

Central Regional Health School

Charter (Pages 1 to 15), and Strategic Plan

2009 to 2012

MoE # 1630

Te korowai matauranga mo nga tamariki





Te korowai matauranga mo nga tamariki

Mission Statement

Providing innovative, continuous, quality education for students with high health needs, or resident at Lower North Youth Justice Residence, who cannot attend school

Te korowai matauranga mo nga tamariki



Vision

The provision of personalised programmes and resources based on the students' educational needs and ensuring that students are treated with dignity and respect as learners.

Purpose

Regional Health Schools (RHS) are responsible for ensuring that students with high health needs who cannot attend school receive equitable education provision (resourcing) irrespective of their geographical location.

The role of the Central Regional Health School (CRHS) is to ensure:

- Education is individually targeted to address the students' strengths, and education needs, including reintegration needs, with each student being encouraged to be an active participant in assessing his/her education strengths and needs. The school has a key role in setting learning goals to achieve during the time they are on the roll;
- Provision for Maori and Pasifika students to build on their cultural knowledge and skills to enhance their education and development in culturally appropriate ways;

Priority is given to achievement in literacy and numeracy and, the development of the key competencies through a variety of meaningful and relevant contexts.

- Empirically validated teaching methods are employed to maximise learning outcomes for individual students;
- Central Regional Health School staff work collaboratively and jointly as part of multi-disciplinary teams (MDT) to develop integrated assessment, plans, and programmes for students.

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Values

At Central Regional Health School we believe:

- In promoting excellence with an individual focus and acknowledging success
- In providing a supportive and inclusive learning environment
- Students are learners and have the right to access the curriculum
- In supporting family/whanau, home, school and allied professionals
- That our actions will be ethical, honest and loyal to the mission and vision of the school
- In a team approach encouraging input in a positive and inclusive manner
- In respecting the culture, beliefs, dignity and integrity of all and our rights as individuals

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Consultation

All students admitted or enrolled to the Central Regional Health School have an individual education plan (IEP) developed in consultation with the student, their family/whanau, regular school and other agencies working with the student.

Consultation is an integral part of the process. Particular attention is given to ensuring the student's cultural identity is reflected in the plan and programme delivery. The IEP process ensures the teaching and learning programme is based on student needs and is delivered at a level to maximise student achievement.

Each year resourcing is allocated to ensure any student who has their teaching and learning programme delivered in Te Reo Maori can continue to have their programme delivered in Te Reo while admitted to CRHS. This is achieved by the appointment of part-time fixed term teachers. The involvement of the student's whanau and regular school is appreciated in achieving better outcomes for Maori students by working in partnership with the CRHS staff.

When reviewing policies and procedures the Board considers New Zealand's dual heritage is reflected in the policies and practices within the school.

Central Regional Health School

Strategic Goals and Objectives - 2009 to 2012

To achieve our mission CRHS has identified the following goals that provide a clear statement of the School's expectations and priorities 2009-2012.

Goal 1: Implementing the New Zealand Curriculum

To work with an education adviser from VicLink to prepare to make changes to school practices with the implementation of the New Zealand National Curriculum

Goal 2: School Organisation

To review existing organisation structures, consider options and the implications then, if necessary, implement change.

Goal 3: CRHS Profile and Branding

To increase the CRHS profile within the community

Goal 4: Maori Community Inclusion

To increase the school's profile within the Maori community.

Goal 5: Electronic Records

To implement and maintain electronic systems for student records and comply with any legislative requirements or directives from the Ministry of Education

Goal 6: CRHS - City

To work in partnership with health providers, within the Greater Wellington Region to provide programmes to deliver quality teaching and learning as part of a multidisciplinary process for students with chronic mental health conditions.

Goal 7: Board and/or Board Chair Succession

To ensure a smooth and prompt transition when there is a change of Board and/or Board Chair.

Goal 8: Lower North Youth Justice (LNYJ)

To work in collaboration with Child Youth and Family and LNYJ to deliver quality teaching and learning programmes to students resident at LNYJ and establish expectations and guidelines for effective intersectorial communication.

Goal 9: Sponsorship/grants

To work in collaboration with the other RHS to secure sponsorship/grants funding to ensure additional programmes and equipment are available.

Goal 10: Numeracy

To maintain the development of numeracy knowledge and strategies from year 1 to year 14

Implementing the New Zealand Curriculum

Goal 1: Implementing the New Zealand Curriculum

To work with an education adviser from VicLink to prepare to make changes to school practices with the implementation of the New Zealand National Curriculum

Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none"> Develop a communication system to ensure all staff have access to the latest research and support material available 	<ul style="list-style-type: none"> All staff will be aware of, have opportunities to discuss, and plan from all relevant material 	<ul style="list-style-type: none"> Principal and unit holder 2009-2011 	A teacher will be allocated a unit to support this process
<ul style="list-style-type: none"> To use the key competencies as the basis of the student programmes 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 2009 – 2010 	
<ul style="list-style-type: none"> Lead the staff in change management through process 	<ul style="list-style-type: none"> On-going assessment of where we are in relation to the curriculum, what is needed and how we will implement it over the next few years 	<ul style="list-style-type: none"> Principal and unit holder 2009-2011 	

School Organisation

Goal 2: School Organisation

To review existing organisation structures, consider options and the implications then, if necessary, implement change..

Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none"> To review the existing organisation structure 	<ul style="list-style-type: none"> Clear description of the existing structure and how the available resources are used will for the basis for recommendations 	<ul style="list-style-type: none"> Principal May 	

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<ul style="list-style-type: none"> To prepare options/preferences for an organisational structure 	<ul style="list-style-type: none"> Options for the structure and the benefits /risks will be presented to the Board for consideration and adoption Plan for implementing change (if necessary) prepared 	<ul style="list-style-type: none"> Principal July 	
<ul style="list-style-type: none"> To implement any changes to the management structure 	<ul style="list-style-type: none"> Changes made Subsequent review etc planned 	<ul style="list-style-type: none"> Principal 2010 	

School Profile and Branding

Goal 3: CRHS Profile and Branding

To increase the CRHS profile within the community

Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none"> To be aware of all possibilities for promoting the school to interested groups and report to the Board as opportunities arise. 	<ul style="list-style-type: none"> Promotion activities noted and actions taken as required. (E.g. Newspapers, TV, Weekly magazines) 	<ul style="list-style-type: none"> On going All staff and Board 	A teacher will be allocated a unit to support this process
<ul style="list-style-type: none"> Liaise with educational and health professionals and other agencies to ensure they have a better understanding of the services Central Regional Health School provide, and they have information available for their students/ patients/ clients. 	<ul style="list-style-type: none"> Contact by a staff member or the principal will be made with education and health professionals or agencies at least once a year. (E.g. Attend local meetings of SENCOs, Principals, School Guidance Counsellors, GPs, public health nurses, truancy officers, specific health conditions support groups.) Health teachers hand deliver 	<ul style="list-style-type: none"> All staff On going 	.

	pamphlets to the local schools) • Agencies will have CRHS pamphlets.		
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Maori Community Inclusion

Goal 4: Maori Community Inclusion

To increase the school's profile within the Maori community.

Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none"> To establish contact with Maori education providers 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Principal 	A teacher will be allocated a unit to support this process
<ul style="list-style-type: none"> Review and revise plan 	<ul style="list-style-type: none"> Plan revised 	<ul style="list-style-type: none"> Triennial 	
<ul style="list-style-type: none"> To have representation of Maori. 	<ul style="list-style-type: none"> To have a BOT member to represent views of Maori. 	<ul style="list-style-type: none"> Board By beginning of 2011. 	
<ul style="list-style-type: none"> Highlight service CRHS provides, to specific Maori education providers 	<ul style="list-style-type: none"> Make visits to Kura Kaupapa schools and Maori immersion units 	<ul style="list-style-type: none"> Triennial 	A teacher will be allocated a unit to support this process

Electronic Records

Goal 5: Electronic Records

To implement and maintain electronic systems for student records and comply with any legislative requirements or directives from the Ministry of Education

Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none"> Develop school database to meet the specific needs of the school 	<ul style="list-style-type: none"> Database under constant review and modification as required 	<ul style="list-style-type: none"> On going 	

	<ul style="list-style-type: none"> • Audit requirements met 	<ul style="list-style-type: none"> • As advised 	
<ul style="list-style-type: none"> • Comply with any legislative requirements or directives from Ministry of Education 	<ul style="list-style-type: none"> • Compliance achieved 	<ul style="list-style-type: none"> • On going 	

CRHS - City

Goal 6: CRHS - City

To work in partnership with health providers, within the Greater Wellington Region to provide programmes to deliver quality teaching and learning as part of a multidisciplinary process for students with chronic mental health conditions.

Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none"> • Work with Hutt Valley DHB staff to provide resourcing. 	<ul style="list-style-type: none"> • HVDHB will fund a support staff position 	<ul style="list-style-type: none"> • April 2009 • 	
<ul style="list-style-type: none"> • Agree to specific goals and milestones with key stakeholders to form the basis for review and reporting • Agree to the process for review and reporting 	<ul style="list-style-type: none"> • Agree to specific goals and milestones with key stakeholders – students and their families and CCDHB and MoE • Agree to timelines and process for review and reporting • Complete process • Implement change as required 	<ul style="list-style-type: none"> • April 2009 • April 2009 • As prescribed and December 2010 	

Board and/or Board Chair Succession

Goal 7: Board and/or Board Chair Succession

To ensure a smooth and prompt transition when there is a change of Board and/or Board Chair.

Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none"> • Induction of new trustees as they arrive 	<ul style="list-style-type: none"> • Succession will be planned to ensure smooth and prompt assimilation into Board of Trustees ethos 	<ul style="list-style-type: none"> • Board to establish appropriate file of background information. Basic file stored at School. Updated when required 	<ul style="list-style-type: none"> • Refer NZSTA material regarding appropriate documents to supply for 'read-in'
<ul style="list-style-type: none"> • Induction of new Board Chair 	<ul style="list-style-type: none"> • Succession will be planned to ensure smooth and prompt transition 	<ul style="list-style-type: none"> • Board to establish appropriate file of background information, Basic file stored at School. Liaison and briefing between retiring and incoming Chair when changeover occurs. 	<ul style="list-style-type: none"> • Background information mainly around Board constitution and Board operation and meeting procedures. Liaison to background any current issues and pass on personally held files

Lower North Youth Justice (LNYJ)

Goal 8: Lower North Youth Justice (LNYJ)

To work in collaboration with Child Youth and Family and LNYJ to deliver quality teaching and learning programmes to students resident at LNYJ and establish expectations and guidelines for effective intersectorial communication.

Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none"> • Consult with key stakeholders 	<ul style="list-style-type: none"> • ½ day strategy meeting completed 	<ul style="list-style-type: none"> • Board • August 2010 	
<ul style="list-style-type: none"> • Establish expectations and guidelines for effective intersectorial communication 	<ul style="list-style-type: none"> • Feedback to group reviewing the MDT • Participation in consultation at 	<ul style="list-style-type: none"> • Principal • July 2009 	

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	<p>national level with MoE and CYF</p> <ul style="list-style-type: none"> Guidelines and processes will be documented, implemented, reviewed and evaluated as required. 		
<ul style="list-style-type: none"> In collaboration with CYF establish a process for the development of a plan that covers all aspects of a student's programme and transition arrangements 	<ul style="list-style-type: none"> Participation in consultation at national level with MoE and CYF Guidelines and processes will be documented, implemented, reviewed and evaluated as required. 	<ul style="list-style-type: none"> Principal JDecember 2009 Principal December 2008 	
<ul style="list-style-type: none"> Document and implement effective transition practices 	<ul style="list-style-type: none"> Investigate and trial models supporting effective transition Review and evaluate models Prepare initial guidelines for review as examples of transition become available 	<ul style="list-style-type: none"> Principal December 2009 Principal December 2010 Principal December 2008 	
<ul style="list-style-type: none"> To be part of the consultation, planning and development for redevelopment and expansion at LNYJ 	<ul style="list-style-type: none"> School consulted and the views of the school will be reflected in the outcomes 	<ul style="list-style-type: none"> Consultation and planning 2009 Completion of project 2010 	

Sponsorship/grants

Goal 9: Sponsorship/grants

To work in collaboration with the other RHS to secure sponsorship/grants funding to ensure additional programmes and equipment are available

Actions	Expected Outcome	Delegation and Timeline	Outcomes
<ul style="list-style-type: none"> • Written sponsorship/grants document prepared to include benefits available e.g. naming rights, signage on vehicles, media • List of companies to be approached be prepared 	<ul style="list-style-type: none"> • Document prepared and sent • Meetings established with prospective sponsors • Decision made on offers • Written document sent • Follow up meetings • Accountability met 	<ul style="list-style-type: none"> • Dianne Armstrong November 2007 and On going • Board Chair/Principal and others as appropriate 	<ul style="list-style-type: none"> • Sponsorship/grants funding

Numeracy

Goal 10: Numeracy

To maintain the development of numeracy knowledge and strategies from year 1 to year 14

Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none"> • Maintain teachers' active engagement in numeracy teaching and learning; 	<ul style="list-style-type: none"> • Increased student engagement and independence in mathematics learning 	<ul style="list-style-type: none"> • Principal • On going 	

Note: All dates indicate the date for completion of objective

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2009 Annual Plan

Goal 1: Implementing the New Zealand Curriculum

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<ul style="list-style-type: none"> To use the key competencies as the basis of the student programmes 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 2009 – 2010 	
<ul style="list-style-type: none"> Lead the staff in change management through process 	<ul style="list-style-type: none"> On-going assessment of where we are in relation to the curriculum, what is needed and how we will implement it over the next few years 	<ul style="list-style-type: none"> Principal and unit holder 2009-2011 	

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To review existing organisation structures, consider options and the implications then, if necessary, implement change..

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<ul style="list-style-type: none"> To prepare options/preferences for an organisational structure 	<ul style="list-style-type: none"> Options for the structure and the benefits /risks will be presented to the Board for consideration and adoption Plan for implementing change (if necessary) prepared 	<ul style="list-style-type: none"> Principal July 	

Goal 3: CRHS profile and branding			
To increase the CRHS profile within the community			
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<ul style="list-style-type: none"> Liaise with educational and health professionals and other agencies to ensure they have a better understanding of the services Central Regional Health School provide, and they have information available for their students/ patients/ clients. 	<ul style="list-style-type: none"> Contact by a staff member or the principal will be made with education and health professionals or agencies at least once a year. (E.g. Attend local meetings of SENCOs, Principals, School Guidance Counsellors, GPs, public health nurses, truancy officers, specific health conditions support groups.) Health teachers hand deliver pamphlets to the local schools) Agencies will have CRHS pamphlets. 	<ul style="list-style-type: none"> All staff On going 	.
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To increase the school's profile within the Maori community.			
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<ul style="list-style-type: none"> Develop school database to meet the specific needs of the school 	<ul style="list-style-type: none"> Database under constant review and modification as required Audit requirements met 	<ul style="list-style-type: none"> On going As advised 	
<ul style="list-style-type: none"> Comply with any legislative requirements or directives from Ministry of Education 	<ul style="list-style-type: none"> Compliance achieved 	<ul style="list-style-type: none"> On going 	

Goal 6: CRHS -City

To work in partnership with health providers, within the Greater Wellington Region to provide programmes to deliver quality teaching and learning as part of a multidisciplinary process for students with chronic mental health conditions.

<ul style="list-style-type: none"> Work with Hutt Valley DHB staff to provide resourcing. 	<ul style="list-style-type: none"> HVDHB will fund a support staff position 	<ul style="list-style-type: none"> April 2009 	
<ul style="list-style-type: none"> Agree to specific goals and milestones with key stakeholders to form the basis for review and reporting 	<ul style="list-style-type: none"> Agree to specific goals and milestones with key stakeholders – students and their families and CCDHB and MoE Agree to timelines and process for review and reporting 	<ul style="list-style-type: none"> April 2009 April 2009 	

Goal 7: Board and/or Board Chair Succession

To ensure a smooth and prompt transition when there is a change of Board and/or Board Chair.

<ul style="list-style-type: none"> Induction of new trustees as they arrive 	<ul style="list-style-type: none"> Succession will be planned to ensure smooth and prompt assimilation into Board of Trustees ethos 	<ul style="list-style-type: none"> Board to establish appropriate file of background information. Basic file stored at School. Updated when required 	<ul style="list-style-type: none"> Refer NZSTA material regarding appropriate documents to supply for 'read-in'
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Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none"> Induction of new Board Chair 	<ul style="list-style-type: none"> Succession will be planned to ensure smooth and prompt transition 	<ul style="list-style-type: none"> Board to establish appropriate file of background information, Basic file stored at School. Liaison and briefing between retiring and incoming Chair when changeover occurs. 	<ul style="list-style-type: none"> Background information mainly around Board constitution and Board operation and meeting procedures. Liaison to background any current issues and pass on personally held files
<p>Goal 8: Lower North Youth Justice (LNYJ) To work in collaboration with Child Youth and Family and LNYJ to deliver quality teaching and learning programmes to students resident at LNYJ and establish expectations and guidelines for effective intersectorial communication.</p>			
<ul style="list-style-type: none"> Establish expectations and guidelines for effective intersectorial communication 	<ul style="list-style-type: none"> Feedback to group reviewing the MDT Participation in consultation at national level with MoE and CYF Guidelines and processes will be documented, implemented, reviewed and evaluated as required. 	<ul style="list-style-type: none"> Principal July 2009 	
<ul style="list-style-type: none"> In collaboration with CYF establish a process for the development of a plan that covers all aspects of a student's programme and transition arrangements 	<ul style="list-style-type: none"> Participation in consultation at national level with MoE and CYF Guidelines and processes will be documented, implemented, reviewed and evaluated as required. 	<ul style="list-style-type: none"> Principal December 2009 	
<ul style="list-style-type: none"> Document and implement effective transition practices 	<ul style="list-style-type: none"> Investigate and trial models supporting effective transition Review and evaluate models 	<ul style="list-style-type: none"> Principal December 2009 	

Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none"> To be part of the consultation, planning and development for redevelopment and expansion at LNYJ 	<ul style="list-style-type: none"> School consulted and the views of the school will be reflected in the outcomes 	<ul style="list-style-type: none"> Consultation and planning 2009 	
<p>Goal 9: Sponsorship/grants To work in collaboration with the other RHS to secure sponsorship/grants funding to ensure additional programmes and equipment are available</p>			
<ul style="list-style-type: none"> Written sponsorship/grants document prepared to include benefits available e.g. naming rights, signage on vehicles, media List of companies to be approached be prepared 	<ul style="list-style-type: none"> Document prepared and sent Meetings established with prospective sponsors Decision made on offers Written document sent Follow up meetings Accountability met 	<ul style="list-style-type: none"> On going Board Chair/Principal and others as appropriate 	
<p>Goal 10: Numeracy To maintain the development of numeracy knowledge and strategies from year 1 to year 14</p>			
<ul style="list-style-type: none"> Maintain teachers' active engagement in numeracy teaching and learning; 	<ul style="list-style-type: none"> Increased student engagement and independence in mathematics learning 	<ul style="list-style-type: none"> Principal On going 	