## Central Regional Health School

## Charter and Strategic Plan

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## 2019 to 2024

## MoE # 1630

Te korowai matauranga mo nga tamariki

**

**MISSION STATEMENT**

*Through partnership and innovation: we inspire and enrich quality, continuous individualised learning*

# **Purpose**

Central Regional Health Schools (CRHS) is responsible for ensuring students with high health needs, who cannot attend school (or who are resident at Te Au rere a te Tonga or Epuni Care and Protection Residence), receive equitable education provision (resourcing) irrespective of their geographical location. The CRHS area is the bottom half of the North Island.

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

* Teaching is individually and equitably targeted to address the students’ strengths and education needs - including transition and communication. Each student is encouraged to be an active participant.
* Provision for Māori students to enhance their education and development by building on their cultural knowledge and skills in culturally appropriate ways.
* Provision for Pasifika students and students from other cultures to enhance their education and development by building on their cultural knowledge and skills in culturally appropriate ways.

Priority is given to achievement in literacy, numeracy and the development of the key competencies through a variety of meaningful and relevant contexts. There is also a strong focus on transition and communication.

* Quality proven teaching methods are employed to maximise learning outcomes for individual students.
* Central Regional Health School staff work in partnership as part of Multi-Agency Teams (MAT) to develop individualised plans and programmes for students.
* All CRHS students are transitioning: back to school, further education or employment

# **Values**

**At Central Regional Health School we value:**

* Partnership
* Transparency
* Inclusion
* Respect
* Success
* Individuals
* Excellence
* The Treaty of Waitangi
* Integrity
* Innovation
* Ethical decision making

**As a team we:**

* Communicate openly and honestly
* Support, encourage and work with each other
* Fulfil the Registered Teacher Criteria
* Share ideas, experience, challenges and triumphs.
* Are open to new ideas and learning
* Recognize that the work each of us does individually ensures the strength of the whole team
* Ask for help when we need it
* Acknowledge and appreciate the contribution of others
* Respect our own/each other’s strengths, experience, opinions and culture
* Work with others to achieve even better outcomes

**Consultation/Partnership**

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

Partnership 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 IP 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 Māori 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 Māori students by working in partnership with the CRHS staff.

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

In July, 2015 the Board held a Think Tank Day to consider the on-going feedback it receives in reports from each area of the school and how this information should be reflected in the Strategic Planning. The key areas identified were – Relationships and Partnership; Reporting - Processes, Content and Feedback; and Board Governance. The revised Strategic Plan – 2016 to 2021 included goals in each of these areas.

The school has a robust process of *Reflect – Review – Respond* underpinning all planning.

Student engagement is considered in terms of *Presence – Participation - Achievement*

**Admission and Enrolment**

Students are mostly admitted to Central Regional Health School. They remain enrolled at their regular school. CRHS teachers provide assessment information as requested by the regular school to support their reporting processes, and promote excellence. The Individualised Planning process is the conduit for the information sharing.

Students who are enrolled with the Central Regional Health School have a Section 9 Agreement with the Ministry of Education.

**Achievement Target**

All student programmes are based on identified needs detailed in the student’s individual plan. The New Zealand Curriculum (2007) is embedded in each plan. Given the very specific nature of the programme we aspire for over 90% of the goals set to be achieved, to the highest standard possible. When a goal is not achieved there is to be an explanation and evidence of the plan being modified to better suit the needs of the student.

**Central Regional Health School**

**Strategic Goals and Objectives**

**2019 to 2024**

In 2011 CRHS embraced the long term goal of moving from *“Good to exceptional.”* To achieve this there is a clear strategic direction: setting targets, measuring outcomes, recognising and managing risk, embracing innovation and opportunity, appreciating and building on our successes and challenges, and constantly reflecting on what excellence is for CRHS – the Board, staff, students and their families.

To achieve our mission CRHS will ensure it does all it can to meet, to a high standard, the education and transition needs of existing students (within the constraint of prudent financial management) before proactively seeking opportunities for expansion.

If an opportunity for expansion presents itself, CRHS will evaluate it only if it thinks it is better equipped to provide the high quality education services required than any other potential provider.

CRHS has identified the following goals that provide a clear statement of the School's expectations and priorities for 2019-2024.

***Goal 1:*** Curriculum

To provide excellence in the quality and delivery of the curriculum.

***Goal 2:*** Māori students achieving success as Māori

To ensure Māori learners are actively engaged in high quality learning programmes, progressing and achieving well and succeeding as Māori.

***Goal 3:*** Transition

To ensure all students receive high quality support to achieve their transition goals.

***Goal 4:*** Partnership

To ensure the school is effectively engaged with all relevant stakeholders, to promote excellence in outcomes for students.

***Goal 5:*** Innovation and Growth

To be alert to potential opportunities or initiatives that could improve the quality of student outcomes.

To promote student and staff wellness.

***Goal 6****:* **On going** Monitoring and Review of Strategic and Operational Performance

To maintain earlier strategic goals and ensure accurate and timely information informs the monitoring and review of strategic and operational performance.

To have in place, robust widely known and understood systems and procedures to ensure the sustainability of the school for times when disruptive change occurs.

**Goal 1: Curriculum**

To provide excellence in the quality and delivery of the curriculum

*Student outcomes are highly dependent on skilled and knowledgeable teachers delivering quality and innovative individualised programmes based on the New Zealand Curriculum. The Board has a statutory responsibility to ensure it has in place systems and procedures to ensure this can occur. Information on student achievement informs future strategic direction.*

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| **Objectives** | **Actions** | **Delegation** | **Completion date** |
| 1.1 For all staff to have the up-to-date knowledge and skills to deliver individualised programmes consistent with the New Zealand Curriculum (2007) | * Targeted and planned professional development programme * Rigorous appraisal process * Maintain systems and processes to ensure all teachers are effectively assessed against the Teaching Council Standards for the Teaching Profession and maintain practising certificates * Continue to develop eTAP to ensure useful data is available for reporting | Principal  Principal  Leadership Team  Unit holder | On going  On going  Ongoing  On going |
| 1.2 To maintain the review of assessment tools and use of IT across the school | * Report outcomes and recommend change (if necessary) | Leadership Team | Annually in December |
| 1.3 For The New Zealand Curriculum to be the basis for all student programmes | * Specific professional development relating to the New Zealand Qualifications Framework * Data on Key Competencies collected and analysed * Data on other Learning Areas collected and analysed as necessary * Outcomes reported | Leadership Team  Principal  Principal  Principal | Ongoing  Annually  Annually  Annually |
| 1.4 To report to the Board 6 monthly in a format that shows student outcomes. | * The Board to identify topics and areas they want reported * Collect and collate data on individual students, present the outcomes in a format that shows trends for groups of students and will inform change over time. * Report in a variety of formats appropriate to the purpose – including photographs, video and artefacts | Board  Leadership Team  Principal and Leadership Team | Feb and June each year  On going |

**Goal 2:** Responsiveness to Māori

To ensure Māori learners are actively engaged in high quality learning programmes, are progressing and achieving well and succeeding as Māori.

*The Board is committed to ensuring its valuing of the Treaty of Waitangi is demonstrated both strategically and operationally*

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| **Objectives** | **Actions** | **Delegation** | **Completion date** |
| 2.1 To enhance, implement and maintain school-wide processes to ensure Māori students achieve success as Māori. | * Include specific goals in IP for Māori students * To maintain the use Tātaiako to inform professional development in cultural competencies | All teachers  Principal and Leadership Team | On going  On going |
| 2.2 To report to the Board 6 monthly in a format that shows student outcomes – in particular for Māori students. | * Collect and collate data on individual students, present the outcomes in a format that shows trends for groups of students and will inform change over time | Principal and Unit holder | Ongoing |
| 2.3 To improve the inclusiveness of Māori views at a strategic level within the school. | * Review school-wide strategies towards Māori inclusiveness * Establish site-specific process for obtaining advice on Māori inclusiveness within teaching plans. | Principal and Board  Principal and Leadership Team | 12.18  12.18 |

**Goal 3:** Transition

To ensure all students receive high quality support to achieve their transition goals.

*All CRHS students are transitioning somewhere – back to school/further study/employment. Planned and effective transitions help ensure long term student outcomes. Transition is also an area of specific interest in the wider education and social development communities.*

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| **Objectives** | **Actions** | **Delegation** | **Completion date** |
| 3.1 For all teachers to have the skills and knowledge necessary to understand and utilise the resources and systems available to support transition | * Professional Development about Youth Guarantees, Vocational Pathways and NZQA planned and completed * Increase career and vocational pathways knowledge of the staff * Review progress and record change over time | Leadership Team  Leadership Team  Leadership Team | On going  On going  12.20 |
| 3.2 For all school age students at Te Au rere a te Tonga and Epuni to transition to a registered education provider | * Continue and build on the transition processes at Epuni C and P and Te Au rere a Te Tonga. * Develop and implement a plan, in consultation with Oranga Tamariki and other agencies to explore innovative practices to support student engagement and transition | Principal and AP – YJ  Team Leader  Principal and Oranga Tamariki | On going  On going |
| 3.3 To report to the Board 6 monthly in a format that shows student outcomes | * Collect and collate data on individual students, present the outcomes in a format that shows trends for groups of students and will inform change over time. * Share information on student transition outcomes with partner agencies. | Leadership Team  Principal | With eTAP report in March and September  On going |
| 3.4 To demonstrate successful transition outcomes into all areas – especially in the regions and in areas distant from the site where the student had been admitted (e.g. Beyond Manawatu for Te Au rere students. Outside of Wellington for Te Whare o Rangituhi and Epuni students) | * Continue development as detailed above * Use the information from Professional development goals, school wide review documents and eTAP to show improvement over time. | Leadership Team  Leadership Team | On going  On going |

**Goal 4:** Partnership

To ensure the school is effectively engaged with all relevant stakeholders, to promote excellence in outcomes for students.

To identify new partnerships, maintain and build existing partnerships, repair and rebuild previous partnerships (e.g. with Iwi, special interest groups or agencies – AOD, YTS, Attendance Service providers)

*Partnership is vital to the success of the school: it underpins everything we do.*

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| **Objectives** | **Actions** | **Delegation** | **Completion date** |
| 4.1 To provide feedback to partners | * Principal / senior leaders to maintain ongoing dialogue with partner organisations | Principal and Leadership Team Board | On going |
| 4.2 To record strategies and implement actions to improve partnership outcomes | * Report regularly on partnership opportunities and the outcome | Principal and Leadership Team | Throughout year |
| 4.3 To include parent and student voice across the school in the reporting to the Board | * Teachers will ensure the student and parent voice is evident in IP * Identify and trial ways of including parent and student views on the Board * Review parent and student board involvement * Board reports to include case studies/notes from sites | Teachers  Board, Leadership Team  Board  Leadership team and team leaders | On going  On going  On going  On going |
| 4.4 To work with the other RHS on issues of common benefit and interest | * Principals meeting each term * Develop ways of sharing PD with other RHS * Principals and Board Chairs teleconference * Annual Board Conference * Develop joint RHS responses to Government proposals. | Principal  Leadership team  Principal & Chair  Board  Principal & Board | Each term  On going  Each term  Annually  As required |
| 4.5 To hold at least one meeting with key stakeholders each year out of Wellington | * Make arrangements as necessary | Board | Annually |
| 4.6 To demonstrate the benefits of working in partnership and collaboration and the impact a shared purpose has on successful outcomes and/or transitions | * Collect case studies detailing practices that inform change and show success to form a body of knowledge | Leadership Team | 12.20 |

**Goal 5:** Innovation and Growth

To be alert to potential opportunities or initiatives that could improve the quality of student outcomes.

To promote staff and student wellness

To add to and advance what we already do (e.g. add another discipline to the school – e.g. OT, psychologist, specialist areas of learning difficulties) by utilising available resources

To include innovation, with new directions and increase the utilisation of the services by using current resources and systems efficiently and effectively (e.g. in careers and vocational areas - STAR, work experience, tertiary providers).

To strengthen the ability of the board to provide strong governance.

*Innovation is valued. Systems and processes ensure opportunities are identified and responses are considered and strategic.*

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| **Objectives** | **Actions** | **Delegation** | **Completion date** |
| 5.1 To regularly review and update potential opportunities | * Details presented to Board as opportunities arise | Board and Leadership Team | On going |
| 5.2 For the Board to consider its response to the opportunities | * Details presented to the Board as required | As agreed at the time | As required |
| 5.3 To develop and implement a school-wide wellness plan | * Form a staff working group to consult then develop and trial a plan * Implement and review the plan * Develop guidelines for individual and group supervision | Assistant Principals  Assistant Principals | 06.19 |
| 5.4 To employ a speech language therapist for 2017 and 2018 to further develop the special project started in 2015. | * Maintain ongoing review of the SLT Project * Explore how to make it a permanent part of the school. | Principal and Board | 12.18 |
| 5.5 To review progress of the school as the education provider at Epuni Care and Protection Residence | * Seek feedback from Oranga Tamariki, staff and students, analyse eTAP data, review processes and systems, plan for any change necessary * Report outcomes | Board, Principal, Leadership Team, MoE | On going  As required |
| 5.6 To embed the school as the education provider at the Forensic Mental Health Unit in Porirua. (The three units – RRAIS, Hikitia Te Wairua and Nga Taiohi are collectively referred to as Te Whare o Rangituhi) | * Monitor the CRHS role within Te Whare o Rangituhi and in particular Nga Taiohi as it is developing service * Review progress of implementation partnership at Te Whare o Rangituhi | Principal and AP – MH  Principal and AP – MH | 6.19  6.19 |
| 5.8 For the Board to explore ways in which the skills of Trustees can be strengthened and used to support strong governance that helps the school improve student achievement | * The Board to include time in meetings for conversations for trustees to share expertise, increase knowledge of the school and its systems and procedures. * Board members to attend NZSTA relevant governance training * Board and Leadership team to identify and/or create opportunities for stronger connections between trustees and staff. | Board  Board  Board and Leadership team | On going |

***Goal 6****:* **On going** Monitoring and Review of Strategic and Operation Performance; and Sustainability

To maintain earlier strategic goals and accurate and timely information informs the monitoring and review of strategic and operational performance.

To have in place, robust widely known and understood systems and procedures to ensure the sustainability of the school for when disruptive change occurs.

To ensure the Board has a consistent and strategic focus underpinning reporting

*The Board uses robust data and information for accountability, as well as to monitor, review, and inform the strategic direction of the school.*

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| **Objectives** | **Actions** | **Delegation** | **Completion date** |
| 6.1 To maintain and improve reporting procedures for the Board to measure progress against the strategic and annual plan | * Collect and collate data on individual students, present the outcomes in a format that shows trends for groups of students and will inform change over time. * Set on-going targets at the time of reviewing the Annual Plan * To discuss with senior leadership, the reporting and feedback processes of and to the Board and make changes as necessary * For the Board to give regular feedback to the staff | Leadership Team  Board  Board  Board | On going  Annually by February  At annual strategic planning day  On-going |
| 6.2 To complete all specified projects/initiatives according to plan, on-time and within budget | * Any specified project or initiative is planned according to agreed processes – including budget, timelines monitoring and reporting | Principal  (or delegate) | On-going |
| 6.3 To maintain risk management strategies and monitoring | * Regular reporting of risks and concerns to ensure risks are mitigated, managed or avoided. | Board & Principal | Each meeting |
| 6.4 To maintain Human Resources management and monitoring. | * Board competencies to be formally reviewed in time for the 2019 Board appointment process * Effective utilisation of school personnel * Appraisal and professional development completed for all staff * Principal’s appraisal completed | Board  Principal  Principal  Board | 12.18  On going  Ongoing  Annually |
| 6.5 To complete annual analysis of key operational areas | * Complete analysis of Curriculum delivery * Complete analysis of financial position * Complete analysis of property matters * Complete analysis of staffing use | Principal | Annually in March (to align with eTAP and financial reporting). |
| 6.6 To maintain on going policy review as per the schedule. | * Complete reviews as listed in the schedule | Board | On going |
| 6.7 To consider student outcomes and be satisfied existing students are receiving the adequate resources to meet their needs and potential | * Complete analysis based on information provided in reports | Board | Annually in March |
| 6.8To meet the requirements of legislative changes (e.g. Vulnerable Children’s Act and Health and Safety Act, Education Act) | * Update processes and systems as required * Establish and develop Health and Safety committee | Board and  Leadership Team  Principal | As required  On going |
| 6.9 To maintain and build on the “One School” concept | * Use the information from reporting to confirm success and inform change | Board | On going |
| 6.10 To promote, maintain and share the school’s credibility, by sharing experiences and opportunities | * Be prepared to maximise opportunities as they arise by having up-to-date information and promotional material | Board and all staff | On-going |
| 6.12 Prepare for next ERO review | * Start preparation for ERO review | Board and Leadership Team | 2019 |

Noted: The Education Review Office is due to return for the next review in 2020.

**Note on Delegations:**

Board is all Trustees

Leadership Team is the Principal and the Assistant Principals for Health, Mental Health and Youth Justice

Team Leaders are teachers delegated for day-to-day routine leadership at a specific site.

Unit holders are staff who have a specific responsibility for a particular task or project.