



# THE CENTRAL REGIONAL HEALTH SCHOOL



Newsletter 3

Te korowai matauranga mo nga tamariki

Term 3 2009

Welcome to the CRHS Newsletter for term 3.

The big news for this term is that the Education Review Office completed the review of the school. I am pleased to be able to report that the review was very positive and the success we have working as a team with our wider school community was recognised. The reviewers visited each site and meet with a wide cross section of the people we work alongside. Thank you to everyone who contributes to the school's success. A copy of the community page is on the back of this newsletter. A full copy of the report will be available on [www.ero.govt.nz](http://www.ero.govt.nz) from early in October.

The Evaluation is reproduced on page 15

In November it will be ten years since the Regional Health Schools were established. At the beginning of December, the Board is marking the occasion with a gathering of former trustees (the Boards were established in November 1999.) The staff will celebrate at the beginning of 2010 (the teachers were employed from February 2000.) Looking back it is easy to see how much we have achieved and the milestones along the way. When we started in 2000 we had 7 teachers in 6 sites – the school didn't even have main office at the

beginning. We now have up to 33 teachers over 12 sites. The latest site to open is in Wairarapa. In the beginning, the majority of the students had physical conditions preventing them attending school. Now we have an increasing number of students with mental health conditions on the roll. As the composition of the roll changes, the teaching skills needed to achieve success also change. As a school we are committed to undertaking comprehensive professional development to ensure the needs of students can be met.

We welcome Lindy Riches to the permanent position as Assistant Principal. Lindy brings a wealth of teaching and management experience to the position and is now leading the team at LNYJ.

Next term is the time when all the hard work by the students preparing for NCEA pays off. My very best wishes to you all for NCEA.

Regards,



Here is Selina with her CRHS teacher Steph Algie. Selina is five years old. On page nine you can see her and some work she did for Steph using KidPix, after researching information about crabs on the internet.



**Work from Hutt Hospital**



I am Richa and I have spent six weeks in hospital recovering from a fractured femur. I completed a study on bones, which has been a special interest for me. I have been at home for the last few weeks and get my cast in the holidays, at last!

Jennifer helped put together this display, which was put up in the Children's Ward. The display shows objects from the various cultures that our children who are patients come from.

On the next page is a story she wrote while in hospital.





**“ A      D a y      a t      t h e      B e a c h . ”**

We decided to go for a drive in the car to our favourite beach house at Te Awaiti just forty minutes out of Martinborough. We packed our beach bags then got into the car to start our fun day out. While driving to the beach we came across a car accident on the bridge at Tututumuri School. It was really awful to see the cars crashed up all broken and injured people lying on the road. We had to swerve past and continue our trip to the beach.

Finally, after a good forty minutes we reached the sea. It was amazing. It was a perfect day and the sun was out shining on the nice, calm blue and green water. The weather was warm and sunny, not a cloud in the sky. We drove into the driveway and parked our car. Aaron was the first to jump out, following me, my mum and my dad. We opened the beach house and started to unpack all our food.

After twenty minutes we decided to go for a walk along the beach and rocks. On our walk we went searching for paua and Kinas in the rock pools. We had to get in the water and dig our hand right under the rocks to get the Paua. Some of the paua were under sized so we had to throw them back. With the paua we kept we went back up to the beach house and deshelled our catch. After that we cut out their guts and minced them. Then we put the mashed up paua into bags and then put them in the chillibin, we finished all that we looked at the time and decided to pack up and go home.

It was hard saying goodbye but we finally hopped back into the car and headed on our journey back to Carterton.

By Jennifer





My name is Georgia. I am nine years old. Sometimes animals come up to me because they know I will be kind to them. I have two mice, two birds, three cats and six fish. Dad cleans out the fish tank, the birdcage, Christa my sister looks after Polly the cat, and I look after Cameo and the mice.

When I grow up, I would like to be an animal trainer.



My mum asked if there was anything we could use to take the kitten home in, the shop lady whose favourite cat was Cameo gave us the most expensive and cosy cat carrying bag in the shop.

“What I like about Cameo is that she is very strong and she can be ferocious if you get on the wrong side of her, but she never growls at people”.

When I come home, she does not rub her scent on me. I hold out my arms and she pounces on them and gives me a cuddle.

Here are some of my favourite pictures of Cameo and I.

By Georgia

**How I bought Cameo**

I went to the Pet shop with Christa. I saw a big cage with six kittens and I walked over to say “Hello”.

A Cameo tabby pounced at the cage trying to get to me. Christa asked the shop man if I could hold Cameo. He opened the cage, she licked my cheek and started biting me with love.

I put her back in the cage and went back home to nag dad if I could buy her. Dad asked how much would she cost? I said she would cost \$160, first he said “No”, but finally he said “Yes”. I went back to the Pet shop with mum, and she used her credit card to pay for the kitten.





## Work from Kapitil



### The World is a Fearsome Place

“You have a very scary dog,” said the woman on the beach.

I looked down at Archie. All I saw were big, goofy paws; soft, fluffy ears and warm brown eyes looking back at me. He was being perfectly behaved: sitting at my side, attentive and alert. The way a dog should be.

Then I looked at her dogs, and decided she was being a hypocrite. They were three ravening beasts, hauling on their leashes as they tried to attack Archie and I. Great loops of drool swung from their meaty jowls. They were baring their savagely pointed teeth as they snarled and lunged against their restraints, full of menace and the promise of violence.

“He’s just a puppy,” I replied, feeling the need to stick up for Archie while continuing to eye her dogs warily.

It didn’t matter that Archie is a 35kg German Shepherd, a member of a breed feared by criminals the world over. Or that her three dogs were roughly the size of three small kittens, and equally as dangerous. Her dogs were still considerably more terrifying than mine was.

Her fear of Archie struck me as exceedingly irrational, and as I walked home I started thinking about irrational fears in general.

Irrational fears, also known as phobias, are precisely that; irrational.

Take flying, for example. Fear of flying, or aerophobia, is the third most common phobia after arachnophobia and social phobia. I think that logically, the fear of flying is rational. After all, what sort of suicidal, idiotic creature would willingly get into a hollow metal tube with two flimsy wings in order to hurtle across the sky at hundreds of kilometres an hour, being buffeted by crosswinds and with an entirely possible chance of plummeting from the sky to end up in a mangled heap of steaming metal wreckage? Surprisingly many.

Recently I was sitting in an aeroplane during a particularly bad patch of turbulence, and as I did I just so happened to glance out the

window at the wing. It was shaking and vibrating alarmingly, as if one good shudder would shake it off. I am one of those people who isn’t terribly keen on flying and found this considerably alarming. Obviously as I am still here, the wing did not fall off, but it was a near thing.

Statistically, however, the fear of flying is irrational. Statistically, it is the safest way to travel. Given the rate of deaths that occur every day as a result of motor-vehicle accidents, we should be significantly more frightened of cars than we should of planes. But we aren’t, because aeroplanes are flying metal death tubes, while cars are just cars.

Number four on the list of the top five phobias is agoraphobia – which is, in essence, the fear of leaving the house. According to the internet, more than three million Americans suffer from it, and it occurs in varying degrees. Some people merely find themselves uncomfortable going too far from home but can reasonably travel about their locality, while others are completely debilitated to the point where they are unable to walk to their mailbox in order to get the mail or step onto their own front lawn.

The seventh most common irrational fear is emetophobia, the fear of vomiting. Scientists believe that this stems from the sufferer’s inability to control their own body. However, many people who have emetophobia are afraid of simply seeing, hearing or smelling vomit. This includes watching a person or an animal regurgitate on television, at which point they have to leave the room. I confess



**This is Archie**

that I happen to be a sufferer of this particular phobia and have on occasion wondered how I will cope with having children that puke. I'm clearly going to have to find a husband who is willing to deal with sick kids.



Kinwah the tiger cub and his friend Rumble the German Shepherd

And then there are the fears that are so completely and utterly irrational that everyone except those who suffer from them find them ridiculous. An example is koumpounophobia, the fear of buttons. The irony of hippopotomonstrosesquipedaliophobia, the fear of long words, makes me laugh every time. Other irrational fears include ornithophobia, the fear of birds, cottonphobia, the fear of cotton balls, dendrophobia, the fear of trees, and bakedbeanaphobia, which, much like it sounds, is the fear baked beans. However, the ultimate irrational fear would have to be autophobia, the fear of oneself. Autophobia follows you around wherever you go. There is no external stimulus, you cannot escape it because you cannot escape yourself. And unlike most phobias, which can be treated using desensitisation techniques, autophobia is exceedingly hard to cure.

I arrived home. Having considered all of this on my walk, I was ready to admit that perhaps my fear of small dogs is somewhat irrational. I told Archie. He just grinned. Because once upon a time, I was scared of big dogs, too.



By Sarah



**Work from Palmerston North Hospital**

Hi my name is Hana and I am 13 years old. Two years ago I was diagnosed with CFS or ME. At the start of this year I met CRHS teacher Steph and I was doing two half days a week at my school. Now I am doing one full day and two half days. Next term I am going to school for five half days. My CRHS teacher is so proud of me and she is so cool. I wrote this short story for the Correspondence School.

# THE GIG

It was a cold afternoon. After school I was back on the streets. The street is my home. I was at a gig in a big deserted warehouse, it was a dance-off. The gig happened once a week at the warehouse. You could always feel the energy but there was a lot more in the air today. I was up against my old rival Jack. Jack had studied dance for most of his life. When we were coming to the end of our dance off all the lights turned off and seconds later the music did the same. We both just stood there back to back. There was a long silence. Then we started to feel torch beams on us and the audience started to clap a beat for us to dance to. Jack won the dance-off. When we had finished, the judge was telling the silent crowd who had won when the lights and music came on. The crowd yelled with appreciation which drowned out the sound of the judge's decisions. As I think back to that day I would love to re live it but I am probably too old to dance like that now.....



Here is Hana, Leah and their CRHS teacher Steph

Hi, my name is Leah. I have had Chronic Fatigue Syndrome since I was four. Consequently, my social life is limited as I am not well enough to go to school often or see friends outside of school regularly. Because of this isolation I started going online to talk to people, and from there came the idea of making a social networking site for teenagers with CFS or a similarly debilitating illness. So I made the Couch. It is a website created with the purpose of connecting teenagers with chronic illnesses so that they can talk to, and befriend, people who can understand what they are facing and going through. If you want to check it out the address is [thecouch.ning.com](http://thecouch.ning.com). Type in directly without www.



Leighton used the computer to brainstorm what words he related to the colour black for a poster he was working on.

## The Puppet Show By Leigh - 11

There was a book that I was reading and it was called *Patty and the Pink Princess*. I liked it *very* much, so I thought I could make it into a play. The story was about a little girl called Patty and two girls that pick on her called Halie and Emma. I gave the book to Mrs Dempsey and told her I wanted to make it into a play. In one night she made it into a script for me. The next day I went to school and she gave it to me. I read it and I thought it was great.

Before the play we looked in my Write A Play book and did some voices to practice our feelings and express our moods. When you're working with puppets it's hard to show what your face looks like and to show what your feelings are. That's why we did the voices.



Next I needed actors to help me work the puppets. The puppets were as cute as puppies. I went down to my classroom and I asked the teacher if my friends could come and help me with a special surprise for the school. I got my friends Hayley, Jacinta and Alexia to come help me. We only had a day and a half to get everything ready. We worked

like a group of busy bees. I got two pieces of big cardboard and my friends helped me paint the backdrop we had to do a lot of pretty pink. I made the pink paint out of red and white paint. Mrs Dempsey got a big box to hide behind.

The days passed and it was time to do the play. We went and practiced our pink puppet play before our audience arrived. When we were behind the box I was *very* nervous and scared, my heart was pounding like drums, but my friends were there to help me. The junior room came in first and they really were interested in it. They sat like statues, their eyes were glued to the show. *They* were as quiet as mice. We finished the play for the junior room and then Mrs Brown quickly said, "I'm going to challenge you. Pretend it was the next day." So we all grouped up and talked about what might have happened. That was hard but we did it. We were happy that the junior room liked it but what about the middle room?

*They* came in we did the play and added the next day. The middle class were talking about it, so we asked them questions. They had lots, like where did you get the play from and who are the characters. Then the final class came, my room. We were behind the box and we did it in front of them. They liked it, but I was *very* nervous when I did the play in front of my class. It was really fun and exciting for me and my friends. I was nervous because I thought they would think that we were bad and they might have hated the play, but *they* loved it. I learnt from the story that you shouldn't treat people badly and we should be nice to them.

READER AND MUM. Leigh  
PATTY. Hayley  
EMMA: Alexia  
HALIE: Jacinta

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One of Steph's students working alongside another student at a local school. They are working to produce a shield that explores the feelings and emotions they felt when they first turned up on their first day as a Year 9. We are hoping that their shield will be completed and ready to be produced in next year's newsletter

Nicole is a year 10 student who wrote this story as part of her work for the Correspondence School whilst she was with CRHS. Nicole has now fully transitioned back to school. Well done Nicole.

Bam! My day's begun. I wake up, thinking everything's fine then wack! Right in the face. I learn my friend has gone Awol, as in didn't come home the night before and is evidently nowhere to be found.

The fact that something so intense could hit you so quickly, one word, amazing. Anyway I had a pretty good idea where to look, but after an hour of searching with no luck, I decided to slow down and take a break. So I charged to the library and sat at the computer for an hour.

Time was ticking past, I knew I couldn't stop looking, even if I wanted to, it's just not possible. But I also knew there wasn't much more I could do, so I pushed away from the library and headed home.

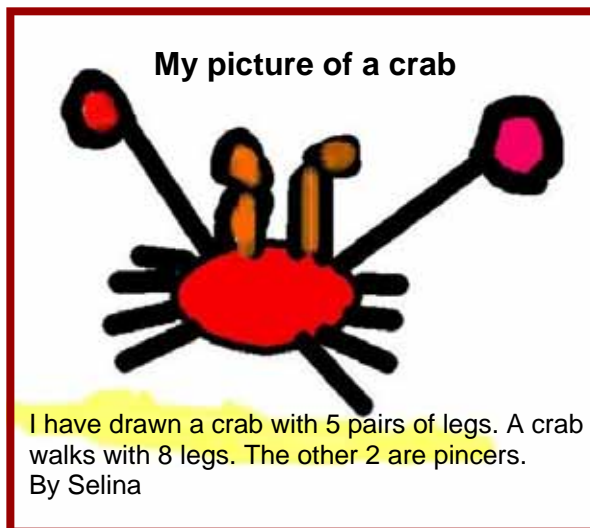
Just then, out of nowhere, a figure I recognized emerged from the distance. I couldn't believe it! It was him! Right in front of me. The truth is I'll never know how but somehow one way or another I always seem to find him. Down right weird I reckon. In the end I guess it's a good thing.

As the day progressed on, he explained to me how he'd ended up so lost, so I did my best to help him find himself again. And so concluded one very eventful day, things began to cool down and later, Bam! Another day awaits.

By Nicole



Selina practicing her reading





### More work from Kapiti

“Hi, I’m Sophie, and I’m studying Year 10 English and Science with Elizabeth on the Kapiti Coast.

Recently we’ve been studying poetry, and here are two poems I’ve written. The second poem, “Mosaic”, is about me, and the first one, “Bella”, is about my new chihuahua puppy Bella, who is about 14 weeks old now and very cute.

Here is a photo of me with Bella.”



## Mosaic

### I am all I see

Bella wagging her tail, happy to see me in the morning,  
Mum baking chocolate chip cookies,  
A photo of my brothers and me when we were small.

### I am all I hear

The cat meowing in the kitchen,  
The theme music for Shortland Street on TV,  
My brother drumming downstairs.

### I am all I feel and taste

Roast dinners on Sunday,  
Mum’s creamy cheesecakes on my birthday,  
Soft winter sheets on my bed.

### I am all I remember

Hiding at my grandparents’ house when it was time to go,  
Bats screeching and hanging in trees on the gold coast of Australia,  
Monkeys waking up early when we slept over at the zoo.

### I am all I have been taught

Remember to brush your teeth,  
Don’t talk with your mouth full.

### I am all these experiences

Segments of broken tiles,  
Joining to form a unique mosaic.

# Bella

Bella is my cute new puppy,  
Her coat is really shiny.  
She's got a lot of attitude,  
But her body's really tiny.

Bella's morning starts with gusto,  
She loves to run and play.  
But when her energy's all used up,  
She sleeps the rest of the day.

The cat and Bella don't get on,  
They walk around each other.  
If Bella makes a random jump,  
The cat, she runs for cover.

Bella sometimes has a temper,  
She goes a wee bit mental.  
The cat looks like she's had enough  
And is going to find a rental.

When we walk down to the park,  
Attention she attracts.  
She likes to prance and strut her stuff,  
But modesty she lacks.

Bella travels in the car,  
I think she wants to drive.  
But my Mum says, "she is too young",  
She's not yet even five.

Bella is a loyal friend,  
Of my life she is an important part.  
She shows me unconditional love,  
She's secured a place in my heart.

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This is from Dahnee who is working with her CRHS teacher Alison.



I like my seeds. I planted six seeds on Wednesday. I watered my seeds. I am waiting for them to grow into beans.

Two weeks later



My beans are growing like crazy. I might eat them.  
I like them.

By Dahnee

Four weeks later





Hello, my name is Amelia. This term I made a collage that showed a variety of different kinds of hobbies and interests. The title of my collage is FUN.



I also made a cake. Here is the recipe and some pictures of me making the cake

# How I Made a Happy Cake

## INGREDIENTS

- 100g butter
- 2 eggs
- 1 cup sugar
- 1 tsp vanilla
- 1 cup flour
- 1 tsp baking powder
- ¼ cup cocoa
- Chopped nuts optional
- Icing sugar

## METHOD

- 1 Always wash your hands before you begin.
- 2 In a medium sized bowl, melt butter on high for 1min.
- 3 Stir in egg, vanilla and sugar.
- 4 Beat the mixture.
- 5 Using a sieve stir in flour, baking powder and cocoa. Add some chopped nuts if you want to.
- 6 Spread the mixture in a 20cm greased baking dish. Microwave on high for 5-7min. Let the cake cool in the dish.
- 7 To add the finishing touches to the cake, you need a pair of scissors and some paper. Cut out the shapes for eyes, nose, and mouth. Then put them on the cake. You can add hair, ears, and eyebrows too. Now sprinkle on icing sugar and carefully lift off the pieces of paper.



Amelia studying the recipe book after collecting all the ingredients.



Making the paper templates for the mouth, nose and eyes.



Sifting all the ingredients into the bowl



A well beaten mixture



Straight from the oven



Sprinkling the icing sugar over the paper templates



The finished product

# FOR SALE

## Zeus' Thunderbolt



This powerful weapon is a symbol of lightning that can cause great destruction. The owner Zeus, is selling it for 5000 euros. Get in quick before the price goes up!

## Poseidon's Trident



A trident is a three-pronged spear. It is used for spear fishing and was also used as a military weapon. The owner Poseidon, is selling it for just 3000 euros.

## Apollo's Bow



A bow is a weapon that projects arrows powered by the elasticity of the bow. It is very useful when targeting something from a great distance. The owner Apollo, is selling it for 1500 euros.

## Heracles The Hero

The Classical Post interviewer, Persephone, daughter of the great Olympian Demeter, catches up with Heracles about his successful, exciting life so far.

P = Persephone H = Heracles

P: Hello Heracles, it's a pleasure to finally be able to speak with you. First question, what happened during your birth?

H: Hi Persephone. Well firstly I am the son of Alcmena of Thebes and Zeus. I was persecuted and helped by Hera and Athene, I don't like to go into detail. (He laughs) P: Second



Heracles slaying the hydra

question, what monsters did you kill and come across?

H: I killed many monsters including; the hydra and cattle of Geryon. I also came across animals that I killed like the Nemean lion and the Stymphalian birds near Mt Cyllene. Other animals and monsters I met (but did not kill) were the Ceryneian hind, the wild boar of Mt Erymanthus, the fire-breathing bull of Crete, the man-eating mares of Diomedes in Thrace and the three-headed dog Cerberus. Even though I put myself in risky situations it was worth it!

P: Wow what great achievements you have made! What journeys did you go on?

H: I went on quite a few journeys. These ranged from the Black Sea in the east (Hippolyte's Girdle) to the straits of Gibraltar in the west (Geryon's cattle) and from North Africa (apples of the Hesperides) to the Underworld (Cerberus).

P: Those are some pretty interesting places! What quests did you

have to overcome?

H: To capture the Ceryneian hind, the boar of Mt Erymanthus, the bull of Crete, Cerberus, to steal the golden apples, Geryon's cattle and Hippolyte's girdle. I can tell you it wasn't easy!

P: I'm sure it wasn't. What tasks did you have to do?

H: I had to scare the Stymphalian birds, clean the Augean stables and pacify Diomedes' mares.

P: Last question, have you got any major plans for the future?

H: No not really. I just take things as they come, but I do really want to find the

woman of my dreams and raise a family with her. Maybe even get married! My dad Zeus has been nagging me to find a girl. (He laughs)

P: Well that's a very positive outlook on life! Once again it was an honour talking to you and thank you for taking the time to chat with me today. Good luck for the future.

H: Thanks Persephone, it's my pleasure.

*"I just take things as they come, but I do really want to find the woman of my dreams and raise a family with her."*

The preceding page is page 3 of an assignment Antonia did for Achievement Standard 90251 Classical Studies 2.5 - Communicate knowledge of an aspect of the classical world. She achieved the standard with Merit. Pages 1 and 2 are in the previous newsletter

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More will be revealed about this amazing work of art and its creator, Zac, in the the next newsletter.

## **The Education Review Office (ERO) Evaluation**

### **To the Parents and Community of Central Regional Health**

These are the findings of the Education Review Office's latest report on **Central Regional Health School**.

Central Regional Health School (CRHS) provides individualised programmes for years 1 to 13 students who have high health needs, behavioural or social challenges. The school's wide geographical area encompasses the central and lower North Island and incorporates several sites, as well as students requiring tuition in hospital, in dedicated residential facilities or in their own homes. The most recent addition to the school is CRHS-City, opened in 2008 to provide a Wellington-based site for teenagers with mental health issues. Most students remain on their regular school roll while they receive support from CRHS teachers.

At the time of this ERO review, the majority of CRHS students were New Zealand European/Pakeha and a further 21 % were Maori. There is a school-wide focus on potential that is impacting positively on Maori engagement and achievement. ERO recommends that staff continue to build effective partnerships with whanau.

Throughout CRHS there is a clear focus on inclusive education. Teachers are diligent, caring and optimistic in their approach, assisting students and their families to identify and work toward goals and aspirations. High quality individual education plans (IEPs) form the basis of planning, teaching, monitoring, assessment and review for every child. Regular meetings are held to discuss progress and to set new goals with other agencies, regular schools and with parents, supporting students' holistic needs in a collaborative partnership.

The principal ably leads the school with an affirming and supportive leadership style, and is a strong advocate for staff and students. He is pivotal in maintaining open and regular communication at all levels. This is a necessary, yet complex task, due to the great geographical distance between each site. This review identified a need to consider ways to further enhance and increase existing opportunities for teachers to receive feedback based on observations of planning and practice.

The Board of Trustees demonstrates a high level of commitment and varied experience, fostering

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strong governance and strategic direction for CRHS. Management and trustees work effectively toward common goals. The board is kept well-informed of initiatives and resourcing needs, which are generously supported. The school has a good reporting history with ERO.

Purposeful self review informs decision making. The board, managers and staff are focused on improvement. Comprehensive policies, systems and procedures provide a robust guiding framework for staff, students and parents. Teachers are encouraged to actively reflect on their practice and to trial new methods of assessment, planning and teaching. The school hopes to maximise outcomes for students by using key competencies as a focal point for programme development, providing a personalised approach.

Affirming and collegial relationships throughout CRHS are integral to the success of teaching and learning. Student well-being and safety are at the forefront of practice. Since the 2006 ERO review, significant improvement in the levels of engagement and behaviour of students at Lower North Youth Justice may be attributed to the collective focus, energy and commitment of staff, board and the CRHS community. All staff are responsive to the strengths, needs and interests of students and their families, fostering positive outcomes for all.

### Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO is likely to carry out the next review in three years.

### Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, [www.ero.govt.nz](http://www.ero.govt.nz).



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**Chief Review Officer**

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The Central Regional Health School operates other sites at:

CRHS - Hawke's Bay  
CRHS - Palmerston North  
CRHS - Wanganui  
CRHS - Wairarapa  
CRHS - Kapiti  
CRHS - Porirua  
CRHS - Lower Hutt  
CRHS - City

and

Lower North Youth Justice - Palmerston North  
Regional Rangatahi Adolescent In Patient Service - Porirua

Please ring 0800 153 000 for further details