

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 Te Tiriti 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	<p>March: whole school PD session on Teaching Te Tiriti taken by the National Library.</p> <p>March: Curriculum Lead Team discussion around how to support culturally responsive learning in their curriculum area. Goal to embed this in their leadership.</p> <p>May: Jan Melbourne joined Curriculum Lead team and shared ideas around CR teaching and learning. Team identified some ideas to help them to lead their curriculum area in a culturally responsive way, Natalie to invite staff member to share matrix of CR capabilities with the team to help to identify next steps.</p> <p>June- Natalie shared the CR matrix of capabilities with the curriculum lead team.</p> <p>Discussion around how we might use this matrix to support our work.</p> <p>July: Jan Melbourne (MU Maori & Pasifika) and Kerry Watkins (DP) two full days with MOE Auckland PD/Training 'Beyond Diversity' with view to 2021 NHS PD - will need to be 2x groups</p> <p>Sept- Members of the CCSP team met to discuss an offer feedback to the BOT regarding the Tiriti o Waitangi Policy</p>	<p>Staff reported very favourably on WSPD session and provided feedback to National Library presenters. The areas of Te Tiriti, responsive leadership and curriculum have also been explored.</p> <p>Two leaders of Cultural Competency have been appointed to lead staff in understanding culturally responsive learning in 2021.</p> <p>'Beyond Diversity' Training has been undertaken by selected senior staff and following their feedback Senior staff have agreed to implement this across the school in 2021.</p>
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	<p>February: 2020 Information channel created in the Inquiry MS Teams. This included an overview of the Lesson Study procedure for 2020 in both writing and maths and for new staff. As well as mentor texts (articles/websites that can be used to guide learning).</p> <p>March: WSPD session introducing the lesson study structure for 2020.</p> <p>March: Prior to the COVID-19 Level 4 lockdown 2 groups had uploaded Lesson Study Guidelines outlining their protocols for learning about writing (Taupo, Waikato) and 4 groups had done the same for Maths (Waikato, Rotorua, Taranaki and Starship).</p>	<p>Seven Lesson Study reports have been submitted detailing teachers learning about how to best support student learning and progress in writing. 28 teachers were involved in writing these reports.</p> <p>Seven Lesson Study reports have been submitted detailing teachers learning about how to best support student learning and progress in Mathematics. 24 teachers were involved in writing these reports.</p> <p>A summary of findings will be included in the Curriculum Leaders end of year report.</p>

			<p><i>May: Lesson Study has been suspended during COVID-19. Curriculum team have met and are beginning work on a document aimed at identifying specific actions to assist teachers to develop content and pedagogical knowledge. During COVID-19 teachers focused on developing their understanding of teaching and learning remotely. The ability to use a range of online tools was supported by Sharlene and the Ninjas team.</i></p> <p><i>August-Lesson Study has been restarted in term 3. There are 13 groups of teachers learning about math content and pedagogy and 12 groups of teachers learning about writing content and pedagogy. There are 2 units who have yet to report their focus. The curriculum lead team has started to consider and discuss what lesson study has taught us about content and pedagogy so far. This will be used to help us to develop our NHS curriculum with a focus on highlighting the specific actions we know support learning and achievement for NHS students. This is an opportunity to also identify and include those teaching practices that are CR. September in an effort to support teacher wellbeing following on from the stressors caused by Covid-19, Lesson Study reports have been made an optional feature of the Lesson Study Inquiry process in 2020.</i></p>	
<p><i>Coordinate professional development to support learner focused programmes.</i></p>	<p><i>Principal, DP and Leader of Learning</i></p>	<p><i>Reported Dec 2020</i></p>	<p><i>Term 1: Several units and individuals had booked providers or followed up themselves regarding PD As the school enters Covid Level 3 restrictions, NHS Technology MU holder co-ordinating Digital Technology PLD for NHS staff with UTB – WSPD provider. Staff surveyed according to need for personal development May – UTB online PD plan presented to Unit Leaders. Staff to have 2 options available at two session times per week over 5 weeks. Initial delivery concentrating on two most requested areas of Coding and Google suite August – Progressed to next sessions - on Microsoft suite</i></p>	<p><i>A number of sessions which were cancelled or postponed are now being ‘caught up’. However many providers have moved their sessions online and this form of PD delivery has worked well. UTB training has been much appreciated by staff and proved highly valuable.</i></p> <p><i>Staff commented that their confidence in meeting and teaching students online during Covid period has increased greatly.</i></p>

			<p>'Starting out' and 'Going further'. Staff access online and via recordings stored on MS Teams</p> <p>Staff increasingly accessed various PD online</p> <p>Leaders of NHS Appraisal Cycle (Now Professional Growth Cycle) met with SMT to support a shared understanding of the changes involved in the shift from an appraisal cycle to a PGC.</p>	
Operational Targets				
Targets 2020	Maths LPF data is recorded and analysed for all students who meet the criterion for 2 assessments.		Target met	
<p>LPF data Maths data is being recorded for most students who meet the criterion for this data. Work is ongoing to increase the numbers of students with more than 1 entry, so that comparative data is more comprehensive. There has been some staff reluctance to get to grips with the LPF and although a lot of work has been done in this area, there is more to do. Professional development has continued through the pandemic with many providers going online for delivery options. This may well have a positive impact on the opportunities for our staff, should this trend continue.</p>				
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	<p>With Covid 19 restrictions limiting access to student support centres and schools, and requiring a different way to teach and learn, we are interested to see if both Admissions and Transition to school are affected</p> <p>May – a different form of transition occurred as a result of Covid 19. Initial transition to working from home for all staff and students, followed by transition back to face to face teaching.</p> <p>August-Curriculum Leader met with the Careers and Transition Curriculum MU holder. Discussion on how to highlight the resources she has developed to assist teachers to support the transition of school leavers. Resources include a OneNote with comprehensive information about tertiary providers. Agreement to develop a termly focus that is shared with unit leaders via short screencasts.</p>	<p>With the effects of the pandemic have come a change in transition opportunities for many students and staff have been working hard to adjust their and the students' expectations around transition.</p> <p>Principal surveyed teachers' perceptions of working and teaching online and this included comments from staff around transition. Working online and from home for extended periods of time has reduced opportunities for students to work alongside other students and in some cases this seems to have been detrimental to their transition goal setting.</p>
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	<p>February: spreadsheets have been sent to unit leaders and deputies. Units are recoding initial data relating to the disposition of their students in either maths or English, depending on the focus of their Lesson Study. Results will be analysed and reported in November</p>	<p><u>Mathematics:</u></p> <p>107 students provided initial and concluding data.</p> <p>Students' self-assessment of their disposition towards <u>mathematics</u> is positive with 90% of students reporting the</p>

				<p>same or higher levels of confidence.</p> <p>In their concluding data, 67 of these students reported a specific way that maths is useful in their lives which was different from their initial data.</p> <p><u>Writing:</u></p> <p>Student confidence was also high in writing, with 95% of students reporting the same or higher levels of confidence.</p> <p>In their concluding data, 42 of these students reported a specific way that writing is useful in their lives which was different from their initial data. Unit specific data has been shared with the appropriate leaders along with the prompts.</p>
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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	<p>March: All staff working on LPF goals for their appraisal. Assessment Training MS Teams for teachers new to the NHS has been developed. This includes a series of tasks supporting teachers to understand the NHS protocols of formative assessment, acceleration, and noticing and naming as well as mapping student strengths to the LPF.</p> <p>May: Teachers approaching the Curriculum Leader for assistance on a case by case basis. Curriculum Leader has connected with the Whakatane unit to share developing understanding of the writing LPF with a view to future collaboration.</p> <p>June: Feedback from curriculum leader shared with senior staff around progress in data collection.</p>	<p>Analyses of data in One Plan Mark Book shows that the majority of teachers understand how to use the mathematics LPF to as a framework from which to uncover students' strengths and to map these to the LPF using a best fit model. Many teachers are using the LPF as a framework from which to notice student thinking and have used this understanding to move from using tests that show what a student knows, to using the LPF to assess what they understand. Some units will benefit from deepening their understanding of how the LPF can be used to accelerate student progress in the area of mathematics. Many teachers are using the mathematics LPF to help them to identify students next learning steps.</p>
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			<p>Mathematics MU holders have been given access to eTap LPF data allowing them to read and understand the data recorded. This provides an opportunity for them to target precise support to units as needed. Curriculum Leader (with support) has aligned two of the LPF writing aspects to the NZC and shared these in the schoolwide English OneNote and with specific units that are learning about writing this year.</p> <p>November- The 3 Writing Meaningful Texts aspects of the LPF writing framework have been aligned to the NZC and added to the NHS schoolwide English MSONe Note.</p> <p>November-LPF data has been checked via one plan mark book and feedback has been shared with unit leaders</p> <p>November-English/Maths curriculum leaders have been given access to schoolwide LPF data.</p>	<p><i>Some units will benefit from exploring areas of Mathematics beyond number and the interconnectedness of mathematics across the strands.</i></p> <p><i>The use of the writing LPF was optional on a trial basis this year and therefore further analyses is not useful at this time.</i></p>
<p><i>Improve staff skill and confidence in the use of LPF to report student progress</i></p>	<p><i>Principal, DP and Leader of Learning</i></p>	<p><i>Reported Dec 2020</i></p>	<p>March: Recommendations made that teachers continue to focus their learning within mathematics before moving onto learning about writing</p> <p>May: Whole school LPF Data</p> <p>Maths:141 initial sets of data entered to ILP's and 15 final sets of data (some students have more than one set). The aspects with the greatest focus are additive and multiplicative.</p> <p>Writing (trial year): 30 initial sets of data entered to ILP's and 10 final sets (some students have more than one set). Aspect with the greatest focus is encoding.</p> <p>August- LPF comments show teachers developing understanding of formative assessment practises (assessment for learning) and of accelerating student progress by identifying strengths and leveraging these to progress in learning and achievement.</p> <p>November –Comments related to LPF in ILP's have been checked and feedback provided to unit leaders</p> <p>2</p>	<p><i>Most teachers are now including correct comments in the correct data boxes via One Plan Mark Book</i></p> <p><i>Almost all mathematics related comments are strength based, drawing on student's prior knowledge and understanding and noting what they can do. Most mathematics comments show that student thinking has been gauged using rich learning tasks that allow opportunities for students to show their thinking and understanding.</i></p> <p><i>Many teachers are precisely reporting on the further thinking that their students need to develop (next learning steps).</i></p> <p><i>Some teachers will benefit from continuing to explore the relationship between reporting strengths in mathematical thinking using the LPF, using this information to inform the setting and evaluation of Learning Intentions and then reporting on further thinking to develop in the LPF.</i></p> <p><i>Some teachers will benefit from developing their ability to report on how a student is showing their mathematical thinking for example, are they</i></p>

				<i>using concrete materials or pictorial representations?</i>
<i>Develop more effective assessment and recording systems for NHS context.</i>	<i>Principal, DP and Leader of Learning</i>	<i>Reported Dec 2020</i>	<p>February: LPF mathematics plans adapted with minor wording changes. Students between years 0-10 working on a maths programme must have LPF data entered for maths. LPF writing plans have been added to etap. These are for use on a trial basis for 2020 for those teachers learning about writing.</p> <p>March: Curriculum Leader met with eTap coach and explored ways to view and understand LPF data. ETap have added LPF plans to Show Group data.</p> <p>August – second period of lockdown entered. Staff and student transitioned more easily. At this stage remains to be seen if Practice exams via SE and particularly Te Kura are affected.</p>	<p><i>Most teachers are now assessing student progress efficiently in mathematics for years 0 to 10.</i></p> <p><i>Teachers of students in years 9 and 10 who are enrolled in a TK maths/English programme must remember to map thinking to the LPF.</i></p> <p><i>The SMT have suggested some possible improvements to how this data is shared via student ILP's.</i></p>
<i>Strengthen collaboration between curriculum leaders to support staff.</i>	<i>Principal, DP and Leader of Learning</i>	<i>Reported Dec 2020</i>	<p>Curriculum Lead MStem established. Term one meeting focused on discussion of how leaders can support relevant goals within the strategic plan and how these relate to their MU descriptions. Curriculum Leaders are each planning a webinar to deliver to NHS teachers later in the year.</p> <p>May: Additional Curriculum Leaders meeting held. The MStem has been a useful place to share material that supports leaders to understand and work towards meeting the goals of the team.</p> <p>July Curriculum Lead Team discussed what evidence we have that informs us of teachers understanding of curriculum across the NHS. Senior MU maths shared insights into NCEA standards often/seldom taught in maths at NHS.</p> <p>July- <i>The Navigators MStem has been established. This comprises of 8 volunteers who are interested in supporting cohesive teaching practice in maths across the school (focusing within their units). This is an opportunity for Maths MU holders and Curriculum Leader to influence mathematical understanding across the NHS, initial discussion around teachers understanding of the pedagogy</i></p>	<p><i>The curriculum team have worked well together and it has been clear that there is a more co-ordinated approach to curriculum support than in previous years. The focus has been on developing a consistent approach and the addition of the Navigators team has added to this.</i></p> <p><i>The Curriculum Team are meeting regularly to discuss schoolwide curriculum support. The team plan to use the schoolwide curriculum survey results from 2020 to develop an operational goal as well as a pedagogical goal to guide our work in 2021.</i></p>

			<p>of acceleration and barriers to implementing this.</p> <p>August Junior Maths MU holder planned and delivered a presentation to staff focusing on the pedagogy of making mathematics visual.</p> <p>September-The Navigators and the Maths leaders worked on uncovering common pedagogies reported in 2019 LS reports that were proven to support student progress in mathematics in an NHS context. These have been added to a draft NHS local curriculum Document</p> <p>October- The Curriculum Team surveyed teachers to ascertain what curriculum support they have found useful and what suggestions may guide the team in 2021. A SWOT analyses was undertaken from the information provided by the 64v respondents.</p> <p>October-The Curriculum Team reviewed the Curriculum MU description and minor changes were made for 2021.</p>	
Long Term Goal 4				
<i>Learning systems are provided in an inclusive and equitable way.</i>				
Develop school wide systems using Teams	Principal, DP and MU holder	Reported Dec 2020	<p>April: Teams is being used by all staff in the context of Level 4. This includes regular Teams meetings for Units as well as senior staff.</p> <p>May: new teams have been created in response to the pandemic and used to support leaders across the school.</p> <p>August: Digitec channels used for UTB presentations and storing recordings of PD sessions</p> <p>November: NHS Admin PD day traditionally held onsite at Regional House was successfully held online via TEAMS</p>	<p>Teams continues to change as new services and functionality is added. This has been accelerated under Covid and we are now making more use of Teams accordingly. The development of different structures such as the Unit Leaders channel has made the transitions between Covid levels much more manageable and has enabled more regular meeting and discussion as well as offline discussion around issues such as transporting students and lockdown levels. At Board level, Teams has played an important role in sharing, updating and collaborating on documentation as well as meeting online.</p> <p>The use of MS Teams has increased access of all teachers to quality curriculum resources schoolwide, resulting in increasing equity of educational programmes for students regardless of their geographical location.</p>

<i>Develop the consistent use of MS Teams as the primary form of communication and collaboration at the NHS</i>	<i>Principal, DP and MU holder</i>	<i>Reported Dec 2020</i>	<i>March: Teams as the primary system for Covid 19 news. Covid 19 situation has increased/improved use of TEAMS meetings for all unit leaders who in turn are using these more frequently with staff Curriculum Leaders encouraged to follow MS Teams protocols when posting or sharing information. June: Teams is being used for a range of school-wider discussions such as the pandemic response, use of school vehicles and flexible working possibilities. August: Teams also used for external collaboration, inviting participants from other organisations to Teams meetings.</i>	<i>Leadership survey responses commended MS Teams for NHS ability to post communications, meet and to discuss particularly during the Covid period.</i>
Curriculum Targets				
Targets 2020	All staff use Teams confidently for school-wide communication		Target met	
	Student data shows accelerated progress against LPF levels.		Target met	
	NCEA results are equal to or better than the national average for the subject.		Pending NCEA results	
	Maori and Pasifika NCEA results are better than the national average and equal to European students' achievement.		Pending NCEA results	
<p>Staff are using Teams effectively and especially following Covid and the lockdowns, this has become more of an imperative and has driven increasing levels of confidence and effectiveness. Teams is being used for data and communication and in 2021 the school's phone system will move to Teams with the discontinuation of Skype for Business.</p> <p>LPF data shows accelerated progress and is giving more data than previous data collection programmes. For 2021 the school will be moving to develop English LPF recording and to continue to improve Maths records.</p>				

Strategic Area 2: Pedagogy				
Key Strategic Three year Goal:				
The school accesses, shares and provides best practice tools and resources.				
Long Term Goal 1				
<i>The school is well positioned to respond to changes in NCEA and Te Kura</i>				
Planned actions	Led by	Timeframe	Progress	Result Achieved
<i>Actively provide responses and information to the NCEA change process</i>	<i>Principal and DP</i>	<i>As required</i>	<i>June: None required so far and some delays expected due to the pandemic August: one of the two NCEA training days has been cancelled due to pandemic. As for LT Goal 3: At this stage remains to be seen if Practice exams via SE and particularly Te Kura are affected.</i>	<i>NHS NCEA Training day has been identified for 7 December. Resources received from MOE will be viewed and discussed in individual units and entries sent to NHS Principal Nominee via Teams. Te Kura Practice exams have been unaffected</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>	<i>March: Senior leaders meet Te Kura to review their new Onboarding tool. August: discussions planned with Te Kura around dual</i>	<i>The Te Kura online programmes have not changed significantly this year. Most of the change has been incremental and part of</i>

			enrolment of full time TK students in Health Schools. September: Initial discussions with Te Kura and MoE held. Agreement to develop some guidelines around this and who would meet the threshold for this type of admission.	their strategy to provide all coursework online.
Long Term Goal 2				
Staff have access to tools, understanding and skills that assist in working with mental illness				
Planned actions	Led by	Timeframe	Progress	Result Achieved
Provide staff development opportunities for understanding the effects of mental illness on learning.	Principal and DP	Reported Dec 2020	Concentrated sharing of mental health effects on staff and students of learning, teaching and managing in Covid learning environment (online)	NZIWR Wellbeing PD provided to NHS Unit Leaders meeting during Covid period. Two unit leaders provided same PD to their staff and another unit provided via Farsight Global Farsight Global Wellbeing PD provided to Admin support staff PD day A general increase noted in staff personal PD applications for PD targeting student mental health conditions and effects.
Provide opportunities for staff to present ideas, research and innovations to the Board and across the school	Principal, DP and Leader of Learning	Reported Dec 2020	March: NCEA report to the Board. Term 1 Leader of MS Teams presented to the BOT an overview of the development of MS Teams across the school and how this supported teachers to move to online teaching and learning during the Covid-19 lockdown July: BOT ethics committee discuss ethics for current research projects. Some may choose to defer to 2021 September: all except one staff member have chosen to postpone the data collection until 2021.	Research across the school has been postponed until 2021, so while some has been shared with the Board and the wider school, there has been less of this in evidence than in previous years. It is expected that there will be many more things to share and the developments in Teams give us more opportunities to share in different ways.
Operational Targets				
Targets 2020	Research is presented to the Board		Target met	
	The school responds to Ministry consultation opportunities.		Target met	
A number of reports and research papers have been presented to the Board. The research programme for 2020 has been put on hold, due to the effects of Covid. The staff undertaking this work will continue into 2021 and aim to have their work completed by the end of the year.				
The school has provided timely information to the Ministry and external contractors in the area of property. This has been incorporated into a property report which is now with the Ministry and also into individual property related projects. The school has also provided feedback and information in terms of the Covid lockdowns, attendance and to the Ministry review of Alternative Education. Unfortunately, this last report did not make the cut for the budget and so it is hoped it is on hold until funding is available.				

Strategic Area 3: Leadership

Key Strategic Three year Goal:

Leadership within the school is valued, promoted and responsive to the changing education environment.

Long Term Goal 1

The school is well positioned to respond to roll growth

Planned actions	Led by	Timeframe	Progress	Result Achieved
Review allocated leadership to be sure there is sufficient to provide support as units grow in size.	Principal and DP	Reported Dec 2020	March: Deputy leaders in place following allocation at the end of 2019. September: senior staff discussions related to relative workload, especially for deputy leaders.	Extra Deputy Leaders have been allocated for 2021 and offered to the 4 largest units following a review of leadership needs. This has also resulted in the decision to appoint a second Deputy Principal to increase the leadership capacity of the school.

Long Term Goal 2

Leadership within the school is promoted

Planned actions	Led by	Timeframe	Progress	Result Achieved
Deliver the NZCER leadership effectiveness tool.	Principal	Term 2	August: the tool has been delivered to the teaching staff.	Results are generally positive and show some areas for improvement, especially in terms of community and cultural responsiveness and consulting with staff over important decisions. The response rate was relatively low, but the results fit well with the leadership report undertaken by our Outside appraisal contractor.
Provide access to leadership support and development to leaders across the school	Principal and DP	Reported Dec 2020	Unit Leaders channel created for all leaders to meet regularly via TEAMS throughout Covid 19 Selected 'Leadership in Covid 19 situation' posts shared to TEAMS May: through the pandemic all leaders have been meeting twice weekly to share ideas and support each other. October: External review of leadership effectiveness presented to the Board	As above: Wellbeing PD provided to NHS Unit Leaders meeting during Covid period.

Operational Targets

Targets 2020	NZCER leadership tool results in 80% or better satisfaction rating.	Target met
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This data has been useful, especially when put alongside the Principal appraisal work undertaken by the school's external provider. It has given some areas for improvement as well as a positive picture of satisfaction across the school.

Long Term Goal 3

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

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		As above Teaching Te Tiriti National Library Presentation and WSPD Some personal PD applications received in culturally responsive category Some staff participating in personal PD in Te Reo

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 te Tiriti commitments				
Planned actions	Led by	Timeframe	Progress	Result Achieved
Recruit staff with appropriate cultural capability	Principal and DP	Reported Dec 2020	October: EEO report presented to the Board.	The EEO report showed the current balance of staff and highlighted the relatively large number of staff who have not shared their ethnicity. Cultural capability has been part of the criterion for selection of staff and people with skill and confidence have been given priority.
Embed cultural practice in the way the school operates.	Principal and DP	Reported Dec 2020	Term 1: Site blessings and whole school PD conducted following appropriate protocols. May: Ministry of Education and several DHBs asked for key Pasifika contacts for supporting the school and the Board. Principal and DP attended meeting and discussion between NHS staff with a SAU area health provider – emphasis on Pasifika Starship/SAU student with lengthy school absence identified. SAU staff with Pasifika language background assisted MOE/Police Blue Light worker in school enrolment	Most Units include a range of cultural practices in their day to day operations, including karakia and waiata around meetings and gatherings. Several staff have taken te Reo courses and anything that is school wide in nature includes these basic cultural practices.
Ensure Board includes Trustee/s that can provide a te Ao Maori lens to our governance	Board	Term 1	May: Development of a NHS te Tiriti policy agreed by the Board July: Board Tiriti workshop completed. September: draft Te Tiriti policy to the Board	March: Board co-option process completed and one trustee appointed October: te Tiriti policy adopted by the Board.
Increasing use of Te Reo and tikanga across the school	Principal and DP and MU holder	Reported Dec 2020		Units have increased their use of Te Reo in karakia for unit and school meetings. As above there has been some personal PD in Te Reo.
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	Northland Unit and Tauranga Unit blessings and openings supported by local community leaders As above Principal and DP attended meeting and discussion between NHS staff with a SAU area health provider – emphasis on Pasifika	The school has continued its tradition of inviting local Maori community involvement and leadership in areas such as blessings and openings. This sort of activity has been reduced due to Covid, as has the Board's plan to visit Units and meet with the local community.
Review the Board's balance of ethnicity, gender, regional	Board	Term 1		March: Board co-option process completed.

<i>representation and skills and co-opt as necessary.</i>				
Targets 2020				
	<i>All Units have links in place to their local Maori community.</i>	<i>Progress made</i>		
	<i>Board membership includes te ao Maori capability</i>	<i>Target met</i>		
<p>The Board have co-opted a member with specific skills in the area of te ao Maori and this has been of great value, leading to, among other things the development of a Tiriti policy and Board training. Finding links to local Iwi has been more challenging, especially with the Covid lockdowns and difficulty meeting face to face with people. This target and object have been included in the 2021 Charter.</p> <p>Staff, however have been able to continue their work in this area. Several staff have enrolled in te Reo courses and there has been a lot of personal professional development undertaken. The school has also agreed to invest in school-wide external PD in this area for 2021 and planning for this is well advanced.</p>				
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>T1 RHS Principals meeting shared WSPD topic and presenter information. Visits to MOE and Te Kura to discuss guidelines and Te Kura tool, MOE guidelines and practice Term 2: through the pandemic staff have innovated, shared ideas and looked for inspiration beyond the school, in order to support student learning remotely. Term 3: post Covid strategies shared and discussed in each Unit.</i>	<i>The school has worked closely with the other health schools to coordinate responses to Covid and to share practice and innovation with working online. We have had discussions with community organisations such as the Patience Project, looking at maintaining student connections with their peers. We have also been involved in critique of articles for the Journal of Continuity in Education and made this resource available to staff.</i>
<i>Principal, DP participate in HOPE conference 2020</i>	<i>Principal and DP</i>	<i>Term 2</i>	<i>March: attendance at HOPE reviewed in the light of Covid 19.</i>	<i>HOPE Congress postponed due to Covid 19</i>
<i>Continue professional development and dialogue nationally and internationally</i>	<i>Principal and DP</i>	<i>Reported Dec 2020</i>	<i>March: several articles now available in the on-line Journal.</i>	<i>DP and Principal copyedited and critiqued articles for Journal as requested by editor.</i>
<i>Identified staff participate in the HELP conference 2021</i>	<i>Principal and DP</i>			<i>Online staff/PD support meetings for HELP organisation lapsed due to varying Covid conditions in Australian states</i>
<i>Co-ordinate annual Board conference for all 3 Health Schools</i>	<i>Principal and DP and Board</i>	<i>Term 1</i>	<i>March: preparation for the conference completed. Postponed due to Covid19 July: confirmed for September date and speakers confirmed. Minister sent her apologies.</i>	<i>September: Boards agree to postpone until 2021.</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>	<i>March: Ministry input into appointment of a new Te Awa Manager. New Manager appointed, starting in May May: Discussions with MoE regarding Te Awa operation under Level 3 August: Te Awa steering committee meeting reviewed the way Te Awa has performed and changed and</i>	<i>The school has good positive relationships with the Ministry, including our senior advisers based in Wellington and Auckland. The Te Awa contract has been a catalyst for increased Ministry contact and we have a good relationship with them as well as with property and leasing. The relationship with Te Kura has always been strong and we have sought ways to collaborate and</i>

			our future plans for improvements. September: discussions related to dual enrolment with Te Kura. Agreement to progress this area and develop guidelines and criteria.	share ideas, visiting the senior team there this year. The question of dual enrolment has been challenging and we have been able to get the Ministry to take the lead here, reducing possible areas of conflict.
<p>Links to other organisations have been maintained and strengthened. The three Health Schools worked closely over the lockdowns during the pandemic and actively shared information and tools. International collaboration has been hampered by the cancellation of the HOPE congress this year. It is hoped that the 2020 event will go ahead in some form to allow continuation of international collaboration.</p> <p>Along with the HOPE congress, the health schools combined Board conference was also cancelled. This was a shame as the Minister was intending to participate and successive Boards have found these events positive and useful. It is hoped that we will be able to meet in 2021.</p> <p>The Ministry decision that full time Te Kura students are eligible for dual health school enrolment, has been a surprise and could see large increases in the roll. The three schools are working collaboratively with MoE and Te Kura to clarify this area and following several discussions, the Ministry have agreed to develop policy in this area.</p>				

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				
The school's carbon footprint is reduced.				
Planned actions	Led by	Timeframe	Progress	Result Achieved
Include Carbon emissions in vehicle purchase decisions	Principal and Business Manager	Reported Dec 2020		August: replacement vehicles purchased are Toyota hybrids, which offer the best cost for economy option.
Develop and implement a Sustainability plan for the school	Principal	Term 2	Term 3: Unit meetings include discussions around sustainability and developing a plan.	Sustainability planning deferred to 2021
Reduce km per student travelled through the use of on-line technologies.	Principal and DP	Reported Dec 2020	March: Covid19 has seen minimal travel and a high uptake of online technologies	The admin team have been working on a more effective system for tracking vehicle mileage and this will be in place for the start of 2021. The pandemic has decreased vehicle usage across the school and we expect that comparative data will show a sharp decline in mileage. There has also been a great increase in working online, as reflected in the results of the staff and student surveys post lockdown.
Operational Targets				
Targets 2020	Fuel use is reduced on a per student basis by 10%			Target met
The target of reducing mileage has been met, partly due to the pandemic. Staff report that they have more confidence and skills in work online. This has been a side effect of the pandemic and staff in general are better at using the tools available with students. The pandemic also highlighted the disparity between those students who have internet access and devices and those who do not. The school has moved to provide more student hardware to meet this need.				
Long Term Goal 2				
Wellbeing is at the core of the school's systems and processes				
Planned actions	Led by	Timeframe	Progress	Result Achieved
Implement staff wellbeing support contract.	Principal and DP	Term 2	March: Southern Health School withdraw from a	We made the decision not to take up this contract and to

			<i>similar programme, following a review with staff.</i>	<i>focus on our peer support programme.</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>March: key senior staff identified to work on peer mentoring programme for the school May - NZIWR (Inst Wellbeing and Resilience) online presentation to Unit leaders and offered to individual units June: peer support model delivered to senior staff and school-wide implementation plans under way. Term 3: Several Units trialling the peer support programme as trialled in Auckland North. August: NZIWR presentation to Senior staff Farsight Global Wellbeing PD provided to Admin support staff PD day A general increase noted in staff personal PD applications for PD targeting student mental health conditions and effects</i>	<i>There have been a number of initiatives this year at personal, Unit and school level to provide support and training. A number of staff have undertaken personal training and the peer support programme has been taken up by more Units this year. Each team has taken a slightly different approach, depending on size and location to including wellbeing in their meetings and systems. Senior staff have reported that in general their teams are managing well despite the pandemic.</i>
<i>Deliver the Wellbeing@school survey</i>	<i>Principal and DP</i>	<i>Term 3</i>		<i>Postponed until 2021</i>
<i>Targets 2020</i>	<i>Results from the Wellbeing survey are included in decisions around support for staff.</i>			<i>Postponed until 2021</i>
<i>The school undertook a pandemic related survey, the results of which were very positive and included confidence in working online with students. The trials for our peer support programme are continuing into 2021, as some Units dropped out due to pandemic effects. It is hoped that continued uptake of this programme will give the school a robust tool for delivering on staff wellbeing.</i>				
Long Term Goal 3				
The school operates in a financially prudent manner				
<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>May: decision made to move to Xero and implementation under way.</i>	<i>The school accounts have been moved to Xero and we have been running Xero alongside the older Musac system this year. Reports are now generated from Zero and the school is on track to make the transition final.</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>	<i>March: Proposal and initial changes presented to the Board</i>	<i>The school's monthly reports have been reviewed and changes made to the information presented.</i>
<i>The school accounts have been moved to Xero following a review of packaged available to schools. The move to Xero has been a lot of work for the admin team but has been successful. Keeping both systems operating was a challenge, but once finalised the move looks like it will make the school's accounting both more robust and resilient. The school has also been able to make some changes to the way accounts are presented.</i>				
Long Term Goal 4				
Optimal use is made of school assets				
<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>Ongoing – this is a key factor in all new appointments</i>	<i>All new staff application processes have included identification of needs from the Unit. Senior staff are taking</i>

			September: discussions with senior staff about curriculum needs for 2021 October: 2021 jobs advertised and include curriculum needs.	more responsibility for this area and we have well developed resources to support this.
NHS Units prepared to staff roll growth in advance	Principal	Term 1	May: the roll has not grown as quickly as usual under Covid 19 restrictions, obviating the need for a lot of extra staff. June: extra staffing has been deployed in expectation of a sudden rise in admissions post Covid. August: the roll has spiked upwards and extra staffing has been deployed to meet the expected growth. October: sudden growth post Covid lockdowns has been met with sufficient staffing.	The annual growth pattern for the school has been quite different with little growth in the middle of the year and a sudden rise towards the end. Growth planning has worked well in most places, but a few have struggled to find suitable applicants when their own resources have been deployed. This seems to have been offset by the availability of teachers returning from overseas and possibly due to students leaving regular schools early through the pandemic.
Roll patterns for 2020 have been quite different from previous years due to the pandemic. This has led to a steeper than usual increase later in the year. Units have in most cases been able to find staff to fill the gaps, but it has been challenging. The previous teacher shortage, does not seem to have been as much of an issue this year. Further work will be done in 2021 in making sure the school and each of its Units can meet the challenges of roll fluctuation.				
The Ministry have also flagged that they will not be able to increase staffing entitlements in the future due to the way these are enacted through orders in council. This is an area that we will be progressing with the Ministry in 2021, as it has a big impact on the school and its staffing model.				
Long Term Goal 5				
Property needs are planned for in a strategic manner.				
Planned actions	Led by	Timeframe	Progress	Result Achieved
Provide information to inform Ministry review of property needs.	Principal and Business Manager	As required	March: Meeting with a Ministry consultant scheduled for this term to develop a national property plan.	A property plan agreed with the Ministry, but has not been signed off as yet. Information has been provided to this process as well as to individual projects such as Whakatane and the new Auckland building projects in Auckland North and West.
Determine best use of \$200,000 Property Infrastructure Grant	Principal and Business manager	Term 2	March: proposal provided to the Board September: Kaitaia garage plan with the host school for approval. October: garage in Kaitaia agreed by all parties. Work on Taupo garage progressing slowly. November: Contract let for Kaitaia garage and refit projects	Applications for SIP funding projects approved by Ministry and the first to be actioned will be the garage in Kaitaia. Other garage projects have been more challenging, especially in Taupo, where the Ministry has decided the site is too small.
Actively seek solutions to property issues through the Ministry	Principal	Reported Dec 2020	March: External consultant working with the three schools to review the way we work and propose processes and systems for the future. September: lease discussions with MoE and agreement that some short-term leasing may be a possibility, especially for Whakatane.	The external review has been a positive way forward and has identified some possible pathways forward. The three schools have collaborated in this area and we look forward to seeing the fruits of these labours. More recently we have identified the need for shorter term space in places such as Whakatane and are working with the Ministry to progress this.

Property progress has been slow, partly due to Ministry delays and partly due to issues with host schools. The infrastructure grant funding has been applied to our project in Kaitaia, but the Taupo project has stalled. It is hoped that continued lobbying will restart that particular project. The property review has been completed and sits with the Ministry at present. This year we have been able to progress projects which were already under way, but no new projects, however this has not stopped us so far. We have a better idea of timelines for the Auckland new school building projects and expect that as we were already included in these, they will progress as planned.

Long Term Goal 6

Suitable and safe environments are provided for staff and students

Planned actions	Led by	Timeframe	Progress	Result Achieved
Identify and report risks in each Unit	Principal	Monthly, Reported Dec 2020	Covid risk analysis and procedures developed for each of the response levels as they have changed. August: Covid risk management reviewed again as we move back to level 3 in Auckland and level 2 everywhere else.	We have managed the pandemic risks very carefully, using a conservative approach. Reports are generated each term for the Board and these identify risks and mitigations.
Review and update the school's risk management policy and plans.	Principal	Term 1	April: Risk management policy and procedures under way. Final decisions postponed until the May meeting. September: draft risk management planning matrix shared with EMT and refining process under way. October: risk management matrix reviewed and prepared for November meeting	The risk management system for the school has been revamped and approved by the Board. This has in part led to changes in the way we transport students, as well as a focus on keeping our staff and students safe in a wide variety of places and situations.

The school has continued to improve and refine its health and safety reporting. The Board have also reviewed areas such as staff transporting students and the risks involved. The decision to cease such activity should lead to a lower risk in this area, although the process did highlight issues for communities with high levels of deprivation. The school will work on this area in 2021, with a view to providing resources while Ministry provision is examined.

The school's risk management system has also been updated and we now have a more robust system for analysing and identifying risks across the school. The next step will be to update the school's crisis and emergency planning.

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.