



Strategic Plan 2024

Our strategic plan was developed by NHS leaders and School Board and includes feedback from staff and community consultation. It also reflects the school's work on developing a set of valued learner outcomes.

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 progress 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 Plan 2024 – 2025

MANA TANGATA is our key focus, which we see as developing self-esteem through contributing.

Mana Tangata is where we are going and refers to looking to the horizon.

Within this concept we have identified four main goals, which are the areas we will be working to improve across the school.

Strategic Goals	Board Primary Objectives from the Education Act	Links to Education requirements (NELPS)	What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How we will measure success
NHS gives effect to te Tiriti, leading to equitable access and outcomes for ākonga / students.	1 D	All NELPS are important here	<ul style="list-style-type: none"> Develop closer relationships with local iwi in each Unit. Ākonga outcomes are consistent across ethnicities. 	<ul style="list-style-type: none"> Support Unit teams to engage with iwi locally. Identify areas of inequitable access / achievement. Plan for improved access and achievement. 	<ul style="list-style-type: none"> Evidence of dialogue between Unit teams and local iwi. Curriculum data shows increased equity / consistency. Community satisfaction results include Maori and Pasifika voices.
Goals and aspirations of ākonga / students and whānau / families inform the learning.	1 A - D	Objective 1 Priority 1 & 2 Objective 2 Priority 3	<ul style="list-style-type: none"> Ākonga and whānau voice will be used to co-construct the learning for individual students. 	<ul style="list-style-type: none"> Student and whānau voice is evident within the Individual Learning Plan (ILP). On-going communication with whānau / ākonga to inform learning pathways for individual students. High teacher expectations support and enable aspirations and learning of students and whānau. 	<ul style="list-style-type: none"> Satisfaction survey results show that student / whanau goals and aspirations have been met. Student voice is evident in the ILP process. Learner profiles are used to inform learning and to support transition in / out of Northern Health School. Measure teacher expectations as reflected in LPF and NCEA data.
Ākonga / students experience and celebrate progress in learning and improved hauora.	1 A 1 B i, ii, iii	Objective 1 Priority 1 & 2 Objective 2 Priority 3 & 4	<ul style="list-style-type: none"> Ākonga is engaged in both their learning and health programme. 	<ul style="list-style-type: none"> We have understanding that learning and wellbeing are relational. We will engage in learning to gain an understanding of how to embed curriculum in a meaningful way within the Key Competency goals. 	<ul style="list-style-type: none"> Key Competency goals have curriculum embedded within. Success rates with CAAs. Ākonga progress evidenced with education outcomes (e.g. LPF progress).
Ākonga / students' transition is planned for, supported and enabled.	1 A 1 A iii 1 C	Objective 2 Priority 2 & 3 Objective 1 Priority 1 & 2	<ul style="list-style-type: none"> Improved ākonga voice to co-create transition goals, key competencies with ākonga and whānau. There is a clear and responsive transition pathway for every student. Every student is part of the development of this pathway. This is reflected in the ILP. 	<ul style="list-style-type: none"> Test the Valued Learner Outcomes (VLO's) and respond to what we learn. Consult with leaders, teachers, ākonga and whānau in relation to the VLOs. Encourage transition plan consultation with ākonga and whānau. 	<ul style="list-style-type: none"> Transition data. School of Enrolment attendance data. Student voice. Satisfaction survey.

AKO WHAKATERE, is our second key focus which supports Mana Tangata. We see this as accelerated learning.

Ako Whakatere is how we get there and refers to Papatuanuku or the ground. We have identified two ways we will be working to enact the goals above.

Community and NHS whānau / family engagement and consultation (local curriculum, Individual Learning Plans, iwi and local relationships).	1 B iii 1 C 1 D 1 / 2 / 3 2 B ii	Objective 1 Priority 1 & 2 Objective 2 Priority 3 & 4 Objective 3 Priority 5 & 6	<ul style="list-style-type: none"> Connections and consultation with ākonga and whānau, community and iwi. Co-constructed ILPs. Transition goals and future planning. 	<ul style="list-style-type: none"> Actively engaging with local communities / iwi. Encouraging contribution and participation of our NHS whānau and communities. Kaiako / Teachers have skills and efficacy to accelerate learning. 	<ul style="list-style-type: none"> Broader range of perspectives e.g. ākonga, whānau, medical agencies, iwi. Anecdotal data via surveys. Quantitative Data – Attendance data on eTAP. Active engagement in learning leading to accelerated progress (e.g. progress in the LPF, achieving key competency goals, observable increased engagement in lessons / learning).
Leaders, teachers and ākonga / students explore initiatives and seize opportunities that add value and support to our ākonga / students and staff.	1 A 1 B 1 C 2 B ii	Objective 1 Priority 1 & 2 Objective 2 Priority 3 & 4 Objective 3 Objective 4	<ul style="list-style-type: none"> Initiatives being sought and encouraged by leaders within teams and across the school. Precise, focused initiatives. 	<ul style="list-style-type: none"> Categorise and review the PD staff engage in to support ākonga. Students engaging in STAR Course / visits to vocation and workplaces, other learning 'pathway' opportunities. Transitioning students independently to Te Kura. 	<ul style="list-style-type: none"> Attendance and engagement follow up with School of Enrolment. Analyse eTAP Data– LPF Y9/10 and Te Kura – Y11-13. Categorise staff PD as it relates to students.