

Northern Health School Charter Goals and Targets

2018



Mission Statement

Through partnership and innovation we inspire and enrich quality continuous individualised learning.

Values

Commitment to learning and the learner

Compassion inherent in all that we do

Achievement through setting and achieving learner centred goals

Respect for culture, diversity and each other

Equity of opportunity for all learners.

Purpose

The learner is the reason and the focus of all we do.

Every learner receives an education, no matter what their illness, where they live, or what path they want to follow.

The learners' voices and choices are central to everything.

High quality staff deliver consistency and cohesiveness across the school.

Special Character Statement

Northern Health School (NHS) is governed by a Ministerially appointed Board of Trustees and provides education for school aged learners unable to attend their school of enrolment due to serious illness. Learners are admitted to NHS while remaining enrolled at their School of Enrolment (SE).

The school also has responsibility for students with behavioural challenges through the Te Kahu Toi initiative in Auckland.

NHS teachers provide learning programmes from years 1 to 13 in homes, hospitals, support centres and other suitable environments. An individual learning plan (ILP) is developed in association with the learner's regular school, medical teams, caregivers and other interested parties. Full curriculum coverage is not always appropriate due to the effects of illness. The focus is on the learner's education progress and transition to school, employment or tertiary study, while taking into account relevant health factors.

It is the responsibility of the school at which the individual learners are enrolled to report on their progress and achievement in relation to National Standards or Ngā Whanaketanga Rumaki Māori. NHS teachers provide assessment information to assist the school of enrolment in meeting these requirements.

Reporting on progress to learners, parents and the regular school, is through the ILP, while aggregated information is prepared for the Northern Health School Board of Trustees. As health conditions and time on the roll vary greatly, it is not possible for NHS to report on progress in relation to a school-wide age or year level cohort. NHS measures student progress against the achievement of their individual ILP curriculum goals and national norms and averages.

NHS embraces the principles of the Treaty of Waitangi.

The Northern Health School aims to provide programmes that reflect and include Te Reo Maori and Tikanga Maori, and which include reference to New Zealand's unique cultural heritage and diversity. The Northern Health School aims to accommodate students who are enrolled in bilingual classroom situations and full immersion kura Kaupapa.

Where students have been instructed in Te Reo Maori at their school of enrolment, NHS staff will take all reasonable steps to facilitate this. These steps may include the use of programmes provided by Te Kura (the Correspondence School), the student's school of enrolment and our own staff and learning resources.

School community consultation is undertaken at an individual family level, alongside the ILP process. Individual goals and programmes that meet the needs of the student educationally, culturally and in terms of their illness are agreed.

NHS staff participate in professional development, including the Ka Hikitia strategy. NHS employs staff with specific responsibility for this area, to increase their awareness and skill in making programmes of work and their delivery culturally appropriate.

Strategic Area 1: Pedagogy, Learning and the Curriculum

Key Strategic Three year Goal:

The Board supports the staff in the provision of high quality learning outcomes for all students.

Long Term Goal 1

All programmes are learner focused

Planned actions	Led by	Timeframe	Progress	Result Achieved
Identify best practice across the three Health Schools and share with all staff	SMT	Reported Dec 2018		
Identify ways to improve students' participation in transition goal setting.	Principal	Term 3 2018		
Coordinate professional development to support learner focused programmes.	DP	Reported Dec 2018		

Operational Targets

Targets 2018	Student data shows they perceive themselves having more than 60% input into programme planning.	
	There is programme consistency across the school	

Long Term Goal 2

Innovation is encouraged and best practice shared.

Planned actions	Led by	Timeframe	Progress	Result Achieved
Collect and share ways of using on-line learning tools more effectively	Specific MU holders	Reported Dec 2018		
Develop new ways of sharing best practice.	SMT	Reported Dec 2018		
Provide staff development in the use of Skype for Business to enhance learning and increase teacher contact time.	Senior Staff	Reported Dec 2018		

Long Term Goal 3

Transition planning informs learning programmes

Report against transition goals set with / by students	Principal and DP	Reported Dec 2018		
Collect and share transition stories across the school.	SMT	Term 2		

Long Term Goal 4

Learning systems are enhanced and expanded, improving student opportunities for digital learning.

Improve staff skill and confidence in the use of tablet technology.	MU holder	Reported Dec 2018		
Transition the school to Office 365.	SMT and MU holders	Reported Dec 2018		
Develop school wide systems using Teams	SMT and Unit holders	Reported Dec 2018		
Develop more effective assessment and recording systems.	SMT and Unit holders	Reported Dec 2018		

Curriculum Targets (NHS curriculum targets only apply to students well enough or on the roll long enough to be assessed.)

Targets 2018	All teaching staff can use Office 365	
	80% of Y 1-8 students show progress greater than their increase in age on standardised assessment in English and Maths.	

	Y 1-8 section 9 students have National Standards reporting included in their ILP	
	Schools of Enrolment for dual enrolled students in Y 1-8 receive data to assist in National Standards reporting.	
	NCEA results are equal to or better than the national average for the subject.	
	Maori and Pasifika NCEA results are better than the national average and equal to European students' achievement.	

Strategic Area 2: Cultural

Key Strategic Three year Goal:

Maori and Pasifika achievement is at least as high as achievement from other ethnic groups.

Ministry of Education Priority one: improving education outcomes for Maori and Pasifika students.

Long Term Goal 1

Maori and Pasifika Staff recruited

<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Recruit staff with appropriate qualifications through community consultation</i>	<i>Principal</i>	<i>Reported Dec 2018</i>		

Long Term Goal 2

A balance of Board members maintained

<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Review the balance of ethnicity, gender, regional representation and skills and co-opt as necessary.</i>	<i>Board</i>	<i>Term 1</i>		

Operational Targets

Targets 2017

There is a balance of ethnicity within the Board

There is a gender balance within the Board

The Board contains a range of experience and skill

Long Term Goal 3

Learning needs for each student are met in a culturally appropriate manner

<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Develop staff capability through school-wide PD.</i>	<i>Principal and DP</i>	<i>Reported Dec 2018</i>		
<i>Embed cultural practice in the way the school operates.</i>	<i>SMT and Unit Holder</i>	<i>Reported Dec 2018</i>		
<i>Develop resources for staff working with Maori and Pasifika students and evaluate the effectiveness of these resources</i>	<i>MU holder</i>	<i>Reported Dec 2018</i>		

Strategic Area: People and Property

Key Strategic Three year Goal:

High quality staff, Leadership and infrastructure provide for the cultural and achievement needs of learners.

Long Term Goal 1

National and International relationships maintained and extended.

Planned actions	Led by	Timeframe	Progress	Result Achieved
Continue professional development and dialogue nationally and internationally	Principal and DP	Reported Dec 2018		
Senior staff participate in the HELP conference September 2019	SMT	Term 3		
Principal, DP participate in HOPE conference	Principal and DP	April 2018		
Participate in the development of an academic journal to publish research in the field of education of students with illness.	Principal and DP	Term 3		
Develop and maintain positive relationships with MoE, te Kura and TKT partners	Principal EMT	Reported Dec 2018		

Long Term Goal 2

The school is staffed in a flexible and effective way

Planned actions	Led by	Timeframe	Progress	Result Achieved
Review and maintain the balance of permanent staff at each Unit in relation to changes in roll numbers	Principal and DP	Term 1		
Recruit permanent staff where necessary to bring the base staffing for all Units to a minimum of 80%.	Principal and DP	Term 1		
NHS Units prepared to staff roll growth in advance	SMT	Reported Dec 2018		

Operational Targets

Targets 2017

The school is flexibly staffed

The school operates within its staffing entitlement

Long Term Goal 3

Staff have the specific knowledge and skill required to meet learners' needs

Planned actions	Led by	Timeframe	Progress	Result Achieved
Identify curriculum needs in Units prior to recruitment of new staff	Principal and DP	As appointments are required		
Investigate the possibility of sharing subject expertise across the three Health Schools.	Principal DP and MU holders	Reported Dec 2018		
Individual staff identify a curriculum area to improve through the appraisal process.	Principal and DP	Reported Dec 2018		
Improve the induction process across the school	SMT	Reported Dec 2018		
Deploy OneNote based appraisal system across the school.	MU Holders	Reported Dec 2018		

Long Term Goal 4				
Leadership within the school is effective				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Widen the range of leadership opportunities available to staff</i>	<i>Principal and DP</i>	<i>Reported Dec 2018</i>		
<i>Develop leadership skills through MoE funded PLD programme.</i>	<i>Team Solutions, Principal and DP</i>	<i>Reported Dec 2018</i>		
<i>Review the management structure of the school</i>	<i>Principal and DP -</i>	<i>Term 1</i>		
<i>Provide opportunities for staff to present ideas, research and innovations to the Board</i>				
Long Term Goal 5				
Welfare of staff and students is a high priority				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Include systems for supporting staff welfare in the appraisal system</i>	<i>Principal and DP</i>	<i>Term 2</i>		

Strategic Area: Organisation and Sustainability				
Key Strategic Three year Goal:				
The school is organised and structured for sustainability and effectiveness				
Long Term Goal 1				
The school's carbon footprint is reduced.				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Include Carbon emissions in vehicle purchase decisions</i>	<i>Board and Principal</i>	<i>Reported Dec 2018</i>		
<i>Consider the viability of purchasing at least one all electric vehicle as a trial.</i>	<i>Principal</i>	<i>Reported Dec 2018</i>		
Operational Targets				
Targets 2017	<i>Fuel use is reduced on a per student basis by 10%</i>			
Long Term Goal 2				
Systems and processes enable the effective governance of the school and meet legislative requirements				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Review the school's strategic direction and goals with input from major stakeholders.</i>	<i>Board and Principal</i>	<i>November 2018</i>		
<i>Develop a new planning system based in the changes to the Education Act.</i>	<i>Board and Principal</i>	<i>November 2018</i>		
<i>Confirm a programme of Board self-review</i>	<i>Board and Principal</i>	<i>Term 1</i>		

<i>Continue to refine a Board meeting programme that focuses more on strategic planning and review.</i>	<i>Board and Principal</i>	<i>Term 1</i>		
<i>Targets 2018</i>	<i>2018 Annual plan targets are met</i>			
Long Term Goal 3				
<i>Learning outcomes are reported to the Board</i>				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Update eTAP to export data directly to NZQA</i>	<i>EMT</i>	<i>Term 2</i>		
<i>Develop a reporting mechanism against transition goals in eTap.</i>	<i>SMT</i>	<i>Term 2</i>		
<i>Develop a recording and reporting mechanism around learning progressions</i>	<i>Unit holders and SMT</i>	<i>Term 2</i>		
<i>Support provided in complex transition meetings by SMT</i>	<i>SMT</i>	<i>Reported Dec 2018</i>		
Long Term Goal 5				
<i>Parent / student / school of enrolment survey result satisfaction levels are high.</i>				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Community Satisfaction survey conducted</i>	<i>Principal</i>	<i>2018</i>		
<i>Leadership effectiveness survey conducted</i>	<i>Principal</i>	<i>2018</i>		
<i>Staff Satisfaction survey conducted</i>	<i>Principal</i>	<i>2019</i>		
<i>Obtain feedback from 50% of withdrawn students and their schools</i>	<i>Board and Principal</i>	<i>Reported Dec 2018</i>		
Operational Targets				
<i>Targets 2018</i>	<i>Satisfaction ratings are above 90%</i>			
Long Term Goal 6				
<i>Strategies and systems support the school in case of a disaster</i>				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Review and update the school's risk management plans.</i>	<i>EMT</i>	<i>Term 3 2018</i>		
<i>Migrate systems to the cloud to improve the school's data backup and safety systems.</i>	<i>EMT</i>	<i>Term 3 2018</i>		
Long Term Goal 7				
<i>Suitable and safe environments are provided for staff and students</i>				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Identify and report risks in each Unit</i>	<i>SMT</i>	<i>Each term</i>		
<i>Undertake H&S training for key Unit staff</i>	<i>Principal and DP</i>	<i>Term 1 2018</i>		
<i>Benchmark home visit protocols against other similar organisations</i>	<i>SMT</i>	<i>Term 2 2018</i>		

Operational Targets				
<i>Targets 2018</i>		<i>Staff in all Units have awareness of NHS safety procedures.</i>		
<i>Long Term Goal 8</i>				
<i>Property provision is consistent and of high quality</i>				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Monitor roll growth across the school and identify trends</i>	<i>EMT</i>	<i>On-going, reported Dec 2018</i>		
<i>Identify property in Kaitaia for a new Unit.</i>	<i>EMT</i>	<i>Term 1</i>		
<i>Manage the development of new Units to best meet the needs of the students and staff.</i>	<i>SMT</i>	<i>Dec 2018</i>		
<i>Plan and implement re-location of Tauranga and Northland staff to new premises.</i>	<i>EMT</i>	<i>Reported Dec 2018</i>		
<i>Encourage and enable staff input into building projects across the school.</i>	<i>EMT, SMT</i>	<i>Reported Dec 2018</i>		
Operational Targets				
<i>Targets 2018</i>		<i>There is a plan for future property development across the school.</i>		
		<i>New Units are established within budget and on time.</i>		
		<i>Staff input into design is evident.</i>		

Glossary

EMT: Executive Management Team, consisting of Principal, Deputy Principal, Business Manager.

SMT: The Senior Management Team, consisting of Principal, Deputy Principal, Business Manager, Associate Principals, TKT Manager, Senior Teachers.

TKT: Te Kahu Toi, wrap around behaviour Unit.