

Northern Health School

School No 1210

Charter and Annual Plan

2011

Mission Statement

To promote and support the education of students with high health needs by providing individually designed learning programmes in a variety of settings.

Beliefs

- We are committed to facilitating and encouraging individual student learning through effective teaching practice.
- We follow the principles of the Treaty of Waitangi.
- We consistently deliver high quality innovative educational programmes.
- Our staff is of the highest calibre.
- We value and respect our stakeholders.
- We are leaders in international best practice.
- We work as a team and value a team approach.

Vision

To be nationally and internationally acknowledged for the development of innovative education programmes for students with high health needs.

Northern Health School Annual Plan 2011

Northern Health School is one of three state special health schools set up by the Ministry of Education at the beginning of the 2000 school year to provide education support for students with high health needs. The school's geographic area stretches from North Cape to Taupo and includes New Plymouth and Gisborne.

Governance

Northern Health School is governed by a five member Board of Trustees appointed by the Minister of Education. The Board is able to co-opt up to 4 additional members in the same manner as a regular school.

Special Character Statement

Regional Health Schools are unique within the New Zealand Education context as they were established under “orders in council” for a special purpose outside of the general schooling provision. For administrative purposes, Regional Health Schools are classified as “special schools” by the Ministry of Education.

The role of the Regional Health Schools is to provide continuity of education for school aged students who are temporarily unable to attend their regular school as the result of serious illness. Regional Health Schools assist each student to return to their regular school as soon as they are well enough to do so.

Regional Health Schools differ from other special schools in that they do not enrol students. All of the students who attend have acute high health needs but generally do not need long-term supplementary education assistance.

1 The administration and curriculum responsibilities for Northern Health School are identified in the Ministry of Education publication: “Regional Health Schools – Initiative for Students with High Health Needs - Guidelines.” This document is the basis

Northern Health School Annual Plan 2011

for all Northern Health School activities and programmes and can be accessed from the Ministry of Education or from the Northern Health School website: www.nhs.school.nz

- 2 Although they are “admitted” to the roll, students are not enrolled at the Northern Health School. Students remain enrolled at their regular school and the regular school retains their funding and also remains responsible for these students under the Education Act. Students admitted to the roll of Northern Health School are included in their regular school’s curriculum reporting linked to their in-school cohort.
- 3 Northern Health School teachers provide educational assistance to school age students from years 1 to 13 either in hospital, at home, or in another suitable environment. Instruction is based on an individual learning plan (ILP) which is developed in association with the student’s School of Enrolment, their caregivers and other interested parties. The focus is on maintaining each student’s education progress while taking into account relevant health factors. Our ultimate goal is to assist each student to return to school as soon as they are well enough to do so with as little disruption to their general education progress as possible.
- 4 Students remain on the roll of Northern Health School for an average of 10 weeks but actual length of stay varies between 2 weeks to several years depending on the individual’s health condition. Some students may have several admissions in a school year.
- 5 Because of the transient nature of the students and the need for individual planning to accommodate high health needs, Regional Health Schools do not offer the full curriculum in the same way as a regular school. Northern Health School teachers try to link closely with each student’s regular school and teacher to maintain programme continuity but this interaction is limited by the response from the regular school. Where information is not forthcoming, a limited curriculum is offered with the focus on literacy and numeracy. Where information is available, a decision on education priorities for the individual is generally agreed by all concerned and the programme is designed accordingly. An ILP is then developed for each student and this is the base for reporting on student progress to parents, the regular school and the Northern Health School Board of Trustees.
- 6 As each student has an individual programme and spends a relatively short time on the roll, it is not possible for Northern Health School to measure or report on progress in relation to a school-wide age or year level cohort. Northern Health School measures each student’s progress against the achievement of their individual ILP curriculum and personal goals. Reporting to the Board and Ministry of Education involves the collation and graphing of this information and includes reasons for non-mastery.

Northern Health School Annual Plan 2011

- 7 The Health Schools' responsibilities regarding national Standards have been discussed and agreed with the Ministry of Education. The overall responsibility for reporting lies with the students' school of enrolment. The Northern Health School will request information on students' current progress towards the national Standards from the school of enrolment and set targets within each ILP as appropriate for the student in consultation and in alignment with the School of Enrolment. Progress towards these targets will be reported on as part of the regular Board curriculum reports and the analysis of variance and will be reported to the School of Enrolment as required.

- 8 The publication of this data is intended to assist the School, the Board and the Ministry of Education with staffing and resource provision to enhance curriculum planning and delivery. It also provides a measure of the school's effectiveness. Regular client surveys are undertaken to evaluate parent and regular school perceptions of the educational service provided. The results of these surveys are regularly reported to the Northern Health School Board of Trustees.

Northern Health School Annual Plan 2011

Enquiries

Our Auckland office can be contacted by telephone on 09 520 3531 or 0800 153 002. Our mail address is

Private Bag 99 907, Newmarket, Auckland and our email address is admin@nhs.school.nz Each NHS unit can be contacted directly by telephone as listed below.

Location

Our administrative base is at Regional House, 24 Mountain Road, Epsom, Auckland and our principal, deputy principal, administration and some teaching staff work from there.

Most of our Units have a student support space for teaching purposes and students who are not yet able to return to school come with groups of their peers and work with teachers there following their ILP and transition plan.

Northern Health School has staff located at:

Northland Unit, Whangarei	(09) 459 6068
Regional House, Auckland	(09) 520 3531 or 0800 153 002
Starship Hospital, Auckland	(09) 309 7869
Child and Family Unit at Starship Hospital	(09) 307 4949 ext 6334
Ronald McDonald House, Auckland	(09) 303 1365 ext 866
Community Child, Adolescent and Family Service, Auckland	(09) 307 4949 ext 2030
Wilson Unit, Wilson Centre, Auckland	(09) 489 6526
Kidzfirst Hospital, Auckland	(09) 276 6598

Northern Health School Annual Plan 2011

South Auckland Unit, Papatoetoe	(09) 250 4567
Waikato Unit, Whitiara School, Hamilton	(07) 839 0516
Rongo Atea Unit, Hamilton	(07) 856 6733
Tauranga Unit, 160 Fraser St, Tauranga	(07) 578 2635
Rotorua Unit, Sunset Primary School, Rotorua	(07) 343.9921
Taranaki Unit, Taranaki Hospital, New Plymouth	(06) 753 6139 ext 7804
Gisborne Unit, Kaiti School, Gisborne	(06) 868 9764
Whakatane Unit, Apanui School Whakatane	(07) 308 2526

Northern Health School Annual Plan 2011

Professional Development

The Northern Health School Board of Trustees is committed to providing on-going professional development for all staff and board members.

Professional development focus and details are listed in the annual plan for each year. They will include curriculum content, curriculum delivery and the development of strategies for meeting individual needs linked to health status and education progress. Work will continue on improving evaluation processes using web based recording and maintaining consistent programme quality, evaluation and reporting school-wide.

Board members are invited to attend all Professional Development and also have opportunities to attend NZSTA conferences and to undertake professional development related to their governance roll.

The Board of Trustees supports all staff members who undertake tertiary study related to their work. Policies and procedures which reflect this are in place and are regularly evaluated and reviewed.

Curriculum focus will continue to be on English and Mathematics at all levels and on the implementation of the National Curriculum and National Standards. In the light of its special character, Northern Health School will develop strategies and programmes to reflect the curriculum requirements within the NHS context.

Curriculum delivery strategies will also be a focus with ILP development and improvement an on-going feature. The extended use of ICT delivery strategies to enhance student learning will continue as a way of meeting the goal of two teacher contacts per week as a minimum standard of service.

Northern Health School Annual Plan 2011

Administrative processes and procedures will be another feature of professional development each year as will upskilling in NCEA processes. NCEA is increasing in importance as NHS has noticed a significant increase in the numbers of secondary age students admitted to the roll.

In addition to curriculum and school related activities, professional development will include opportunities for staff and board members to attend conferences and courses. A particular emphasis will be on working with students who have mental health issues.

As well as local and team based professional development, all teaching staff will be brought together for two successive days in Auckland and in Rotorua for professional development this year.

Northern Health School Annual Plan 2011

Working with Maori Students

As part of Northern Health School's education programme evaluation, specific data will be gathered on the achievement of Maori students. This data will be used to inform teaching practice and programmes. It will also indicate individual and whole-staff professional development needs. This information will be reported to the Board at least twice per year. Whole school professional development on a suitable Marae will be a part of teacher professional development.

Working with Pasifika Students

A significant number of Northern Health School students are from the Pacific region. Specific data will be gathered on the achievement of these students and will be used to inform teaching practice and programmes. It may also indicate individual and whole-staff professional development needs. Continuation of the Pacifica programme will be part of the Teacher professional development programme.

Strategic Area	Key Goal	Objective	Planned Actions	Led by	Timeframe	Progress	Result Achieved
Governance	The Board supports the staff in the provision of high quality learning outcomes for all students	Relationships with MoE maintained	<ul style="list-style-type: none"> Agree with Ministry on processes for upgrading existing property and provision of new property for Health Schools Review Staffing and funding system agreed in 2010 	Principal	Term 1		
		Increase awareness of our school's services	<ul style="list-style-type: none"> Conduct presentations with clusters of schools 	Principal and DP	December		
			<ul style="list-style-type: none"> Identify under-represented schools for targeted awareness raising. 	Principal	Term 2		

Northern Health School Annual Plan 2011

Cultural			<ul style="list-style-type: none"> • Develop a plan with the other health schools for raising awareness. • Develop more functional relationships between NHS and S/E through improved communication channels 	Principal and Board	Term 2		
	Maori and Pacific achievement equals whole school achievement	<ul style="list-style-type: none"> • Maori and Pacific staff recruited 	<ul style="list-style-type: none"> • Recruit staff with appropriate qualifications through community consultation 	Principal	December		
		<ul style="list-style-type: none"> • A balance of Board members maintained 	<ul style="list-style-type: none"> • Review the balance of members and co-opt as necessary. 	Board	Term 2		
		<ul style="list-style-type: none"> • Maori and Pasifika awareness of the Health School is raised 	<ul style="list-style-type: none"> • Maintain Links with community, hospital, whanau and Pasifika groups • Identify key Maori and Pasifika leaders for consultation • Meet with local cultural groups 	Principal	December		
		<ul style="list-style-type: none"> • Learning needs for each student are met in a culturally appropriate 	<ul style="list-style-type: none"> • Develop staff ability to work in culturally appropriate ways 	DP and staff with Maori Pasifika	December		

Northern Health School Annual Plan 2011

Staff		manner.	<ul style="list-style-type: none"> Develop resources for staff working with Maori and Pasifika students. Provide Marae based PD in 2011 	responsibility	Term 1		
	Staff contribute to the cultural and achievement needs of our students.	<ul style="list-style-type: none"> International relationships maintained and extended. 	<ul style="list-style-type: none"> Continue dialogue with international cluster of schools Principal and senior staff to present at and attend 2011 Help conference 	Principal and DP	December Term 3		
		<ul style="list-style-type: none"> A pool of flexible, skilled relievers recruited 	<ul style="list-style-type: none"> Review and maintain the balance of permanent staff at each Unit in relation to changes in roll numbers Recruit permanent staff where necessary. Recruit and train extra relievers where necessary Conduct on-going training for existing relief pool 	Principal and DP	December		
		<ul style="list-style-type: none"> Curriculum specific knowledge requirements are considered in 	<ul style="list-style-type: none"> Identify curriculum needs in Units before recruitment of new staff Increase the range of subject skill across the 	Principal and DP	As appointments become necessary		

Northern Health School Annual Plan 2011

Curriculum		employment of staff	school.				
	Implementation of curriculum results in highest possible student achievement	<ul style="list-style-type: none"> Deliver high quality literacy and numeracy programmes 	<ul style="list-style-type: none"> Implement assessment system to meet the needs of National Standards. Develop recording and reporting functions within the school database. 	DP and APs	Term 2		
		<ul style="list-style-type: none"> Virtual learning systems enhanced and expanded 	<ul style="list-style-type: none"> Continue to develop on-line resources into new school website. Investigate purchase of externally provided Unit standard course material. Develop Y 9 and 10 NHS curriculum programmes. Use LIVE to augment visit frequency and to connect students to Learning Centres 	DP and APs	December Term 2 Term 3 December		
		<ul style="list-style-type: none"> Learning environments meet needs of students 	<ul style="list-style-type: none"> Address the support centre issues already identified in Rotorua. Investigate the need for a Unit in Taupo Students work with a 	Principal Principal	Term 1 Term 2 Term 1		

Northern Health School Annual Plan 2011

		teacher twice weekly, either on-line or in person.	SMT			
	<ul style="list-style-type: none"> Achievement analysis provides detail across cohorts, subjects and sites 	<ul style="list-style-type: none"> Use eTAP to provide reports across three year time frame with comparisons. Continue to add to and improve best practice guide. 	DP	Term 1		
			DP	December		
	<ul style="list-style-type: none"> Education programmes are of a consistently high standard 	<ul style="list-style-type: none"> Institute peer and self analysis of curriculum delivery techniques 	DP	Term 2		
	<ul style="list-style-type: none"> Students are supported in reintegration into schools of enrolment 	<ul style="list-style-type: none"> Obtain feedback from 25% of withdrawn students and their schools Develop a measure of reintegration success Investigate ways to improve the transition process. 	Principal	December		
			Principal	Term 2		
			SMT	Term 2		
	<ul style="list-style-type: none"> Parent/student/school of enrolment survey results 	<ul style="list-style-type: none"> Report on satisfaction results from the surveys. 	Principal	Term 2 and 4		

Northern Health School Annual Plan 2011

Finance and Property		show high levels of satisfaction	<ul style="list-style-type: none"> Maintain satisfaction levels at or above 95% satisfaction. 				
	Resource allocation meets the learning needs of students	<ul style="list-style-type: none"> Accommodation of roll growth 	<ul style="list-style-type: none"> Monitor roll growth and suitability of current property. Investigate extra support centre possibilities. 	Principal	December		
		<ul style="list-style-type: none"> Improve substandard accommodation of specific units 	<ul style="list-style-type: none"> Rotorua property provision improved to meet Ministry guidelines. 	Principal	Term 2		
		<ul style="list-style-type: none"> Income and expenditure meets set target 	<ul style="list-style-type: none"> Conduct August budget review and report on progress 	Principal & Bursar	Term 3		
		<ul style="list-style-type: none"> Financial procedures regularly reviewed 	<ul style="list-style-type: none"> Align budget provision to new resourcing proposals from MoE. 	Principal & Bursar	Term 1		
Administration	Staff are supported in the delivery of effective	<ul style="list-style-type: none"> Communication channels enable staff to access 	<ul style="list-style-type: none"> Video conferencing provision extended through the school 	Principal & DP	Term 3		

Northern Health School Annual Plan 2011

Health and Safety	learning programmes	support promptly	<ul style="list-style-type: none"> Conduct regular team meetings to discuss issues facing the school. 				
		<ul style="list-style-type: none"> Communication channels enable collaboration among staff 	<ul style="list-style-type: none"> Video conferencing and team meetings used to improve collaboration Moodle discussion forums used for collaboration and discussion. 	DP	December		
		<ul style="list-style-type: none"> Systems are accessible and easy to use 	<ul style="list-style-type: none"> Internet and access speeds increased across the school Investigate ISP offerings as they are made available. 	Principal & Bursar	Term 2		
		<ul style="list-style-type: none"> RHS guidelines, policies and procedures regularly reviewed to enable effective management 	<ul style="list-style-type: none"> Guidelines reviewed with the Ministry. 	Principals & Boards	Term 2		
	Protect the well-being and safety of staff and students	<ul style="list-style-type: none"> Suitable and safe working environments provided for staff and students 	<ul style="list-style-type: none"> Review and update working in homes protocols Review protocols around mobile phone use Review the use of Outlook 	SMT	Term 3		
				Principal	Term 1		

Northern Health School Annual Plan 2011

			for teacher itineraries.	SMT	Term 2		
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