

Northern Health School
Charter and Annual Plan
2022



Tō Mātou Tauaki - Mission Statement

Te Puna Whakatipu - A place to grow and thrive

Tō mātou whanonga pono -Values

Te Mānawanui - Commitment to learning and the learner

Ngākau Aroha - Compassion inherent in all that we do

Mana Tutuki - Achievement through setting and achieving learner centred goals

Ngākau Whakaute - Respect for Tangata Whenua, Te Tiriti, culture and diversity

Mana Taurite - Equity of opportunity for all learners.

Tā Mātou Kaupapa - Purpose

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

Every learner is entitled to an education, no matter what their health condition is, where they live, or their aspirations.

The learners' voices and choices are central to everything.

High quality staff deliver consistency and cohesiveness across the school.

**Whāia te iti kahurangi, ki te tuohu koe, me he maunga teitei.
Seek the treasure of your heart, if you bow down, let it be to a lofty mountain.**

For NHS: In seeking our goals we strive and persevere, only bowing down to insurmountable obstacles.

Tō Mātou Tauāki Motuhake - Special Character Statement

Northern Health School (NHS) covers students from North Cape to Turangi and from Gisborne to Taranaki. We are governed by a Ministerially appointed School Board and provide education for school aged students unable to attend their school of enrolment full time due to a serious health condition or ill health. Students engage with NHS while remaining connected to their School of Enrolment (SE). Our focus is on the learner's education Result achieved / roadblocks and transition to school, employment or tertiary study, while taking into account relevant health factors.

The school also has responsibility for learners in the care of Oranga Tamariki and with behavioural challenges, through the Te Awa initiative in Auckland.

Through an individual learning plan (ILP) our teachers provide programmes from years 1 to 13 in homes, hospitals, support centres and other suitable environments. They work closely with the student's regular school, medical team, caregivers and other interested parties.

Reporting on Result achieved / roadblocks to learners, parents and the regular school, is through the ILP, while aggregated information is prepared for the Northern Health School Board.

NHS embraces the principles of the te Tiriti o Waitangi.

The Northern Health School aims to provide programmes that reflect and include Te Reo Maori and Tikanga Maori, and which include reference to Aotearoa-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 Aho o Te Kura Pounamu (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 cultural capability, to increase staff awareness and skill in making programmes of work and their delivery culturally appropriate.

Strategic Priority 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.

Goal 1: All programmes are learner focused and centred in ako to enable student progress and achievement.

Annual Plan Goals 2022

Goal	Reported	Progress	Result achieved / roadblocks
Student learning in writing is accelerated through teachers using assessment to identify strengths, map these to the progression of learning and making purposeful, targeted instructional moves.	December 2022		

Goal 2: Learning programmes are based on evidence and effective pedagogy.

Annual Plan Goals 2022

Goal	Reported	Progress	Result achieved / roadblocks
Student learning and progress is supported through the key pedagogies of acceleration and assessment for learning, and these are central to the local curriculum	December 2022		

Targets 2022	
Student data shows accelerated progress against the writing LPP levels.	
NCEA student achievement is higher than previous years.	
Māori and Pasifika students are achieving at the same level as all other students.	
Analysis of Variance	

Strategic Priority 2: Leadership

Key Strategic Three year Goal:

Effective leadership enables he tāngata to be the centre of all that we do.

Goal 1: The school honours Te Tiriti by strengthening relationships with Māori and tāngata tiriti.

Annual Plan Goals 2022

Goal	Reported	Progress	Result achieved / roadblocks
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Leaders establish authentic relationships with mana whenua on a regional basis.	Each Term		
The values of manākitanga and whanaungatanga are central to all units.	Each Term		
Goal 2: Leadership within the school is valued, promoted and responsive to the changing education environment.			
Annual Plan Goals 2022			
<i>Goal</i>	<i>Reported</i>	<i>Progress</i>	<i>Result achieved / roadblocks</i>
Leaders and teachers demonstrate increased competency in the precise description of student learning, progress and achievement, and next steps	Each Term		
NHS leaders will move from a primary focus on administrative management to a primary focus on instructional leadership.	Each Term		
Leaders will ensure that all students have access to teachers who employ high quality pedagogical strategies which have the greatest possible impact on learning and achievement.	Each Term		

Targets 2022	
All Units have a relationship with local Mana Whenua.	
Leaders focus on instructional leadership.	
Analysis of Variance	

Strategic Priority 3: Adaptability			
Key Strategic Three year Goal:			
Fostering adaptability and resilience in a changing world.			
Goal 1: Wellbeing is at the core of the school's systems and processes.			
Annual Plan Goals 2022			
<i>Goal</i>	<i>Reported</i>	<i>Progress</i>	<i>Result achieved / roadblocks</i>
Establish a wellbeing committee to support staff wellbeing.	Term 1		
All staff discuss wellbeing in their PGC conversations or as a part of peer support,	December 2022		

including actions to promote their own and others' wellbeing.			
Staff consider student wellbeing when planning their programmes.	<i>Each term</i>		

Goal 2: Sustainability is embedded in the culture of the school.

Annual Plan Goals 2022

<i>Goal</i>	<i>Reported</i>	<i>Progress</i>	<i>Result achieved / roadblocks</i>
Sustainability is a focus as content is developed in the NHS local curriculum.	<i>Each Term</i>		
Systems for collecting information will be implemented to inform sustainable practice.	<i>Term 1</i>		

Goal 3: Address the challenges created by growth.

Annual Plan Goals 2022

<i>Goal</i>	<i>Reported</i>	<i>Progress</i>	<i>Result achieved / roadblocks</i>
The school will continue to develop plans for staffing growth sustainably.	<i>Term 2</i>		
The school will work with MoE to provide property solutions to meet and anticipate roll growth.	<i>Each Term</i>		
The leadership structure of the school will be adapted to reflect the size and complexity of the school.	<i>Term 2</i>		

Targets 2022

Teacher wellbeing survey results include better coverage of staff.	
Sustainability data collection systems are in place and informing decisions in curriculum and administration.	
Roll changes are responded to and Units are able to manage growth.	

Analysis of Variance

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Traffic Light symbols:

Green: This goal is progressing as expected

Orange: this goal has met with a problem

Red: This goal is unlikely to be met