

Northern Health School
Charter Goals and Targets
2020



Mission Statement

Te Puna Whakatipu - A place to grow and thrive

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 learners in the care of Oranga Tamariki and with behavioural challenges, through the Te Awa 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.

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 and transition 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 staff awareness and skill in making programmes of work and their delivery culturally appropriate.

Strategic Area 1: A Focus on Learning

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
Deepen teacher understanding of culturally responsive learning	Principal, DP and Leader of Learning	Reported Dec 2020		
Further improve student learning outcomes in writing and mathematics through the ongoing development of teacher's content and pedagogical knowledge.	Leader of Learning	Reported Dec 2020		
Coordinate professional development to support learner focused programmes.	Principal, DP and Leader of Learning	Reported Dec 2020		

Operational Targets

Targets 2020	Maths LPF data is recorded and analysed for all students who meet the criterion for 2 assessments.
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Long Term Goal 2

The voices of learners are sought and included in learning programmes

Planned actions	Led by	Timeframe	Progress	Result Achieved
Identify ways to improve students' participation in transition goal setting.	Principal, DP and Leader of Learning	Reported Dec 2020		
Use student voice to support the evaluation of NHS mathematics and writing programmes by gathering initial and concluding data.	Principal, DP and Leader of Learning	Reported Dec 2020		

Long Term Goal 3

Student achievement is central to all programmes

Further develop staff skills in use of Learning Progressions Framework with y1-10 students	Principal, DP and Leader of Learning	Reported Dec 2020		
Improve staff skill and confidence in the use of LPF to report student progress	Principal, DP and Leader of Learning	Reported Dec 2020		
Develop more effective assessment and recording systems for NHS context.	Principal, DP and Leader of Learning	Reported Dec 2020		
Strengthen collaboration between curriculum leaders to support staff.	Principal, DP and Leader of Learning	Reported Dec 2020		

Long Term Goal 4

Learning systems are provided in an inclusive and equitable way.

Develop school wide systems using Teams	Principal, DP and MU holder	Reported Dec 2020		
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<i>Develop the consistent use of MTeams as the primary form of communication and collaboration at the NHS</i>	<i>Principal, DP and MU holder</i>	<i>Reported Dec 2020</i>		
Curriculum Targets				
Targets 2020	All staff use Teams confidently for school-wide communication			
	Student data shows accelerated progress against LPF levels.			
	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: Pedagogy				
Key Strategic Three year Goal: <i>The school accesses, shares and provides best practice tools and resources.</i>				
Long Term Goal 1				
<i>The school is well positioned to respond to changes in NCEA and Te Kura</i>				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Actively provide responses and information to the NCEA change process</i>	<i>Principal and DP</i>	<i>As required</i>		
<i>Monitor and respond to changes in Te Kura on-line learning programmes</i>	<i>Principal and DP</i>	<i>Reported Dec 2020</i>		
Long Term Goal 2				
<i>Staff have access to tools, understanding and skills that assist in working with mental illness</i>				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Provide staff development opportunities for understanding the effects of mental illness on learning.</i>	<i>Principal and DP</i>	<i>Reported Dec 2020</i>		
<i>Provide opportunities for staff to present ideas, research and innovations to the Board and across the school</i>	<i>Principal, DP and Leader of Learning</i>	<i>Reported Dec 2020</i>		
Operational Targets				
Targets 2020	<i>Research is presented to the Board</i>			
	<i>The school responds to Ministry consultation opportunities.</i>			

Strategic Area 3: Leadership				
Key Strategic Three year Goal: <i>Leadership within the school is valued, promoted and responsive to the changing education environment.</i>				
Long Term Goal 1				
<i>The school is well positioned to respond to roll growth</i>				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>

Review allocated leadership to be sure there is sufficient to provide support as units grow in size	Principal and DP	Reported Dec 2020		
Long Term Goal 2				
<i>Leadership within the school is promoted</i>				
Planned actions	Led by	Timeframe	Progress	Result Achieved
Deliver the NZCER leadership effectiveness tool.	Principal	Term 2		
Provide access to leadership support and development to leaders across the school	Principal and DP	Reported Dec 2020		
Operational Targets				
Targets 2020	NZCER leadership tool results in 80% or better satisfaction rating.			
Long Term Goal 3				
<i>Learning needs for each student are met in a culturally appropriate manner</i>				
Planned actions	Led by	Timeframe	Progress	Result Achieved
Develop staff capability through both individual and school-wide PD highlighting culturally responsive pedagogy.	Principal and DP and MU holder	Reported Dec 2020		

Strategic Area 4: Relationships and Partnerships

Key Strategic Three year Goal:

Positive and effective relationships and partnerships provide for the cultural and achievement needs of learners.

Long Term Goal 1

The school delivers on its Treaty commitments

Planned actions	Led by	Timeframe	Progress	Result Achieved
Recruit staff with appropriate cultural capability	Principal and DP	Reported Dec 2020		
Embed cultural practice in the way the school operates.	Principal and DP	Reported Dec 2020		
Ensure Board includes Trustee/s that can provide a Te Ao Maori lens to our governance	Board	Term 1		
Increasing use of Te Reo and tikanga across the school	Principal and DP and MU holder	Reported Dec 2020		

Long Term Goal 2

Links to Maori and Pasifika communities are maintained and strengthened.

Planned actions	Led by	Timeframe	Progress	Result Achieved
Units identify key local community leaders, able to work with and support the school.	Principal and DP and MU holder	Reported Dec 2020		
Review the Board's balance of ethnicity, gender, regional representation and skills and co-opt as necessary.	Board	Term 1		

Targets 2020

Al Units have links in place to their local Maori community.

Board membership includes Te Au Maori capability

Long Term Goal 3				
<i>National and International links and partnerships are maintained and extended</i>				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Identify best practice nationally and internationally and share with all staff</i>	<i>Principal and DP</i>	<i>Reported Dec 2020</i>		
<i>Principal, DP participate in HOPE conference 2020</i>	<i>Principal and DP</i>	<i>Term 2</i>		
<i>Continue professional development and dialogue nationally and internationally</i>	<i>Principal and DP</i>	<i>Reported Dec 2020</i>		
<i>Identified staff participate in the HELP conference 2021</i>	<i>Principal and DP</i>			
<i>Co-ordinate annual Board conference for all 3 Health Schools</i>	<i>Principal and DP and Board</i>	<i>Term 1</i>		
Long Term Goal 4				
<i>Relationships and links with partner organisations are maintained and strengthened.</i>				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Develop and maintain positive relationships with MoE, Te Kura and Te Awa partners</i>	<i>Principal and DP</i>	<i>Reported Dec 2020</i>		

Strategic Area 5: Optimising Organisation and Performance				
Key Strategic Three year Goal:				
The school is organised and structured for sustainability and effectiveness				
Long Term Goal 1				
<i>The school's carbon footprint is reduced.</i>				
<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>Principal and Business Manager</i>	<i>Reported Dec 2020</i>		
<i>Develop and implement a Sustainability plan for the school</i>	<i>Principal</i>	<i>Term 2</i>		
<i>Reduce km per student travelled through the use of on-line technologies.</i>	<i>Principal and DP</i>	<i>Reported Dec 2020</i>		
Operational Targets				
Targets 2020	<i>Fuel use is reduced on a per student basis by 10%</i>			
Long Term Goal 2				
<i>Wellbeing is at the core of the school's systems and processes</i>				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Implement staff wellbeing support contract.</i>	<i>Principal and DP</i>	<i>Term 2</i>		
<i>Actively promote staff wellbeing across the school and provide opportunities to improve personal wellbeing and provide a supportive work culture.</i>	<i>Principal and DP and MU holder</i>	<i>Reported Dec 2020</i>		
<i>Deliver the Wellbeing@school survey</i>	<i>Principal and DP</i>	<i>Term 3</i>		

Targets 2020	Results from the Wellbeing survey are included in decisions around support for staff.			
Long Term Goal 3				
<i>The school operates in a financially prudent manner</i>				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Investigate the possibility of changing accounts package</i>	<i>Principal and Business Manager</i>	<i>Reported Dec 2020</i>		
<i>Review which financial information is presented to the Board and its format.</i>	<i>Principal and Business Manager</i>	<i>Term 2</i>		
Long Term Goal 4				
<i>Optimal use is made of school assets</i>				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Identify curriculum needs in Units prior to recruitment of new staff</i>	<i>Principal and DP</i>	<i>Reported Dec 2020</i>		
<i>NHS Units prepared to staff roll growth in advance</i>	<i>Principal</i>	<i>Term 1</i>		
Long Term Goal 5				
<i>Property needs are planned for in a strategic manner.</i>				
<i>Planned actions</i>	<i>Led by</i>	<i>Timeframe</i>	<i>Progress</i>	<i>Result Achieved</i>
<i>Provide information to inform Ministry review of property needs.</i>	<i>Principal and Business Manager</i>	<i>As required</i>		
<i>Determine best use of \$200,000 Property Infrastructure Grant</i>	<i>Principal and Business manager</i>	<i>Term 2</i>		
<i>Actively seek solutions to property issues through the Ministry</i>	<i>Principal</i>	<i>Reported Dec 2020</i>		
Long Term Goal 6				
<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>Principal</i>	<i>Monthly, Reported Dec 2020</i>		
<i>Review and update the school's risk management policy and plans.</i>	<i>Principal</i>	<i>Term 1</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, Te Awa Manager, Senior Teachers.