976, boys progressed from the school, with most spending a term here, to work training on site, to community work placements. Some boys spent their whole time in Kohitere at school, while others stayed at school only briefly – most spent up to one term in the school.⁷⁷⁰

By 1981, the training and work experience section had a low turnover of instructors.⁷⁷¹ However, this group of staff during 1981 were described as being “only a group in terms of being united by their mixed feelings of inferiority and contempt for many of the residential social work staff”, suggesting staffing tensions between residential social workers and teachers at Kohitere.⁷⁷²

Absconding

In 1962/63 a total of 64 boys absconded in 31 incidents. There were also 31 Court appearances concerning offences committed while boys were absconding from Kohitere during that period.⁷⁷³ A rise in absconding in 1963 was thought to be due to the weakening influence of more stable boys, while an “unstable and subversive” element rose in influence.⁷⁷⁴ The absconding rate dropped again in 1965.⁷⁷⁵

On two occasions in 1964, night staff were hit on the head in order to obtain their keys as part of absconding plans.⁷⁷⁶ That year, the sentencing of two Kohitere absconders to a period in the Detention Centre was a new form of penalty.⁷⁷⁷

⁷⁶¹ Annual Report 1965, Kohitere 32922, p 7.

⁷⁶² Annual Report 1965, Kohitere Reports 32922, p 6.

⁷⁶³ Annual Report 1967, Kohitere Reports 32922, p 6.

⁷⁶⁴ Annual Report, 1968, Kohitere Reports 32922 p 7.

⁷⁶⁵ Annual Report, 1969, Kohitere Reports 32922 p 12.

⁷⁶⁶ Annual Report 1969, Kohitere Reports 32922, p 5.

⁷⁶⁷ Annual Report, 1971, Kohitere Reports, 13322 p 4.

⁷⁶⁸ Annual Report, 1972, Kohitere Reports 13322 p 2

⁷⁶⁹ Annual Report 1973, Kohitere Reports, 13322, p 15.

⁷⁷⁰ Kohitere, Levin, DSW, 1976, Kohitere Profile F5000001643102.

⁷⁷¹ Kohitere Annual Report 1981, 32922.

⁷⁷² Kohitere Annual Report 1981, 32922, p12.

⁷⁷³ Annual Report 1962/63, Kohitere Reports, 32922.

⁷⁷⁴ Annual Report 1963, Kohitere Reports, 32922.

⁷⁷⁵ Annual Report 1965, Kohitere Reports 32922, p 2.

⁷⁷⁶ Annual Report 1964, Kohitere Reports 32922, p4.

⁷⁷⁷ Annual Report 1964, Kohitere Reports 32922, p1.

Of 28 cases relating to Kohitere inmates heard in the Levin Children's Court in 1964, 24 concerned offences committed by Kohitere inmates while absconding from the institution.⁷⁷⁸ Around the same number of offences were committed while absconding in 1965, with an additional 8 cases also being heard in the Palmerston North District Court.⁷⁷⁹

A consolidation of the privileges system and changes in supervision of the teams was thought responsible for the drop of two thirds in absconding during 1965 compared to 1964.⁷⁸⁰

In 1966 there were 25 incidents of absconding.⁷⁸¹ Absconding dropped in 1968 as did offending rates while absent from the institution, with no one appearing before the local court in the second half of the year.⁷⁸²

There were 17 incidents of absconding involving 36 boys in 1971, an improvement on 1970 figures. Seventeen Court appearances that year related to offences committed by absconders.⁷⁸³ In 1972 there were 18 incidents of absconding involving 37 boys.⁷⁸⁴

Absconding reached record proportions in 1973, with 27 incidents involving 58 different boys.⁷⁸⁵ The Principal felt this was due to the unsettled nature of many boys on admission and to staff shortages.⁷⁸⁶

In 1981, absconders were 61% of total secure admissions and physical training in secure was considered part of the punishment for absconding.⁷⁸⁷

In 1982 and 1983, just over 100 boys absconded per year, which was an increase on previous years (for example, 74 in 1979, 37 in 1980, 85 in 1981).⁷⁸⁸

Secure care

The increase in secure facilities and especially in maximum secure beds through the 1960s reflects a growing concern with the nature of boys in Kohitere, and the effect of the group influence. For example, in January 1964, there were 2 large group abscondings involving 14 boys.⁷⁸⁹

Those individuals on the run from the group also formed a core part of absconders – this was noticeable for new boys, and often occurred after they had been bullied by other residents.⁷⁹⁰ Throughout the early 1960s, more abscondings took place during

⁷⁷⁸ Annual Report 1963, Kohitere Reports 32922, p2.

⁷⁷⁹ Annual Report 1965, Kohitere Reports 32922, p 2.

⁷⁸⁰ Annual Report 1965, Kohitere Reports 32922, p2.

⁷⁸¹ Annual Report 1966, Kohitere Reports 32922, Table 6.

⁷⁸² Annual Report, 1968, Kohitere Reports 32922 p2.

⁷⁸³ Annual Report, 1971, Kohitere Reports, 13322 p 2.

⁷⁸⁴ Annual Report 1972, Kohitere Reports, 13322, p 1.

⁷⁸⁵ Annual Report 1973, Kohitere Reports, 13322.

⁷⁸⁶ Annual Report 1973, Kohitere Reports, 13322, p 8.

⁷⁸⁷ Kohitere Inspection 2-13 March 1981, Kohitere Reports 32922, para 8.

⁷⁸⁸ Department of Social Welfare Institutions, Analysis of Abscondings 1979-1983, Appendix II, Kohitere Incidents, F5000002186500.

⁷⁸⁹ Annual Report 1963, Kohitere Reports 32922, p 2.

⁷⁹⁰ Annual Report 1963, Kohitere Reports 32922, p 2.

the week as opposed to at weekends. In 1964, over half of all absconding boys were picked up within 12 hours.⁷⁹¹

In 1963, the building of a medium secure block with windows, so that its function was apparent, had a very unsettling effect on the boys. The Manager noted a change in basic approach was called for, given the previously open nature of the institution.⁷⁹² This change occurred alongside a change in the nature of boys at Kohitere, with a group of stable, settled boys leaving and being replaced by a stronger, more antisocial group ethic and an increase in boys with emotional problems. The Manager responded by placing a greater emphasis on organised activity and concrete short-term goals.⁷⁹³

The combining of new admissions with returned absconders and those committing serious offences within the institution as the two main groups using secure care was not without problems. The 1964 Kohitere Annual Report states "The result has been that some new boys have been contaminated by the "old lags", and I am convinced that these two groups must be accommodated separately".⁷⁹⁴

The 1964 Annual Report also called for the building of a maximum security unit, which was completed in June 1967. This unit also affected residents, "becoming a focal point for their hostility towards authority".⁷⁹⁵

The new secure block was closed throughout December 1967 and for 3 periods during 1968 due to a lack of admissions.⁷⁹⁶ The new unit had 47 admissions in its first six months. Boys in secure during 1967 spent days working on the farm as well as doing activities in the unit.⁷⁹⁷ The average length of stay was 19 days.⁷⁹⁸ In October 1967 the Assistant Principal assumed full responsibility for the secure unit. Boys were sent to secure for a pre-determined "sentence", but reduced from 21 days at the Inspector's request, with the Inspector noting that "even prisons do not inflict this penalty".⁷⁹⁹ It was also noted that confinement to secure was punishment in itself and that therefore other privileges should remain and only be removed for good reason.⁸⁰⁰

The average length of stay in secure dropped from 19 days to 12 days during 1968. This was a deliberate policy on the part of the Principal because boys experiencing longer stays in the unit "had obviously adjusted to the conditions there and thus it held no fears for them".⁸⁰¹

The average length of stay in secure in 1969 was 12.5 days.⁸⁰² In the late 1960s, approximately 100 admissions were made to secure each year; in 1970 this rose to 155. The rise was attributed in part to the increase in gang-related activity within the institution.⁸⁰³

⁷⁹¹ Annual Report 1963, Kohitere Reports 32922, p 2.

⁷⁹² Annual Report 1963, Kohitere Reports, 32922.

⁷⁹³ Annual Report 1963, Kohitere Reports 32922, p 9.

⁷⁹⁴ Annual Report 1964, Kohitere Reports 32922.

⁷⁹⁵ Annual Report 1966, Kohitere Reports 32922.

⁷⁹⁶ Annual Report 1967, Kohitere Reports 32922; Annual Report 1968, Kohitere Reports 32922.

⁷⁹⁷ Annual Report 1967, Kohitere Reports 32922.

⁷⁹⁸ Annual Report 1967, Kohitere Reports 32922, p 3.

⁷⁹⁹ Note for file, DG Reilly, Secure Unit, Kohitere, 27/10/67, Kohitere Secure 13321.

⁸⁰⁰ Note for file, DG Reilly, Secure Unit, Kohitere, 27/10/67, Kohitere Secure 13321.

⁸⁰¹ Annual Report 1968, Kohitere Reports 32922 p 4.

⁸⁰² Annual Report, 1969, Kohitere Reports 32922 p 3.

⁸⁰³ Annual Report 1970 Kohitere Reports 32922 p 9.

Understaffing of the secure unit at Kohitere was raised by the Inspector on a visit in 1970, and the rule that two male staff members were to be on duty at all times in secure was re-iterated.⁸⁰⁴

Admissions to secure dropped by 25% in 1971, with one serious incident where a staff member was attacked gaining widespread publicity. That year, boys in secure were given a work project of assembling cartons for a local package manufacturing firm.⁸⁰⁵

In 1972, 58 out of 159 admissions were boys not residing at Kohitere – that is, from Epuni, Hokio and on behalf of other districts in emergencies.⁸⁰⁶ An effort was made in 1972 to keep periods of confinement to secure cubicles to an absolute minimum.⁸⁰⁷ Attempts to introduce a more positive programme in 1973 were hampered by a lack of staff and unsuitable facilities.⁸⁰⁸

There were concerns about the physical limitations of Kohitere secure facilities in 1973. The Principal stated: "Not only is this building archaic and depressing physically, but it allows little room for the development of a positive programme. We are at the moment more often than not simply putting boys out of circulation by admission to this unit".⁸⁰⁹ In addition, these limitations meant that there was no way to use the potential for intense one-on-one work with residents.⁸¹⁰

This memorandum also mentioned that in 1973 one of the teachers spent an hour a day in the secure unit. In addition, the austerity and cell-like nature the secure unit was said to condition residents for life in Borstal or gaol.⁸¹¹

Boys progressed through secure gaining further freedoms as they did so.⁸¹² Eating with staff was a privilege for those in Kohitere secure. Other privileges were watching TV and playing recreational games.⁸¹³ Boys had to stand to attention whenever a staff member entered their "cube" unless they were in bed. Boys also had to run at all times except when carrying a plate of food.⁸¹⁴

In July 1974 all institutions were issued with a departmental policy on the use of secure.⁸¹⁵ These notes were subsequently incorporated into the Residential Workers Manual.⁸¹⁶

A set of rules for Kohitere secure were drawn up based on the departmental policy. It was noted that while it was not intended to run Kohitere on overly punitive lines, conditions should be sufficiently unattractive to make boys want to earn their release in the shortest time possible.⁸¹⁷ Cases of "short-term emotional upset" went to the Tui detention room. Boys were required to strip to their underwear on admission and change outer clothing. PT sessions were for ½ an hour in the morning. Boys not

⁸⁰⁴ Letter of DG Reilly to Principal, 5/6/70, Kohitere Reports 32573.

⁸⁰⁵ Annual Report 1971, Kohitere Secure, 13322.

⁸⁰⁶ Annual Report 1972, Kohitere Secure, 13322.

⁸⁰⁷ Annual Report 1972, Kohitere Secure, 13322.

⁸⁰⁸ Annual Report 1973, Kohitere Secure, 13322.

⁸⁰⁹ PT Woulfe, Principal to Director-General 23/11/73, Kohitere Secure 32573.

⁸¹⁰ PT Woulfe, Principal to Director-General 23/11/73, Kohitere Secure 32573.

⁸¹¹ PT Woulfe, Principal to Director-General 23/11/73, Kohitere Secure 32573.

⁸¹² Secure Block Training Programme Appendix J, letter of DG Reilly on behalf of Director-General 16/7/74, Kohitere Secure 32922.

⁸¹³ Secure Block Rules, circa 1974-1980, Appendix J, Kohitere Secure 32922.

⁸¹⁴ Secure Block Rules, circa 1974-1980, Appendix J, Kohitere Secure 32922.

⁸¹⁵ DG Reilly for Director General to All Principals and Directors, 16/7/74, Kohitere Secure 32922.

⁸¹⁶ Annual Report 1981, Kohitere Secure 32922, p 8.

⁸¹⁷ Rules for the Operation of Kohitere Secure Block, 10/9/74, Kohitere Secure, F5000004604289.

working outside secure also had another ½ hour PT session in the evening. Bedtime was 8pm and lights out 8.30pm. Daytime supervision was every 20 minutes and hourly at night. The general rule was that no boy was to remain in his cubicle for more than two consecutive hours. Boys on maximum security status were, however, confined to their rooms. Meals were eaten together in the courtyard when fine or in the workroom. Smoking was not permitted in secure.⁸¹⁸

In 1976, the separate secure unit had 12 beds, and was used for returned absconders, those involved in serious domestic incidents and boys on remand awaiting Court appearance.⁸¹⁹ The Annual Review noted that conditions in secure were inadequate and served to condition boys for Borstal and prison; noting "the comment is often made that the most callous murderer in Paremoremo would have more privileges and facilities available to him than boys admitted to secure at Kohitere".⁸²⁰

Two boys charged with murder in separate incidents stayed in the secure unit during 1976 and 1977. The secure unit was described as being "worse than Paremoremo".⁸²¹ Special facilities were installed and staffing and schooling provided for their longer term secure care at Kohitere.⁸²²

The Principal instructed staff to ensure all boys admitted to secure were made aware of their right to have their stay in secure reviewed and be assisted to request a review if necessary. A separate document setting out review rights was given to residents in secure.⁸²³

During the period 1979-1983, total admissions to secure rose from 148 to 350. Over the same period, the length of stay in secure dropped from 11.7 days to 7.1 days.⁸²⁴

In 1981 absconders were the largest group in secure at 61%.⁸²⁵

An Inspection in 1981 was critical of aspects of secure care; for example, the inadequate recording of reason for admission (for example, "making life hell"); the use of untrained staff; the emphasis on punishment over rehabilitation, the lack of activities and the average stay for returned absconders of 21 days.⁸²⁶ The report concluded "the secure unit left us with the feeling that an urgent review of its usage needs to be undertaken".⁸²⁷

By 1981, Kohitere reported it used secure as a punishment "occasionally", and that close control of such admissions was kept.⁸²⁸ A meeting was held to discuss the need for additional secure facilities.⁸²⁹ The 1981 Annual Report noted "it is generally accepted that the present facilities impose serious limitations on what can be achieved within the secure unit".⁸³⁰

⁸¹⁸ Rules for the Operation of Kohitere Secure Block, 10/9/74, Kohitere Secure, F5000004604289.

⁸¹⁹ Kohitere, Levin, DSW, 1976, F5000001643102.

⁸²⁰ Annual Review, 1976, Kohitere Reports, 13322, p 3.

⁸²¹ "Boy living in conditions 'worse than Paremoremo', *The Chronicle*, 2/12/77, Kohitere Secure 32574.

⁸²² "Solitary life for teen killer", *NZ Truth* 7/12/77, Kohitere Secure 32574.

⁸²³ PT Woulfe, Principal to Secure Staff, 6/10/80, Appendix H and I, Kohitere Secure 32922.

⁸²⁴ Statistics, District and National Institutions, Kohitere Secure, F5000002186500.

⁸²⁵ Kohitere Inspection 2-13 March 1981, Kohitere Reports 32922, para 8.

⁸²⁶ Kohitere Inspection 2-13 March 1981, Kohitere Reports 32922, para 8.

⁸²⁷ Kohitere Inspection 2-13 March 1981, Kohitere Reports 32922, para 8.

⁸²⁸ Minutes of meeting to discuss the need for additional secure facilities 13/11/81, Kohitere Secure F5000001643102.

⁸²⁹ Minutes of meeting to discuss the need for additional secure facilities 13/11/81, Kohitere Secure F5000001643102.

⁸³⁰ Annual Report 1981, Kohitere Reports ADM 21-6-02 Part Two, p 2.

An information brochure stated that secure was used for short periods only.⁸³¹ A 1984 study that focused on the post-Kohitere experience, found that secure was the most hated aspect of the boys' time in care.⁸³²

Descriptive material published in about 1986 noted that secure serves a variety of purposes; remand, time-out, intensive care and shelter.⁸³³

Head Office policy in 1987 was to admit boys needing secure care due to the nature of their offences to Kohitere, while other remand cases were to go to Hamilton Boys' Home or Epuni.⁸³⁴

An audit in 1987 found compliance with the 1986 regulations relating to secure care, admission procedures and grievance procedures.⁸³⁵

In December 1988, the Assistant Director of Kohitere wrote to Districts noting that the secure unit's use would be far more limited once refurbishments were complete.⁸³⁶

Discipline

In 1956, pocket money was described as the major disciplinary measure.⁸³⁷ Other privileges that could be lost through misbehaviour were smoking (for those over 15), trips to the pictures and other outings.⁸³⁸

Deprivation of privileges was seen as appropriate in the 1960s, in situations where the punishment fit the crime, for example, no smoking for a week for supplying a resident under 15 with tobacco.⁸³⁹

The practice of lockable time out involved locking young people in a room for a short "cooling off" period. The short nature distinguishes this disciplinary practice from the use of secure and separate facilities were used for each type of action. Periods of time-out could last up to 3 hours.⁸⁴⁰ In 1968, four rooms in Kiwi House had locks on the doors and these were used to lock in boys who were bringing pressure to bear on other boys at night.⁸⁴¹ Lockable time out was subsequently prohibited by the 1986 regulations.

The most common disciplinary measure employed in the 1960s was the loss of pocket money (which was seen as a privilege). Other privileges that could be lost

⁸³¹ "Kohitere" circa 1983, Kohitere Profile F5000002388341.

⁸³² Drew, John, (1984) *Kohitere Follow-up Study*, Massey University at 24 and 39.

⁸³³ Untitled, circa 1986, Kohitere Secure F5000002179896.

⁸³⁴ J Worfolk, Regional Executive Officer (Residential Services) to Central Region Directors, Principals of Kohitere, Epuni, and REO, Central South, 9/6/87, Kohitere Admissions F5000004247349.

⁸³⁵ Audit Report July 1987, Kohitere Reports ADM 21-6-202 Part Two.

⁸³⁶ P Kennedy-Good, Assistant Director to Director, Wairoa, 21/12/88, Kohitere Secure 32922.

⁸³⁷ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Kohitere Profile, NZ Archives Product Number 2006/24605.

⁸³⁸ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Kohitere Profile, NZ Archives Product Number 2006/24605.

⁸³⁹ 'Kohitere' A National Centre for the Long Term Training of Delinquent Boys, 1968, Kohitere Reports 6/90/1, 32573, p 6.

⁸⁴⁰ BC Atwool, Principal to Superintendent 12/2/68, Kohitere Secure, 32573.

⁸⁴¹ BC Atwool, Principal to Superintendent 12/2/68, Kohitere Secure, 32573.

through disciplinary measures were smoking, trips to the movies and TV time. Demotion on the reliability promotion ladder was also possible.⁸⁴² In 1963, a new incentives system was trialled, where boys could move between a villa and cottage according to behaviour. The intended team spirit that the new system sought to achieve did not occur, and many boys appeared to miss the more specific and concrete goals of the progressive system.⁸⁴³ The House system was reinstated in 1964.⁸⁴⁴

Pocket money was used as an incentive to improve behaviour. In 1964 at Kohitere, pocket money was split into separate amounts for work, behaviour, reliability grouping and team effort. Charts were used to display progress.⁸⁴⁵ While this created a lot of work for staff, the interest taken in the system by the boys made it worthwhile.⁸⁴⁶ Payment of pocket money in cash was suspended but re-introduced on a trial basis in December 1966.⁸⁴⁷ In 1967, one-third of pocket money was compulsorily banked because boys were short of money for leave and on discharge. This led to problems for smokers, who could not afford to buy cigarettes with the remaining allowance. A request was made to Head Office to see if this could be solved by the cheap supply of tobacco from the Ministry of Justice.⁸⁴⁸ Pocket money was increased to \$1 from 75 cents in 1969, enabling more use of pocket money as an incentive scheme.⁸⁴⁹ However, due to inflation, the purchasing power of pocket money declined in 1970.⁸⁵⁰ At this time, deductions from pocket money remained the main disciplinary measure.⁸⁵¹ The 1973 Annual Report notes a shift to use pocket money in a more positive way, as a reward for effort and performance, with deductions kept to a minimum, especially where other penalties were available. The number of boys drawing near maximum pocket money increased during 1973 as a result.⁸⁵²

Group punishments were used. For example, bad behaviour while in the community affected the privileges of the whole group.⁸⁵³ If a boy drew on a book while in secure in 1974, all books were removed from the secure unit.⁸⁵⁴ Group punishments were subsequently prohibited by the 1986 Regulations.

Physical punishment

In 1956, corporal punishment was described as being used only rarely and for serious offences.⁸⁵⁵

⁸⁴² 1958 Field Officers Manual.

⁸⁴³ Annual Report 1963, Kohitere Reports 32922, p 3.

⁸⁴⁴ Annual Report 1964, Kohitere Reports 32922, p 3.

⁸⁴⁵ 'Kohitere' A National Centre for the Long Term Training of Delinquent Boys, 1968, Kohitere Reports 6/90/1, 32573, p 6.

⁸⁴⁶ Annual Report 1964, Kohitere Reports 32922, p 4.

⁸⁴⁷ Annual Report 1966, Kohitere Reports 32922, p 3.

⁸⁴⁸ Annual Report 1967, Kohitere Reports 32922, p 3.

⁸⁴⁹ Annual Report 1969, Kohitere Reports 32922, p 3.

⁸⁵⁰ Annual Report 1969, Kohitere Reports 32922, p 2.

⁸⁵¹ Annual Report, 1971, Kohitere Reports, 13322 p 3.

⁸⁵² Annual Report 1973, Kohitere Reports, 13322, p 7.

⁸⁵³ 'Kohitere' A National Centre for the Long Term Training of Delinquent Boys, 1968, Kohitere Reports 6/90/1, 32573, p 8.

⁸⁵⁴ Secure Block Rules, Kohitere file 32922.

⁸⁵⁵ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Kohitere Profile, NZ Archives Product Number 2006/24605.

A punishment return in 1966 showed that nine boys received corporal punishment in the month of October 1966. Offences included absconding and car conversion as well as the use of foul language and persistent lying. Most boys received 6 straps on the buttocks. Punishment was administered by the Principal.⁸⁵⁶

Corporal punishment was described as being phased out and used very occasionally in 1968.⁸⁵⁷

A group of returned absconders were put on a "crash get-fit programme" in secure in 1973, with the Principal hoping that the rigorous physical exercise would "make them think twice before repeating the performance."⁸⁵⁸

Physical training was considered a punishment in secure care regime in Kohitere in 1981.⁸⁵⁹

Drugs, alcohol and tattoos

The increasing incidence of glue sniffing, and of addiction to glue, was noted in 1979. The number of boys with experience of cannabis was also noted.⁸⁶⁰

The presence of cannabis in Kohitere was noted as part of an incident report in 1986.⁸⁶¹

Smoking

In 1949, a parent was advised not to send tobacco as boys were able to buy all they needed out of their pocket money at the institution.⁸⁶²

In the 1958 Field Officers Manual, smoking was described as a privilege that could be lost as a means of discipline in the residence.⁸⁶³ This is backed up by a 1955 memo to the Superintendent from the Acting Manger of the Boys Training Centre in Levin requesting an increase in the tobacco allowance, viz "you will be aware this in this Institution the availability of tobacco ranks very high in the minds of the boys and thus with other privileges becomes one of our major disciplinary aids. As I have indicated in another memorandum consideration is being given to many ways and means of raising the present tone and standard of the Centre and I feel that if permission is granted to increase the tobacco allowance I shall have a very powerful instrument in my hand".⁸⁶⁴

⁸⁵⁶ Punishment Return, 28/11/66, Kohitere Discipline, Archives File 2006000235.

⁸⁵⁷ 'Kohitere' A National Centre for the Long Term Training of Delinquent Boys, 1968, Kohitere Reports 6/90/1, 32573.

⁸⁵⁸ TK North, Principal to Superintendent, 29/6/73, Kohitere Discipline F5000005769782.

⁸⁵⁹ Kohitere Inspection 2-13 March 1981, Kohitere Reports 32922, para 8.

⁸⁶⁰ Annual Report, 1979, Kohitere Reports, 13322.

⁸⁶¹ Statement, 12/2/86, Kohitere Incidents F5000002843732.

⁸⁶² LS Abbott, Resident Housemaster, 1/2/49, Kohitere Profile NZ Archives 2006002367.

⁸⁶³ See, for example, Q54 Field Officers Manual 1958 in respect of Kohitere.

⁸⁶⁴ LS Abbott Acting Manager Kohitere to Superintendent 28/2/55, Kohitere Smoking/drugs, 32571.

A letter to a parent in 1966 noted that while all boys over 15 were allowed to smoke, tobacco was rationed and boys were encouraged not to smoke.⁸⁶⁵

Contact with field social workers

Boys were supposed to visit their field social worker during home leave. In 1965, a lack of reports of home leave from field social workers was noted as a problem.⁸⁶⁶ In 1968, problems were experienced in delays getting replies from districts for home leave proposals.⁸⁶⁷

Discharged trainees remained wards of the state until the department decided they were sufficiently independent to no longer require care and oversight.⁸⁶⁸

The 1987 Annual Review noted that Kohitere had endeavoured to maintain close relationships with Field Social Workers, but that increasing numbers of field staff were largely unfamiliar with the purpose of the institution. However, having field and residential staff work together on a boy's treatment plan was proving to be successful.⁸⁶⁹

Contact with community

Throughout its existence, Kohitere had a lot of contact with the local community. For example, during 1962/63, contact between the institution and Rotary, Lions, and St Johns' Ambulance occurred.⁸⁷⁰ The 1964 Annual Report stated that: "the Centre has again been well accepted by and played a full part in the life of the local community".⁸⁷¹ In 1968, the comment was made that "in general, the relations between the Institution and the surrounding community are very good".⁸⁷²

An Inspector in 1957 thought that community links were very beneficial, but that the loaning out of the institution's loud speaker system was taking too much time.⁸⁷³

During the 1960s, girls from Palmerston North Teachers' College attended social dances at Kohitere.⁸⁷⁴ In 1968, boys were allowed to go into Levin unaccompanied once they had reached a certain level of behaviour and reliability.⁸⁷⁵

Community work was also a way of attempting to teach inmates the value of doing things for other people.⁸⁷⁶ During 1969, boys undertook community work cleaning

⁸⁶⁵ BC Atwool 21/9/66, Kohitere Drugs/Smoking, F5000002825998185.

⁸⁶⁶ Annual Report 1965, Kohitere Reports 32922, p 2.

⁸⁶⁷ Annual Report 1968, Kohitere Reports 32922, p 1.

⁸⁶⁸ Kohitere, Levin, DSW, 1976, Kohitere Profile F5000001643102.

⁸⁶⁹ Annual Review, 1978, Kohitere Reports 13322, p 3 and 4.

⁸⁷⁰ Annual Report 1962/63, Kohitere Reports 32922, p 5.

⁸⁷¹ Annual Report 1964, Kohitere Reports 32922, p 5.

⁸⁷² 'Kohitere' A National Centre for the Long Term Training of Delinquent Boys, 1968, Kohitere file 6/90/1, 32573, p 8.

⁸⁷³ DG Reilly, Inspector to Superintendent, 27/6/57, visit of 8/12/56, Kohitere Reports 32572.

⁸⁷⁴ See, for example, Annual Report 1965, Kohitere Reports 32922, p 4.

⁸⁷⁵ 'Kohitere' A National Centre for the Long Term Training of Delinquent Boys, 1968, Kohitere Reports 6/90/1, 32573.

⁸⁷⁶ 'Kohitere' A National Centre for the Long Term Training of Delinquent Boys, 1968, Kohitere Reports 6/90/1, 32573.

local playgrounds, sorting clothing at CORSO, re-constructing a footbridge on a tramping trail, painting murals at Levin School and at Kimberley Hospital.⁸⁷⁷ The Kohitere work programme also fostered community links. For example in 1969 there was a steady rate of enquires from local employers for Kohitere trainees.⁸⁷⁸

By the mid-1970s, contact with the local community occurred through the work experience scheme, Church and club attendance, sports, and through a history of boys assisting on community projects. These ranged from small projects, such as providing firewood to the aged, to larger projects for local non-profit organisations.⁸⁷⁹

The community also came to Kohitere. Lions and other clubs ran programmes on site and sports events were held at the "first-class" facilities at Kohitere.⁸⁸⁰ The community also used the gymnasium and swimming pool.⁸⁸¹

A gala day held in 1976 proved to be a very successful public relations exercise although it did not make much money.⁸⁸² A disco held in 1977 also proved popular, and the Kohitere Maori culture group also had a lot of contact with the local community.⁸⁸³ The 1977 report noted a pleasing improvement in the sportsmanship displayed by boys in sports teams.⁸⁸⁴

Although generally positive, at times the beneficial nature of community contact was questioned. In 1977, allegations were made about sexual assault by local filmmakers working with the boys. The allegations were investigated by police and held to be unfounded.⁸⁸⁵

Visiting committees

Little was found on file in respect of the Visiting Committee at Kohitere. The 1979 Annual Review noted that both the Principal and the committee members were unsure of their function. The committee visited several times in 1979.⁸⁸⁶

An Inspection report of 1981 found the visiting committee functioning well but visiting infrequently, apart from the member who was also the institution's GP.⁸⁸⁷

The committee visited twice in 1986 in response to complaints. That year the committee was also concerned about the scruffy dress of the boys.⁸⁸⁸ The Visiting Committee did not visit at all in 1987 and failed to furnish a report to Head Office on time.⁸⁸⁹

⁸⁷⁷ Annual Report, 1969, Kohitere Reports 32922 p 5.

⁸⁷⁸ Annual Report, 1969, Kohitere Reports 32922 p 3.

⁸⁷⁹ Kohitere, Levin, DSW, 1976, Kohitere Profile F5000001643102.

⁸⁸⁰ See, for example, Annual Report, 1968, Kohitere Reports 32922 p 5.

⁸⁸¹ Kohitere Inspection Report 2-13 March 1981, Kohitere Reports 32922, 7.3.

⁸⁸² Annual Review, 1976, Kohitere Reports, 13322, p 4.

⁸⁸³ Annual Review, 1977, Kohitere Reports, 13322, p 2.

⁸⁸⁴ Annual Review, 1977, Kohitere Reports, 13322, p 2.

⁸⁸⁵ KB Burnside, Commissioner, NZ Police to Director-General, 11/8/77, Kohitere Complaints, 32574.

⁸⁸⁶ Annual Review, 1979, Kohitere Reports 13322, p 3.

⁸⁸⁷ Kohitere Inspection 2-13 March 1981, Kohitere Reports 32922, para 10.11.

⁸⁸⁸ Visiting Committee Annual Reports 1986, Kohitere Reports F5000006661405.

⁸⁸⁹ Visiting Committee Annual Reports 1987, Kohitere Reports F5000006661404.

Contact with families

In 1956, parents were encouraged to visit Kohitere, and meals were provided along with a room where families could visit in private.⁸⁹⁰

A 1956 Inspection recommended that a system of home leave be instigated for Kohitere boys.⁸⁹¹ In 1962/63, 35 boys from Kohitere had been on home leave.⁸⁹²

Given the numbers of boys accessing home leave, there were relatively few incidents of trouble while on leave. In 1964, for example, four boys were involved in serious trouble during their home leave.⁸⁹³

Home leave operated as a privilege within the institution. The beneficial effect of home leave, both as an incentive for good behaviour within the institution, and as a way of keeping children connected with their families, was noted in several Kohitere Annual Reports in the early 1960s.⁸⁹⁴

In 1965, the time that boys needed to have spent at Kohitere to qualify for home leave was reduced to 4 months in residence and a second holiday in May was introduced.⁸⁹⁵

The 1971 Annual Report noted that 25% of boys did not receive any acknowledgment of Christmas from their families.⁸⁹⁶ During that year, over 63% of trainees returned to their homes, reflecting a lack of work or boarding opportunities.⁸⁹⁷ In 1972, the number of boys receiving no family contact at Christmas rose to 47%.⁸⁹⁸

In 1972, home leave was extended on a trial basis from one week to two weeks per year.⁸⁹⁹

In 1976, parents could visit at any time, although local families were asked to visit on Sundays. Boys were allowed out for the day with visitors.⁹⁰⁰

Subject to good behaviour, most boys got 2 periods of home leave during their stay in 1976, usually during school holidays.⁹⁰¹ The standard letter to parents encouraged contact – visits, letters and parcels, but noted that as visits tended to unsettle boys, they should not occur too often.⁹⁰² Incoming and outgoing mail was also censored.⁹⁰³

⁸⁹⁰ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Kohitere Profile, NZ Archives Product Number 2006/24605.

⁸⁹¹ DG Reilly, Inspector to Superintendent, 27/6/57, visit of 8/12/56, Kohitere Reports 32572.

⁸⁹² Annual Report 1962/63, Kohitere Reports, 32922.

⁸⁹³ Annual Report 1965, Kohitere Reports 32922, p 2.

⁸⁹⁴ Annual Report 1963, Kohitere Reports 32922; Annual Report 1964, Kohitere Reports 32922.

⁸⁹⁵ Annual Report 1965, Kohitere Reports 32922, p 2.

⁸⁹⁶ Annual Report 1971, Kohitere Reports 13322, p 1.

⁸⁹⁷ Annual Report 1971, Kohitere Reports 13322, p 1.

⁸⁹⁸ Annual Report 1972, Kohitere Reports, 13322, p 1.

⁸⁹⁹ Circular Memorandum 1972/74, 17/10/72, Kohitere Admissions, C0/10/1-15.

⁹⁰⁰ Kohitere, Levin, DSW, 1976, Kohitere Profile F5000001643102.

⁹⁰¹ Kohitere, Levin, DSW, 1976, Kohitere Profile F5000001643102.

⁹⁰² Standard letter to parents, sent in response to Head Office questionnaire, circa 1983, Kohitere Profile, F5000002388341.

⁹⁰³ Response to Head Office questionnaire, circa 1983, Kohitere Profile, F5000002388341.

In 1978, some parents escorted their children to Kohitere for admission. The Principal supported this practice because it gave staff a chance to meet a boy's parents.⁹⁰⁴

Preparation for discharge and after care arrangements

The 1956 Inspection Report, noted the need for constructive after care, especially as many former inmates went on to re-offend, although there was a period of grace for 3 months after release when few offences occurred.⁹⁰⁵

Tighter discharge procedures were instigated in 1967, after boys were waiting long periods for placements back in their district. At Kohitere, each case was reviewed after 6 months, and a target date set for discharge. This date could be brought forward a month for good progress, or delayed for a month if progress was not made. Major trouble resulted in a reassessment. The new requirements were for Kohitere to advise the district of likely discharge date 2 months in advance, and for the district to give 3 weeks notice if placement was not possible.⁹⁰⁶

In 1973, the Principal suggested the appointment of specialist after care officers, especially in the greater Auckland area.⁹⁰⁷

⁹⁰⁴ Annual Review, 1978, Kohitere Reports 13322, p 3 and 4.

⁹⁰⁵ DG Reilly, Inspector to Superintendent, 27/6/57, visit of 8/12/56, Kohitere Reports 32572.

⁹⁰⁶ Circular Memorandum 1967/72, 18/9/67, Kohitere Profile, F5000002358407.

⁹⁰⁷ Annual Report 1973, Kohitere Reports, 13322, p 19.

Chapter 3

Hokio

Physical description

The Hokio Beach Section of the Levin Boys' Training Centre began as a beach retreat for staff at the Weraroa Training Farm in the 1920s. Staff used Hokio for holidays, taking boys with them on occasion. Over time, the boys' stays grew longer and facilities were added in an ad-hoc fashion until the institution became permanent.⁹⁰⁸

Open from 1945 to 1990, Hokio was situated on the coast 5 ½ miles from Kohitere and catered for long-stay younger boys, many of whom were considered unsuitable for Boys' Homes. Most admissions came from Boys' Homes, for example, Homes in Auckland, Hamilton or Epuni, with a few boys each year also being admitted directly from their district.

In 1956, there was accommodation for 36 boys in a large dormitory, with four foot high partitions, so that each boy had a cubicle.⁹⁰⁹

In August 1961, Hokio had accommodation for 34 boys, but frequently slept up to 40 by putting out extra beds each night in the dining/recreation area.⁹¹⁰ Approval for extensions was sought in 1961.⁹¹¹

In March 1964, upon the completion of new accommodation, there were 45 beds in open accommodation, 14 further beds in a lockable wing, and 2 secure beds (detention rooms), giving a total of 59 beds.⁹¹² At the time, the qualitative as well as the quantitative effect of the increase in size of the institution was noted.⁹¹³ A 1966 memorandum noted that 61 boys could be housed if the secure rooms were used as "luxury flats".⁹¹⁴ The total capacity remained at 59 until the 1980s. In the late 1980s, capacity was gradually downsized in preparation for closure at the end of 1989. By September 1988, for example, capacity was 45.⁹¹⁵

All accommodation was in single rooms from 1964 (previously dormitory accommodation). A manual training block and gymnasium were added in 1966.⁹¹⁶ Staff housing for nine people was added in 1969 (male staff quarters plus a four

⁹⁰⁸ Hokio Beach School, undated, Hokio Profile 13341.

⁹⁰⁹ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Hokio Profile, NZ Archives Product Number 2006/24605.

⁹¹⁰ Superintendent to Minister in Charge of the Child Welfare Division, 16/8/61, Hokio Profile 32572.

⁹¹¹ CE Peek, Superintendent to Minister in Charge of Child Welfare Division, 16/8/61, Hokio Profile 32572.

⁹¹² BC Atwood, Manager BTC to Superintendent, 19/8/64, Hokio Profile 32575.

⁹¹³ Annual Report 1964, Hokio Beach School, Hokio Reports 32922, p 2.

⁹¹⁴ BC Atwood, Manager BTC to Superintendent, 21/7/66, Hokio Profile 32575.

⁹¹⁵ Audit Report, Hokio Beach School, 12/9/88, Hokio Reports, ADM 21-6-201 Part One, p 1.

⁹¹⁶ Annual Report 1966, Hokio Beach School, Hokio Reports 32922, p 1.

bedroom house).⁹¹⁷ Tennis courts were added in 1968⁹¹⁸ and a swimming pool in 1971.⁹¹⁹

An inspection in May 1959 raised numerous concerns about the state of the facilities.⁹²⁰ Concern about dilapidated buildings and the rapid deterioration experienced in the coastal environment was a constant feature of Annual Reports, which included statements such as "The exterior of most of our buildings are in shocking condition and must really offend the eye of visitors".⁹²¹ Finally, in what appeared to be an act of desperation, 4 boys were taken out of school for "quite a long period" in 1971 to help with repainting buildings.⁹²²

In 1970, the surroundings were described as "rugged" – set "seven miles from the road and a stone's throw from the beach, the buildings are set amid rolling sandhills and rough scrub".⁹²³ The natural location was said to provide an ideal playing area.⁹²⁴

Buildings were extensively renovated in 1978 and a new library built in 1979.⁹²⁵

Other ongoing concerns were the sewage and central heating systems.⁹²⁶ The 1971 Annual Report noted that "depending on the direction of the wind Hokio often becomes close to uninhabitable because of the smell".⁹²⁷ Progress on installing a sewage treatment pond in 1971 was described as "painfully slow"⁹²⁸ a comment that transpired to have a strong predictive element, with alterations still not completed by the end of 1973.⁹²⁹ In 1981, even after major upgrades of the sewage and drainage system, there were still problems with smells coming from the toilet blocks.⁹³⁰

Following the Residential Services Plan Review, bed numbers at Hokio were gradually reduced over 1987 and 1988.⁹³¹ Hokio closed at the end of 1989.⁹³²

Resident profile

The official age range of boys at Hokio was 10 -14, however during 1967, a broad range of ages were admitted; from 8 ½ to 15 ½ years, and this created problems in meeting diverse needs and in providing a suitable family environment for the younger boys.⁹³³ This changed somewhat after 1971 with the opening of Holdsworth, which took the younger boys, leaving the older grouping at Hokio.

⁹¹⁷ Annual Report 1969, Hokio Beach School, Hokio Reports 13468, p 3.

⁹¹⁸ Annual Report 1968, Hokio Beach School, Hokio Reports 13468, p 2.

⁹¹⁹ Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 6.

⁹²⁰ DG Reilly, Visit to Boys' Training Centre, Levin 8-18 May 1959, Hokio Profile 32572.

⁹²¹ Annual Report 1970, Hokio Beach School, Hokio Reports 13468, p 3.

⁹²² Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 5.

⁹²³ "Training School for State Wards" *The Wanganui Herald*, 11/7/70, Hokio Profile 13343.

⁹²⁴ Residential Workers Manual, circa 1975/76, DSW, D 9.00.

⁹²⁵ Annual Report 1978, Hokio Beach School, Hokio Reports 13468, p 3 and Annual Report 1979, Hokio Beach School, Hokio Reports 13468, p 1.

⁹²⁶ See, for example, Annual Report 1970, Hokio Beach School, Hokio Reports 13468, p 6.

⁹²⁷ Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 6.

⁹²⁸ Annual Report 1972, Hokio Beach School, Hokio Reports 13468, p 3.

⁹²⁹ Annual Report 1973, Hokio Beach School, Hokio Reports 13468, p 3.

⁹³⁰ Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports 32154, p 12.

⁹³¹ Audit Report, 28/10/87, Hokio Reports, ADM 21-6-201 Part One.

⁹³² Audit Report, 12/9/88, Hokio Reports, ADM 21-6-201 Part One.

⁹³³ Annual Report 1967, Hokio Beach School, Hokio Reports 13468, p 3; Annual Report 1969, Hokio Reports 13345.

However, it did not relieve any pressure on the rolls, which quickly filled at both institutions.⁹³⁴

By 1972, over 90% of boys at Hokio were aged 13 years or over on admission⁹³⁵ and this remained the case throughout the 1970s. For example, in 1979 the age range was 12-14 years.⁹³⁶ Some problems were encountered by the few very young boys.⁹³⁷ For example, concern was raised in 1975 about a 10 year old boy admitted for his own bullying behaviour, but likely to be bullied himself at Hokio.⁹³⁸ Discussions sometimes took place about whether Hokio or Holdsworth was the most appropriate institution.⁹³⁹

A population of older boys, overwhelmingly consisting of 13 year olds by the mid-1970s, made management easier in some respects, but also meant many boys came to Hokio with a history of offending and obvious and entrenched anti-authoritarian attitudes.⁹⁴⁰

As well as catering for older boys throughout the 1960s and 1970s, boys at Hokio became more likely to be of Māori or Pacific Island descent. For example, in 1974 Māori and Pacific Island boys made up almost 71% of residents in the institution.⁹⁴¹ In 1977 they comprised 80%⁹⁴² and by 1978, 89%.⁹⁴³ This sometimes created problems for the minority of Pākehā residents, especially those small in stature.⁹⁴⁴ The 1965 Annual Report expressed dissatisfaction with progress made in respect of Māori boys at Hokio.⁹⁴⁵ Hokio responded to the growing numbers of Māori residents by providing cultural programmes. A 1970 newspaper article stated that the philosophy of Hokio was not to force the Māori residents into the Pakeha mould, but to work to "identify them as true Māoris". This article also quoted the Principal as saying that the success rate of Hokio, in terms of re-offending, was about 50%.⁹⁴⁶

Hokio was sometimes referred to as "Junior Kohitere". Initially a sub-section of Kohitere, Hokio was given increasing autonomy over the years.⁹⁴⁷ From 1964, Hokio was covered in a separate section of the Boys' Training Centre Annual Reports and from 1966, the two institutions submitted separate reports, although some functions remained interlinked and the Assistant Principal at Hokio was subordinate to the Kohitere Principal. For example, in the mid-1960s, when increased autonomy for Hokio was being discussed, the Principal of Kohitere visited the Hokio site about once a week.⁹⁴⁸ In the early 1970s, the Principal of Kohitere still had control over policy matters at Hokio.⁹⁴⁹ There were calls for further autonomy in

⁹³⁴ Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 2.

⁹³⁵ Annual Report 1972, Hokio Beach School, Hokio Reports 13468, p 1.

⁹³⁶ Department of Social Welfare (1979) Directory of Residential facilities for disturbed children in New Zealand, DSW, Wellington.

⁹³⁷ See, for example, Annual Report 1975, Hokio Beach School, Hokio Reports 13468, p 1.

⁹³⁸ Annual Report 1975, Hokio Beach School, Hokio Reports 13468, p 1.

⁹³⁹ See, for example, file note, 3/2/76, Hokio Admissions, 13343.

⁹⁴⁰ Annual Report 1977, Hokio Beach School, Hokio Reports 13468, p 1.

⁹⁴¹ Annual Report 1974, Hokio Beach School, Hokio Reports 13468, Table IV.

⁹⁴² Annual Report 1978, Hokio Beach School, Hokio Reports 13468, Table IV.

⁹⁴³ Annual Report 1978 Hokio Beach School, Hokio Reports 13468, Table IV.

⁹⁴⁴ Annual Report 1973, Hokio Beach School, Hokio Reports 13468, p 1.

⁹⁴⁵ Annual Report, Boys Training Centre 1965, Hokio Reports 32922, p 17.

⁹⁴⁶ "Training School for State Wards" *The Wanganui Herald* 11/7/70, Hokio Profile 13343.

⁹⁴⁷ See, for example Circular Memorandum 1967/41, 7/7/67, F5000002843733; Hokio Beach School: Establishment as a Separate Institution, letter from RL Lynex AEO, circa 1964-66, 2/6/33, Hokio Education 13343.

⁹⁴⁸ RL Lynex, Hokio Beach School: Establishment as a Separate Institution, circa 1964-66, Hokio Profile 13343.

⁹⁴⁹ Annual Report 1973, Hokio Beach School, Hokio Reports 13468, p 4.

1973, especially in regard to lines of authority.⁹⁵⁰ In the 1975 Annual Report, the Principal noted that Hokio was the only national institution not to have full independence, and wondered "if the umbilical cord with Kohitere will ever be severed".⁹⁵¹

There was also a sense of superiority among Hokio staff. A 1981 Inspection Report noted that staff from Hokio did not like being required to work at Kohitere when Hokio emptied for the holidays, because of what they considered "inferior standards of behaviour at Kohitere".⁹⁵²

Length of stay

The average length of stay in 1957 was two and a half years.⁹⁵³

There were pressures on beds in the early 1960s while new facilities were built.⁹⁵⁴ Numbers of boys in Hokio rose throughout 1964 in response to the extra beds provided by the new accommodation, and this impacted on the nature of the institution, which often operated at, or just above, capacity.⁹⁵⁵ For example, during 1969, Hokio operated at 2 or 3 boys over maximum capacity.⁹⁵⁶ However, as admissions and discharges tended to occur at the end of term, the population was stable for periods of time. Although there were waiting lists, these were usually cleared at the start of term.⁹⁵⁷

In 1960/61, the average length of stay at Hokio had dropped to just under 2 years (23 months).⁹⁵⁸ The average length of stay dropped to 18.9 months by 1964⁹⁵⁹ and to 14.7 months by 1968.⁹⁶⁰ By 1971, the average length of stay had stabilised to between 13 and 15 months, which was thought by the Principal at the time to be not long enough in some cases.⁹⁶¹ The average length of stay dipped again in 1973, to 11.3 months, when the pressure of urgent admissions led to a pattern of early discharges.⁹⁶² From 1975 to 1977 the average length of stay was 13 or 14 months.⁹⁶³

The shorter length of stay also reflected the rising age on admission – once boys turned 15, they no longer had to attend school and were eligible for work placement, which usually meant leaving Hokio.⁹⁶⁴ Conversely, stay lengthened in 1976 and

⁹⁵⁰ Annual Report 1973, Hokio Beach School, Hokio Reports 13468, p 4.

⁹⁵¹ Annual Report 1975, Hokio Beach School, Hokio Reports 13468, p 3.

⁹⁵² Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p 2.

⁹⁵³ Inspection Visit to the Boys' Training Centre, 27/6/57, Hokio Profile, 32572.

⁹⁵⁴ See, for example, Circular Memorandum 1961/63, 4/10/61, more boys in institution than it is equipped for and will be the position until December. Hokio Profile F5000002843733.

⁹⁵⁵ See, for example, Annual Report 1967, Hokio Beach School, Hokio Reports 13468, p 3; Annual Report 1968, Hokio Beach School, Hokio Reports 13468, p 5; Annual Report 1969, Hokio Beach School, Hokio Reports 13468, p 7.

⁹⁵⁶ Annual Report 1969, Hokio Beach School, Hokio Reports 13468, p 7. See also, Hokio Admissions, data on occupied beds 1965-1971 taken from file 13345.

⁹⁵⁷ See, for example, Annual Report 1970, Hokio Beach School, Hokio Reports 13468, p 2; Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p 2.

⁹⁵⁸ Annual Report, Boys Training Centre 1964, Table 5, Hokio Reports 32922.

⁹⁵⁹ Annual Report, Boys Training Centre 1964, Table 5, Hokio Reports 32922.

⁹⁶⁰ Annual Report, Boys Training Centre 1968, Table 1, Hokio Reports 13468.

⁹⁶¹ Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 9.

⁹⁶² Annual Report 1973, Hokio Beach School, Hokio Reports 13468, p 1.

⁹⁶³ Annual Report 1977, Hokio Beach School, Hokio Reports 13468, Table V.

⁹⁶⁴ Annual Report 1973, Hokio Beach School, Hokio Reports 13468, p 1.

1977, when tighter economic conditions meant that 15 year olds could not get work. The increased length of stay had the effect of blocking new admissions.⁹⁶⁵ These patterns continued in 1978 and 1979.⁹⁶⁶ Due to the difficulty in obtaining school exemptions, a number of boys in the late 1970s were held until their 15th birthday.⁹⁶⁷ Some of the older boys were a positive influence, while others were not.

In the mid-60s, most boys left Hokio to return home (for example, 82.7% in 1966) but by the end of the decade only 55% did so. There was a corresponding rise in the number of boys who left Hokio for another institution, often Kohitere.⁹⁶⁸ Smaller numbers spent time in the Levin Boys' Home as a transition back to the community from 1970.

In October 1974, admitting boys only on Thursdays was trialled at both Kohitere and Hokio, in order to allow for better planning and programming.⁹⁶⁹

Occupancy in 1979 averaged 54 boys and in 1980 averaged 56 boys.⁹⁷⁰ At the end of 1979 it was noted that "Hokio is always full", with a constant waiting list.⁹⁷¹ In response to pressure on Hokio, the principals of Hokio and Kohitere had agreed to send 15 year old boys with one term remaining before discharge to Kohitere for work experience.⁹⁷²

The average length of stay in 1982 was 59 days, dropping slightly to 47 days in 1983.⁹⁷³

Hokio was full in October 1983, with districts advised that there would be no places available in the school until at least the first term of 1984.⁹⁷⁴ In 1985 it was noted that the greater throughput at Hokio reflected a change in management policy towards shorter stays and a greater use of the Kohitere work training option.⁹⁷⁵ An Audit report in 1988 noted that Hokio had always operated close to its maximum roll.⁹⁷⁶

⁹⁶⁵ Annual Report 1976, Hokio Beach School, Hokio Reports 13468, p 3; Annual Report 1977, Hokio Beach School, Hokio Reports 13468, p 2.

⁹⁶⁶ Annual Report 1978, Hokio Beach School, Hokio Reports 13468, p1-2; Annual Report 1979, Hokio Beach School, Hokio Reports 13468, p 2.

⁹⁶⁷ Annual Report 1978, Hokio Beach School, Hokio Reports 13468.

⁹⁶⁸ Annual Report 1970, Hokio Beach School, Hokio Reports 13468, Table I.

⁹⁶⁹ Circular Memorandum, 1974/81, 7/10/74, Hokio Admissions, CO/10/1-10.

⁹⁷⁰ Nominal roll, daily average, statistics, circa 1981, Hokio Admissions, F5000002388341.

⁹⁷¹ "Possible effects of Admitting Beck House Children to Holdsworth", 21/12/79, Hokio Admissions, MSD 3142A.

⁹⁷² "Possible effects of Admitting Beck House Children to Holdsworth", 21/12/79, Hokio Admissions, MSD 3142A.

⁹⁷³ National Office statistics, Appendix G, Average length of stay, Hokio Admissions, F5000002186500.

⁹⁷⁴ Circular Memorandum 1983/139, 7/10/83, Hokio Admissions CO/10/1-22. See also, Institution Statistics 1984, 4/11/85, Hokio Admissions, F5000002186501.

⁹⁷⁵ Institution Statistics 1984, 4/11/85, MP Doolan to Director-General, Hokio Admissions, F5000002186501.

⁹⁷⁶ Audit Report, 12/9/88, Hokio Reports, ADM 21-6-201 Part One.

Programmes and care

The institution aimed for a boarding school environment and made use of the surrounding terrain including the adjoining creek, beach and sand hills for outdoor activities. Visitors often remarked on the relaxed atmosphere of Hokio.⁹⁷⁷

In 1956, the manager remarked that the Hokio programmes were similar to those at neighbouring Kohitere, but that there was more organisation of leisure activities at Hokio, due to the younger age of the boys.⁹⁷⁸ The same films were shown at both institutions.⁹⁷⁹ The aim of the programme was to provide as much normality as possible, and in return to receive a greater measure of normal conduct from the boys.⁹⁸⁰

Whole group activities were more common at Hokio than they were at the neighbouring Kohitere institution. The philosophy of group work endured throughout the life of the institution.⁹⁸¹ However, some of this appeared to be attributable to under-staffing rather than to any clear philosophy. In 1958, in a request for a nightwatchman, the Manager said that a recent staffing review had led to the view that there was insufficient provision for individual casework, small group and hobby activities.⁹⁸² By 1981, the Inspectors thought there was merit in individual programmes for boys in their final school term, in order to better prepare them for life after Hokio.⁹⁸³

In 1964 when the institution grew from 34 to 59 beds, inter-house competitions between accommodation wings were instituted. These were mixed-ability groups that competed at sports and recreation activities as well as in the tidiness of rooms. The system was said to produce a greater team spirit among the boys.⁹⁸⁴

An Inspection in 1966 found the institution running well, with boys of smart appearance, discipline firm but fair, diverse activities offered and a positive approach to training provided.⁹⁸⁵

A privilege grading system was used in the mid-1960s, with boys being assigned to one of 4 groups at the weekly staff meeting. Privileges were allocated according to group.⁹⁸⁶ From 1966, progress at school was also considered⁹⁸⁷ and from 1968, 2 boys from the Boys' Council attended grading meetings.⁹⁸⁸ This system proved to

⁹⁷⁷ See, for example, Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p 14.

⁹⁷⁸ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Hokio Profile, NZ Archives Product Number 2006/24605.

⁹⁷⁹ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Hokio Profile, NZ Archives Product Number 2006/24605.

⁹⁸⁰ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Hokio Profile, NZ Archives Product Number 2006/24605.

⁹⁸¹ See for example, Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p2.

⁹⁸² Memo, EJ Stanley (Manager) to Acting Superintendent 2/7/58, Hokio Staffing 13341.

⁹⁸³ Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p6.

⁹⁸⁴ Annual Report, Boys Training Centre 1964, Hokio Reports 32922, p 12.

⁹⁸⁵ Extract from Inspection of Mr Hayes, undated 1966, Hokio Profile 13343.

⁹⁸⁶ Annual Report, Boys Training Centre 1965, Hokio Reports 32922, p 13.

⁹⁸⁷ Annual Report 1967, Hokio Beach School, Hokio Reports 13468, p 5.

⁹⁸⁸ Annual Report 1968, Hokio Beach School, Hokio Reports 13468, p 3.

incentivise behaviour over the following years.⁹⁸⁹ Rewards systems continued, but the programme existing in 1981 was described as "low key".⁹⁹⁰

Pocket money allocations were raised in 1969. Allocations were made on the basis of age, job performance and general progress. In 1970, pocket money was allocated according to the amount of work done and jobs included cleaning corridors, preparing vegetables, and other domestic duties carried out after breakfast.⁹⁹¹ Some pocket money had to be banked each week. Boys were allowed to go to the Hokio Beach Store to spend their pocket money in small groups without a staff member for the first time in 1969.⁹⁹²

In 1976, the Principal summed up his philosophy as:

"Institutions do not themselves bring about change, they merely provide an appropriate environment for change to take place. All we do is to introduce the children to the standards, values, habits and attitudes that are required to lead a satisfying life in the community and leave the rest to the natural process of maturation".⁹⁹³

Recreation

Sports and recreation were important activities at Hokio, with some boys' getting into representative sides.⁹⁹⁴ Participation, while encouraged, was not compulsory.⁹⁹⁵

Five boys attained their bronze Duke of Edinburgh award in 1968.⁹⁹⁶

Recreational activities included radio, cooking, basket-making, judo and singing. The boys also ran the library and Hokio had its own Scout group.⁹⁹⁷ By 1971, mechanics, art, carving, photography, canework, Māori culture, slot cars, gym work, table tennis, billiards and aero modelling were available.⁹⁹⁸ Boys went eeling in the local stream, reportedly able to catch a small truckload of eels in a night.⁹⁹⁹

By 1973, the recreational programme was not run to a regular pattern but activities were organised as required, to suit the mood of the boys. The Principal preferred not to run too rigid a programme and focussed on firm but fair treatment within a relaxing atmosphere.¹⁰⁰⁰ The general policy in 1977 was to allow as much freedom as possible during leisure periods.¹⁰⁰¹ Informal, rather than structured counselling was found to be more effective, with a focus on getting boys to accept responsibility for their own behaviour.¹⁰⁰²

Camps were run at Paraparaumu in the 1960s, but the facilities were basic. Around this time use was also made of what was to become Camp Peek by the end of the decade (Camp Peek opened in 1970), when regular camps were a feature of the

⁹⁸⁹ See, for example, Annual Report 1970, Hokio Beach School, Hokio Reports 13468, p 8 and 11.

⁹⁹⁰ Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p2.

⁹⁹¹ "Training School for State Wards" *The Wanganui Herald* 11/7/70, Hokio Profile 13343.

⁹⁹² Annual Report 1969, Hokio Beach School, Hokio Reports 13468, p 3.

⁹⁹³ Report by Principal, circa 1976, Hokio Profile 13345.

⁹⁹⁴ Annual Report, Boys Training Centre 1964, Hokio Reports 32922, p 12.

⁹⁹⁵ Annual Report 1977, Hokio Beach School, Hokio Report 13468, p 2.

⁹⁹⁶ Annual Report 1968, Hokio Beach School, Hokio Reports 13468, p 4.

⁹⁹⁷ Annual Report, Boys Training Centre 1965, Hokio Reports 32922, p 14.

⁹⁹⁸ Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 7.

⁹⁹⁹ Annual Report 1970, Hokio Beach School, Hokio Reports 13468, p 6.

¹⁰⁰⁰ Annual Report 1973, Hokio Beach School, Hokio Reports 13468, p 2.

¹⁰⁰¹ Annual Report 1977, Hokio Beach School, Hokio Reports 13468, p 1.

¹⁰⁰² Report by Principal, circa 1976, Hokio Profile 13345.

school programme.¹⁰⁰³ Camp Peek offered outdoor experiences such as camping, bushcraft, open fire cooking, rock climbing and canoeing. In 1970 it was common for boys to walk the 15 miles from Camp Peek back to Hokio, with one group setting off at 8pm and arriving at Hokio at 3am.¹⁰⁰⁴ In addition, and from an earlier time, boys camped in the land around Hokio on weekends.¹⁰⁰⁵

Boys Council

A Boys' Council was also introduced in 1964, initially giving the boys' a modest amount of input into the running of the institution.¹⁰⁰⁶ Boys were selected by staff and the Boys' Council administered the Boys' Fund, which got income from pine cone sales, pig sales and contributions made by the many people whose cars the boys pulled out of the sand at Hokio beach.¹⁰⁰⁷ From 1966, the Boys' Council ran the institution for two days each year, and this was a successful initiative.¹⁰⁰⁸

In general, the Boys' Council promoted the official Hokio policy of giving residents appropriate and increasing levels of responsibility. In 1971 this was extended in the case of one boy who was, for nearly 3 months, used as an acting Housemaster, with others put in acting Housemaster positions for short periods.¹⁰⁰⁹

However, a new Principal in 1972 placed the Boys' Council in recess after it was discovered that boys used their positions on the Council to "further their own ends".¹⁰¹⁰

A 1981 Inspection found that Hokio did not operate a prefect system and that the reward system was kept low key. The highest reward at that time was a day in Levin. The group approach to programming was mostly used.¹⁰¹¹ All boys wore school uniforms until the end of the school day, and their neat and tidy appearance was commented on.¹⁰¹²

Programmes and care were considered by Auditors to be of a high standard, even as the institution was gearing down for closure at the end of 1989.¹⁰¹³

Work and training

Due to the younger age of boys at Hokio, education rather than work and training was the main focus. However, as well as attending school, during 1966, boys at Hokio took part in regular work programmes. Major projects included the development of the playing field and major concreting work. Other ground development work also took place.¹⁰¹⁴

¹⁰⁰³ Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 4.

¹⁰⁰⁴ "Training School for State Wards" *The Wanganui Herald* 11/7/70, Hokio Profile 13343.

¹⁰⁰⁵ Annual Report, Boys Training Centre 1965, Hokio Reports 32922, p 14.

¹⁰⁰⁶ Annual Report, Boys Training Centre 1964, Hokio Reports 32922, p 12.

¹⁰⁰⁷ Annual Report, Boys Training Centre 1965, Hokio Reports 32922, p 14.

¹⁰⁰⁸ Annual Report 1966, Hokio Beach School, Hokio Reports 32922, p 4; Annual Report 1967, Hokio Beach School, Hokio Reports 13468, p 2.

¹⁰⁰⁹ Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 8.

¹⁰¹⁰ Annual Report 1972, Hokio Beach School, Hokio Reports 13468, p 2.

¹⁰¹¹ Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p 2.

¹⁰¹² Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p 13.

¹⁰¹³ Audit Report, 12/9/88, Hokio Reports, ADM 21-6-201 Part One.

¹⁰¹⁴ Annual Report 1966, Hokio Beach School, Hokio Reports 32922, p 6.

The work programme included tree planting in 1967, with boys being allocated a work task each morning, and their afternoon allocation being based on the morning's performance. Pocket money was awarded for some work tasks.¹⁰¹⁵ In 1968, two or three boys were on work training programmes throughout the year, for example, taking cooking instruction or assisting with minor maintenance work.¹⁰¹⁶

Three or four boys worked with the Hokio Maintenance Officer in 1969, getting the work training they needed after finishing school and therefore avoiding the need to transfer to Kohitere for work experience.¹⁰¹⁷ Similarly, in 1971, boys on work training fell mainly into the pre-discharge category.¹⁰¹⁸

A 1987 Audit noted many favourable comments on the pre-discharge work experience programme.¹⁰¹⁹

Resident-to-resident issues

Little was found on file in relation to issues and incidents between residents. A memorandum in 1958 noted that there had been several instances of sexual misbehaviour in the dormitory.¹⁰²⁰

One boy did not wish to return to Hokio in 1972, alleging that nocturnal "kangaroo courts" were held that were violent and homosexual in nature. Two other boys who were also at Lake Alice Hospital also alleged that such incidents took place.¹⁰²¹

An incident was reported where a resident was visited by his older brother and his brother's friends, that "almost ended in an all-out confrontation between "them" and our 59 boys", with staff having to "verbally and physically intervene to disperse this potentially ugly scene".¹⁰²²

Health and medication

In 1956, a psychologist made an overnight visit once a month and psychiatric examination was also available in particular instances.¹⁰²³

In 1964, the doctor examined all new admissions weekly at Hokio; previously boys had had to go over to Kohitere.¹⁰²⁴

Boys received individual counselling at Hokio as well as being able to take part in group work.¹⁰²⁵ Hokio had a visiting psychologist and could refer boys to the nearby

¹⁰¹⁵ Annual Report 1967, Hokio Beach School, Hokio Reports 32922, p 5.

¹⁰¹⁶ Annual Report 1968, Hokio Beach School, Hokio Reports 13468, p 2.

¹⁰¹⁷ Annual Report 1969, Hokio Beach School, Hokio Reports 13468, p 7.

¹⁰¹⁸ Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 10.

¹⁰¹⁹ Audit Report, 28/10/87, Hokio Reports, ADM 21-6-201 Part One.

¹⁰²⁰ EJ Stanley, Manager to Acting Superintendent 2/7/58, Hokio Staffing 13341.

¹⁰²¹ S Leeks, Child Psychiatrist, PN Hospital to Head Teacher Hokio Beach School, 7/9/72, Hokio Incidents, F5000003725103.

¹⁰²² PH Paurini for Principal Hokio to Director-General 20/10/80, Hokio Incidents, F5000005659657.

¹⁰²³ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Hokio Profile, NZ Archives Product Number 2006/24605.

¹⁰²⁴ Annual Report 1964, Hokio Beach School, Hokio Reports 32922, p 12.

Kimberley Hospital for psychiatric assessment.¹⁰²⁶ However, the amount of specialist advice of this nature was felt to be inadequate.¹⁰²⁷

In 1966, a psychologist attended from Palmerston North one night per fortnight. More time could have been put to good use.¹⁰²⁸ A letter in 1972 raised concerns about a small number of boys at Hokio with mental health issues, and the potential danger created by the lack of psychiatric and psychological care at Hokio. A situation with tragic consequences, such as grievous bodily harm, murder or suicide, was feared.¹⁰²⁹

In 1971, the growing proportion of boys with previous admissions to psychiatric hospitals presented problems. The Principal also expressed concern that Hokio fell short in its care of these residents.¹⁰³⁰

A memorandum in December 1975 noted that Hokio had been without any psychiatric service for over 2 years.¹⁰³¹ Many boys were however seen by psychiatrists prior to admission and placed on medication. Concern was expressed that their medication was not reviewed while at Hokio.¹⁰³²

Psychiatric hospital placement

The 1964 Annual Report notes that one boy absconded 7 times before being admitted to Lake Alice Hospital.¹⁰³³

One boy's personal file discusses his readiness to leave Lake Alice Hospital, noting that he had been admitted from Hokio, and indicating that two or three other boys were admitted to Lake Alice Hospital during 1972.¹⁰³⁴

In 1971, there were a significant number of admissions to Hokio that had previously been admitted to psychiatric hospitals. These boys formed a sub-group and the Principal questioned the practice of sending boys unable to be controlled within the psychiatric hospital environment to boys' institutions.¹⁰³⁵

Staffing

Hokio had long periods of staff stability, especially in the residential area. For example, a 1981 Inspection found the most recent appointment was 3 ½ years

¹⁰²⁵ Annual Report 1966, Hokio Beach School, Hokio Reports 32922, p 6.

¹⁰²⁶ Annual Report 1970, Hokio Beach School, Hokio Reports 13468, p 10.

¹⁰²⁷ Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 9 and Annual Report 1972, Hokio Beach School, Hokio Reports 13468, p 2.

¹⁰²⁸ Annual Report 1966, Hokio Beach School, Hokio Reports 32922, p 6.

¹⁰²⁹ Letter to Secretary Department of Education, 8/5/72, Hokio Admissions, 13347.

¹⁰³⁰ Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 5.

¹⁰³¹ Memorandum to Director-General, 16/12/75, Hokio Health 13347.

¹⁰³² Memorandum to Director-General, 16/12/75, Hokio Health 13347.

¹⁰³³ Annual Report 1964, Hokio Beach School, Hokio Reports 32922, p 2.

¹⁰³⁴ S Leeks, Child Psychiatrist, PN Hospital to Head Teacher Hokio Beach School, 7/9/72, Hokio Incidents, F5000003725103.

¹⁰³⁵ Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 5.

prior.¹⁰³⁶ However, as occurred in many institutions, there were long periods when vacancies were unable to be filled. For example, the position of Matron was vacant for 18 months in 1975/6 and other staff shortages were experienced during this time.¹⁰³⁷

In 1958, residents of the Hokio community complained to their Member of Parliament about damage done to their property and requested the appointment of a night watchman.¹⁰³⁸ At that time, no staff member was officially on duty between 9pm and 6am, although one staff member always slept in the main building and the resident housemaster carried out irregular night checks. A permanent night watchman was requested, as well as a second housemaster to meet the shortfall in individual casework and small group activities.¹⁰³⁹

A 1966 Inspection found Hokio running well, but identified the domestic staff and the tendency of some staff to regard the school as a separate entity from the institution as the main weaknesses at that time.¹⁰⁴⁰

From 1966, an effort was made to have more women on staff, so that the needs of young boys at Hokio could be better met.¹⁰⁴¹ However, although this proved to be a positive development, it took some years to achieve.¹⁰⁴² School staffing was less stable.¹⁰⁴³

In 1972, Mr Woulfe left as Principal, transferring to Kingslea.¹⁰⁴⁴ Hokio had 4 controlling officers during 1972, with Mr North taking over as Principal by the end of that year.¹⁰⁴⁵ By 1976 the Principal expressed his philosophy as allowing staff freedom to operate as they wished, within an established framework. Staff were, for example, allowed to set recreation activities according to the mood of the boys rather than to a set timetable.¹⁰⁴⁶

A 1981 Inspection visit commented on the low numbers of Hokio staff attending departmental training sessions and encouraged greater attendance.¹⁰⁴⁷ That Inspection also noted that double night cover had been in place at Hokio for over three years.¹⁰⁴⁸

In [REDACTED] events were reported by a field social worker who was contacted by a boy who had absconded from Hokio after being there for 2 days. The boy, described by a Hokio staff member as "a nutter" and "effeminate" appeared scared of returning to Hokio and wanted to go to a family home. The field social worker and [REDACTED] Hokio Principal disagreed on the course of action. [REDACTED] proposed that the boy be taken to a family home and then uplifted by Hokio staff in the middle of the night. The field social worker was not prepared to be part of such an arrangement, especially as it involved lying to the absconder.¹⁰⁴⁹

¹⁰³⁶ Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p 2.

¹⁰³⁷ Annual Report 1976, Hokio Beach School, Hokio Reports 13468, p 1.

¹⁰³⁸ EJ Stanley, Manager to Acting Superintendent 2/7/58, Hokio Staffing 13341.

¹⁰³⁹ EJ Stanley, Manager to Acting Superintendent 2/7/58, Hokio Staffing 13341.

¹⁰⁴⁰ Extract from Inspection of Mr Hayes, undated 1966, Hokio Profile 13343.

¹⁰⁴¹ Annual Report 1966, Hokio Beach School, Hokio Reports 32922, p 6.

¹⁰⁴² See, for example, Annual Report 1970, Hokio Beach School, Hokio Reports 13468, p 1.

¹⁰⁴³ See section of this paper on Schooling, below.

¹⁰⁴⁴ Annual Report 1972, Hokio Beach School, Hokio Reports 13468, p 1.

¹⁰⁴⁵ Annual Report 1972, Hokio Beach School, Hokio Reports 13468, p 1.

¹⁰⁴⁶ Report by Principal, circa 1976, Hokio Profile 13345.

¹⁰⁴⁷ Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p 3.

¹⁰⁴⁸ Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p 10.

¹⁰⁴⁹ File note, Mr [REDACTED], Hokio Incidents [REDACTED]

A 1987 Audit noted the generally low-key approach by Hokio management and the experienced and keen staff, who were dedicated, but largely untrained.¹⁰⁵⁰ This audit also found evidence that some staff had not adapted to modern social work standards.¹⁰⁵¹ However, a good management style and staff satisfied of two-way communications processes indicated positive elements.¹⁰⁵²

A small number of staff were found in 1987 to be too custodial in their outlook, relying on a dominant physical approach.¹⁰⁵³

Schooling

School was an important feature of Hokio given the age of its residents. Practically all residents attended school full-time.¹⁰⁵⁴ A fluctuating relationship was experienced between the school and the residential side of the institution. This was tense at times,¹⁰⁵⁵ and particularly good at other times.¹⁰⁵⁶

In 1956, most boys attended the Primary school on site, with a few boys progressing to secondary school level with Correspondence courses, under the supervision of the sole teacher.¹⁰⁵⁷

An Inspection in 1963 noted a proposed roll increase from 40 to 60 boys, with at least 30 boys at post-primary level.¹⁰⁵⁸ The existing staff of a Head Teacher and 2 assistants would need to be increased. The Inspection also noted that although the links with the Correspondence School had been useful for post-primary work, completing the assignments was beyond the ability of most boys at the school.¹⁰⁵⁹ However, learning by correspondence continued to be used for subjects that could not be adequately catered for within the school.¹⁰⁶⁰

A third teacher was employed during 1964 in response to a growing roll.¹⁰⁶¹ A fourth teacher was employed in 1965, creating a staff of 2 primary and 2 post-primary staff.¹⁰⁶² A manual room was added in 1966 along with a manual teacher. Teachers training college students from Wellington and Palmerston North attended the school for periods of up to a month.¹⁰⁶³

There was an emphasis on remedial work and individual work where possible and it was felt that the small class size suited the boys making progress.¹⁰⁶⁴ The degree of

¹⁰⁵⁰ Audit Report, 28/10/87, Hokio Reports, ADM 21-6-201 Part One.

¹⁰⁵¹ Audit Report, 28/10/87, Hokio Reports, ADM 21-6-201 Part One.

¹⁰⁵² Audit Report, 28/10/87, Hokio Reports, ADM 21-6-201 Part One.

¹⁰⁵³ Audit Report, 28/10/87, Hokio Reports, ADM 21-6-201 Part One.

¹⁰⁵⁴ Memorandum "Establishment of a District High School at Hokio Section of the Boys' Training Centre", Levin, circa 1964, Hokio Education 13341.

¹⁰⁵⁵ See for example Report of Mr Hayes, 1966, Hokio Reports 13343.

¹⁰⁵⁶ See, for example, Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 1.

¹⁰⁵⁷ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Hokio Profile, NZ Archives Product Number 2006/24605.

¹⁰⁵⁸ SSP Hamilton, Officer of Special Education, Department of Education, Hokio Beach and Kohitere Schools, 24/7/63, Hokio Education 13320.

¹⁰⁵⁹ SSP Hamilton, Officer of Special Education, Department of Education, Hokio Beach and Kohitere Schools, 24/7/63, Hokio Education 13320.

¹⁰⁶⁰ See, for example, 3 boys, Annual Report 1967, Hokio Beach School, Hokio Reports 13468.

¹⁰⁶¹ Annual Report, Boys Training Centre 1964, Hokio Reports 32922, p 11.

¹⁰⁶² Annual Report, Boys Training Centre 1965, Hokio Reports 32922, p 12 and 1958 Manual Q 67.

¹⁰⁶³ Annual Report, Boys Training Centre 1964, Hokio Reports 32922, p 11.

¹⁰⁶⁴ Annual Report, Boys Training Centre 1965, Hokio Reports 32922, p 13.

remedial work is indicated by the 1966 experience where 6 out of 50 boys had a reading age above that of their chronological age¹⁰⁶⁵ and concern about the degree of retardation within the Hokio population in 1967.¹⁰⁶⁶ On the other hand, one boy resident at Hokio in 1970 was found to have an IQ of 130 and most boys were described at that time of being of "normal mental potential".¹⁰⁶⁷

In 1968 new social education and outdoor education programmes were successfully introduced. A week's camp was held in the Marlborough Sounds. The recreation programme ran on two mornings a week and the art programme for one day a week. The roll in 1968 fluctuated between 60 and 65 boys and a sixth teacher was requested to solely undertake remedial work with individual boys.¹⁰⁶⁸ In 1969, the integration of the outdoor education programme as part of the school programme was considered to be very promising.¹⁰⁶⁹

A 1970 newspaper article noted the special emphasis on manual training, in the belief that many boys would take up trades as adults.¹⁰⁷⁰

In 1970, there was a focus on curriculum development in the area of Māori culture to foster pride and knowledge among the many Māori students of the school. The Principal noted "we were not concerned with stick games or action songs but more with history, language and tribal structure, etc".¹⁰⁷¹ Relations between the school and the institution were particularly good in 1970. A new system was introduced of dividing boys into classes by academic ability, allowing the more able boys to undertake a more formal education programme.¹⁰⁷²

In 1970, concern was expressed that the school was too conservative and formal to meet the needs of the boys.¹⁰⁷³ This was despite a policy to provide a non-competitive environment that attempted to allow boys (who had often been failed by their previous schooling) to attain a sense of achievement.

Staff shortages at the school in 1971 led to a "holding pattern" with the necessarily larger classes meaning schooling was "caretaking rather than education" although this situation was remedied after 2 terms.¹⁰⁷⁴ Streaming by ability and maturity continued.¹⁰⁷⁵

In 1971, the Principal expressed the view that the school often missed out on specialist services and advisors within the Education Department and that this situation would worsen after the department split from Education.¹⁰⁷⁶ In 1972, class size was about 15 boys, which made individual remedial work difficult to achieve.¹⁰⁷⁷ The on-going problems in obtaining relievers and the time it took to appoint permanent teaching staff remained issues in 1972.¹⁰⁷⁸ The increasing average age

¹⁰⁶⁵ Annual Report 1966, Hokio Beach School, Hokio Reports 32922, p 2.

¹⁰⁶⁶ Annual Report 1967, Hokio Beach School, Hokio Reports 13468, p 1.

¹⁰⁶⁷ "Training School for State Wards" *The Wanganui Herald* 11/7/70, Hokio Profile 13343.

¹⁰⁶⁸ Annual Report 1968, Hokio Beach School, Hokio Reports 13468, p 2.

¹⁰⁶⁹ Annual Report 1969, Hokio Beach School, Hokio Reports 13468, p 2.

¹⁰⁷⁰ "Training School for State Wards" *The Wanganui Herald* 11/7/70, Hokio Profile 13343.

¹⁰⁷¹ Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 2.

¹⁰⁷² Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 2.

¹⁰⁷³ Annual Report 1970, Hokio Beach School, Hokio Reports 13468, p 2.

¹⁰⁷⁴ Annual Report 1971, Hokio Beach School, Hokio Report 13468, p 2.

¹⁰⁷⁵ Annual Report 1971, Hokio Beach School, Hokio Report 13468, p 2.

¹⁰⁷⁶ Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 3.

¹⁰⁷⁷ Annual Report 1972, Hokio Beach School, Hokio Reports 13468, p 6.

¹⁰⁷⁸ Annual Report 1972, Hokio Beach School, Hokio Reports 13468, p 4.

of boys at Hokio over this time also meant that most boys were of secondary school age.¹⁰⁷⁹

The 1973 Annual Report notes that Hokio pupils made a surprising amount of progress on their school work, especially given that many arrived with anti-school attitudes. The major emphasis of the school was described as being on "social re-education in a relaxed atmosphere without the pressure of competitive achievement, where a considerable amount of trust is placed on the boys and a good staff-pupil relationship exists".¹⁰⁸⁰ The report also noted the Head Teacher's hope that the teaching of Māoritanga and a Māori culture group would be up and running in 1974 with the appointment of a Māori teacher.¹⁰⁸¹

A new system was introduced in 1976, with the classroom divided into work areas and boys allowed to choose the subject they wished to work on. Individual testing resulted in a clearer idea of what boys needed to improve at.¹⁰⁸² The level of work was set so that it was not too difficult, in order for boys to experience some degree of success.¹⁰⁸³ There were staff shortages that year, and during term 3 of 1976, 11 boys could not be accommodated and had to be occupied elsewhere, because staff refused to accept more than 12 boys in each class.¹⁰⁸⁴ This resulted in tensions with neighbouring Kohitere, when the Kohitere Principal suggested that the Hokio Principal should insist on larger classes, saying that the Hokio teachers "got it pretty easy".¹⁰⁸⁵

Problems developed at the school during the late 1970s, after a shortage of staff and lack of permanent Head Teacher in 1976/77. The Principal contacted Head Office about the need to action staffing replacements in April 1977.¹⁰⁸⁶ The PSA and PPTA were contacted, resulting in an agreement to limit classes to 12 boys and to temporarily employ a fifth teacher; a position that was later made permanent.¹⁰⁸⁷ The Head Teacher reported in 1978 that a career structure and better remuneration might help with staff retention, along with recognition of the uniqueness of Hokio and the special mix of skills needed.¹⁰⁸⁸

A visit was made by senior Education officials in March 1978 in response to representations made by the PPTA and NZEI regarding staffing. The visiting Education officials found the teaching to be "conscientious but dull" and in need of curriculum planning, and recommended the appointment of a Standing Committee of Education and Social Welfare officials and teachers from both Hokio and Kohitere.¹⁰⁸⁹

Staffing shortages continued in the school throughout 1978 and 1979, with relievers being called in, who, the Principal noted "were mainly people who were unable to obtain employment at other schools, and consequently were more of an embarrassment than a help to us".¹⁰⁹⁰

¹⁰⁷⁹ Annual Report 1972, Hokio Beach School, Hokio Reports 13468, p 4.

¹⁰⁸⁰ Annual Report 1973, Hokio Beach School, Hokio Reports 13468, p 2.

¹⁰⁸¹ Annual Report 1973, Hokio Beach School, Hokio Reports 13468, p 2.

¹⁰⁸² Annual Report 1976, Hokio Beach School, Hokio Reports 13468, p 2.

¹⁰⁸³ Report by Principal, circa 1976, Hokio Profile 13345.

¹⁰⁸⁴ Annual Report 1976, Hokio Beach School, Hokio Reports 13468, p 2; TK North, Principal to Director General, 3/10/78, Hokio Education, 13343.

¹⁰⁸⁵ TK North, Principal to Director General 3/10/78, Hokio Education, 13343.

¹⁰⁸⁶ TK North, Principal to Director General 26/4/77, Hokio Education 13343.

¹⁰⁸⁷ TK North, Principal, to Director-General 3/10/78, Hokio Education 13343.

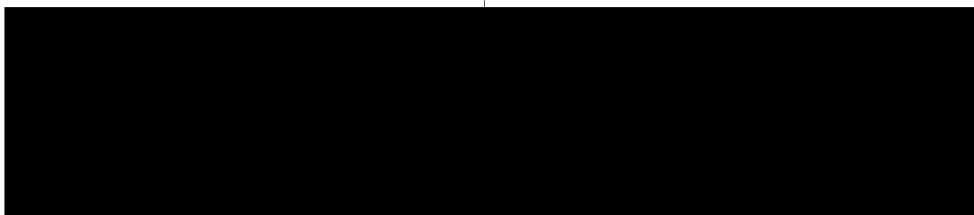
¹⁰⁸⁸ Report of Head Teacher February 1978, Hokio Reports 13343.

¹⁰⁸⁹ Report on Hokio Beach School, 6/3/78 Hokio Reports 13343.

¹⁰⁹⁰ Annual Report 1978, Hokio Beach School, Hokio Reports 13468, p 1.

Section 9(2)(a) Official Information Act 1982- Privacy of Natural Persons

By 1981, relations between institution staff and the school were good, with weekly meetings held and Education Department Inspectors reportedly satisfied with the programme offered.¹⁰⁹¹



Absconding

Rates of absconding were generally low at Hokio, despite the open nature of the institution. From mid-1957 to mid-1958 there were 10 abscondings. Offences by absconders while absent from Hokio included car conversions, breaking and entering and theft.¹⁰⁹⁴

The number of absconders rose to 24 in 1964, the rise being attributed to the recent growth in size of the institution.¹⁰⁹⁵ In 1964, there were also 24 Court appearances relating to offences committed while absconding.¹⁰⁹⁶ However, in 1965, only 5 abscondings were recorded¹⁰⁹⁷ and in 1966, the number was 8.¹⁰⁹⁸ In 1968 there were 3 abscondings – the lowest on record until a nil return the following year.¹⁰⁹⁹ A newspaper article in July 1970 stated that there had been only one attempt at escape in the past year.¹¹⁰⁰ A rise in group absconding was noted in 1973, and were thought to often be “impulsive affairs”.¹¹⁰¹

In 1977 there were “two rather spectacular abscondings which involved the Armed Offenders Squad” - in one case because the boys involved stole a truck containing a rifle.¹¹⁰² The Hokio philosophy was expressed in the media at that time as being against “locking our children up all the time” because “all you do is create a challenge for them, which they will accept”.¹¹⁰³

The pattern in the 1970s was for more mass or group abscondings, thought to reflect the gang and group-based associations of the older age group.¹¹⁰⁴ In 1979 there were 18 abscondings and in 1980 there were 10.¹¹⁰⁵ For 1981 and 1982 there were

¹⁰⁹¹ Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p 3 and 9.

¹⁰⁹² W Gibbons, Advisory Officer PPTA to Assistant Secretary (Administration) Department of Education, 12/11/86, Hokio Staffing, ADM 21-6-201 Part One.

¹⁰⁹³ Audit Report, Hokio Beach School, 28/10/87, Hokio Reports, ADM 21-6-201 Part One, p 2.

¹⁰⁹⁴ Memo, EJ Stanley, Manager, to Acting Superintendent 2/7/58, Hokio Incidents 13341.

¹⁰⁹⁵ Annual Report, Boys Training Centre 1964, Hokio Reports 32922, p 14.

¹⁰⁹⁶ Annual Report 1964, Hokio Beach School, Hokio Reports 32922, p 2.

¹⁰⁹⁷ Annual Report, Boys Training Centre 1965, Hokio Reports 32922, Table 5.

¹⁰⁹⁸ Annual Report 1966, Hokio Beach School, Hokio Reports 32922, Table VI.

¹⁰⁹⁹ Annual Report 1968, Hokio Beach School, Hokio Reports 13468, Table V and Annual Report 1969, Hokio Beach School, Hokio Reports 13468, Table IV.

¹¹⁰⁰ “Training School for State Wards” *The Wanganui Herald* 11/7/70, Hokio Profile 13343.

¹¹⁰¹ Annual Report 1973, Hokio Beach School, Hokio Reports 13468, p 2.

¹¹⁰² Annual Report 1977, Hokio Beach School, Hokio Reports 13468, p 1 and ‘Security survives second escape’ *Dominion* 5/7/77, Hokio Secure p 3.

¹¹⁰³ ‘Security survives second escape’ *Dominion* 5/7/77, Hokio Secure p 3.

¹¹⁰⁴ Annual Report 1978, Hokio Beach School, Hokio Reports 13468, p 5.

¹¹⁰⁵ Absconders, statistics, circa 1981, Hokio Admissions, F5000002388341.

5 each year, rising markedly in 1983 to 38 abscondings.¹¹⁰⁶ In 1984, there were 24 abscondings.¹¹⁰⁷

Secure care

Secure care was used very rarely during the 1960s, and where indicated, Kohitere facilities were used. In 1964, the Principal said that in order to control some of the boys, a maximum security unit was the only practical option and that therefore one should be built at Hokio.¹¹⁰⁸

In 1969, the Annual Report stated "over the years these facilities [i.e. secure care] at Hokio have seen little use. In fact, now, our secure wing is used exclusively to give some measure of privacy to our younger boys".¹¹⁰⁹ There were 2 secure beds in the 1970s, used for short periods, with release for work and physical training for boys during the day.¹¹¹⁰ At this time, secure was reported as never being used on admission and nor was any time-out facility used.

The 1975 Annual Report refers to Hokio boys being transferred to Kohitere for disciplinary reasons – 1975 recording the lowest number of transfers for many years.¹¹¹¹

Secure facilities were described as spartan in 1981, being unheated with a bare concrete floor and mattresses on the floor instead of beds.¹¹¹² The programme in secure was described as "generally positive even if rather rigorous".¹¹¹³ At this time, secure rooms were also used for periods of time-out of up to 2 hours. A department inspection found that record-keeping was inadequate.¹¹¹⁴ A follow-up report 9 months later noted that built-in beds had been added but that record-keeping had not been addressed.¹¹¹⁵

There were 19 admissions to secure in the first 9 months of 1981.¹¹¹⁶ The 1986 Regulations reduced the use and duration of secure care stays.¹¹¹⁷

An Audit in 1988 found the use of the tennis court for time-out to be in breach of the regulations.¹¹¹⁸ A letter from the Principal explained that this practice was often initiated by boys themselves, they having been trained to take responsibility for their behaviour including removing themselves from situations where they had been disruptive.¹¹¹⁹

¹¹⁰⁶ Analysis of abscondings 1979-1983 inclusive, Appendix II, Hokio Incidents, F5000002186500.

¹¹⁰⁷ Institution Statistics 1984, 4/11/85, Appendix E, Hokio Admissions, F5000002186501.

¹¹⁰⁸ Annual Report 1964, Hokio Beach School, Hokio Reports 32922, p 10.

¹¹⁰⁹ Annual Report 1969, Hokio Beach School, Hokio Reports 13468, p 8.

¹¹¹⁰ Questionnaire, Head Office, 1981, Hokio Reports 32154.

¹¹¹¹ Annual Report 1975, Hokio Beach School, Hokio Reports 13468, p 4.

¹¹¹² Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p 4.

¹¹¹³ Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p 2.

¹¹¹⁴ Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p 5.

¹¹¹⁵ Visit to Hokio Beach School on 14-15 June 1982, Hokio Reports, 32154, p 4.

¹¹¹⁶ Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p 4.

¹¹¹⁷ Audit Report, Hokio Beach School, 28/10/87, Hokio Reports, ADM 21-6-201 Part One, p 2.

¹¹¹⁸ Audit Report, Hokio Beach School, 28/10/87, Hokio Reports, ADM 21-6-201 Part One, p 2.

¹¹¹⁹ Paurini to Assistant Director-General, 3/11/88, Hokio Reports, ADM 21-6-201 Part One.

Discipline

Little was found on file in relation to specific methods of discipline, apart from comments about the general philosophy and approach, rewards systems and so on, and that methods were firm but fair. For example, in 1970, the Principal was quoted as saying "this is not a place of punishment...this is a place of education".¹¹²⁰ Other comments are found in the section on physical punishment, below.

Physical punishment

In 1971, corporal punishment had not been abolished at Hokio but its use was kept to a minimum, with 6 boys receiving corporal punishment that year.¹¹²¹

In an incident involving returned absconders in 1979, a boy was given intensive physical exercise as a punishment. The boy claimed he had lost the movement in his left leg and any attempt by staff to stand him on his feet resulted in the boy collapsing. However, when given a set of exercises that did not involve the leg, but which caused some discomfort, the boy made a "miraculous recovery".¹¹²²

Corporal punishment was not used in 1981 and had not been administered there for the previous 5 years.¹¹²³ No strap was kept at Hokio and no punishment return entered.

Drugs, alcohol and tattoos

No specific references to drugs, alcohol and tattoos were found.

Smoking

Smoking was highlighted as an issue in 1979; as being responsible for thefts and bullying of those with tobacco which in turn lead to those being bullied to abscond. Staff indulgence in smoking was noted as not helping the situation.¹¹²⁴

In response to a questionnaire in about 1981, it was stated that as all residents were under the age of 15 "there is no smoking officially".¹¹²⁵

¹¹²⁰ "Training School for State Wards" *The Wanganui Herald* 11/7/70, Hokio Profile 13343.

¹¹²¹ Annual Report 1971, Hokio Beach School, Hokio Reports 13468, p 8.

¹¹²² TK North, Principal to Director-General, 6/6/79, Hokio Punishment, F5000002843733.

¹¹²³ Inspection Visit to Hokio Beach School on 21-26 September 1981, Hokio Reports, 32154, p 6, 11.

¹¹²⁴ Annual Report 1979, Hokio Beach School, Hokio Reports 13468, p 3.

¹¹²⁵ Head Office questionnaire, circa 1981, Hokio Reports, 13345.

Contact with field social workers

In 1956, a full progress report was sent to field officers at six-monthly intervals. At that time, the aim of Hokio was said to be explaining the full function of field officers to boys so that they understood that the field officer was "willing to help them, rather than merely check up on them".¹¹²⁶

Better links with field Social Workers was suggested after a number of placements broke down after Hokio in 1969.¹¹²⁷ Other than these two references, there is very little on file about links with field social workers or districts, whether in relation to admission or discharge.

Contact with community

Good relations and a lot of contact with the local community featured throughout the life of Hokio. Community relations were described as being good in 1964. Boys assisted the local community in many ways including helping with local fire-fighting when called upon.¹¹²⁸

Sports also allowed inter-school contact from 1965, with many Hokio boys excelling in a range of sports.¹¹²⁹ A very successful Open Day was held in 1966.¹¹³⁰ Saturday morning cricket and rugby from 1968 allowed boys to play for club sides and meet other boys from the community.¹¹³¹ Sports matches with local schools were often played at Hokio and the public sometimes used the grounds. Members of the public were allowed to use the swimming pool from 5-6pm throughout the Christmas holidays, and this proved popular.¹¹³²

Community and other groups visited Hokio several times a year. One successful visit was by the Army in 1970. This visit was memorable because the boys were allowed to shoot 1,000 rounds of blank ammunition under Army supervision.¹¹³³

The Levin Jaycees provided much of the Camp Peek equipment in the 1960s and 1970s as well as providing certificates of attainment to boys who completed the course.¹¹³⁴

Visiting committees

No mention is made in regard to Visiting Committees at Hokio until 1986. A compilation of Visiting Committee information by Head Office noted that the

¹¹²⁶ EJ Stanley, Manager, Boys' Training Centre, draft section of Manual, 14/11/56, Hokio Profile, NZ Archives Product Number 2006/24605, p5.

¹¹²⁷ Annual Report 1969, Hokio Beach School, Hokio Reports 13468, p 7.

¹¹²⁸ Annual Report, Boys Training Centre 1964, Hokio Reports 32922, p 12; Annual Report 1970, Hokio Beach School, Hokio Reports 13468, p 8.

¹¹²⁹ Annual Report, Boys Training Centre 1965, Hokio Reports 32922, p 14.

¹¹³⁰ Annual Report 1966, Hokio Beach School, Hokio Reports 32922, p 4.

¹¹³¹ Annual Report 1968, Hokio Beach School, Hokio Reports 13468, p 2.

¹¹³² Annual Report 1977, Hokio Beach School, Hokio Reports 13468, p 2-3.

¹¹³³ Annual Report 1970, Hokio Beach School, Hokio Reports 13468, p 6.

¹¹³⁴ "Training School for State Wards" *The Wanganui Herald* 11/7/70, Hokio Profile 13343.

committee visited at regular intervals. Annual Reports were received from the committee in 1986 and 1987, with the 1987 correspondence noting the concern of the committee at the decision to close Hokio in 1990.¹¹³⁵

Contact with families

There is conflicting information about mail censorship. The Manual of 1975/76 says that there was "practically no restriction on inward and outward correspondence and certainly no restraint on family communications."¹¹³⁶ Yet in response to a 1977 questionnaire it was noted that Incoming and outgoing mail was censored.¹¹³⁷

Contact with families was maintained by annual home leave, extended to twice a year (Christmas and May school holidays) in 1965¹¹³⁸ and extended again in 1969 to include an August holiday.¹¹³⁹ Very few home leaves resulted in incidents. Parents also visited their sons at Hokio.¹¹⁴⁰

A standard letter to parents in 1977 introduced the institution and encouraged frequent contact with boys by letter and visits also.¹¹⁴¹

Preparation for discharge and aftercare arrangements

A pre-discharge group began within Hokio in 1975.¹¹⁴² A pre-release work experience programme was successfully introduced in 1976 with several employers involved¹¹⁴³ and extended in 1979 to include talks by visiting speakers on work and health issues.¹¹⁴⁴

¹¹³⁵ Visiting Committee of Hokio Beach School, 30/6/87, Hokio Visiting Committee, F5000006661405; Visiting Committee Annual Reports 1986, Hokio Visiting Committee F5000006661405; Visiting Committee Annual Reports 1987, Hokio Visiting Committee F5000006661404.

¹¹³⁶ Residential Workers Manual, circa 1975/76, DSW, D 9.00(vi).

¹¹³⁷ Questionnaire response, circa 1977, p 2, Hokio Reports, 13345.

¹¹³⁸ Annual Report 1965, Hokio Beach School, Hokio Reports 32922.

¹¹³⁹ Annual Report 1969, Hokio Beach School, Hokio Reports 13468, p 5.

¹¹⁴⁰ Annual Report 1968, Hokio Beach School, Hokio Reports 13468, p 6.

¹¹⁴¹ Hokio Beach School, 1977, Hokio Profile F5000002388341.

¹¹⁴² Annual Report 1975, Hokio Beach School, Hokio Reports 13468, p 3.

¹¹⁴³ Annual Report 1976, Hokio Beach School, Hokio Reports 13468, p 2.

¹¹⁴⁴ Annual Report 1979, Hokio Beach School, Hokio Reports 13468, p 2.

Chapter

4

Campbell Park

Unlike the other residences profiled in this report, Campbell Park was not a Child Welfare Residence, but was under the control of the Department of Education. For more in-depth information, see the staffing administration section of this profile.

Physical description

Campbell Park School was established in 1908. It was set "beautifully but remotely"¹¹⁴⁵ on a 350 acre farm¹¹⁴⁶ at Otekaike in the Waitaki Valley, 60 kilometres north-west of Oamaru and 16 kilometres from Kurow.¹¹⁴⁷

Campbell Park consisted of, "... a main building, a senior boys' villa and recreation room, kitchen block and dining rooms, main recreational hall, workshops, laundry, classrooms, two junior boys' accommodation villas and recreation rooms, and staff flats and houses."¹¹⁴⁸

In 1970 a decision was made to reopen the closed cottage and alter it extensively to provide a self contained unit for residents aged 8 to 11 years.¹¹⁴⁹ Funding had become an issue in 1971 and it was not certain whether this facility would be provisioned.¹¹⁵⁰ The Annual Report for 1971 does not make it clear whether this occurred, but it is noted in 1972 that Social Welfare thought the extension to the Junior Section was needed.¹¹⁵¹

In 1971 Campbell Park was notified that the main building was an earthquake risk and replac accommodation was considered necessary.¹¹⁵²

Work to the institution in 1971 included opening of the new kitchen and dining area, the beginning of construction of a toilet block for the new Cottage 'C', amongst other maintenance. The new gymnasium and sports area was to begin construction and additional staff housing was considered necessary. Preliminary drawings for a manual training block were completed and a tender for the first of three new classrooms was accepted.¹¹⁵³

¹¹⁴⁵ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹¹⁴⁶ Notes on organisation and policy of Otekaike, D O'Connor, 06/11/56, Campbell Park Profile 24605.

¹¹⁴⁷ Campbell Park School Prospectus, Campbell Park Profile F5000002791151.

¹¹⁴⁸ Child Welfare Department Manual 1958, Campbell Park Profile.

¹¹⁴⁹ Memo, DG Reilly, for Superintendent to All DCWO's 30/04/71, Campbell Park Profile F5000001599348.

¹¹⁵⁰ Memo, DG Reilly, for Superintendent to All DCWO's 30/04/71, Campbell Park Profile F5000001599348.

¹¹⁵¹ Memo, L Pycroft, for Director to Director-General 11/07/72, Campbell Park Profile F5000003611823.

¹¹⁵² Annual Report 1971, Campbell Park Reports F5000002919978. For more information on this, see the report.

¹¹⁵³ Annual Report 1971, Campbell Park Reports F5000002919978.

A new playground was installed behind the Day School in 1971.¹¹⁵⁴

The new administration block in 1974 served, "... a complex of residential quarters, classrooms, workshops and a staff village of over 35 houses."¹¹⁵⁵

By 1972 there were three separate units for the residents which were divided into the junior, intermediate and senior residents.¹¹⁵⁶

In 1975 Campbell Park had a large playing field, an outdoor trampoline, a swimming pool and a well-equipped gymnasium.¹¹⁵⁷

An inspection report in 1978 noted that Campbell Park had upgraded facilities, an aesthetic environment both inside and outside.¹¹⁵⁸

Some of the physical changes to the Institution in 1982 were the building of an art suite, the library extension and the upgrading of cubicle accommodation.¹¹⁵⁹

The junior cottage had closed by 1986 with the reduction in the overall roll at Campbell Park.¹¹⁶⁰ The Inspection Report recommended it be used for a group of the younger residents in the intermediate cottage.¹¹⁶¹

It was recommended in a Review of Residential Special Schools that Campbell Park School be closed and residential services for backward children be consolidated at Salisbury and Hogben Schools.¹¹⁶² This was because of all the schools for these types of children, Campbell Park had the most severe location difficulties and required a major capital expenditure to keep running.¹¹⁶³

Campbell Park closed on 27 August 1987.¹¹⁶⁴

Resident profile

Campbell Park School was a national residential school for boys of limited ability with personal and social problems.¹¹⁶⁵ In 1956 the aims of the school were primarily educational.¹¹⁶⁶ It catered for boys aged 9 to 17 years and had a maximum role of 108.¹¹⁶⁷

A brief history of Campbell Park and Salisbury was given in 1976 and succinctly outlines the four stages that Campbell Park had been through since it opened in 1908 and its fifth stage during that year:

¹¹⁵⁴ Annual Report 1971, Campbell Park Reports F5000002919978.

¹¹⁵⁵ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹¹⁵⁶ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹¹⁵⁷ Campbell Park School Magazine 1975, Campbell Park Profile, F5000001599348.

¹¹⁵⁸ Inspection Report 7-18/10/78, Campbell Park Reports 11121.

¹¹⁵⁹ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹¹⁶⁰ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹¹⁶¹ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹¹⁶² Ministerial Review: Evaluation of Departmental Residential Special Schools Draft Report, 00/09/86, Campbell Park Reports F5000004673586.

¹¹⁶³ Ministerial Review: Evaluation of Departmental Residential Special Schools Draft Report, 00/09/86, Campbell Park Reports F5000004673586.

¹¹⁶⁴ Memo, PG Aspden, Principal to Director, Department of Social Welfare, Dunedin 28/07/87, Campbell Park Profile F5000000925803.

¹¹⁶⁵ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹¹⁶⁶ Notes on organisation and policy of Otekaika, D O'Connor, 06/11/56, Campbell Park Profile 24605.

¹¹⁶⁷ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

- a) The period up to about 1920 during which they enrolled pupils, mostly on the nomination of medical doctors, who probably ranged from those who were seriously mentally retarded to those who were of at least average intellectual ability but were, for a variety of reasons, generally retarded in their progress at school. The expectation was that pupils would leave the school at 16-18 years prepared for unskilled or semi-skilled employment.
- b) A period from about 1920 to 1930 when enrolment had to be restricted because the schools found themselves obliged to provide long-term care for seriously retarded pupils who could not return to the community. This problem was eased from the late twenties by:
 - I. the provision of long-term residential care for persons of this category by the then Department of Mental Hygiene, later incorporated in the Department of Health. The opening of Templeton Hospital about 1928 was the first important step and freed a considerable number of places at Campbell Park and Salisbury.
 - II. more sophisticated selection procedures following the appointment of the Department's first supervisor of special classes in 1923. During the 1930s and 1940s enrolments were slowly limited primarily to children in the IQ group 50-80 for whom the schools were originally intended.
- c) A period from about 1930 to 1960, during which priority for admission to the schools was given increasingly to backward children who came to the attention of the Department's Child Welfare Division, as it began to develop a national coverage of district offices, as children in need of residential care. By the 1950s, when the psychological service began to examine all children recommended for admission to the schools, most of the children admitted were backward with a history of family inadequacy or neglect, and often also of petty delinquency. Their admission was initiated by the Child Welfare Division. However, both schools, and Salisbury rather more than Campbell Park, still admitted some backward children from satisfactory or better home backgrounds who required special education and who could not enrol in a special class attached to an ordinary school.
- d) The period from about 1960 to 1972, when the Child Welfare Division was absorbed in the new Department of Social Welfare. During this period the pattern of enrolment just described was affected by four developments. These were:
 - I. The provision of an increasingly comprehensive network of special classes for backward pupils attached to primary, intermediate and (since 1961) to secondary schools.
 - II. The provision by the Child Welfare Division of small family homes which could provide alternative long-term placements for some backward pupils needing care.
 - III. The steady extension of the Psychological Service outside the six cities serviced in 1960, with a consequent improvement in the screening for admission to the special schools.
 - IV. The assumption by the Department's inspectors and head office of a more active role in formulating, implementing and assessing the schools' overall teaching and care programmes. This move placed more emphasis on the schools' educational roles (as contrasted with their custodial function) and began to link them with the work of the growing networks of special classes in primary and secondary schools.

Over this period the two schools moved slowly but definitely towards their role as it was originally envisaged.

- e) The period since 1972. Over this period the Department of Education has worked actively, and successfully, to develop Campbell Park and Salisbury as effective special schools for backward pupils who cannot, for one reason or another, attend special class. An increasing proportion of the pupils admitted (currently some 20% at Salisbury and 29% at Campbell Park) are recommended for enrolment by the Psychological Service without any formal involvement by the Department of Social Welfare. The schools continue to provide an important service for children for whom that Department has a formal responsibility, and they maintain close links with its field staff, but they are now an integral part of this Department's

national provision for backward pupils. They are beginning to complement and support the work of the special classes for backward pupils in the same way as the residential provisions at our two schools for deaf children provide for those pupils who cannot attend a special class for deaf pupils attached to an ordinary school. This is the proper extension of their original role as it was envisaged when they were established.¹¹⁶⁸

Another more in depth history was given in 1978 when the decision about the placement of the Special Schools with the Department of Education (as opposed to the Department of Social Welfare) was questioned:

- 2) Campbell Park School was established in 1908 at Otekaieke Special School to cater for children then described as feeble minded and potentially able to live in the community as adults given suitable education, and perhaps some continuing support. Up to about 1925 a considerable number of even less able pupils were admitted. These children would now be described as intellectually handicapped. Many of them stayed at the school as adults because no alternative placements were available for them. When Templeton Hospital and Training School was opened by the Mental Health Department in 1929 to provide long-term care for mentally retarded persons most of the Campbell Park adult pupils were transferred to it.
- 3) Campbell Park school was then developed as a boarding school for backwards boys aged about 10-17 years who needed special education but could not attend a special class, either because none was available where they lived or because their personal circumstances and/or their behaviour prevented their enrolment at a day school. Many of the pupils in this latter category were boys with social or behavioural difficulties who had come to the notice of the department's Child Welfare Division, which then administered the school.
- 4) From some date in the 1920s until 1954 the school operated as two distinct sections – a school section staffed by teachers which provided schooling for all boys up to 14 years, and a senior section staffed by instructors which provided pre-vocational experience for older pupils up to 18 years of age on the 750 acre farm associated with the school and in some associated workshops. The residential, farm, instruction and office staff were controlled by the principal of the institution, who was not necessarily a teacher. The senior of the two teachers was responsible for the teaching programme, presumably directly to the chief inspector of primary schools.
- 5) The divided administration within the school proved a major impediment to its effective work in the interests of its pupils. To overcome this problem, when the position of Principal became vacant in 1954 the department appointed to it an experienced teacher – Mr D O'Connor – with the brief to bring all sections of the school under his direction.
- 6) Mr O'Connor made useful progress towards this goal but did not link himself closely with the work of his teachers and did not sit as their professional leader. His successor, Mr D F Walsh, was appointed in September 1967 with a clear mandate to implement a unified total programme covering the work of the teaching, residential farm and instructional staff. In developing that programme he was required to take into account the department's decision that backward pupils who needed a period of residential care and education because they were maladjusted would be admitted to Campbell Park or Salisbury rather than to the department's residential schools for maladjusted pupils...
- 7) Mr Walsh laid the groundwork for the unified programme now provided at the school for backward boys aged 10 to 16 years who all require special education, may or may not be identified also as maladjusted, and if so identified, may also be aggressive or delinquent...
- 8) When the Department of Social Welfare was established on 1 April 1972 a decision was required whether Campbell Park and Salisbury should be administered by that department. A full review led to their remaining with the Department of Education.
- 9) Campbell Park school now operates with the Dunedin District Senior Inspector of Primary Schools as the principal's local controlling officer, and through him to the Southern Regional

¹¹⁶⁸ Memo, D Ross, Officer for Special Education to Director-General 16/09/76, Campbell Park Profile, Department of Education File.

Superintendent and the Director, Special and Advisory Services. The District Senior Inspector chairs an advisory and planning committee which brings together these departmental groups and local personnel, including the Departments of Health and Social Welfare. On most routine matters the school works directly with Southern Regional Office. By arrangement with that office it works directly with head office in respect to some staffing matters. Admission of pupils is checked and approved through head office. Discharges are arranged by the school with the Psychological Service and/or the Department of Social Welfare as appropriate.

- 10) Over the six years since the Department of Social Welfare was established, Campbell Park School has strengthened and broadened its total educational programme and is now certainly more effective as a school than it has been at any time in the last fifty years. It still accepts some very difficult dull pupils but caters for them much more positively and successfully. It is also now linked effectively with the department's Psychological Service, and through the Service with the primary and secondary schools from which its pupils come and to which many will return.
- 11) There is still more to be done to improve the school's total programme and its link with other schools, though the school's location prevents some desirable developments, and the possibility that we may some day get the proposed Hamilton school inhibits major expenditure on buildings – not that much is now needed. Put simply, the school is now an effective and necessary part of our national educational programme for backward boys.¹¹⁶⁹

The Principal noted that during 1971 there was an increased number of, "... emotionally disturbed boys being admitted to the School, youngsters who are quite unable to stand up for themselves alongside the more traditional hard-core of aggressive slow-learners and that these two groups could not be mixed."¹¹⁷⁰

The senior section of Campbell Park also went through a "critical" period at this time with violence and absconding common.¹¹⁷¹

In 1972 Campbell Park School was to provide education for backward pupils aged 8 to 15 years who needed special education and could not attend the special class of an ordinary school. Children in the middle of the age range were preferred, but some 16 year olds would be considered in exceptional cases.¹¹⁷²

Recommendations for admissions came from Social Welfare and the Psychological Service. Social Welfare was to prepare the application for State Wards, and those under legal or preventive supervision orders, and request a supporting report from the Psychological Service.¹¹⁷³ All admissions had to be approved through the Head Office.¹¹⁷⁴ The Principal was to then liaise with the Directors of Social Welfare on all matters pertaining to the children initially referred for admission by the Department of Social Welfare.¹¹⁷⁵

In 1974 the criteria for admission to Campbell Park was redefined to replace that of the circular memorandum in 1972. The pupil would be considered for admission if they were educationally backward and required a residential programme in order to develop adequate personal and social skills. The IQ range of admissions was meant to be between 50 to 75 but those between 75 to 85 would be considered in special

¹¹⁶⁹ DH Ross, Director, Special and Advisory Services to unknown, 26/09/78, Campbell Park Profile, Department of Education File.

¹¹⁷⁰ Annual Report 1971, Campbell Park Reports F5000002919978.

¹¹⁷¹ Annual Report 1971, Campbell Park Reports F5000002919978.

¹¹⁷² Circular Memorandum: Campbell Park School and Salisbury Girls School Selection, Admission and Withdrawal of pupils, 29/03/72, Campbell Park Admissions F5000002919978.

¹¹⁷³ Circular Memorandum: Campbell Park School and Salisbury Girls School Selection, Admission and Withdrawal of pupils, 29/03/72, Campbell Park Admissions F5000002919978.

¹¹⁷⁴ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹¹⁷⁵ Circular Memorandum: Campbell Park School and Salisbury Girls School Selection, Admission and Withdrawal of pupils, 29/03/72, Campbell Park Admissions F5000002919978.

circumstances. The pupil had to require special education that could not be given in a normal school and they were not able to attend a local special class due to lack of available placements or because of personal or social difficulties or home circumstances.¹¹⁷⁶ The admission criteria was again redefined in 1984 to exclude the IQ requirement, but did include the level of detail required in psychological reports.¹¹⁷⁷

In 1972 it was considered by some Social Workers that the junior section of Campbell Park should be extended because of the much bigger waiting list for admission to the junior section.¹¹⁷⁸ It was noted that Social Welfare, "... experience considerable difficulty in the rehabilitation of boys who are discharged before they reach employment age of 15, and would like to see, where possible, boys kept at Campbell Park until they can be placed in employment."¹¹⁷⁹ A social welfare response to this was that admissions always fluctuated, as shown by a 15 year old not being admitted late 1971 due to pressures on beds, and that no early decision should be made to alter the structure of the senior section.¹¹⁸⁰ It was considered that combining the small number of intermediate residents with the seniors was a problem when it occurred in 1967-1971, and that the demand on senior section beds was decreasing, but maybe that it would be desirable for there to be a greater intake of the intermediate group who would reside with the senior section.¹¹⁸¹ The delay in admissions for junior and intermediate boys was considered detrimental but a reorganisation would need to consider all the needs each section of residents.¹¹⁸²

In 1973 it was considered that there might be cases where residents at Campbell Park School should remain there until they were 18 or 19 years old.

In 1975 there were 93 residents in Campbell Park, and of those 41 percent were State Wards.¹¹⁸³ This was a drop from 1972 when there were more than 50% State Wards in Campbell Park and was considered to possibly be related to the change in the status of Special Schools and the fact that the new appointees probably knew little of the Schools.¹¹⁸⁴ It mentions that there was a circular memorandum to make sure that all social work staff knew to consider the Special Schools when making a placement. The decrease was raised with Brian Manchester for consideration.¹¹⁸⁵ There is no outcome recorded.

In 1981 it was noted that from 1975 to 1980 the number of State wards admitted to Campbell Park had decreased from 127 in 1975 to 65 in 1976 to 26 in 1980.¹¹⁸⁶ Mr Scott (for Director-General) considered that these statistics were false and asked for some clarification from the Department of Social Welfare.¹¹⁸⁷

The number of admissions to Campbell Park on Social Welfare referrals declined from 1974 to 1982 from 85% to approximately 50-60%. The remainder of

¹¹⁷⁶ Circular Memorandum by DH Ross, for Director-General of Education: Campbell Park School and Salisbury Girls School Admission Procedures 10/05/74, Campbell Park Admission F5000002919978.

¹¹⁷⁷ Circular Memorandum 1984/21: Admission and Discharge Procedures for Campbell Park, Hogben and Salisbury Girls' Residential Schools 05/03/84, Campbell Park Admission 19900.

¹¹⁷⁸ Memo, L Pycroft, for Director to Director-General 11/07/72, Campbell Park Profile F5000003611823.

¹¹⁷⁹ Memo, L Pycroft, for Director to Director-General 11/07/72, Campbell Park Profile F5000003611823.

¹¹⁸⁰ Memo, JD Scott, Director to Director-General 18/08/72, Campbell Park Admissions F5000000634518.

¹¹⁸¹ Memo, JD Scott, Director to Director-General 18/08/72, Campbell Park Admissions F5000000634518.

¹¹⁸² Memo, JD Scott, Director to Director-General 18/08/72, Campbell Park Admissions F5000000634518.

¹¹⁸³ Minute sheet: State Wards in Campbell Park, L C Giles, 14/10/75, Campbell Park Profile 11121.

¹¹⁸⁴ Memo, L Pycroft, for Director to Director-General 11/07/72, Campbell Park Profile F5000003611823.

¹¹⁸⁵ Memo, L Pycroft, for Director to Director-General 11/07/72, Campbell Park Profile F5000003611823.

¹¹⁸⁶ Memo, JD Scott, for Director-General to Director-General of Education 06/08/81, Campbell Park Profile O7D 77-2 Part 2.

¹¹⁸⁷ Memo, JD Scott, for Director-General to Director-General of Education 06/08/81, Campbell Park Profile O7D 77-2 Part 2.

admissions were Psychological Service referrals.¹¹⁸⁸ The number of admissions who were state wards from 1977 to 1982 varied from between 41 to 48%. Approximately half of admissions in 1982 were section 115 (Education Act) admissions¹¹⁸⁹ and the remainder were on section 11 (care agreement) status.¹¹⁹⁰

Half of the residents at Campbell Park between 1977 and 1982 were European and the remainder were either Maori or Pacific Islanders. Between two-thirds and three-quarters of admissions from this period were from the North Island.¹¹⁹¹

It was noted in the 1982 Inspection Report that the younger residents admitted to Campbell Park often functioned at a much younger level than their age and needed a lot of individual attention which staff sometimes were not able to give.¹¹⁹²

By 1985 there were three units at the Home, the junior, intermediate and senior.¹¹⁹³ There were fewer admissions of the 12 year age group in 1985 and it was proposed that the junior section be closed because of this to leave two groups generally covering ages 12 to 17 years.¹¹⁹⁴ The 1986 Inspection Report commented that the junior house, which had been closed, be re-opened, "... for a small group of younger boys who at the moment are at some risk with the older ... lads."¹¹⁹⁵

There was a decrease in suitable referrals to Campbell Park in 1985 which was reflected in the low enrolment figures.¹¹⁹⁶

In 1986 the maximum roll of the school was limited to 72.¹¹⁹⁷

With the impending closure of Campbell Park in 1987, steps were taken to ensure that every student was appropriately placed. Negotiations were finalised in 1987. Some students were to attend Hogben School while the others were to attend mainstream schools with extra support - one such group receiving 12 hours part-time teaching assistance and five hours teacher aide assistance and the other group would receive ten hours teacher assistance and five hours teacher aid assistance. This was to continue with them until they left the school system.¹¹⁹⁸

Length of stay

There is negligible information held on the Campbell Park files about the length of stay of pupils.

¹¹⁸⁸ Campbell Park School Roll, PG Aspden, Principal 08/10/82, Campbell Park Profile 19900.

¹¹⁸⁹ These admissions were made at the direction of the Director-General of the Department of Education.

¹¹⁹⁰ Campbell Park School Roll, PG Aspden, Principal 08/10/82, Campbell Park Profile 19900.

¹¹⁹¹ Campbell Park School Roll, PG Aspden, Principal 08/10/82, Campbell Park Profile 19900.

¹¹⁹² Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹¹⁹³ Memo, KA Milne for Director-General to Regional Superintendent of Education and others 16/12/85, Campbell Park Admission 19902.

¹¹⁹⁴ Memo, KA Milne for Director-General to Regional Superintendent of Education and others 16/12/85, Campbell Park Admission 19902.

¹¹⁹⁵ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹¹⁹⁶ Memo, KA Milne for Director-General to Regional Superintendent of Education and others 16/12/85, Campbell Park Admission 19902.

¹¹⁹⁷ Memo, KA Milne for Director-General to Regional Superintendent of Education and others 16/12/85, Campbell Park Admission 19902.

¹¹⁹⁸ Memo, DF Brown, Director Special Education to Regional Superintendents of Education and others 14/08/87, Campbell Park Education O7D 77-5 Part 4.

In 1956 the Principal considered that care needed to be taken when admitting younger boys to Otekaike as the long stay for these residents meant there was a tendency for them to become institutionalised.¹¹⁹⁹

The normal leaving age in 1956 was 17, but the Principal noted that if a boy reached 19 years of age and was still unable to cope managing his own affairs, the he should be transferred to a custodial home for further training.¹²⁰⁰

The Principal stated in his 1971 Annual Report that the optimum length of stay was three to four terms and this was reached that year.¹²⁰¹ This length of stay was shorter than in previous years, but was considered a sound policy because the motivation for possible discharge in the foreseeable future was reflected through improved behaviour, "... boys are not allowed to vegetate through subjection over a long period to institution routines," and it was the most economic use of resources.¹²⁰² However, there were disadvantages to the shorter length of stay in increased pressure on staff.¹²⁰³

Residents were discharged from Campbell Park when it was, "... considered that their education, training and development of personal resources will enable them to cope happily in the community."¹²⁰⁴

The Code of Practice noted that residents were, "... discharged to their home districts when it is considered that they have developed sufficient personal and social resources to cope, at least marginally, in the community if given some home district support from the referral agency."¹²⁰⁵ A discharge committee would meet at the beginning of each term to review each resident's placement.¹²⁰⁶

The average length of stay had increased again during the 1980s, and by 1984 was described as being approximately two to three years.¹²⁰⁷ It was noted in the 1983 Campbell Park School Magazine that one boy stayed over 40 years.¹²⁰⁸

However, the 1984 admission procedures stated that, "While it is desirable for a period in residential schools to be as brief as possible, parents or guardians of each child should be made aware that admission for between one to two years is usually required for a child's personal programme to be effective."¹²⁰⁹ This indicates that the actual length of stay was often longer than official policy.

Programmes and care

There is limited information held on the Campbell Park files prior to 1974.

¹¹⁹⁹ Notes on organisation and policy of Otekaike, D O'Connor, 06/11/56, Campbell Park Profile 24605.

¹²⁰⁰ Notes on organisation and policy of Otekaike, D O'Connor, 06/11/56, Campbell Park Profile 24605.

¹²⁰¹ Annual Report 1971, Campbell Park Reports F5000002919978.

¹²⁰² Annual Report 1971, Campbell Park Reports F5000002919978.

¹²⁰³ Annual Report 1971, Campbell Park Reports F5000002919978. Please refer to footnote 176.

¹²⁰⁴ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹²⁰⁵ Campbell Park Code of Practice 1984, Campbell Park Profile F5000004059543.

¹²⁰⁶ Campbell Park Code of Practice 1984, Campbell Park Profile F5000004059543.

¹²⁰⁷ Campbell Park Code of Practice 1984, Campbell Park Profile F5000004059543.

¹²⁰⁸ Campbell Park School Magazine 1983, Campbell Park Profile F5000002791151.

¹²⁰⁹ Circular Memorandum 1984/21: Admission and Discharge Procedures for Campbell Park, Hogben and Salisbury Girls' Residential Schools 05/03/84, Campbell Park Admission 19900.

Recreation at Campbell Park in 1958 consisted of many sports, craft work and some basic training in cooking and darning.¹²¹⁰ Some of the residents belonged to cubs or scouts.¹²¹¹

Campbell Park School had a prospectus and seemed to issue a school magazine each year. The Prospectus on Campbell Park was available through the Department of Education, the Department of Social Welfare, and Psychologists.¹²¹²

The staff at Campbell Park, "... co-ordinate their efforts to provide for the individual needs of the boys in all aspects of their development so that they may achieve independence, acceptance and integration in society."¹²¹³ The agency responsible for a boy's admission to Campbell Park would maintain contact with the family both during and following the resident's stay at the Institution.¹²¹⁴ A report on each child was given every six months to the home district and the social worker or psychologist concerned is expected to discuss it with the child's family.¹²¹⁵

Sporting activities were increased in 1971 and Campbell Park felt the need to have a more comprehensive sports programme – but they were hindered by the lack of a recreational officer.¹²¹⁶

An effective Religious Instruction Programme, with representatives from most denominations, was established at Campbell Park during 1971.¹²¹⁷

In 1973 a recommendation was made that the grounds area become an area of activity for all residents after school and at weekends, much as it would in their own homes.¹²¹⁸

In 1974, each resident was given pocket money in order for them to appreciate the value of money. Some of this had to be banked each week.¹²¹⁹

The school had large playing fields, trampolines, a swimming pool and a gymnasium for a wide range of sports to be played.¹²²⁰ There were also indoor recreation facilities such as table tennis and billiards available.¹²²¹

In 1978 it was said that the introduction of activities such as disco dancing and skate boarding helped the normalisation of social life in the Institution.¹²²²

The 1978 Inspection report said the meetings between staff and the senior cottage where discussions were held publicly with the individual and his peers was a, "... powerful effective socialisation session which reinforced the boys' consciousness of the criteria for acceptable behaviour and outlook."¹²²³ But the issue of at what stage

¹²¹⁰ Child Welfare Division Field Officers Manual, undated circa 1958.

¹²¹¹ Child Welfare Division Field Officers Manual, undated circa 1958.

¹²¹² Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²¹³ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹²¹⁴ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹²¹⁵ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²¹⁶ Annual Report 1971, Campbell Park Reports F5000002919978.

¹²¹⁷ Annual Report 1971, Campbell Park Reports F5000002919978.

¹²¹⁸ Campbell Park School Visit, National Organiser (Backward Pupils) 24-27/07/73, Campbell Park Education 11121.

¹²¹⁹ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹²²⁰ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹²²¹ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹²²² Inspection Report 7-18/10/78, Campbell Park Reports 11121.

¹²²³ Inspection Report 7-18/10/78, Campbell Park Reports 11121.

publicity of personal defects and misbehaviour by an individual may be considered rewarding or suggestive to others needed to be looked at.¹²²⁴

A former pupil recalled that there were head boys at Campbell Park who were voted by their peers and were in charge of discipline by sending other pupils to the teacher. "I don't remember any favouritism or antagonism show by these boys..."¹²²⁵

The 1982 Inspection Report remarked on the isolation of the School throwing up challenges including trying to make sure the residents kept in touch with the real world.¹²²⁶ It was considered that Campbell Park's record with this was good with the introduction of disco dancing, BMX racing, pool, video games, and other sporting activities.¹²²⁷

The implementation of long term planning with specific objectives for each individual was noted in the Inspection Report 1982.¹²²⁸

The 1982 Inspection Report also noted that the casework goal was a general one focussed on, "... maturation, good general care, parenting and good modelling ... expected to help boys develop to a stage where they can return to the community..."¹²²⁹ It was felt that while this was good, it could be tailored more specifically to meet individual needs.¹²³⁰

There was a Code of Practice in 1984 that looked at the philosophy of the Campbell Park, its objectives and the staff's obligations to the residents.¹²³¹

The staff in the Senior house ran a training programme for the residents about living skills. Those ready for discharge were introduced to the flatting experience by having the use of the house next to their cottage. They would cook their own meals and keep the place clean.¹²³² This programme was still continuing and considered to be very beneficial in 1986.¹²³³

In 1982, the staff were involved in getting the residents involved in sporting activities and sports were played with other schools including visits to and from the school.¹²³⁴

During the evenings at Campbell Park, a variety of activities were organised by staff including a hobby evening, films and picnics.¹²³⁵ The older residents were taught the driving theory necessary to obtain a drivers licence.¹²³⁶

In 1982 it was noted that, "Rest periods are sometimes observed for the younger boys during the weekends but are not regular daily practice."¹²³⁷

The Inspection Report of 1986 states that Campbell Park had, "... made effective use of its location and the strengths of its environment to implement a programme

¹²²⁴ Inspection Report 7-18/10/78, Campbell Park Reports 11121.

¹²²⁵ Watson, Owen (undated, circa 1980) *Campbell Park School: The way I remember it*, Dunedin Public Library. (Please note that this is an uncorroborated account of a former pupil).

¹²²⁶ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²²⁷ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²²⁸ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²²⁹ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²³⁰ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²³¹ Campbell Park Code of Practice 1984, Campbell Park Profile F5000004059543. For more detail, see the file.

¹²³² Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²³³ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²³⁴ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²³⁵ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²³⁶ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²³⁷ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

that presents one model for the handling of boys with intellectual and behavioural problems."¹²³⁸ It also used the location to compensate for some disadvantages through activities such as skiing and tramping.¹²³⁹

It was noted in 1986 that with a high percentage of residents from a Maori or Polynesian background, Maori language and culture needed to be part of the school activities.¹²⁴⁰ It was noted that statements, "... on a philosophy of residential care or code of practice and recognition of cultural heritage should be included," at Campbell Park and that the statements used in the Handbook for Teachers in Department of Social Welfare Institutions would provide a good basis.¹²⁴¹

The decrease in the Institution's roll and the closure of the junior cottage allowed for two staff to provide a special programme for the younger residents in the intermediate cottage in 1986.¹²⁴²

In 1986 individual case plans were set up after six weeks from the date of admission. This Residential Care Plan was prepared by the residential social worker and approved by the senior residential social worker.¹²⁴³ An Education Care Plan was also prepared by the teacher.¹²⁴⁴ The Inspection Report commented that more coordination of these plans would ensure that targets are better achieved, and that residents should be more involved in the plans.¹²⁴⁵ The plans were update each six months.¹²⁴⁶

There was a "Go for Gold" system operating at Campbell Park in 1986 which was well accepted by the residents.¹²⁴⁷ It was a progression system with a set of "realistic and readily attainable" series of targets for the residents.¹²⁴⁸

Work and training

There is no information about work and training in Campbell Park held on the files prior to 1971.

The Senior Section of Campbell Park aimed to give boys in the 15 to 17 year age group work experience and training.¹²⁴⁹ Some residents would receive work training in another district for a few weeks and would stay at the Family Home in that district.¹²⁵⁰ It was thought by the Principal that the work training programme for senior boys would be better placed closer to the business community or if it had to stay at Campbell Park, then the system should be reviewed to provide, "... specific skills more associated with industry and trade," through the appointment of more highly qualified instructors and the possibility of apprenticeships.¹²⁵¹

¹²³⁸ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²³⁹ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²⁴⁰ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²⁴¹ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²⁴² Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²⁴³ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²⁴⁴ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²⁴⁵ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²⁴⁶ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²⁴⁷ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²⁴⁸ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²⁴⁹ Annual Report 1971, Campbell Park Reports F5000002919978.

¹²⁵⁰ Annual Report 1971, Campbell Park Reports F5000002919978.

¹²⁵¹ Annual Report 1971, Campbell Park Reports F5000002919978.

The boys in the senior section attended vocational class room work three times a week and manual training once a week to learn the skills to obtain and hold employment on return to the community.¹²⁵² This class also gave them the opportunity to gain a driver's licence.¹²⁵³ For the remainder of the time, the boys in the senior section received various work training under the guidance of instructors in areas such as laundry, gardening, painting and others.¹²⁵⁴

In 1973 a visit to Campbell Park by the National Organiser (Backward Pupils) made recommendations about each of the nine training areas that were in use or could have been in use at the Institution.¹²⁵⁵ The work training and experience programme was considered to be lacking and an overall organiser was considered to be urgently needed.¹²⁵⁶ A chief instructor had been appointed by 1982.¹²⁵⁷

It was remarked in 1986 that the remote location of Campbell Park was a barrier to developing work experience programmes.¹²⁵⁸

There were nine instruction areas at Campbell Park for the senior residents: engineering, laundry, gardening, poultry, carpentry, painting, grounds, mechanics and driving. Some boys were also placed with the cook and kitchen staff.¹²⁵⁹

There was also a programme operating which emphasised the development of responsibility and cooperative social skills which was recommended to be developed further into areas of self-esteem, independence and skills in areas such as interview techniques.¹²⁶⁰

Resident-to-resident issues

There was limited information regarding resident-to-resident issues on Campbell Park files.

In 1969 two residents of Campbell Park presented with damaged arms which were found to have been caused by an older resident who then threatened them with reprisals if they told what happened. This older resident had not progressed past the stage of play with the younger group, but because he was older had become the leader. The injuries were considered to not have been maliciously inflicted.¹²⁶¹

A Teacher at Campbell Park noted on a resident's school report in 1978 that he had been involved in sexual misconduct, possibly only mutual masturbation, with an "older known molester" and that, "While only one recent incident has been recorded there is a general attitude among some of the boys which would suggest that the

¹²⁵² Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹²⁵³ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹²⁵⁴ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹²⁵⁵ Campbell Park School Visit, National Organiser (Backward Pupils) 24-27/07/73, Campbell Park Education 11121. For more detail, see the file.

¹²⁵⁶ Campbell Park School Visit, National Organiser (Backward Pupils) 24-27/07/73, Campbell Park Education 11121.

¹²⁵⁷ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²⁵⁸ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²⁵⁹ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²⁶⁰ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹²⁶¹ Memo, DF Walsh, Principal to Superintendent 15/08/69, Campbell Park Incidents F5000001599338.

problem is greater than would appear on the surface."¹²⁶² The file does not record whether there was a response to this.

Health and medication

There is negligible information held on the Campbell Park files regarding health and medication prior to 1971.

A resident doctor was available in Kurow and there were two registered nurses on the staff. The school was equipped with a sick bay and surgery, but illness at the school was small, and this was attributed to the healthy climate.¹²⁶³

In 1971 the local general practitioner and the medical officer of health for Timaru were, "... concerned about the lack of Specialist supervision of the psychotropic drug regimes which have been prescribed for our boys either prior to, or following admission..."¹²⁶⁴ At this time there were 23 boys taking 13 varieties of these type of drugs.¹²⁶⁵ The general practitioner said that he could not properly continue to prescribe such drugs without Specialist supervision and three monthly reviews.¹²⁶⁶ There was no response to this concern recorded on file.

The facilities at Cherry Farm Hospital were considered to be inadequate. Campbell Park had not received a visit from a psychiatrist in over seven months and had been told by the Medical Superintendent of Cherry Farm that they could only see eight cases at any one time.¹²⁶⁷

Both Medical Matrons's left Campbell Park in 1971 and the Principal considered that there were no replacements in sight.¹²⁶⁸

During 1971 the Institution began to use the services of the Senior Educational Psychologist in Timaru, but this ceased with his transfer and the position remaining unfilled.¹²⁶⁹

In 1974 the Home was serviced by a psychologist, psychiatrist, doctor and dentist and the matron of Campbell Park was a registered nurse.¹²⁷⁰

The 1982 Inspection Report recorded that the Institution had good cooperation from the local doctor, the medical room facilities were good, and boys with real or imaginary ailments were treated with kindness and sympathy.¹²⁷¹

In 1985 27 psychological reports were received by the school, mainly in relation to discharge placement advice, but some recommendations and advice for the programme development of certain individuals.¹²⁷²

1262

¹²⁶³ Notes on organisation and policy of Otekaieke, D O'Connor, 06/11/56, Campbell Park Profile 24605.

¹²⁶⁴ Memo, T Wilson, Principal to Superintendent 06/12/71, Campbell Park Health (unknown file number).

¹²⁶⁵ Memo, T Wilson, Principal to Superintendent 06/12/71, Campbell Park Health (unknown file number).

¹²⁶⁶ Memo, T Wilson, Principal to Superintendent 06/12/71, Campbell Park Health (unknown file number).

¹²⁶⁷ Memo, T Wilson, Principal to Superintendent 06/12/71, Campbell Park Health (unknown file number).

¹²⁶⁸ Annual Report 1971, Campbell Park Reports F5000002919978.

¹²⁶⁹ Annual Report 1971, Campbell Park Reports F5000002919978.

¹²⁷⁰ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹²⁷¹ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²⁷² Inspection Report 24-27/02/86, Campbell Park Reports 19902.

The Code of Practice noted that a psychiatrist visited the Home on a monthly basis.¹²⁷³

Psychiatric hospital placement

There is negligible information held on Campbell Park files regarding psychiatric hospital placement.

There was a sharp increase in the number of residents being referred for psychiatric help at Cherry Farm Hospital in 1971. The senior staff thought that they should have access to similar Hospitals throughout the country as so many residents were from the North Island.¹²⁷⁴

Discussions took place in 1971 with executive staff at Cherry Farm and Wakari Hospital regarding future psychiatric referral policy.¹²⁷⁵

Staffing

There is no information on staffing at Campbell Park prior to the history of Campbell Park given in the Resident Profile and in this section prior to 1971.

Staffing Administration

Campbell Park was a Special School under the responsibility of the Department of Education. Even though it was not a Child Welfare Division institution, this Division provided services to Campbell Park in areas such as appointing, training and providing the staff services for all staff excluding the teaching staff.¹²⁷⁶ The Child Welfare Division also provided the general casework service for Principal's of the Special Schools, other interested departmental officers, and teachers.¹²⁷⁷ There was an agreement whereby the Child Welfare Division carried out the practical administration of the Special Schools. The executive authority for the Special Schools was exerted by the Child Welfare Division's Head Office, but that, "... in many respects the instructions which emanate from there conform to the professional and administrative views of the Head Office of the Department."¹²⁷⁸

The Department of Education provided the Child Welfare Division with psychological services, twenty teachers, and other administration type services.¹²⁷⁹

¹²⁷³ Campbell Park Code of Practice 1984, Campbell Park Profile F5000004059543.

¹²⁷⁴ Annual Report 1971, Campbell Park Reports F5000002919978.

¹²⁷⁵ Annual Report 1971, Campbell Park Reports F5000002919978.

¹²⁷⁶ Memo, KJ Sheen, Director-General Education to Minister of Education 04/09/67, Campbell Park Profile, Department of Education File.

¹²⁷⁷ Memo, KJ Sheen, Director-General Education to Minister of Education 04/09/67, Campbell Park Profile, Department of Education File.

¹²⁷⁸ Memo, AG Hedgman, Chief Office Inspector to Chief Executive Officer 08/10/71, Campbell Park Profile, Department of Education File 45/4/1 Pt1.

¹²⁷⁹ Memo, KJ Sheen, Director-General Education to Minister of Education 04/09/67, Campbell Park Profile, Department of Education File.

The formal establishment of the Department of Social Welfare occurred on 1 April 1972 and the Child Welfare Division separated from the Department of Education and relinquished its administrative responsibilities for the Special Schools.¹²⁸⁰

In 1978 Mr Manchester (designation unknown) stated that he did not agree with Special Schools remaining under the control of the Department of Education as it seemed that such a high percentage of admissions to these Special Schools were referrals from Child Welfare. He requested that Social Welfare participate in an inspection of Campbell Park¹²⁸¹ and Mr Lucas (designation unknown) agreed that Social Welfare should take part in an inspection.¹²⁸²

A report in 1978 from Alan Frazer (designation unknown) noted that there needed to be improved communication between the Department of Education and the Department of Social Welfare to enhance awareness of the problems relating to Special Schools. In particular for Campbell Park, he considered that more definite admissions times should be given to parents or Social Welfare as "vague statements" were not helpful and that there should be discussion over the significance of the high percentage of Social Welfare residents placed in Campbell Park.¹²⁸³

It was also noted in 1978 that it had been, "... five years since any kind of report was made on the work of Campbell Park School as a whole" and a proposal was made for a team to visit the Institution which would include a social welfare staff member.¹²⁸⁴

Staffing Organisation

1971 was a year of unstable staffing for Campbell Park with a number of staff changes. These movements were considered to be due to the isolation of the Institution and the strain of dealing with large numbers of difficult residents.¹²⁸⁵ At one stage the staff were lacking five of the ten housemasters. The Principal, T Wilson, stated that in spite of this the staff worked admirably and gave complete cooperation.¹²⁸⁶ A senior clerk was employed because the staff could not keep up with routine office duties.¹²⁸⁷

The teachers at Campbell Park had mandatory extra-supervisory duties until 1971 and even though supervision was still expected from teachers, it decreased due to it being voluntary.¹²⁸⁸

Due to a staff member who 'slept in' in the senior section going on leave, two nightwatchman were appointed and it was considered that this should be a permanent feature.¹²⁸⁹

¹²⁸⁰ Memo, KE Haswell, Executive Officer to Regional Offices, Principals Special Schools and Child Welfare Head Office, 22/03/72, Campbell Park Profile 11121.

¹²⁸¹ Memo, BM Manchester (designation unknown) to Mr Te Punga, Acting Director-General 30/08/78, Campbell Park Profile 11121.

¹²⁸² Memo, JH Lucas, designation unknown to Mr Te Punga, designation unknown 31/08/78, on Memo, BM Manchester (designation unknown) to Mr Te Punga, Acting Director-General 30/08/78, Campbell Park Profile 11121.

¹²⁸³ Report regarding Campbell Park, Alan Frazer, designation unknown 23/06/78, Campbell Park Reports 11121.

¹²⁸⁴ Memo, Owen Lawn, Inspector of Schools, Department of Education to Mr T Ball, designation unknown, Department of Social Welfare 17/08/78, Campbell Park Reports 11121.

¹²⁸⁵ Annual Report 1971, Campbell Park Reports F5000002919978.

¹²⁸⁶ Annual Report 1971, Campbell Park Reports F5000002919978.

¹²⁸⁷ Annual Report 1971, Campbell Park Reports F5000002919978.

¹²⁸⁸ Annual Report 1971, Campbell Park Reports F5000002919978.

There was a change in Principal in 1971 when Mr T Wilson was appointed to replace Mr Walsh.¹²⁹⁰

In 1973 it was commented that the six assistant housemasters who staffed the grounds also assisted in the organisation of cottage control and recreational activities.¹²⁹¹

In 1973 a recreational officer was considered urgent as was an organiser for the work experience and training.¹²⁹²

Each section of the Home (the residents' units) were staffed by three housemasters and a cottage matron who cared for the boys and organised their recreational and social activities amongst other things.¹²⁹³

An inspection report in 1978 commented that there were many improvements in staffing, "... from a time when memories of bad newspaper publicity, shortage of staff, a housemasters' strike and eruptions of violence were fresh."¹²⁹⁴ It was said that this improvement was due to the Principal of the previous five years who, "... worked so effectively to realise his clear conception of what Campbell Park should be."¹²⁹⁵

The inspection report in 1978 recommended that the influence of women on the residents and the cottage life policy and practice at Campbell Park be increased.¹²⁹⁶

The 1982 inspection reported noted the rising quality of staff that were recruited in residential care and instructor groups.¹²⁹⁷ The staffing had been stable for some time.¹²⁹⁸ Two night staff were on duty at any time, split between the junior and senior sections. The inspection report noted that there was an imbalance in the workloads between these areas, with the junior section night staff dealing with a high number of bedwetters.¹²⁹⁹ The night staff's task was the care and responsibility for the well-being, safety and security of the residents.¹³⁰⁰

The 1982 Inspection Report noted that when the junior and intermediate Houses were full, the staff were, "... stretched to considerable limits," and it was felt that the Assistant Residential Social Workers should have some cleaning duties relaxed and some ancillary staff should be employed in each cottage to alleviate some of the pressures.¹³⁰¹

There was a marked improvement from the Instructors (who were involved in areas such as gardening carpentry and engineering) in their attitude, planning, evaluation and liaison with the other staff groups because of the appointment of a chief instructor.¹³⁰² A desk file for instructors was also introduced and with the improved

¹²⁸⁹ Annual Report 1971, Campbell Park Reports F5000002919978.

¹²⁹⁰ Annual Report 1971, Campbell Park Reports F5000002919978.

¹²⁹¹ Campbell Park School Visit, National Organiser (Backward Pupils) 24-27/07/73, Campbell Park Education 11121.

¹²⁹² Campbell Park School Visit, National Organiser (Backward Pupils) 24-27/07/73, Campbell Park Education 11121.

¹²⁹³ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹²⁹⁴ Inspection Report 7-18/10/78, Campbell Park Reports 11121.

¹²⁹⁵ Inspection Report 7-18/10/78, Campbell Park Reports 11121.

¹²⁹⁶ Inspection Report 7-18/10/78, Campbell Park Reports 11121.

¹²⁹⁷ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²⁹⁸ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹²⁹⁹ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁰⁰ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁰¹ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁰² Inspection Report 10-14/10/82, Campbell Park Reports 19900.

planning and evaluation there was a much more professional approach shown from this group.¹³⁰³

In 1986 all assistant residential social workers were given a caseload of a maximum of two residents.¹³⁰⁴ It was considered that the residential staff had become, "... more involved in the 'social work' aspects of residential care."¹³⁰⁵

In 1986 it was noted that fee for service staff were not a major part of the schools staff group due to the low pay and the distance to Campbell Park.¹³⁰⁶

Code of Practice

A code of practice was introduced in 1984 and listed the responsibilities and duties staff had to the pupils. The aim of the Institution was "... to provide group care and planned individual treatment and educational programmes for pupils whose present needs cannot be adequately met in the community. The ultimate aim is to return the pupils to the community better equipped to cope academically, socially and/or vocationally." Some examples of these duties that the staff had to the pupils included having the responsibility to protect the rights and dignity of the pupil, to educate the pupil in his responsibility towards himself and others, to provide a safe, secure and pleasant environment and to develop an appreciation of the different cultural backgrounds of the pupils.

Training and Supervision

The Principal commented in 1971 that while the need for staff training was fully understood and supported, it was possibly not appropriate when it was accomplished at the expense of the staff and the residents as there were no replacements to take over the duties of those going on training.¹³⁰⁷

A daily instructor's meeting was established in 1971 to coordinate the work of instructors and discuss the needs of individual residents.¹³⁰⁸

In 1974 the Principal of Campbell Park asked for assistance with an in-service training course to be held at the Institution which was the first of its kind to be held when all staff were involved.¹³⁰⁹ The theme of the course was based on the responsibility of staff in influencing residents and providing personal standards.¹³¹⁰

The 1978 Inspection Report commented on the growth of in-service training, the well organised desk files, the useful staff library and the good beginning on the house manual.¹³¹¹

The provision of cottage meetings involving residential social workers and teachers to discuss cases was noted in the 1982 Inspection Report.¹³¹²

¹³⁰³ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁰⁴ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹³⁰⁵ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹³⁰⁶ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹³⁰⁷ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³⁰⁸ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³⁰⁹ Memo, P Walsh, for Principal to Assistant Director (Social Work) 12/07/74, Campbell Park Staffing F5000000925635.

¹³¹⁰ Memo, P Walsh, for Principal to Assistant Director (Social Work) 12/07/74, Campbell Park Staffing F5000000925635.

¹³¹¹ Inspection Report 7-18/10/78, Campbell Park Reports 11121.

¹³¹² Inspection Report 10-14/10/82, Campbell Park Reports 19900.

Copies of the applicable Acts and Determinations were held by the Assistant Principal.¹³¹³ Extensive and comprehensive desk files were held for residential social workers, assistant residential social workers and Instructors.¹³¹⁴

The 1982 Inspection Report noted that the main form of communication was by meeting and that five meetings were held (although it does not note how often) including; senior staff meeting, assistant principal and senior residential social workers, cottages, instructors and teachers.¹³¹⁵ By this time Campbell Park had also developed a staff induction programme.¹³¹⁶

It was thought in the 1982 Inspection Report that changes in the staffing organisation, such as the change in status from attendants to assistant residential social workers, should have been accompanied with a training package. It was also thought that the Department of Education should assist with courses such as those planned for staff in the Social Welfare Institutions.¹³¹⁷

The general casework goal at Campbell Park was considered to be lacking in individual training for residents and a more structured approach to casework and casework supervision was recommended in the Inspection Report.¹³¹⁸ It was considered that the assistant residential social workers should have a small caseload and be supervised by residential social workers as this would reduce their caseload. The residential social workers were supervised by the senior residential social workers on a regular basis, details of which are provided in the inspectors report.¹³¹⁹

By 1986 there had been an increase in both internal and external staff training opportunities,¹³²⁰ but it was felt that the provision of a staff training checklist be developed for those new staff who needed early and intensive staff training in basic childcare and management.¹³²¹

There was a firm commitment to the concept of supervision in 1986 and the sessions were considered to be very important.¹³²²

Concern

For ten months of 1971 the top administrative officers were under, "... acute strain arising from the lack of a Senior Section Housemaster and a Chief Instructor, which were both regarded as essential..."¹³²³ The Principal considered that more staff housing was necessary in order to have a full staff.¹³²⁴

The disadvantage of the shorter length of stay than was considered optimum in 1971 was that staff were strained and an improved staff ratio was considered necessary, especially in clerical, teaching, cottage and administrative staff.¹³²⁵

¹³¹³ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³¹⁴ Inspection Report 10-14/10/82, Campbell Park Reports 19900. A residential social workers desk file is held on file.

¹³¹⁵ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³¹⁶ Inspection Report 10-14/10/82, Campbell Park Reports 19900. This staff induction programme is not recorded on Campbell Park files.

¹³¹⁷ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³¹⁸ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³¹⁹ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³²⁰ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹³²¹ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹³²² Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹³²³ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³²⁴ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³²⁵ Annual Report 1971, Campbell Park Reports F5000002919978.

The Principal commented in 1971 that there was still much to be desired in relation to the quality of work and attitudes of instructors at Campbell Park.¹³²⁶

In 1973 there was considered to be a need for greater staff liaison between all sections.¹³²⁷

The 1982 Inspection Report commented on the isolation of the Campbell Park being a problem for staff in bringing grievances as the majority of the staff lived close to each other on the school site.¹³²⁸

The Inspection Report in 1986 noted that the, "... close-knit nature of the Campbell Park community undoubtedly can heighten what are relatively minor procedural, philosophical or personal disagreements."¹³²⁹

Although no abuse by staff is recorded in the Campbell Park files, in October 2004 Noel George Robinson, a former housemaster of Campbell Park school was convicted on six sexual assault charges against a pupil of the school during the 1980's and was sentenced to six years imprisonment.¹³³⁰

Schooling

There is limited information on schooling held on the Campbell Park files prior to 1971.

Staffing

The teaching staff in 1971 was comprised mainly of permanent and relieving teachers.¹³³¹

The Principal repeated his quote from the 1970 Annual Report in the 1971 Annual Report as he considered it still appropriate. "The anomalous position is therefore that while we believe that stable staffing by specially qualified and emotionally suitable teachers is essential, we are in fact being forced to accept a large proportion of transient staff who are inexperienced and sometimes of unstable temperament."¹³³²

Due to the absence of relieving staff in 1971, the Day School staff were not able to attend In-Service training that was organised away from the school.¹³³³

In 1986 the staffing organisation of the day school at Campbell Park was one head teacher, three senior teachers and six basic scale teachers.¹³³⁴ It was considered that the head teacher should ensure that he spent a significant amount of time in

¹³²⁶ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³²⁷ Campbell Park School Visit, National Organiser (Backward Pupils) 24-27/07/73, Campbell Park Education 11121.

¹³²⁸ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³²⁹ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹³³⁰ Otago Daily Times "Six years' jail for molesting student" 20/10/04, Campbell Park Incidents (no file ref)

¹³³¹ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³³² Annual Report 1971, Campbell Park Reports F5000002919978.

¹³³³ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³³⁴ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

cooperative teaching to influence pupil management, curriculum development and pupil evaluation.¹³³⁵

Programme

There were two parts to the school structure; the junior school and the vocational class.¹³³⁶ Admissions under 15 went to the junior school and attended normal day school. When they reached the age of 15, they were transferred to the senior school where they were instructed in trades, farming and work habits.¹³³⁷

The junior section of the school in 1958 had nine full time teachers so that classes were small and students could have individual attention.¹³³⁸ There were approximately 80 residents of school age.¹³³⁹ Basic education was given in the area of reading, writing, measuring and the practical use of money in order for a pupil to be able to read a newspaper and count change by the time he had finished school.¹³⁴⁰

The senior section catered for 45 residents over the age of 15. Training was given in areas such as carpentry and painting and these residents were given instruction in social studies and letter writing, although no formal schooling.¹³⁴¹ It was noted that on rare occasions when residents showed "unusual ability" in practicing a trade, permission was obtained to waive the academic requirements of the Apprenticeship Committee.¹³⁴²

It was considered unwise for a resident to leave Campbell Park just after obtaining school leaving age as they would not have had any grounding in vocational training.¹³⁴³ It was also considered that "backward boys" would be too immature socially and would not be able to cope with normal society.¹³⁴⁴

The junior school was divided mainly in terms of reading ability in 1970 with one mixed ability group determined on social compatibility.¹³⁴⁵ Team-teaching for the pre-reading and early reading class was abandoned in 1971 due to increase in pupil to staff ratio and this was considered detrimental especially in light of the increase in emotionally disturbed children in this age group.¹³⁴⁶

The vocational class had a problem with pupil movement due to pressures in the intermediate section necessitating the transfer of older residents to the senior section and the need for more full-time work training boys resulting from Senior Section discharges.¹³⁴⁷

In 1973 a visit by the National Organiser of backward pupils considered that the junior, intermediate and senior sections of the Home were too rigidly enforced and that schooling should not be automatically stopped for those transferred to the senior

¹³³⁵ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹³³⁶ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³³⁷ Notes on organisation and policy of Otekaike, D O'Connor, 06/11/56, Campbell Park Profile 24605.

¹³³⁸ Child Welfare Division Field Officers Manual, undated circa 1958.

¹³³⁹ Child Welfare Division Field Officers Manual, undated circa 1958.

¹³⁴⁰ Child Welfare Division Field Officers Manual, undated circa 1958.

¹³⁴¹ Child Welfare Division Field Officers Manual, undated circa 1958.

¹³⁴² Child Welfare Division Field Officers Manual, undated circa 1958.

¹³⁴³ Child Welfare Division Field Officers Manual, undated circa 1958.

¹³⁴⁴ Notes on organisation and policy of Otekaike, D O'Connor, 06/11/56, Campbell Park Profile 24605.

¹³⁴⁵ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³⁴⁶ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³⁴⁷ Annual Report 1971, Campbell Park Reports F5000002919978.

section.¹³⁴⁸ This was addressed in 1974 when in a report on Campbell Park School it was noted that once a boy had reached 15, close assessment of his needs determined whether he should be transferred to the senior section or whether a full school programme was still desirable.¹³⁴⁹

A report on the school in 1974 stated that all boys under the age of 15 attended school full time. The classes were small and attempted to meet the pupil's individual needs.¹³⁵⁰ The school focussed on a general primary school curriculum but those pupils who were of high school age and ability followed a modified high school programme.¹³⁵¹

Educational visits to places of interest in the local district were made as part of the programme and occasional extended visits to areas of special interest were taken as part of a study programme.¹³⁵² Outside sports meetings were also attended regularly.¹³⁵³ There was a woodwork/metalwork room for all pupils to gain experience.¹³⁵⁴

The inspection report in 1982 noted that there was variety of teaching approaches at Campbell Park including bike-based teaching, book-based teaching, from mother care to work experience.¹³⁵⁵ Some of the specific points noted in the inspection report were, "The quite influential scheme which generally provides a good useable framework on which class teachers can plan more specific class programmes relevant to their pupils' particular needs ... the good ... quality of formal reporting on pupils" as well as the emphasis on art, writing letters home and use of visual aids.¹³⁵⁶ The vocational programmes were considered to be interesting and educational.¹³⁵⁷

The Inspector considered that the staff at the school worked to an appropriate range of experiences for the pupils, and the pupils were said to make significant but slow gains.¹³⁵⁸

A new scheme was developed in 1985 which provided a cohesive and balanced curriculum.¹³⁵⁹

The 1986 Inspection Report considered that the amount of time pupils spent listening to directions and teacher instructions should be examined.¹³⁶⁰

It was also noted in 1986 that when it was appropriate, residents were placed in Kurow Area School and Otekaike Primary School.¹³⁶¹

In 1986 an Education Care Plan was prepared by the teacher to compliment the Residential Care plan. The Inspection Report considered that there needed to be more coordination of these plans.¹³⁶²

¹³⁴⁸ Campbell Park School Visit, National Organiser (Backward Pupils) 24-27/07/73, Campbell Park Education 11121.

¹³⁴⁹ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹³⁵⁰ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹³⁵¹ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹³⁵² Annual Report 1971, Campbell Park Reports F5000002919978.

¹³⁵³ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³⁵⁴ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹³⁵⁵ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁵⁶ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁵⁷ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁵⁸ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹³⁵⁹ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹³⁶⁰ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹³⁶¹ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

School/Institution Relationship

The provision of cottage meetings involving residential social workers and teachers to discuss cases was noted in the 1982 Inspection Report.¹³⁶³ The same report also commented that while the residential and teaching staff relationship had been poor in the past, it had improved with the introduction of cottage meetings.¹³⁶⁴ It was felt that in spite of this, they did keep separate most of the time and that relationships and cooperation between the two areas could be further improved.¹³⁶⁵

It was commented in 1986 that progress had been made so that the objectives for residents were pursued by all staffing areas; the school, instructors and residential staff.¹³⁶⁶

Concern

The Principal commented that boys should remain in school until 15 (the legal leaving age) but sometimes this was not possible because the Home could not mix the younger and older residents.¹³⁶⁷ Also with the limited staff and the accommodation issues, a dual system within the senior section could not be operated.¹³⁶⁸

The Principal was concerned in 1971 about the School and the calibre of the staff and said that, "Instead of providing the stable environment necessary for our boys, we are now re-enforcing their instability through frequent staff changes and low calibre teachers. The situation is further aggravated by the present policy of admitting groups of boys from time to time during terms which, in turn, necessitates class movements in order to re-grade pupils in terms of compatability [sic] ability, etc."¹³⁶⁹

The Inspection Report of 1982 noted that with the difficulties in teaching the type of children admitted to Campbell Park, the teachers often felt dissatisfied and the teaching was not helped by the fact that so many of the pupils at Campbell Park had become accustomed to failing in the school environment.¹³⁷⁰ It was also noted that it was not uncommon for a lot of the teaching time to have been spent on control and management of the class rather than actual teaching.¹³⁷¹ The 1986 Inspection Report stated in relation to this that, "The attempts already made to achieve optimistic and positive teaching strategies should be maintained and every opportunity to use positive reinforcement should be grasped."¹³⁷²

¹³⁶² Inspection Report 24-27/02/86, Campbell Park Reports 19902. For more information see the Programmes and Care section

¹³⁶³ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁶⁴ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁶⁵ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁶⁶ Inspection Report 24-27/02/86, Campbell Park Reports 19902.

¹³⁶⁷ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³⁶⁸ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³⁶⁹ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³⁷⁰ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁷¹ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁷² Inspection Report 24-27/02/86, Campbell Park Reports 19902.

Absconding

There is no information held on Campbell Park files in relation to absconding.

Secure care

There is no information held on the Campbell Park files relating to secure care. It is possible that Campbell Park did not have a secure unit because it was a school. However, no direct information on this point was located.

Discipline

There is negligible information on discipline held on Campbell Park files.

The 1982 Inspection Report noted that a variety of behaviour controls were used which mainly included withdrawal or extension of privileges, but also that corporal punishment was still used.¹³⁷³

In a book by a former pupil of Campbell Park School, he recalls that residents who wet their bed were made to carry their wet linen past all the other boys as punishment.¹³⁷⁴ This former pupil also noted that pupils who misbehaved had money deducted from their pocket money.¹³⁷⁵ Another form of punishment he received in the sixties was being made to eat unripe apples that he had stolen after which he ended up very sick.¹³⁷⁶

This former resident also commented on an incident where three residents (one being a friend of his) raped [redacted] "My friend lost all privileges. You had to wear a black and white jersey which meant not talking to anyone, eat at a table on your own in the middle of the dining room, you couldn't have seconds of food, couldn't go to the movies, and were banned from a lot of other activities as well. The whole incident was dealt with by the principal, the police were not involved at all."¹³⁷⁷ There is no information on existing Campbell Park files that corroborates or is contrary to these comments.

Section 29(1)(a) Privacy Act 1993- Affairs of Another

¹³⁷³ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁷⁴ Watson, Owen (undated, circa 1980) *Campbell Park School: The way I remember it*, Dunedin Public Library. (Please note that this is an uncorroborated account of a former pupil).

¹³⁷⁵ Watson, Owen (undated, circa 1980) *Campbell Park School: The way I remember it*, Dunedin Public Library. (Please note that this is an uncorroborated account of a former pupil).

¹³⁷⁶ Watson, Owen (undated, circa 1980) *Campbell Park School: The way I remember it*, Dunedin Public Library. (Please note that this is an uncorroborated account of a former pupil).

¹³⁷⁷ Watson, Owen (undated, circa 1980) *Campbell Park School: The way I remember it*, Dunedin Public Library. (Please note that this is an uncorroborated account of a former pupil).

Physical punishment

There is limited information on physical punishment held on Campbell Park files.

Corporal punishment was still used at Campbell Park in 1982. The Principal was aware of the frequency with which it was used and of staff efforts to reduce its frequency.¹³⁷⁸ Records studied for the Inspection Report showed that it was becoming less frequent and less intense in application.¹³⁷⁹

In a book written by a former resident he remembered that he was caned three times on each hand by the headmaster for running away.¹³⁸⁰ He also recalled that the, "School rules actually allowed disputes between boys to be settled with an official boxing match. If we decided to fight each other, we had to use boxing gloves. Two teachers would be there to referee the match if it got too rough; but even so, a black eye or a bleeding nose was not usual..."¹³⁸¹

Drugs, alcohol, and tattoos

There is no information held on Campbell Park files about drugs and alcohol, and there was only one reference to tattoos on these files.

It was noted in the Inspection Report in 1982 that tattoos were removed, usually in the Dunedin Hospital.¹³⁸²

Smoking

There were only three references to smoking on Campbell Park files.

The Child Welfare Division Field Officer's Manual (approximately 1958) stated that residents over 16 in Campbell Park were allowed to purchase one ounce of tobacco a week.¹³⁸³

The Inspection Report in 1978 commented on the Principal's stand against smoking by the senior boys.¹³⁸⁴

The 1982 Inspection Report stated that boys were not allowed to smoke at Campbell Park.¹³⁸⁵

¹³⁷⁸ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁷⁹ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁸⁰ Watson, Owen (undated, circa 1980) *Campbell Park School: The way I remember it*, Dunedin Public Library. (Please note that this is an uncorroborated account of a former pupil).

¹³⁸¹ Watson, Owen (undated, circa 1980) *Campbell Park School: The way I remember it*, Dunedin Public Library. (Please note that this is an uncorroborated account of a former pupil).

¹³⁸² Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁸³ Child Welfare Division Field Officers Manual, undated circa 1958.

¹³⁸⁴ Inspection Report 7-18/10/78, Campbell Park Reports 11121.

¹³⁸⁵ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

Contact with field social workers

There is no information held on Campbell Park files regarding contact with field social workers prior to 1976.

In 1976 the Director-General issued an invitation to social workers to call on Campbell Park and the Principal when they were in the area, but that prior notice would be appreciated.¹³⁸⁶ This request was agreed to be beneficial and was said to be taken into account, but it was noted that time would probably not permit Social Work inspection committees to visit.¹³⁸⁷

It was noted in 1976 that social workers were able to visit in the course of their escort duties.¹³⁸⁸

The Code of Practice noted that the referring agents (social workers or psychologists) had a continuing responsibility for oversight and had to discuss reports and provide holiday reports on the residents.¹³⁸⁹

Contact with community

There is limited information on contact with the community held on Campbell Park files in the years preceding 1971.

There was a bus from Oamaru to Otekaieke that went Monday to Saturday. Because of this timetable, visitors would stay overnight at the school where accommodation was usually available.¹³⁹⁰

Sporting activities involving the community were encouraged and increased in 1971.¹³⁹¹ An increased number of outside community groups also visited Campbell Park in 1971.¹³⁹² Other contact with the community during this time included attendance at the North Otago Music Festival and the holding of the Seventh Summer Music School at Campbell Park at the beginning of the year.¹³⁹³

Rotary, Jaycees and the Maori Women's Welfare League were some of the number of community groups who took an interest in Campbell Park in 1974.¹³⁹⁴

The 1982 Inspection Report noted that Campbell Park, "... continues to enjoy the support of the various organisations in North Otago, and efforts are made by members of these organisations to visit boys and arrange outings."¹³⁹⁵

¹³⁸⁶ Memo, Director-General, Education to Director-General, Social Welfare 01/11/76 Campbell Park Profile 11121.

¹³⁸⁷ Memo, JD Scott, designation unknown to Mr Te Punga, designation unknown 05/11/76, on Memo, Director-General, Education to Director-General, Social Welfare 01/11/76 Campbell Park Profile 11121.

¹³⁸⁸ Memo, Director-General, Education to Director-General, Social Welfare 01/11/76 Campbell Park Profile 11121.

¹³⁸⁹ Campbell Park Code of Practice 1984, Campbell Park Profile F5000004059543.

¹³⁹⁰ Notes on organisation and policy of Otekaieke, D O'Connor, 06/11/56, Campbell Park Profile 24605.

¹³⁹¹ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³⁹² Annual Report 1971, Campbell Park Reports F5000002919978.

¹³⁹³ Annual Report 1971, Campbell Park Reports F5000002919978.

¹³⁹⁴ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹³⁹⁵ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

The boys regularly attended church in 1982 and effort was made to ensure that residents attended a service of their own denomination at least once a month.¹³⁹⁶

Visiting committees

There is no information on Visiting Committees held on the Campbell Park files. This is because Visiting Committees were instituted in residential care facilities in 1978, when Campbell Park was under the control of the Department of Education.

Contact with families

There is limited information available on the Campbell Park files regarding contact with families.

Families and friends were allowed to visit the School by prior arrangement.¹³⁹⁷

The 1978 Inspection Report recommended that the practice of checking residents' mail be examined with a view to its complete discontinuance if possible.¹³⁹⁸ The 1982 Inspection report noted that mail was not formally checked when the sender was known.¹³⁹⁹

The residents went to their Home districts during the May, August and Christmas holidays.¹⁴⁰⁰

Preparation for discharge and after care arrangements

Residents who were close to discharge would often receive more regular work training outside Campbell Park and would stay in the particular district's Family Home.¹⁴⁰¹ In 1971 the Principal commented, "The effectiveness of our Family Homes has been variable. Special mention must be made of the Timaru Home which is indeed a valuable adjunct to the school programme..."¹⁴⁰² This was continued in 1982 in the Timaru or Oamaru Family Homes, and it was considered that this was, "... a valuable experience for the boys and gives them a chance to test out living in the community."¹⁴⁰³

The decision to discharge a resident was made by a discharge committee established at Campbell Park and the decision was to be made in consultation with the psychologist responsible. The social worker or psychologist would usually be given at least two months notice of the discharge so they could assist the parents or

¹³⁹⁶ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹³⁹⁷ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹³⁹⁸ Inspection Report 7-18/10/78, Campbell Park Reports 11121.

¹³⁹⁹ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

¹⁴⁰⁰ Campbell Park Code of Practice 1984, Campbell Park Profile F5000004059543.

¹⁴⁰¹ Campbell Park Report 28/09/74, Campbell Park Reports F5000002919978.

¹⁴⁰² Annual Report 1971, Campbell Park Reports F5000002919978.

¹⁴⁰³ Inspection Report 10-14/10/82, Campbell Park Reports 19900.

guardian in arranging for where the child would live and also assist in school placement or gaining employment.¹⁴⁰⁴ Campbell Park was meant to be informed of progress with these arrangements in order to keep the resident up-to-date.¹⁴⁰⁵

¹⁴⁰⁴ Circular Memorandum 1984/21: Admission and Discharge Procedures for Campbell Park, Hogben and Salisbury Girls' Residential Schools 05/03/84, Campbell Park Admission 19900.

¹⁴⁰⁵ Circular Memorandum 1984/21: Admission and Discharge Procedures for Campbell Park, Hogben and Salisbury Girls' Residential Schools 05/03/84, Campbell Park Admission 19900.

For the bulk of the period of this report, the following three national institutions were for girls.

Chapter

5

Weymouth

Physical description

Initially known as Weymouth Girls' Training School, Weymouth opened in September 1973 at 400 Weymouth Road, Manurewa in South Auckland.¹⁴⁰⁶ Weymouth was a national institution providing long-term care. Situated approximately three kilometres from Manurewa and forty kilometres from Auckland City, it had capacity for 60 residents in three hostels and 19 beds in a secure hostel.¹⁴⁰⁷ Each of the three units had 20 single rooms, a laundry, four bathrooms, a small kitchen, a dining room, a lounge, and a duty office.¹⁴⁰⁸ There was an administration block (with offices, a sick bay, consulting rooms and a staff room) a kitchen, a laundry, a school and a gym also on the grounds.¹⁴⁰⁹ Weymouth grounds covered almost 40 acres of land, some of which was farmed.¹⁴¹⁰

The grounds were completely enclosed with the administration block across the front and a 10 foot barbed wire fence around the sides and back of the grounds.¹⁴¹¹ In 1973 the Principal Marek Powierza commented that the fence gave the residents a sense of freedom in that so long as they were enclosed within the fence they did not need to be locked in the units.¹⁴¹²

There were 14 staff houses attached to the institution, in a 'street' on the property and on an adjacent public street. Additionally there were three flats and eight bed sitting rooms to accommodate single staff members.¹⁴¹³

There was a campsite on the grounds which consisted of 16 bunks with a further eight bunks available in a boatshed. The camp was alongside an inlet of the Manukau Harbour.¹⁴¹⁴ There was a boat ramp into the estuary, a jetty, a flying fox,

¹⁴⁰⁶ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwood, 1977, Weymouth Reports, p 31.

¹⁴⁰⁷ Residential Workers Manual, circa 1975, Weymouth Reports, F5000002388341 D5.00.

¹⁴⁰⁸ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwood, 1977, Weymouth Reports, p 34.

¹⁴⁰⁹ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwood, 1977, Weymouth Reports; and 'Principal risks a 70-girl migraine', Sheldon Brown, newspaper unknown, 8/10/73, Weymouth Profile 33551.

¹⁴¹⁰ Quarterly Management Report, 25/6/1984, Weymouth Reports F5000006041345.

¹⁴¹¹ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwood, 1977, Weymouth Reports, p 34.

¹⁴¹² 'Principal risks a 70-girl migraine', Sheldon Brown, newspaper unknown, 8/10/73, Weymouth Profile 33551.

¹⁴¹³ R J Wilson, Regional Director to Director-General, Development of Weymouth, 7/6/84, Weymouth Reports F5000006041345.

¹⁴¹⁴ R J Wilson, Regional Director to Director-General, Development of Weymouth, 7/6/84, Weymouth Reports F5000006041345.

rope bridges, swings, barbeque area and male and female toilet and shower facilities.¹⁴¹⁵

In 1985 an extra 12 bed unit was built onsite as Weymouth prepared for the intake of young people on remand.¹⁴¹⁶ The hostel buildings were renamed. Awhina housed special needs, remand and secure, Whetu housed short-term girls, Nga-Tai-e-Wha housed short-term boys, and Rimu House and Arohanui housed extended care girls.¹⁴¹⁷

In late 1985 the Wesleydale gymnasium was transferred to Weymouth and reconstructed into a Whare Wananga.¹⁴¹⁸ This was expected to open in May 1987.¹⁴¹⁹

A Circular Memorandum in April 1985 reported that the Weymouth Girls' Home had changed its name to the Weymouth Residential Centre.¹⁴²⁰

In 1987, as a result of the Residential Services Management Plan, bed capacity reduced from 72 to 52.¹⁴²¹ Weymouth was expected to close in/or around December 1988.¹⁴²² No specific reasons for the closure are cited on file, but the closure was one of several around the country at this time as the department responded to falling demand for residential care.

In 1990 an audit report mentioned that the Weymouth Residential Centre officially reopened on 30 July 1990 and comprised of 'a 20 bed Youth Justice Unit, an eight bed Care and Protection Unit and a nine bed secure Care facility'. With the reopening came an upgrade of facilities.¹⁴²³ It was from this date that Weymouth was known as the Northern Residential Centre.¹⁴²⁴

Resident profile

The Assistant Director of Residential Services stated in 1974 that Weymouth was 'designed to meet a proven need for girls who were not able to be placed or treated in community settings such as foster homes or family homes'.¹⁴²⁵ He stated that department representatives had travelled overseas to ascertain practices in institutional care in the United Kingdom, United States of America and Australia and that Weymouth was opened after an 'extensive examination' of overseas trends.¹⁴²⁶

¹⁴¹⁵ Memo form J H Wood, Principal to Director Residential Services, 12/4/83, Weymouth Education F5000006020996.

¹⁴¹⁶ Interim Report on the Development Facilities and Programmes at Weymouth, 1985, Weymouth Reports F5000006020997.

¹⁴¹⁷ Interim Report (6 months) Weymouth Residential Centre Programme Development Committee, November 1985, Weymouth Reports F5000006020995.

¹⁴¹⁸ Interim Report (6 months) Weymouth Residential Centre Programme Development Committee, November 1985, Weymouth Reports F5000006020995.

¹⁴¹⁹ Programme Development Committee Minutes, 1987, Weymouth Profile F5000002388234.

¹⁴²⁰ Circular Memorandum 1985/76, 16/4/85, Weymouth Education F5000002368864.

¹⁴²¹ Audit Report 1987, Weymouth Reports F5000006020999.

¹⁴²² A J Birrell to Assistant Director General, 27/9/87, Weymouth Profile F5000002381847.

¹⁴²³ Audit Report 1990, Weymouth Reports F500000602099.

¹⁴²⁴ April Eruiti, Director to Directors of Social Welfare (all districts) 24/7/1990, Weymouth Profile F5000002388234.

¹⁴²⁵ Assistant Director Residential Services to I Macdonald, New Zealand Herald, 27/8/74 Weymouth Reports 33551.

¹⁴²⁶ Assistant Director Residential Services to I Macdonald, New Zealand Herald, 27/8/74 Weymouth Reports 33551.

In 1977 Weymouth provided long-term care for delinquent girls who were committed by the Children and Young Persons Court. The Home played no part in deciding who was admitted or when.¹⁴²⁷ It was categorised as a 'longer term unit providing a variety of programmes of special training and rehabilitation'.¹⁴²⁸

In 1975 there were 50 girls in Weymouth, 28% of whom were Pakeha and 72% Maori.¹⁴²⁹ Between 1979 and 1984 there were generally around 35 girls in residence.¹⁴³⁰

A Victoria University student completing her Masters on Weymouth ('the Masters student') commented that most residents were resentful about being confined against their will, but that their employment skills and interpersonal relationship skills were underdeveloped.¹⁴³¹

In 1982, Weymouth aimed to provide custodial control and rehabilitation for 'difficult, disturbed and delinquent 13-17 year old girls'.¹⁴³²

From 1 March 1982, in response to a change in Head Office policy, applications for residence were made directly to Weymouth, instead of to Head Office. Applications were still to be based on the catchment area unless there were exceptional circumstances.¹⁴³³

The catchment area was the major part of the North Island, with the boundary line including Wairoa and Wanganui as well as Gisborne, Taumaranui and New Plymouth.¹⁴³⁴ Girls with exceptional circumstances were accepted from as far south as Wellington and the South Island. Most girls were from Auckland, Waikato and the Bay of Plenty.¹⁴³⁵

In 1982 most residents were at Weymouth for extended care, but assessment cases were also dealt with.¹⁴³⁶ In 1983 the Principal said that the Home was planning to accept up to 10 girls on remand status from the South Auckland area. He recognised that in order to accept boys on remand the facilities would require a permanent adjustment.¹⁴³⁷

Weymouth admitted boys for the first time on 24 November 1983.¹⁴³⁸ November and December 1983 were notable as girls from an overflow at Bollard were placed in Weymouth Hostel 1 and boys from Owairaka overflow were placed in Weymouth

¹⁴²⁷ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwool, 1977, Weymouth Reports, p 32.

¹⁴²⁸ Categorised under the Children and Young Persons Act (1974).

¹⁴²⁹ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwool, 1977, Weymouth Reports, p 47.

¹⁴³⁰ For details on numbers of residents see: Weymouth Development Plan, 1980s, Weymouth Reports F5000006041345; I Johnston, Assistant Director Regional Residential Services, to Director General, 4/6/80, Weymouth Secure F5000002388341; Annual Report 1982, Weymouth Reports F5000006020996; R J Wilson, Regional Director to Director-General, Development of Weymouth, 7/6/84, Weymouth Reports F5000006041345; and Weymouth Development Plan, 1980s, Weymouth Reports F5000006041345.

¹⁴³¹ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwool, 1977, Weymouth Reports, p 47.

¹⁴³² Circular Memorandum 1982/22, 15/2/82, Weymouth Education F5000006021240.

¹⁴³³ Circular memorandum 1982/22, 15/2/82, Weymouth Education F5000006021240.

¹⁴³⁴ Annual Report 1983, Weymouth Reports F5000006020997.

¹⁴³⁵ J H Wood, Principal to Director Residential Services, 22/11/83, Weymouth Education F5000006020996.

¹⁴³⁶ Annual Report 1982, Weymouth Reports F5000006020996.

¹⁴³⁷ Annual Report 1983, Weymouth Reports F5000006020997.

¹⁴³⁸ R R Thomas Assistant Principal Temporary Weymouth Remand Unit to J H Wood Principal, 13/12/83, Weymouth Profile, F5000002389201.

secure area¹⁴³⁹ causing a sharp increase in admissions at this stage due to the overflow admissions.¹⁴⁴⁰

In March 1984 the Director of Residential Services expected that remand facilities for girls would operate at Weymouth from 15 April 1985 and for boys from 1 September 1985. There were to be 12 beds for remand boys initially but he expected this number to rise as Police utilised the facility more.¹⁴⁴¹

In 1985 the Regional Director commented that with a nominal role of 43, facilities were not being used to their full potential and that Weymouth could be developed in order to more effectively meet the needs of the region. He intended that in future Weymouth would continue to provide extended care for 40 girls, but additionally provide a remand facility for 20 girls from the South Auckland region and also a remand facility for boys under the age of 14.¹⁴⁴² As of 15 April 1985 one of the hostels at Weymouth was used for girls admitted via court remand, arrest or warrant.¹⁴⁴³

In 1985 it was noted that Maori youngsters made up the largest proportion of residents in care and a training programme for Maori staff was proposed to help staff and residents feel positive about being Maori.¹⁴⁴⁴

In 1987 there was a continuing drop in numbers in special needs/secure and extended care residents and therefore the management of these programmes was merged. Short term units continued to be busy and full near to capacity.¹⁴⁴⁵

In 1989 the Director of the 'Weymouth Resource Centre' (as the residence was referred to at that time) noted that there had been a "dramatic fall off in admissions" and he expected admissions to decrease even more following implementation of the Children Young Persons and their Families Act 1989.¹⁴⁴⁶ The Regional Director informed the Police that Weymouth would accept "unplanned admissions" from girls who were residents of Otahuhu, Manukau and Papakura.¹⁴⁴⁷

When the Northern Residential Centre opened in 1990 its aim was 'to provide custodial care for those arrested or on remand; to provide placements as a result of Court recommendation; and to provide Care and Protection placement facilities'. The residence was to provide mixed gender care with a bed capacity of 20 Youth justice beds (for 14-17 year olds who had been involved in offending and at times 12-14 year olds charged with indictable offences) and eight Care and Protection beds (for young people who could not be provided for from a community based option).¹⁴⁴⁸ Residents were either remanded in the care of the Director-General of

¹⁴³⁹ Annual Report 1983, Weymouth Reports F5000006020997

¹⁴⁴⁰ R J Wilson, Regional Director to Director-General, Development of Weymouth, 7/6/84, Weymouth Reports F5000006041345

¹⁴⁴¹ Notes from Director Residential Services after Auckland Visit, 18-21/3/85, Weymouth Profile, F5000006020995

¹⁴⁴² Interim Report on the Development Facilities and Programmes at Weymouth, 1985, Weymouth Reports F5000006020997.

¹⁴⁴³ Memo from Director Regional Residential Services to Director, 10/4/85, Weymouth Complaints, F500000602097.

¹⁴⁴⁴ Interim Report (6 months) Weymouth Residential Centre Programme Development Committee, November 1985, Weymouth Reports F5000006020995.

¹⁴⁴⁵ Programme Development Committee Minutes, 1987, Weymouth Profile, F5000002388234.

¹⁴⁴⁶ Director Weymouth Resource Centre to Weymouth Residents and Ratepayers Association, 14/12/89, Weymouth Profile, F5000002388234.

¹⁴⁴⁷ G T Comber for Regional Director to Chief Superintendent I Bird, 10/4/85, Weymouth Complaints, F5000006020997.

¹⁴⁴⁸ Memo from April Eruti to Director of Social Welfare (all districts) 24/7/1990, Weymouth Profile, F5000002388234.

Social Welfare by the Youth Court or were fulfilling the requirements of a Supervision with Residence order.¹⁴⁴⁹

There were around 24 residents in 1992. At this stage there were 25 Youth Justice beds and 8 Care and Protection beds.¹⁴⁵⁰

In March 1994 there were 21 residents in the Youth Justice unit aged between 14 and 16. There were 8 residents in the Care and Protection unit aged between 11 and 14.¹⁴⁵¹

In 1994 a review team suggested that a remand service may be better provided for at a different site as the 'Weymouth Deed' prevented Youth Justice residents from being held in secure care for longer than 72 hours.¹⁴⁵²

Length of stay

No information prior to 1977 was found on file. Between 1977 and 1982 the average length of stay was approximately nine to 12 months, depending on individual progress and behaviour.¹⁴⁵³

In 1983 the Principal commented that the average length of stay was three school terms, or up to three months on a short-term assessment programme.¹⁴⁵⁴ He noted that the majority of discharges went to family or relatives, with smaller numbers being discharged to places such as hostels.¹⁴⁵⁵

Remand unit residents' length of stay varied according to the requirements of courts and recommendation of police and social workers.¹⁴⁵⁶

Length of stay rose from an average of 141 days in 1980 to an average of around 210 days in 1981 and 1982. By 1983 it had decreased to an average of 147 days and decreased even further to 114 days in 1984.¹⁴⁵⁷

Programmes and care

No information relating to programmes and care was found prior to 1977. In 1977 the scope for "therapeutic relationships" between residents and staff was limited due

¹⁴⁴⁹ Circular memorandum 1990/234, author unknown, 24/10/94, Weymouth Profile, F5000006021151.

¹⁴⁵⁰ Question for Written Answer from George Hawkins (Manurewa) to Hon. Jenny Shipley (Minister of Social Welfare) Supplementary Information, 1/4/92, Weymouth Incidents, F5000005627876

¹⁴⁵¹ Question for Written Answer, 7/4/94, Weymouth Profile, F5000004081323.

¹⁴⁵² Report from Transitional Management Team, November 1994, Weymouth Reports F5000006021151.

¹⁴⁵³ Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwood, 1977, Weymouth Reports, page 39; Circular Memorandum 1982/22, 15/2/82, Weymouth Education. F5000006021240.

¹⁴⁵⁴ J H Wood, Principal to Director Residential Services, 22/11/83, Weymouth Education F5000006020996.

¹⁴⁵⁵ Annual Report 1983, Weymouth Reports F500000602097.

¹⁴⁵⁶ R J Wilson Regional Director to Director General, Weymouth Development Plan, 21/9/84, Weymouth Profile, F5000006020997.

¹⁴⁵⁷ M P Doolan, Director Residential Services to Director General, 4/11/85, Weymouth Admissions F5000002186501, Appendix F. M P Doolan, Director Residential Services to Director General, 4/11/85, Weymouth Admissions F5000002186501, Appendix

to the fact that most Housemistresses and Housemasters lacked formal training.¹⁴⁵⁸ The distribution of staff meant that Housemasters and Housemistresses had limited time to spend with the individual girls on their caseloads.¹⁴⁵⁹

In 1977 the Assistant Director Residential Services was concerned about how Weymouth was functioning and in particular about the use of secure and about the treatment programmes Weymouth offered. He noted that when he had made inquiries about specific residents the responses he had received were "evasive" and recommended a review of the residence.¹⁴⁶⁰

In 1978 the Assistant Director Residential Services commented that senior staff from the Auckland District did not recommend girls' admission to Weymouth due to its home leave practices.¹⁴⁶¹

In 1980 N G Stevens, advisor to the Director Residential Services, commented that there was an effort "to upgrade the general standard of programme" and Weymouth staff were expected to increase their contribution.¹⁴⁶²

In 1980 it was noticed that "although many Maori and Polynesian children pass through the home, there was no Maori identity in the training."¹⁴⁶³

In 1980 staff members of Weymouth produced a Code of Practice which set out many of the practices and policies of the home. Residents were to be allocated a caseworker as soon as possible after their admission. Case workers were to review their residents' case plans and alter or update as necessary and to provide support and counselling.¹⁴⁶⁴

The Code of Practice stated that the residents' routine were to be "flexible and appropriate to the age, social custom and culture of the individual person." Each girl was to have a programme that catered to her individual needs. It also stated that staff should relate easily to residents in a way that resembled "typical family interactions."¹⁴⁶⁵ Privacy for "personal ablutions" was the norm unless leaving the resident unsupervised was dangerous due to illness, injury or uncontrolled behaviour.¹⁴⁶⁶

The aims of Weymouth as stated in 1983 were to reintegrate residents with family and community; provide a stable long-term environment and achieve long term stabilising; to teach residents social skills; provide a time out for the District and the resident; and to provide rehabilitation.¹⁴⁶⁷ Treatment was provided via casework and

¹⁴⁵⁸ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwood, 1977, Weymouth Reports, p 58.

¹⁴⁵⁹ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwood, 1977, Weymouth Reports, p 58.

¹⁴⁶⁰ T Ball, Assistant Director Residential Services to unknown recipients, 2/11/77, Weymouth Profile 33551.

¹⁴⁶¹ Assistant Director Residential Services, Notes on Home Leave from Weymouth, 10/01/78, Weymouth Profile 33551. For more information on home leave policy see Contact with Family section.

¹⁴⁶² Notes from visit to Weymouth, N G Stevens, 4-7/8/1980, Weymouth Profile 33551.

¹⁴⁶³ J P Olsen, Private Secretary Office of the Minister of Social Welfare to Director General, 9/6/80, Weymouth Staffing 33551.

¹⁴⁶⁴ Code of Practice for Weymouth Girls School, prepared by Weymouth Staff, 1982, Weymouth Profile F5000006020996.

¹⁴⁶⁵ Code of Practice for Weymouth Girls School, prepared by Weymouth Staff, 1982, Weymouth Profile F5000006020996.

¹⁴⁶⁶ Code of Practice for Weymouth Girls School, prepared by Weymouth Staff, 1982, Weymouth Profile F5000006020996.

¹⁴⁶⁷ J H Wood, Principal to Director Residential Services, 22/11/83, Weymouth Education F5000006020996.

group living relationships; the Senior Counsellor; psychologists and psychiatrists; work experience and placement schemes; short term assessment; a social skills group pre-release; family inclusion in treatment and planning; an intensive care therapy unit; and individualised programmes for individual residents.¹⁴⁶⁸

In 1983 the Principal noted that Weymouth had been 'tested severely' with the pressure of overload from Bollard Girls Home and Owairaka Boys Home in late 1983.¹⁴⁶⁹

In 1984, following the suicide of a resident in secure, a report noted that the same casework policies had been in place for ten years, and also commented on a lack of effective recording systems. He noted that information about residents was recorded in the 'day book' (which held information about all residents) and also on a 'comment sheet' (which existed for each individual girl). He recommended "the positioning of a casework recording system" and also noted that staff required urgent training in the "acquiring, collating and recording of information."¹⁴⁷⁰

The Director of Residential Services M P Doolan commented in 1984 that when Weymouth began its programmes for remand boys and remand girls in addition to its extended care programme for girls, the three programmes should be integrated as much as possible in schooling, recreation and the secure unit.¹⁴⁷¹

In [REDACTED] over a three week period there were three suicide attempts at Weymouth, each involving a resident trying to hang herself [REDACTED]. Following the attempts the girls were given medical attention and individual 24 hour supervision.¹⁴⁷²

In 1985 there was a "reporting obligation" at Weymouth to inform Police of suspected incidents of sexual assault.¹⁴⁷³

In 1988 an audit report summarised that the Weymouth Residential Centre was providing a 'basic nurturing programme and service for the children and young people in residence' but that the provided services and programmes were 'not at an optimum level of effectiveness and efficiency'.¹⁴⁷⁴

The role of the Residence in 1990 was to "contain young people and confront them with their inappropriate behaviour".¹⁴⁷⁵

Residents' grievance processes

In 1977 the right of appeal available to residents was limited. The Masters student commented that 'while there is nothing to prevent them appealing, the reality of the situation is that greater consideration is given to the staff member's interpretation of

¹⁴⁶⁸ J H Wood, Principal to Director Residential Services, 22/11/83, Weymouth Education F5000006020996.

¹⁴⁶⁹ Annual Report 1983, Weymouth Reports F5000006020997.

¹⁴⁷⁰ Weymouth Policy and Practice Report, B M Fitzgerald, 10/01/1985, Weymouth Profile F5000006020997. For more information on issues with casework recording, see staffing section.

¹⁴⁷¹ M P Doolan Director Residential Services to Divisional Director (S.W) 10/7/84 J H Wood Principal to Regional Director, 15/3/84, Weymouth Profile, F5000006020997.

¹⁴⁷² [REDACTED]
¹⁴⁷³ G Vanderstaak, Senior Counsellor to Principal, 19/9/85, Weymouth Complaints F5000006020997.

¹⁴⁷⁴ Institution Internal Audit Report 1988, Weymouth Reports, F5000006020999.

¹⁴⁷⁵ Memo from April Eruiti to Director of Social Welfare (all districts) 24/7/1990, Weymouth Profile, F5000002388234.

the situation to that of the inmate.' Girls therefore felt that it was not worth appealing.¹⁴⁷⁶

The 1982 Code of Practice stated that there were grievance procedures available to residents and their families if they thought the disciplinary measures had been excessive. It stated Weymouth grievance procedures consisted out of "easy access to senior staff, outside visitors, visiting committees and field social workers."¹⁴⁷⁷

In 1987 an audit report noted that Weymouth lacked a formal grievance procedure for residents. It was recommended residents be given the opportunity to lodge any grievance in writing, discuss the issue with the Principal, receive a written response to their grievance, and have it recorded in the Log Book.¹⁴⁷⁸

In 1989 Grievance Procedure Outlines stated that residents could approach a staff member to help them write out the details of their grievance. An "Action Sheet" was to be completed and forwarded to their Assistant Director who was then to acknowledge receiving the complaint. Following any appropriate action, the Assistant Director would complete the results section of the sheet, and a copy would be provided to the resident within seven days of the grievance being acknowledged.¹⁴⁷⁹

In 1990 a Grievance officer was appointed to the Centre who visited residents regularly.¹⁴⁸⁰

In 1991 the Youth Law Project complained about the lack of proper grievance procedures at Weymouth.¹⁴⁸¹

Progression through hostels

In 1983 most admissions went through Hostel 1 for a six-week induction programme.¹⁴⁸² With the exception of remand cases from Bollard, approval for admissions was given by an Admissions Committee made up of senior staff. The Principal or Assistant Principal had to approve the admission.¹⁴⁸³ During the induction period new residents experienced a 'firm and fairly structured programme' which set expectations and prepared girls for their stay at Weymouth.¹⁴⁸⁴ Having completed the induction programme residents moved into either Hostel 2 or Hostel 3 where the emphasis was on learning self control. Girls generally stayed in these hostels for the remainder of their time at Weymouth unless they were to spend time in secure in Hostel 4, or go 'flatting' in House 9.¹⁴⁸⁵ Progression through hostels was used as an incentive measure as each move up allowed more privileges.¹⁴⁸⁶

¹⁴⁷⁶ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwool, 1977, Weymouth Reports, 57.

¹⁴⁷⁷ Code of Practice for Weymouth Girls School, prepared by Weymouth Staff, 1982, Weymouth Profile F5000006020996.

¹⁴⁷⁸ Audit Report 1987, Weymouth Reports F5000006020999.

¹⁴⁷⁹ Weymouth Resource Centre Grievance Procedure Guideline, 9/11/89, Weymouth Complaints, F5000002381847.

¹⁴⁸⁰ Audit Report 1990, Weymouth Reports F500000602099.

¹⁴⁸¹ Robert Ludbrook for Youth Law Project to Faith Denny, Senior Programme Advisor, 9/1/91, Weymouth Profile F5000002388234.

¹⁴⁸² Annual Report 1983, Weymouth Reports F5000006020997.

¹⁴⁸³ Annual Report 1983, Weymouth Reports F5000006020997.

¹⁴⁸⁴ Weymouth Development Plan, 1980s, Weymouth Reports F5000006041345.

¹⁴⁸⁵ Weymouth Development Plan, 1980s, Weymouth Reports F5000006041345.

¹⁴⁸⁶ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwool, 1977, Weymouth Reports, p 157.

In 1984 the Senior Residential Social Worker proposed reorganisation of the House 9 programme to allow girls to develop skills that would make for a less traumatic transition from residence to community. He intended to allow House 9 residents reduced supervision and the opportunity manage their own affairs (such as shopping, cooking and banking) and as a consequence the girls would learn responsibility and accountability; learn to live with others; and learn to share group responsibilities.¹⁴⁸⁷

A unit built in 1985 was used as an induction hostel, and had been designed to easily supervise girls who often arrived from unsettled and distressing circumstances and who could be unwilling participants. Smaller groups made the girls more manageable. Over their first six weeks in the home girls were given medical, dental and psychological care as necessary, had their educational needs assessed, and were introduced to recreational programmes.¹⁴⁸⁸

In 1985 as Weymouth prepared to extend to remand care, it was expected Hostel 3 would house girls who had finished their induction programme and would build on meeting the residents' identified needs.¹⁴⁸⁹

When Weymouth began to admit young persons on remand, its progression system changed. Extended care girls were admitted straight into Hostel 2 or Hostel 3, and Hostel 1 was used for Remand and Assessment.¹⁴⁹⁰

Recreation

In 1977 it was noted that the girls at the home often complained of being bored during the evening and at weekends. The responsibility of providing residents with recreational activities rested with staff, but the enthusiasm of staff members often waned when their ideas were met with residents' apathy.¹⁴⁹¹

The Masters student commented however that 'one of the reasons juvenile delinquents find themselves in institutions is because they have drifted into anti-social ways of filling their spare time. At the present time the institution is failing to demonstrate more constructive and satisfying methods of using this spare time.' She also remarked that there were no organised therapy sessions for residents, nor was there any organised activity outside the hours of 9am and 3pm.¹⁴⁹²

In the 1970s it was noted that most residents went outside of the residence for recreation at some point every weekend and during holidays, and frequently at other times. Teams from Weymouth were entered in local competitions and girls often visited nearby swimming pools, skating rinks and public recreation areas.¹⁴⁹³ Girls were given opportunities to learn sewing and dressmaking, interested girls could learn about Maori culture from visitors, and the Home had a well equipped gymnasium and teams involved in local basketball, netball and softball competitions. Girls could receive religious instruction or attend local churches if they wished.

¹⁴⁸⁷ K K Lindsay, Senior Residential Social Worker to J H Wood Principal, 8/10/84, Weymouth Education F5000006020995.

¹⁴⁸⁸ Interim Report on the Development Facilities and Programmes at Weymouth, 1985, Weymouth Reports F5000006020997. For more information on healthcare at Weymouth see the Health and Medication section.

¹⁴⁸⁹ Interim Report on the Development Facilities and Programmes at Weymouth, 1985, Weymouth Reports F5000006020997.

¹⁴⁹⁰ J H Wood, Principal to Regional Director, 15/3/84, Weymouth Profile F5000006020997.

¹⁴⁹¹ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwood, 1977, Weymouth Reports, p 64.

¹⁴⁹² "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwood, 1977, Weymouth Reports, p 43.

¹⁴⁹³ Questionnaire sent to National Institutions, date unknown circa 1970s, Weymouth Reports 33551.

Weymouth owned several horses and the residents were given opportunities to ride. Picnics and camping trips were offered throughout the year.¹⁴⁹⁴

In 1982 the Code of Practice stated that residents' leisure time was to be varied according to individual preference and interest, and that staff were to encourage the "NZ sporting spirit and love for the outdoors and experience cultural diversity and inquiry." Girls were encouraged to "participate in planned recreational activities so as to expose them to new experiences, without the use of compulsion."¹⁴⁹⁵

Between 1982 and 1984 recreation activities included weekend camps, fun runs, hairdressing, piano lessons, indoor basketball, horse riding and pony club competing, swimming, roller skating, beach outings, calf and chicken feeding, canoeing, boating, berry and fruit picking, cake baking, sewing, and Maori culture, trampoline, pool tables, netball, softball, indoor basketball, swimming, horse riding, and involvement in Maori culture encouraged.¹⁴⁹⁶ Weymouth also acquired equipment to put together a band.¹⁴⁹⁷

In 1982 CAA (Fee for Service) provided 25 hours weekly each of gardening and hairdressing and 11 hours of horse riding.¹⁴⁹⁸ In 1983 weekly CAA use consisted of 20 hours of horse riding, 20 hours of hairdressing, 10 hours of physical training and 10 hours of piano.¹⁴⁹⁹

Maori Culture was taught on a formal basis in 1984 with large group visits sponsored by the Maori Affairs Department. Residents were involved in a wananga and a six day hui.¹⁵⁰⁰

In 1994 staff felt that the physical environment of the Centre was not conducive to running good residential programmes. A transitional review team disagreed, and commented that staff needed to 'look more at the potential the facilities and environment offer and capture that potential in their programmes'.¹⁵⁰¹

Privileges and rewards systems

In 1974 the Assistant Director of Residential Services in a letter to a journalist mentioned that Weymouth operated a behaviour modification system 'based principally and primarily on positive reinforcement for good behaviour and consequent rewards, to alter deviant behaviour and enhance positive functioning'.¹⁵⁰²

In 1977 pocket money was issued at a set amount each week, and money could only be deducted from residents to cover the costs of damage.¹⁵⁰³

¹⁴⁹⁴ Residential Workers Manual, circa 1975, Weymouth Reports, F5000002388341 D5.00. For more information on contact Weymouth residents had with members of the local community, see Contact with Community section.

¹⁴⁹⁵ Code of Practice for Weymouth Girls School, prepared by Weymouth Staff, 1982, Weymouth Profile F5000006020996.

¹⁴⁹⁶ Annual Report 1982, Weymouth Reports, F5000006020996; Annual Report 1983, Weymouth Reports F5000006020997; and Annual Report 1984, Weymouth Reports F5000006020997.

¹⁴⁹⁷ Annual Report 1982, Weymouth Reports F5000006020996.

¹⁴⁹⁸ Annual Report 1982, Weymouth Reports F5000006020996.

¹⁴⁹⁹ Annual Report 1983, Weymouth Reports F5000006020997.

¹⁵⁰⁰ Annual Report 1984, Weymouth Reports F5000006020997.

¹⁵⁰¹ Report from Transitional Management Team, November 1994, Weymouth Reports F5000006021151.

¹⁵⁰² Assistant Director Residential Services to I Macdonald, New Zealand Herald, 27/8/74 Weymouth Reports 33551.

¹⁵⁰³ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwool, 1977, Weymouth Reports, page 71.

In 1977 the girls' behaviour was regulated by the operation of a 'token economy'. During the day staff could allocate 'points' to girls for specified behaviour. Categories of point allocation included things such as tidiness of bedrooms, personal appearance, and participation in programmed activities. The points were tallied each day and added to a cumulative total. Points could then be used to 'buy' privileges such as watching movies on television on a Saturday night, or going home for a weekend.¹⁵⁰⁴

Work and training

The Assistant Principal commented in 1976 that he was having trouble implementing the work experience programme as the Labour Department had no provisions for such a programme unless it was through the Education Scheme. He noted that a voluntary scheme was appropriate as there were few openings available locally for full-time paid work and furthermore, many girls were not stable enough.¹⁵⁰⁵

In 1977 senior staff decided at the start of each week which tasks the girls who chose not to attend school would be doing, and the girls were required to stay on that task for the whole week. The Masters student stated that because most of the routine cleaning was completed in the morning before the other girls left for school, it was often difficult to come up with tasks to keep these girls occupied. Jobs were issued around the grounds and gardens and in the kitchen and laundry.¹⁵⁰⁶ The student noted "on the whole, inmates are employed in menial tasks which they do not enjoy. In some instances work is created for them and is, therefore, meaningless."¹⁵⁰⁷ After their first few months of completing tasks around the Home, residents were sometimes able to seek employment in the community.¹⁵⁰⁸ Work training was limited by the 'economic situation' in New Zealand in 1983 although there was one girl working as a school cleaner and employers such as Homai College, Barclay Knitwear and Hollywood Shoes offered positions.¹⁵⁰⁹

In 1977 all residents were required to work in the hostels between 9am and 11am.¹⁵¹⁰

In 1978 the Assistant Principal noted that it had been difficult for capable girls to find employment and recommended to the Principal that a resident be employed to fill the empty vacancy in the kitchen as junior cook on a temporary basis until the position had been filled.¹⁵¹¹

The Senior Residential Social Worker proposed a Work Skill Development Programme in 1982, which would see girls being paid by the Labour Department while gaining work experience in hairdressing, laundry, kitchen, sewing, gardening

¹⁵⁰⁴ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwool, 1977, Weymouth Reports, p 45.

¹⁵⁰⁵ Assistant Principal to Principal, 21/10/76, Weymouth Education, 33551.

¹⁵⁰⁶ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwool, 1977, Weymouth Reports, p 43.

¹⁵⁰⁷ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwool, 1977, Weymouth Reports, p 63.

¹⁵⁰⁸ Circular Memorandum 1982/22, 15/2/82, Weymouth Education F5000006021240.

¹⁵⁰⁹ Annual Report 1983, Weymouth Reports F5000006020997

¹⁵¹⁰ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwool, 1977, Weymouth Reports, p 44.

¹⁵¹¹ Memo from J W Chambers Assistant Principal to Principal, 3/7/78, Weymouth Education, 33551.

and agriculture. It was proposed that all participating girls would be housed together in Hostel 3.¹⁵¹² The proposal was declined by the Labour Department.¹⁵¹³ The programme was implemented in 1983 although the continuing attempts to gain funding from the Labour Department to give the girls "token payment" were unsuccessful. The programme was intended "to help introduce girls to the adult working world."¹⁵¹⁴

In 1983 the work experience programme was extended and improved, and girls from the Home were able to visit various schools to assist teachers with the younger pupils.¹⁵¹⁵ Girls completing work experience had many placements in the community and the exposure to Labour Department programmes resulted in permanent employment for some.¹⁵¹⁶

In 1984 the Principal commented that Weymouth staff members "were aware that the needs of most of our young people are going to be helped by learning practical skills". The industries team (consisting of two instructors) taught girls sewing skills and provided individuals with personal examples of their ability to show prospective employers.¹⁵¹⁷ Girls were provided opportunities in the kitchen and laundry, and through CAA staff attempted to give girls a basic knowledge and skills in hairdressing, pottery and music.¹⁵¹⁸

In 1987 Weymouth was advised that in order to meet the requirements of the Children and Young Persons Regulations (1986) a planned vocational training programme needed to be implemented in the residential units.¹⁵¹⁹

Weymouth was contracting for the provision of programmes in Conflict Resolution, Anger Management, and Defensive Driving in 1990. Residential Social Workers also took courses in areas of their interest or expertise.¹⁵²⁰

Resident-to-resident issues

In 1977 A Victoria University Masters student noted that in each of the Weymouth units there was a clearly identifiable leader and an isolate. She noted that the isolates "tend to be teased and victimised which identifies their tendency to be withdrawn and sulky. Often they are unpopular with both girls and staff members and may retain this lonely position throughout their time in the Institution."¹⁵²¹

There was an incident in 1984 where a resident refused to comply with staff instructions. The staff on duty could not cope, and when the girl became physically abusive to them she was placed in the secure unit. The other residents, in her support, barricaded themselves in a room in what was described as a "blatant girl

¹⁵¹² J Sublette Senior Residential Social Worker to Principal, 11/10/82, Weymouth Education, F5000006020996.

¹⁵¹³ Memo from J Sublette Senior Residential Social Worker to Principal, 28/10/82, Weymouth Education, F5000006020996.

¹⁵¹⁴ Annual Report 1982, Weymouth Reports F5000006020996.

¹⁵¹⁵ Annual Report 1983, Weymouth Reports F5000006020997.

¹⁵¹⁶ Annual Report 1983, Weymouth Reports F5000006020997.

¹⁵¹⁷ Annual Report 1984, Weymouth Reports F5000006020997.

¹⁵¹⁸ Annual Report 1984, Weymouth Reports F5000006020997.

¹⁵¹⁹ Institution Internal Audit Report 1988, Weymouth Reports, F5000006020999.

¹⁵²⁰ Audit Report 1990, Weymouth Reports F500000602099.

¹⁵²¹ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwool, 1977, Weymouth Reports, p 48.

versus staff challenge". The Police were called. Having caused extensive damage to the secure cell, and the Assistant Director of Residential Services advised the principal to have the abusive girl charged with damage to government property and recommended for borstal training due to the fact that Weymouth staff could not cope with her. It was noted she was very influential over the other residents.¹⁵²²

In 1988 there was an alleged sexual assault at Weymouth by one male resident against another, but no further details are recorded on file. The Clinical Psychologist commented that abuse between residents was an important issue and that Weymouth staff needed to learn to look out for behavioural indicators of sexual abuse and how to intervene.¹⁵²³

In 1990 Youth Justice residents were at times coming into contact with Care and Protection residents at school. Attempts to separate them by staggering start times were unsuccessful, as 'the young people have met when teachers have not been prompt in returning to their classes after breaks'.¹⁵²⁴

The practice of remand residents living in the same hostels as Supervision with Residence residents was under review in 1990.¹⁵²⁵

In [REDACTED] a female resident claimed that she had been placed in a visiting room with a male resident after an argument to "talk through their differences" and that while in the room she was threatened and raped. Weymouth staff stated that the door had been open and the two residents had been checked regularly. The resident later indicated she wished to withdraw her complaint, and once she had been interviewed by Police all charges were dropped.¹⁵²⁶

In [REDACTED] a staff member found a resident being physically and sexually assaulted by another resident in a toilet cubicle. The perpetrator was placed in secure while staff undertook an investigation and the victim was offered counselling options. There were four similar incidents around this time.¹⁵²⁷

In 1994 the Minister of Social Welfare advised that there had been only one reported case of sexual abuse of a resident in the Centre's Care and Protection Unit. He noted that the information had been relayed to the Police and the resident allegedly responsible for the assault was formally charged and subsequently transferred to the Epuni Residential Centre. He reported that the victim had received a full medical examination and was undergoing counselling, and an investigation had been carried out to ascertain how the assault occurred and how further assaults could be prevented.¹⁵²⁸

¹⁵²² Memo from D G Reilly Assistant Director Institutional Services to Director General, 29/7/74, Weymouth Incidents 33551.

¹⁵²³ Tim Clark Clinical Psychologist to J Wood Principal, 7/10/88, Weymouth Complaints, F5000002381847.

¹⁵²⁴ Audit Report 1990, Weymouth Reports F500000602099.

¹⁵²⁵ Audit Report 1990, Weymouth Reports F500000602099.

¹⁵²⁶ Memo from A Gillies Director (Corporate Duties) to Director General, [REDACTED], Weymouth Complaints [REDACTED]

¹⁵²⁷ Incident Reports – Care and Protection, [REDACTED] Weymouth Incidents, [REDACTED] See this file for detail of similar incidents.

¹⁵²⁸ Question for Written Answer, 11/3/94, Weymouth Complaints, F5000004081323.

Health and medication

In 1974 the Principal commented that although there were facilities at Weymouth for dentist and venereologist services, arrangements could not be finalised until approval had been given and finance was made available.¹⁵²⁹

In January 1974 a Doctor accepted the role of diagnosing and treating venereal diseases in a clinic at Weymouth subject to the Director General's approval.¹⁵³⁰ In February the Principal again requested approval which still had not been granted.¹⁵³¹ The registered nurse at Weymouth had pointed out that the girls needed to be diagnosed and treated in the early stages of the disease, and too many resources were being tied up when transporting the residents to be treated in Auckland City.¹⁵³² The role of the Venereologist was approved and later that year approval was given for her to present a series of lectures to residents and staff outlining the clinical and social aspects of venereal diseases and answering their questions.¹⁵³³

In 1976 the Venereologist recommended that no resident use the pool until she had been medically cleared following any overnight stay away from Weymouth. The Senior Counsellor commented that this effectively meant a weekend or overnight outing would automatically incur a vaginal examination and exclusion from the pool for approximately two weeks.¹⁵³⁴ The Principal sought a ruling from the Director General, but the files do not record an outcome.¹⁵³⁵

In 1982 there were weekly psychological services, periodic dentist services and GP services as required. Psychiatric back up was provided by Campbell Lodge, Papakura.¹⁵³⁶

In 1982 the Code of Practice noted that the school nurse ensured that all specialised health services available to New Zealand children outside institutions were also available to residents. At this time there was a medical practitioner who visited weekly to oversee general healthcare of the residents. Each girl was to be given a general physical examination upon admission and the results of this and future examinations were made available to caseworkers. Regular dental care was provided for residents with specialist referrals as necessary.¹⁵³⁷

In 1983 there was a qualified nurse who attended to the day to day requirements, organised specialist consultations and assisted the doctor, dentist and venereologist who visited regularly. The Principal commented the resident nurse provided an 'excellent service'. He also remarked that the residents were, "anxious at times" but that with counselling from staff and the nurse all their needs were being met.¹⁵³⁸

¹⁵²⁹ M Powierza, Principal to Director General, 25/2/74, Weymouth Secure 33551.

¹⁵³⁰ Memo from G M Wilson for Director General to Director General, 16/1/74, Weymouth Health, 33551.

¹⁵³¹ Memo from M Powierza Principal to Director General on memo from V J Green Registered Nurse to Principal, 27/2/74, Weymouth Health 33551.

¹⁵³² Memo from V J Green Registered Nurse to Principal, 27/2/74, Weymouth Health 33551.

¹⁵³³ Memo from V J Green Nurse to Principal, 11/6/74, Weymouth Health, 33551.

¹⁵³⁴ Memo from N McLauchlan Senior Counsellor to Principal, 10/9/76, Weymouth Health 33551.

¹⁵³⁵ M Powierza Principal to Director General on memo from N McLauchlan Senior Counsellor to Principal, 10/9/76, Weymouth Health 33551.

¹⁵³⁶ Annual Report 1982, Weymouth Reports F5000006020996.

¹⁵³⁷ Code of Practice for Weymouth Girls School, prepared by Weymouth Staff, 1982, Weymouth Profile F5000006020996.

¹⁵³⁸ Circular Memorandum 1982/22, 15/2/82, Weymouth Education. F5000006021240.

Over their first six weeks in the home girls were given medical, dental and psychological care as necessary in 1985.¹⁵³⁹

Availability of psychologists and psychiatrists

In 1974 the Papakura Psychological Services had been involved at Weymouth and provided assistance with diagnosis; staff training; and support and counselling. The Principal requested their involvement with the school programme, assisting in educational and social programmes.¹⁵⁴⁰

In 1982 the Code of Practice stated that in order to ensure that a girl's problems were "behavioural and not organic" girls could be referred to psychological or psychiatric professionals to develop an appropriate programme. It stated "adequate professional supervision is to be provided where aversive procedures, deprivation or medication is being used to control exceptional behavioural difficulties."¹⁵⁴¹

In 1983 psychologist reports upon admission were at the discretion of the Principal.¹⁵⁴² He commented this year that the psychologist liaised with the Senior Counsellor to provide assessment and advice for school and hostel service, but that the role of the psychologist was under review due to a reduction in services.¹⁵⁴³

In 1983 the Principal J H Wood commented that the psychologist service was limited but that psychiatric backup through Campbell Lodge Papakura had been very good.¹⁵⁴⁴ In the same year the Senior Counsellor commented that Weymouth had a very satisfactory psychiatric and psychological referral system.¹⁵⁴⁵

In 1984 the Principal commented that there was an urgent need for a clinical psychologist 'on tap'.¹⁵⁴⁶

There was concern after an incident in 1985 when an "acutely psychotic" resident was removed from Weymouth without any consultation with her doctor. The Visiting Medical Officer was concerned about the breakdown in communication and wished to prevent it from occurring again.¹⁵⁴⁷

In 1985 Weymouth had a resident Senior Counsellor and a Psychologist, although the Development Committee commented that as Weymouth was now a multi-purpose residential centre there was an increased need for specialist services and it was hoped another psychologist and a part-time psychiatrist would be appointed.¹⁵⁴⁸

¹⁵³⁹ Interim Report on the Development Facilities and Programmes at Weymouth, 1985, Weymouth Reports F5000006020997.

¹⁵⁴⁰ M Powierza Principal to Director General, 5/12/74, Weymouth Health 33551.

¹⁵⁴¹ Code of Practice for Weymouth Girls School, prepared by Weymouth Staff, 1982, Weymouth Profile F5000006020996.

¹⁵⁴² Michael Sagar Senior Psychologist to Principal, 9/1/83, Weymouth Health F5000006020997.

¹⁵⁴³ J H Wood, Principal to Director Residential Services, 22/11/83, Weymouth Education F5000006020996.

¹⁵⁴⁴ Annual Report 1983, Weymouth Reports F5000006020997.

¹⁵⁴⁵ Memo from G Vanderstaak Senior Counsellor to Principal, 5/4/83, Weymouth Health F5000006041345.

¹⁵⁴⁶ Annual Report 1984, Weymouth Reports F5000006020997.

¹⁵⁴⁷ Memo from Dr R J Avery to Principal, 14/10/85, Weymouth Health, F5000006020997.

¹⁵⁴⁸ Interim Report (6 months) Weymouth Residential Centre Programme Development Committee, November 1985, Weymouth Reports F5000006020995.

Medication

In 1977 staff were responsible for the distribution of medication. Medication ranged from antibiotics to tranquilizers. The Victoria University Masters student commented 'by far the major proportion involves antibiotics and treatment for specific medical complaints. Use of medication to influence behaviour was comparatively rare. Usually no more than 1 or 2 girls in a unit at any one time would require this type of medication'.¹⁵⁴⁹

Medication given to residents was recorded in the Medication Register. In feedback in the 1980s it was commented that the recording was very good.¹⁵⁵⁰ The 1982 Code of Practice stated that medication was held securely unless it could safely be held in the resident's possession.¹⁵⁵¹

In 1984 it was noted that a social worker had injected medication into a resident after she had attempted suicide. The Director General commented that although the staff member was a qualified nurse, because he had been employed in the capacity of Residential Social Worker and was not receiving continuing nurse training or supervision, he was not to practise his nursing skills.¹⁵⁵²

Psychiatric hospital placement

In 1983 the Senior Counsellor commented that Weymouth had a very satisfactory psychiatric and psychological referral system. He sought a directive as to the "loco parentis responsibilities" regarding psychiatric referrals.¹⁵⁵³

Apart from the comments in the above paragraph, there was nothing found on file relating to placements in psychiatric hospitals of Weymouth residents.

Staffing

No information on staffing was found for 1973-1976.

In 1977 the majority of the 68 staff members were pakeha women. All night staff (aside from the grounds supervisor) were female. Staff numbers had doubled since opening.¹⁵⁵⁴ At this point each shift was staffed by three staff members in each of the hostels and four staff members in secure.¹⁵⁵⁵ Staff on each shift were expected

¹⁵⁴⁹ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwool, 1977,

Weymouth Reports.

¹⁵⁵⁰ Handwritten Feedback on Weymouth, author unknown, undated circa 1980s, Weymouth Reports, F5000006020996.

¹⁵⁵¹ Code of Practice for Weymouth Girls School, prepared by Weymouth Staff, 1982, Weymouth Profile F5000006020996.

¹⁵⁵² B M Manchester for Director General to Principal, 31/10/84, Weymouth Incidents, F5000006020997.

¹⁵⁵³ Memo from G Vanderstaak Senior Counsellor to Principal, 5/4/83, Weymouth Health F5000006041345.

¹⁵⁵⁴ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwool, 1977, Weymouth Reports, p 51.

¹⁵⁵⁵ "Weymouth Girls' School: A study of what is, with a view to what might be" Nicola Atwool, 1977, Weymouth Reports, p 43.