New Zealand Health Promoting Schools National Strategic Framework

Section One: Executive Report

Prepared for:
Ministry of Health

Submitted by:
Cognition Education

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Manakotanga: Acknowledgements

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Executive Report:

Health Promoting Schools National Strategic Framework

INTRODUCTION

Health Promoting Schools (HPS) was developed by the World Health Organization (WHO) in the late 1980s. It’s an approach that facilitates participation and action by the whole school community to address health and wellbeing issues of students, staff and their community, and integrates health and wellbeing into the school’s planning and review processes, pedagogy, curriculum and assessment activities. The WHO defines a Health Promoting School as one “that constantly strengthens its capacity as a healthy setting for living, learning and working”.

The HPS journey began in 1991 in New Zealand. From the outset, New Zealand HPS has been based on the health promotion principles defined in the 1986 Ottawa Charter and addresses all aspects of hauora – physical, mental and emotional, social and spiritual wellbeing.

The number of schools engaged in the HPS process has increased steadily over the years. In 2009 approximately 67% of schools in New Zealand were considered HPS schools. The Ministry of Health currently holds fifteen contracts with District Health Boards, one Territorial Local Authority and one NGO to employ HPS advisors to support school communities to work towards becoming sustainable Health Promoting Schools.

Although New Zealand has engaged in (HPS) practices over the past twenty years, reviews and evaluations have identified that there are some valuable HPS activities; however these activities have been overshadowed by a lack of infra-structure and robust evaluation practices. Research has identified that HPS in New Zealand needs long term strategic direction, evidence-based planning and delivery, evaluation and policy commitment.

This report is a summary of the key points from the HPS National Strategic Framework and literature review.

SCOPE

In 2010 Cognition Education was commissioned by the Ministry of Health to develop a national strategic framework that supports national consistency and evidence-based best practice to increase the effectiveness of HPS in achieving student health and educational outcomes. The services Cognition Education were contracted to deliver were to:

1. employ an HPS leadership team to deliver the services
2. establish and maintain an HPS External Reference Group

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1 Auckland District Health Board and Mental Health Foundation. 2001. Health Promoting Schools in Action in Aotearoa/New Zealand. A resource to assist schools in the implementation of Health Promoting Schools, p.4. Auckland
2 Taken from Ministry of Health 2010 Report to the Minister which cited 1745 schools as being HPS out of a total of 2589 schools (Ministry of Education 2008 Directory of Schools)
3. develop a strategic framework for effective nationally consistent delivery of HPS in New Zealand in consultation with the HPS sector and stakeholders

4. ensure that Kaupapa Māori is embedded in the national strategy to enable positive health and educational outcomes to be achieved for Māori, through a consultation process guided by Ngā Kura Whānau Oranga Roopū.

5. develop and implement a communication plan that enables effective communication with the HPS sector and relevant stakeholders, including the use of an HPS website and database

6. develop and maintain a national HPS website and content on the Ministry of Education’s Te Kete Ipurangi (TKI) website (www.hps.tki.org.nz)

7. moderate and manage the TKI online mailing list network for the HPS community

8. develop exemplar HPS programmes that integrate curriculum and assessments

9. plan, organise, provide and evaluate a National Hui for the HPS workforce

10. develop and maintain a national HPS database process.

METHOD

This HPS National Strategic Framework has been developed iteratively over an eight month period through a comprehensive research, advisory and consultation process conducted nationally. The bi-cultural partnership embodied in the HPS National Strategic Framework reflects the strong and consistent direction received from a considerable number of HPS participants and evidence gathered during the consultation process. The Roopū Māori – Ngā Kura Whānau Oranga – have made a significant contribution, ensuring that kaupapa Māori has continued to inform the development of the framework.

This HPS National Strategic Framework is based on:

1. a literature review of international and national best evidence and practice (Appendix 2 summary)

2. a sector needs analysis conducted in May 2010

3. comprehensive consultation with the New Zealand HPS and education workforce and stakeholders, including feedback received at the National Hui in August 2010

4. feedback and guidance from a number of strategic advisory groups and an extensive consultation process in multiple contexts

FINDINGS

Through the research, advisory and consultation process the Ministry of Health has identified that there are a number of effective HPS practices; however, these practices have been hindered by a lack of infrastructure. Table 1 below shows the shortfalls in the current HPS context and the desired future, as identified by the Ministry.

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3 Bi-cultural partnership fully acknowledges Māori as Tangata Whenua (indigenous people) and is centred upon a Māori/Tauitiwi (non indigenous people) relationship.
<table>
<thead>
<tr>
<th>Policy and Context</th>
<th>Current</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Not a committed partnership existing as a bridge between health, education and</td>
<td>• International model not tailored to New Zealand situation&lt;br&gt;• Reliant on goodwill of schools and communities</td>
<td>• Te Tiriti o Waitangi principles reflected in strategy&lt;br&gt;• HPS approach aligned with New Zealand self-governing school model&lt;br&gt;• Coordinated, collaborative and interdependent approach where HPS provides a framework for inquiry, partnerships and initiatives in school settings</td>
</tr>
<tr>
<td>social services in the school setting&lt;br&gt;• International model not tailored to New</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zealand situation&lt;br&gt;• Reliant on goodwill of schools and communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory of Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No evidence-based theory&lt;br&gt;• Informational&lt;br&gt;• Activities driven&lt;br&gt;• The reciprocal relationship between health and education not evident in schools’ processes, planning and curriculum</td>
<td>• Based on theory of change, intervention and improvement&lt;br&gt;• Transformational and inquiry-based approach to learning is utilised&lt;br&gt;• Practices are values driven&lt;br&gt;• Māori world views embedded in strategy&lt;br&gt;• HPS framework embedded in schools’ culture and evident in cycles of planning, review and evaluation</td>
<td></td>
</tr>
<tr>
<td>Practice/ Implementation</td>
<td></td>
<td></td>
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<tr>
<td>• Lack of nationally consistent approach&lt;br&gt;• Lack of clarity of HPS services and roles&lt;br&gt;• Best practice not shared widely&lt;br&gt;• Inconsistent process for engagement with schools&lt;br&gt;• Nine steps to become HPS based on international model is not adapted to the New Zealand culture and environment</td>
<td>• National strategic framework for HPS developed and action plan implemented&lt;br&gt;• Kaupapa Māori embedded in framework&lt;br&gt;• HPS roles clarified and nationally consistent service specification developed&lt;br&gt;• Best practice identified and shared&lt;br&gt;• Nationally consistent process for engagement with schools implemented&lt;br&gt;• HPS implementation process based on inquiry model</td>
<td></td>
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<tr>
<td>Capacity and Capability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lack of Māori kaupapa and capacity&lt;br&gt;• Lack of funding and resources for sector engagement and workforce development</td>
<td>• Adequate funding and resourcing – especially for Māori capacity&lt;br&gt;• WFD and sector engagement&lt;br&gt;• Core competencies identified for Māori kaupapa and inquiry-based approaches&lt;br&gt;• Workforce development plan implemented</td>
<td></td>
</tr>
<tr>
<td>Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inadequate data collection system&lt;br&gt;• Variable communications</td>
<td>• National HPS database developed&lt;br&gt;• Effective communication&lt;br&gt;• Appropriate engagement with Māori&lt;br&gt;• Appropriate engagement with Pasifika and vulnerable communities</td>
<td></td>
</tr>
</tbody>
</table>
HPS National Strategic Framework

The New Zealand national HPS strategic framework is values driven. It takes a socio-ecological and school community approach. This framework recognizes the interactions between individuals, their behaviours/lifestyles, and the impact of the wider physical, social and cultural environment in a school community. The framework acknowledges the complexity and interaction of a broad range of variables in supporting positive educational and health outcomes in a school community. The values detailed in Appendix 3 drive practice at every level of HPS delivery.

Key elements of this model include:
- a bi-cultural partnership with Māori, where indigenous knowledge and approaches have been integrated into the framework
- an explicit focus on Māori, Pasifikā and vulnerable Whānau/families and or those experiencing the greatest inequities in the school community
- a theory of change based on international and national evidence about how improvements in health and educational outcomes are best achieved in New Zealand school community settings
- an inquiry based approach (action research) where reflection and new learning constantly informs and refines the direction
- inquiry and actions in relation to school community policies; the school’s physical, social and cultural environment; individual and school community knowledge, skills, attitudes and behaviours as well as their strengths and gaps; family/Whānau and community links; and health, education and service contexts
- the HPS workforce working in partnership with schools, health and social services in a community “hub” approach

HPS NATIONAL STRATEGIC VISION

The HPS National Strategic Framework acknowledges that Te Tiriti o Waitangi, partnership and our young people are central to, and symbolic of, New Zealand’s national heritage, identity and future.

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4 In this framework school community refers to staff, students, parents/Whānau/ethnic communities and the board of trustees
The framework prioritises the needs of vulnerable communities that experience the greatest health and education inequities. Within this framework the process should be dynamic with reflection, evidence gathering and learning informing the on-going modification of HPS actions.

The HPS strategic vision is values based, evidence driven and outcomes focused. As a values-driven and outcomes-focused framework the values and beliefs embodied in the principles of *Te Tiriti o Waitangi and the IUHPE 2009 Guidelines* are demonstrated at every level (nationally and locally) of HPS delivery.

**HPS VISION.**
Ki a tū rangatira ai te whānau i roto i ngā ao katoa.
Whānau standing in any world confidently
E tū rangatira ana te Whānau, i roto i ngā āhuatanga katoa o te Ao.

**HPS MISSION / PURPOSE**
“Ki a hāpaitia, ki a hikitia te rangatiratanga o ngā whānau, ka ora ai te iwi”
To enhance Whānau well-being through evidence informed practice, with a focus on reducing inequities in health and educational outcomes.
Mā te hāpai i ngā tikanga mātauranga e ora ai te whānau, e ōrite hoki te oranga me te mātauranga o te Iwi whānui.

**HPS UNDERPINNING VALUES**
*Te Tiriti o Waitangi*
Whanaungatanga - strengthening relationships
Kotahitanga - partnership in learning, reciprocity
Rangatiratanga - uplifting, growing, leadership

**HPS Principles**
The HPS principles have been influenced by a number of documents which are detailed in the HPS National Strategic Framework Background document. The list of HPS principles is attached in Appendix 3. Many of the principles are incorporated in more than one value.
The following text and diagrams explain the New Zealand HPS National Strategic Framework. In the first section below, the theory and assumptions underlying the framework and how these are linked to outcomes are explained in three logic models. An explanation of the HPS inquiry process in a school community follows. Next, indicators to track HPS progress at national, regional and local levels are described. The details relating to the outcomes, service components, performance measures and sources of evidence provide further clarification on the framework in Table 3 and Table 4. Finally, recommendations and the next steps provide a pathway towards implementation, workforce development, communication and evaluation of the New Zealand HPS National Strategic Framework.

ALIGNMENT LOGIC MODEL

Figure 1 provides an overview of the HPS National Strategic Framework outcomes and how they align with the priority outcomes of the Government, Ministry of Health and Ministry of Education priority outcomes.

Figure 1: Alignment of HPS National Strategic Framework with priority outcomes of the Government, Ministry of Health, and Ministry of Education.

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5 Only the priorities that relate to HPS from the Health and Education Strategic Direction documents have been included.
NATIONAL HPS LOGIC MODEL

The national HPS model in Figure 2 below identifies the short, medium and long term outcomes that HPS seeks to achieve in school communities at a national and regional level. The long term outcomes in Figure 2 are the same as the long term outcomes identified in Figure 1. The logic model flows from left to right and each layer contributes to the next level up.

In the HPS National Strategic Framework ‘school community’ refers to staff, students, parents/Whānau/ethnic communities and the board of trustees who contribute to a school. ‘Stakeholders’ refers to the other NGOs, health, education and social services involved in HPS activities in a school.

Figure 2: National HPS logic model
HPS SCHOOL COMMUNITY LOGIC MODEL

Figure 3 describes the HPS school community logic model. Each layer of this diagram flows from left to right and contributes to the next level up. The relationships are complex and not necessarily one to one.

The HPS inquiry-based learning cycles (HPS inquiry process) described in Figure 4 enables the achievement of the short term outcomes sought by both the school community and HPS service.

Successful achievement of the short term outcomes in turn enables achievement of the medium term outcomes sought by both health and education participants. Achievement of the medium term goals will, in turn facilitate the long term outcomes to be achieved. The overall purpose is to contribute to the achievement of effective nationally consistent delivery in HPS in New Zealand.

Figure 3: HPS school community logic model

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7 Medium Term Outcomes: Health Source: based on the seven underlying principles in the New Zealand Health Strategy http://www.moh.govt.nz/moh.nsf/c43c7844c94e08cd4c2566d3008388b43/4464f7efc32412f9cc256b67007a85cf7OpenDocument#Chapter3

The HPS inquiry cycle at school community\textsuperscript{8} level

Both health and education impact on each other and are inextricably linked: health is a determinant of education and education is a determinant of health.

The purpose of HPS is to improve equity, Whānau well-being, and educational outcomes through evidence informed practice. The HPS inquiry cycle supports the school community to collectively identify and prioritise the greatest health need that is hindering members of the school community from achieving outcomes. The cycle involves supporting the school community to identify strengths and resources that are utilised to develop and implement solutions to meet the prioritised need. This process is monitored and reviewed to inform ongoing and future actions.

This section outlines the reflective inquiry cycles (action research) which will be co-constructed, delivered and reviewed by HPS facilitators and the school community. Progress will be reported at national, regional and local school levels. The process not only reflects the steps in the old Health Promoting School Process steps, it also incorporates the Whānau Ora action research model and the best practice research on how improvements in outcomes are best achieved in New Zealand school communities, as identified by Timperley and Parr (2010)\textsuperscript{9}. It is an on-going and reflective process where new learning constantly informs and refines the inquiry. It is designed as a model that school communities can use independently in planning developments to meet identified needs in the school community.

Figure 4 and Table 2 below briefly describe the \textbf{six stages} within each cycle and the \textbf{three levels} of HPS integration to show the degree a school community has used and embedded the HPS inquiry approach.

\textsuperscript{8} In this framework \textit{school community} refers to staff, students, parents/Whānau/ethnic communities and the board of trustees

Figure 4: The HPS Inquiry Cycle process at local/school level
Engagement (Partners in Learning)  
*Whanaungatanga/ Kotahitanga*

This initial stage is about forming relationships with and between the school community, health and social services. In order to engage with schools and establish HPS as a key ‘partner in learning’, facilitators will need to:

- establish relationships that are interdependent, based on *whanaungatanga/kotahitanga* and support the school community to look at their own practices
- establish a clear understanding of the HPS theory of change as it relates to each school community
- have a clear understanding of the school community context (strengths, resources, challenges and valued outcomes)
- understand recent evidence showing how a partnership between education, health and social services has supported similar school communities to improve outcomes.
Inquiry (Needs Assessment)  

Kotahitanga

- Inquiry is where reflection and new learning constantly informs and refines the direction.  

This stage involves looking at the evidence available to identify and prioritise needs, strengths and resources that can support the school community to achieve their valued outcomes. Further data collection may be required as schools are supported to understand the interrelated nature of education, health and social needs and their contributing factors.  

The needs assessment will collate information on:

- School community policies  
- The physical, social and cultural environment  
- Individual and school community knowledge, skills, attitudes and behaviours  
- Family/Whānau and school community links  
- Health, education and social services context  

Useful data that shows the interrelationship between education, health and social needs and their contributing factors includes:

- **Presence/participation**- It is important for students and Whānau to participate in a school community if meaningful learning is to take place. There may be health related needs that are not being met that are preventing students/Whānau from being present and participating at school.  
- **Engagement**- It is a well-known fact that “healthy students/Whānau learn better”\(^{10}\)  
- **Achievement through the development of quality relationships at all levels of the school community** - This acknowledges the health concept of Hauora and wellness and a school community’s responsibility to ensure that all students and members of the community have a healthy and safe environment. Research and practice in “He Kakano”\(^{11}\) and “Te Kotahitanga”\(^{12}\) have exemplified the important role that community relationships play in improving outcomes.

Planning (Co-construction of Solutions)  

Rangatiratanga

- Co-construction refers to two or more independent organisations working together equitably towards a common goal.  

Potential strategies that build on the school community’s strengths are co-constructed with the school community. The solution that is most likely to address the prioritised need is established. The measures of success will be identified.  

Action (Differentiated Delivery)  

Te Tiriti o Waitangi

- Differentiation of delivery means adapting strategies and processes to meet the needs of various stakeholders: one size doesn’t fit all!


School wide action is put in place, which is monitored, reviewed and evaluated as part of the school’s charter (strategic and annual planning targets). Support is differentiated to build on the school community’s capability and capacity.

**Transformation (Evaluation, Reflection and Review)  Rangatiratanga**

- Transformation describes changes thinking and practice through critical reflection of existing values and beliefs.

Outcomes and success indicators are included in the school’s charter (strategic and annual plan targets) so that progress can be monitored and evaluated. The evaluation methodology tracks on-going progress and determines if the strategy has been successful or not and why. This is reported to the whole community and the Ministry of Education as part of the charter and reporting processes. Successful practice is retained by the school community and shared across the HPS network.

**New Cycle  Whanaungatanga, Kotahitanga**

The evaluation will provide an indication of the next steps which will inform the beginnings of a new cycle of inquiry.

Table 2 below briefly describes the HPS values, six stages within each cycle and the three levels of HPS integration (figure above) to show the degree a school community has used and embedded this HPS inquiry approach.
Table 2: Integration levels and stages within each HPS inquiry cycle

<table>
<thead>
<tr>
<th>Level</th>
<th>Nga Mātāpono (HPS values)</th>
<th>Cycle</th>
<th>Stage</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td>Whanaungatanga Kotahitanga</td>
<td>1</td>
<td>1</td>
<td>Engagement; (partners in learning): forming relationships that connect the school community, health and social services. This includes a planned process of preparations made by facilitators as a pre-requisite to engagement with schools.</td>
</tr>
<tr>
<td></td>
<td>Kotahitanga</td>
<td>2</td>
<td></td>
<td>Inquiry/needs assessment: involving all stakeholders as they identify and prioritise the needs/problems.</td>
</tr>
<tr>
<td></td>
<td>Rangatiratanga</td>
<td>3</td>
<td></td>
<td>Planning: decisions are made about the co-constructed solution(s) that are most likely to solve the problem(s) or meet the need(s). An action plan is co-constructed with the school community, health and social service providers and included in the school’s strategic and annual plan.</td>
</tr>
<tr>
<td></td>
<td>Te Tiriti o Waitangi</td>
<td>4</td>
<td></td>
<td>Actions: are differentiated and monitored.</td>
</tr>
<tr>
<td></td>
<td>Rangatiratanga</td>
<td>5</td>
<td></td>
<td>Transformation (evaluation): review, reflection and sharing of good practice.</td>
</tr>
<tr>
<td></td>
<td>Whanaungatanga Kotahitanga</td>
<td>6</td>
<td></td>
<td>New cycle begins, based on evidence gained during the inquiry</td>
</tr>
<tr>
<td>Implement</td>
<td>As above</td>
<td>2</td>
<td>1-6</td>
<td>The school is implementing the HPS inquiry process.</td>
</tr>
<tr>
<td>Embed</td>
<td>As above</td>
<td>3</td>
<td>onwards</td>
<td>The HPS inquiry process is embedded in the culture of planning, review and evaluation in the school community.</td>
</tr>
</tbody>
</table>

INDICATORS TO TRACK HPS PROGRESS

Based on the evidence gathered from the literature review and extensive consultation process, the type of indicators that can be used to track the HPS National Strategic Framework will include:

1. The context (physical, social, cultural, political)
2. The process (identifying, planning, acting, monitoring, reporting and evaluating/reflecting on outcomes as a basis for on-going improvement)
3. The factors that contribute to health and wellbeing in a school community
4. The health and wellbeing actions that improve educational outcomes in the school context
5. The outcomes (positive changes in knowledge, attitudes, skills, behaviours, social and physical environment reflected in participation, engagement and achievement through quality relationships)
The best way to achieve this would be to use indicators that track not only the HPS process shown, in Table 2 and Figure 4 but also the outcomes at a national and regional level (Table 3 below) and at school/local level (Table 4 below).

NATIONAL/ REGIONAL AND LOCAL/SCHOOL SHORT TERM OUTCOMES, SERVICE COMPONENTS, PERFORMANCE MEASURES AND SOURCES OF EVIDENCE

In the following section, Table 3 and Table 4 provide an outline of the expected service components, service measures and sources of evidence that can be used to track HPS progress towards HPS short term outcomes nationally, regionally and school/local level.
### National/Regional Outcomes, Service Components, Performance Measures and Sources of Evidence

**Table 3:** National and regional outcomes, performance measures and sources of evidence

<table>
<thead>
<tr>
<th>Short Term Outcomes</th>
<th>National/regional Service Components</th>
<th>Performance Measures</th>
<th>Sources of Evidence</th>
</tr>
</thead>
</table>
| Increased and improved engagement and communication in school communities          | - Ensure Māori representation and participation in National HPS co-ordination  
- Continue input from up to five regional representatives from Te Roopū Nga Kura Whānau Oranga  
- Ensure Pasifikā representation and participation in national leadership of HPS  
- Increase Māori and Pasifikā in HPS workforce (as % of total workforce)  
- Access and/or contribute to research literature on effective indigenous practices that improve health, social and educational outcomes for Māori, Pasifikā and vulnerable communities | - Māori, Pasifikā and vulnerable communities' representation informs nationally consistent, outcomes focused HPS service delivery  
- National/regional communication and resources developed are consistent and effective for Māori, Pasifikā and vulnerable communities  
- HPS providers support school communities to develop partnerships and embrace diversity  
- Indigenous evidence/knowledge is informing practice | - National survey of HPS sector  
- HPS provider reports to the Ministry of Health  
- HPS resources                                                                                                                                                                                                                                                                                                                                                   |
| A. Increased and improved engagement and communication between health, education and social services | - Clarify roles and responsibilities of the different partners collaborating within the HPS National Strategic Framework  
- Foster quality, culturally responsive intersectoral relationships and partnerships  
- Facilitate opportunities for the education, health and social service sectors to better understand the language, concepts, policies, contexts, processes and evidence-based priorities and practices of each sector  
- Facilitate intersectoral engagement and effective collaboration at regional and local level | - MoUs in place between key agencies and school communities  
- Cross sector relationships demonstrated in collaborative projects/actions within regions and school communities  
- Reporting includes evidence of opportunities provided and improved inter-sector literacy and collaboration  
- Progress towards short to medium term HPS outcomes is demonstrated  
- Improved access to and appropriate sharing of aggregated data to enable assessment of | - Evidence of MoUs  
- HPS annual survey  
- Other evaluation reports                                                                                                                                                                                                                                                                                                                                  |
<table>
<thead>
<tr>
<th>Short Term Outcomes</th>
<th>National/regional Service Components</th>
<th>Performance Measures</th>
<th>Sources of Evidence</th>
</tr>
</thead>
</table>
| **B. Increased and improved engagement and communication between health, education and social services** | - Encourage and facilitate the gathering and dissemination of evidence, learning and data to support the HPS inquiry cycle in school communities | - Progress towards educational, social and health outcomes | - HPS National Survey  
- National Co-ordination provider reports  
- HPS provider reports  
- Evaluation of HPS website and resources |
| **Effective national HPS leadership** | - Develop and implement an effective HPS Communication Plan for internal and external stakeholders  
- Develop a Communication Plan that is responsive to Māori and Pasifika in the HPS sector  
- Develop shared understandings amongst internal and external stakeholders about what HPS is and what it is not  
- Develop consistent national branding for the HPS  
- Develop and maintain a relevant and informative HPS website  
- Develop resources to ensure dissemination of nationally and regionally consistent frameworks and processes | - Education and public health sectors are well informed about HPS  
- Internal and external stakeholders have a common understanding about the HPS National Strategic Framework (national strategic vision, logic models and outcomes)  
- Widely recognised and credible HPS brand  
- Consistent, high quality HPS communications and resources available to and accessed by school communities  
- Effective mechanisms for information sharing, networking, discussion and debate are available to the key sector stakeholders and school communities  
- Sharing of best practice is evident nationally, regionally and locally | - Ministry of Health HPS provider contracts, reports and Ministry monitoring meetings  
- HPS evaluation reports  
- National HPS survey |
|                     | - Use nationally consistent service specifications and reporting templates  
- Support a comprehensive, effective national HPS Co-ordination service that includes plans for:  
  Te Tiriti o Waitangi responsiveness, implementation, workforce development, communication, data collection and management, evaluation, increasing number and percentage of schools utilising the HPS inquiry process  
- Ensure ongoing developmental evaluation and implementation | - Nationally consistent outcomes focused HPS service specifications implemented  
- Effective guidance, advice and monitoring of HPS services by Ministry of Health supports consistency and improvements in quality of HPS services  
- National HPS leadership and co-ordination service effectively contributes to the outcomes identified in the national HPS programme logic models  
- HPS providers are well supported to improve consistency, quality and outcomes of their service |
<table>
<thead>
<tr>
<th>Short Term Outcomes</th>
<th>National/regional Service Components</th>
<th>Performance Measures</th>
<th>Sources of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>review HPS services (This includes: the national HPS National Strategic Framework, national and local HPS implementation and evaluation plans)</td>
<td>services</td>
<td>Local HPS services are contributing towards the outcomes identified in the national HPS and school community logic models, especially in meeting the needs of Māori, Pasifikā and vulnerable school communities</td>
<td></td>
</tr>
</tbody>
</table>

**A professional HPS workforce**

- Increase recruitment and retention of Māori HPS facilitators
- Increase recruitment and retention of effective HPS facilitators from Pasifikā and vulnerable communities
- Provide workforce development to increase awareness, knowledge and capability of HPS staff to work with Māori, Pasifikā and vulnerable communities
- Undertake a regular assessment of HPS sector workforce development and support needs
- Support appropriate workforce development, coaching and mentoring of the workforce.
- Provide opportunities for HPS managers to be involved in strategic and workforce development meetings
- Develop consistent HPS facilitator core competencies to support HPS provider recruitment and induction
- Participation in pre-service and in-service education, health and social service sector HPS professional development

- Core Competencies are developed and workforce development plan is implemented
- An increase in the percentage Māori and Pasifikā HPS workforce is reflective of population in individual DHBs
- Improved capacity and capability of HPS practitioners to work effectively with Māori and within Māori communities
- HPS practitioners are confident in use of strategies that provide the best opportunities for improvement in Māori, Pasifikā and vulnerable communities’ health, wellbeing and educational outcomes
- Strengthened capability and capacity to support Māori needs and aspirations including Ngā Mātāpono Māori evident in HPS practice
- High quality workforce development and support from HPS national co-ordination service and service providers
- Expanded practitioner leadership competence and HPS outcomes
- Measureable progress towards HPS outcomes
- Evidence informed HPS planning, implementation and evaluation

- HPS provider reports
- National HPS survey
- Annual sector needs assessments
- Evaluation of outcomes of workforce development days
<table>
<thead>
<tr>
<th>Short Term Outcomes</th>
<th>National/regional Service Components</th>
<th>Performance Measures</th>
<th>Sources of Evidence</th>
</tr>
</thead>
</table>
| **HPS inquiry based process adopted by school communities** | • Provide workforce development across health, education and social service sectors on the HPS inquiry process and inclusion in school community planning, review and reporting practices.  
• Provide HPS workforce development on how to encourage, guide and support school communities to engage with, implement and embed the HPS inquiry process into the culture of the school  
• Provide and support opportunities for cross sector engagement and communication  
• Provide and support opportunities to increase partnerships and collaboration between school communities and health, education and social services  
• Undertake regular assessment of school communities to determine the degree to which the HPS inquiry approach is being used, integrated and embedded in the school culture  
• Share and celebrate effective HPS practice and tools in a variety of school communities across health, education and social service sectors  
• Provide evidence that shows how HPS has improved Whānau wellbeing, accelerated equities and improved educational outcomes in school communities | • Health, education and social service sectors practitioners are confident in the use of the HPS inquiry process and inclusion in the school community planning, review and reporting practices.  
• An increase in the percentage school communities engaged in HPS  
• An increase in the percentage school communities embedding the HPS into the culture of the school  
• Improved capacity and capability of HPS practitioners to work effectively with school communities and across sectors  
• High quality workforce development and support from HPS national co-ordination service and service providers  
• Measureable progress towards HPS outcomes  
• Evidence informed HPS planning, implementation and evaluation | • HPS National Survey  
• National Co-ordination provider reports  
• HPS provider reports  
• ERO reviews |
<table>
<thead>
<tr>
<th>Short Term Outcomes</th>
<th>National/regional Service Components</th>
<th>Performance Measures</th>
<th>Sources of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality evaluation and information systems</strong></td>
<td>- Establish a high quality national data management system that utilises existing relevant data</td>
<td>- A high quality national information system that provides accessible, valid and reliable information</td>
<td>- HPS National Survey</td>
</tr>
<tr>
<td></td>
<td>- Develop robust nationally consistent evaluation systems, including formative evaluation input available to HPS staff in each provider organisation</td>
<td>- Consistent high quality formative and summative evaluations utilised and reported by HPS staff in each provider organisation</td>
<td>- National Co-ordination provider reports</td>
</tr>
<tr>
<td></td>
<td>- Gather and disseminate better practice evidence</td>
<td>- HPS indicators, measures and tools track HPS progress on national health and educational outcomes</td>
<td>- HPS provider reports</td>
</tr>
<tr>
<td></td>
<td>- Develop and ensure appropriate use of HPS indicators, measures and tools that can track HPS progress on national health and educational outcomes</td>
<td>- Data and best practice inform HPS delivery</td>
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</tbody>
</table>
### Table 4: HPS school/local outcomes, measures and sources of evidence

<table>
<thead>
<tr>
<th>Short Term Outcomes</th>
<th>HPS School Community Service Components</th>
<th>Performance Measures</th>
<th>Sources of the evidence</th>
</tr>
</thead>
</table>
| Quality relationships and engagement in the school community | - Encourage safe and supportive processes and infrastructure to foster school engagement with parents/Whānau, hapū and iwi  
- Facilitate partnerships and collaboration between the school community and Pasifikā and vulnerable communities  
- Facilitate partnerships and collaboration between the school community and relevant agencies  
- Enable/support the school community to be self reflective and identify problems and needs, as well as shared values, evidence informed solutions and priorities for action  
- Enable/support the school to seek out what families and communities want from themselves, the school and others  
- Support the school community through the processes outlined in the HPS inquiry cycle  
- Explore and support key school community stakeholders to undertake positive social change  
- Identify existing successes and build upon them  
- Encourage collaboration and trust at all levels of the school and wider community | - Appropriate opportunities exist for parents, Whānau, hapu, iwi to participate in school community events and processes  
- Families from Pasifikā and vulnerable communities actively communicate with and participate in the school community  
- Key local health and social services collaborate in the provision of effective services to the school community  
- Regular opportunities for engagement of the school community in HPS inquiry cycle  
- HPS school community processes recorded, including challenges, learning and successes that contribute to or impede achievement of the school community’s valued outcomes. | - HPS Annual Survey  
- HPS provider reports to the Ministry of Health  
- School evaluation and assessment data  
- School reports to the BoT  
- School mission and charter  
- Consultation/hui with families/Whānau and hapū/iwi  
- ERO Reports |
<table>
<thead>
<tr>
<th>Short Term Outcomes</th>
<th>HPS School Community Service Components</th>
<th>Performance Measures</th>
<th>Sources of the evidence</th>
</tr>
</thead>
</table>
| Shared intersectoral understandings, partnerships and learnings | • Identify community members, agencies or groups that can link the school community with appropriate health and social service agencies  
• Establish a network of positive, interdependent and sustainable relationships between the school community, health and social services  
• Support improvements in the health and social service referral processes  
• Facilitate the school community’s access to health and social services  
• Encourage school based student friendly health and social services where possible  
• Clarify roles and responsibilities of the different partners collaborating within the HPS framework  
• Foster quality, culturally responsive cross-sector relationships and partnerships  
• Facilitate opportunities for the education and health sectors to better understand the language, concepts, policies, contexts, processes and evidence-based priorities and practices of each sector  
• Facilitate appropriate sectors to engage in effective collaboration towards HPS school community outcomes  
• Encourage and facilitate the gathering and dissemination of evidence, learning and data to support school communities in progressing to the next cycle of HPS | • Active collaborations established  
• Referral processes are improved and reflected in an increase in the number of referrals and successful consultations with a range of key agencies  
• Efforts to encourage/support the development or provision of school and community based services documented  
• MoUs in place between key agencies and the school  
• Cross sector relationships demonstrated in collaborative projects/actions within the school community  
• Reporting includes evidence of opportunities provided and improved cross sector literacy and collaboration  
• Progress towards short to medium term HPS outcomes is demonstrated  
• Improved access to and appropriate sharing of aggregated data to enable assessment of progress towards educational and health outcomes | • MoUs between the school community, health and social service providers  
• Active collaborations documented  
• Data on referral agencies and numbers  
• Health and education records (e.g. number and type of referrals, consultations and/or agencies actively engaged with the school community)  
• Reports identify how referral process has been improved and numbers of referrals to a range of key agencies  
• HPS progress reports detailed and reported in school annual targets and report  
• Evidence of MoUs  
• HPS Annual Survey  
• Other evaluation reports |
<table>
<thead>
<tr>
<th>Short Term Outcomes</th>
<th>HPS School Community Service Components</th>
<th>Performance Measures</th>
<th>Sources of the evidence</th>
</tr>
</thead>
</table>
| **A. HPS inquiry-based processes adopted in school communities**                  | • Encourage co-ordination of education, health and social services in a school setting and alignment of those services/resources with inquiry-based teaching and learning principles  
• Support the school leadership in embedding transformational and inquiry-based learning processes and resources within the school community                                                                                                                                                      | • Regular planning, collaboration and co-ordination between education, health and social services in schools  
• Commitment to inquiry-based, transformational learning demonstrated  
• Resources and programmes align with best practice pedagogical approaches, NZ Curriculum and Te Marautanga o Aotearoa  
• The majority of public health resources, health education, policy and service development are underpinned by inquiry-based teaching and learning | • HPS provider reports  
• Public health sector resources and programmes provided in school settings  
• Key school accountability documents/reports                                                                                                                                                                                                                                          |
| **B. HPS inquiry-based processes adopted in school communities**                  | • Develop student-led inquiry and leadership to improve Whānau health and wellbeing  
• Build the capacity and capability of the school community to make health enhancing choices                                                                                                                                                                                                                      | • Evidence of student voice, participation and leadership on key issues affecting the student body  
• Student led inquiry demonstrates their improved knowledge, skills, behaviour, confidence and leadership of actions related to health                                                                                                                                                     | • Student consultation data  
• HPS Annual Survey                                                                                                                                                                                                                                                                                                                   |
| **C. HPS inquiry-based processes adopted in school communities**                  | • Develop a safe and supportive infrastructure to improve staff, student, parents and Whānau well-being  
• Ensure goals identified during the HPS inquiry process are included in the school’s charter (strategic and annual plans)  
• Ensure the school is a place where all members of the school community are encouraged to have a voice  
• The school environment and leadership effectively encourages increased student presence, engagement and achievement | • HPS process is embedded in the key documents and accountability statements/reports of the school  
School climate audits indicate a positive shift in the school environment and the positive outcomes for staff, students, parents/Whānau and the wider school community  
• Systems in place and data well utilised  
• Accurate and accessible documentation of the impacts, progress and challenges in working towards embedding the HPS process within the school                                                                                           | • School accountability reporting to Board, ERO, etc  
• School climate survey  
• School data base of aggregated data on progress towards educational outcomes  
• HPS Annual Survey                                                                                                                                                                                                                                                                 |
<table>
<thead>
<tr>
<th>Short Term Outcomes</th>
<th>HPS School Community Service Components</th>
<th>Performance Measures</th>
<th>Sources of the evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● School data on student presence, engagement and achievement is made accessible to measure progress towards the national HPS school community outcomes</td>
<td>● High quality data and evaluation processes that provide accessible, valid and reliable information</td>
<td>● HPS National Survey</td>
</tr>
<tr>
<td></td>
<td>● Identify, record, monitor, evaluate and report on the problems, solutions, successes, outcomes and indicators developed during the HPS inquiry process</td>
<td>● Consistent high quality formative and summative evaluations utilised and reported by HPS school community and used as a basis for ‘next step’ planning</td>
<td>● National Coordination provider reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● HPS indicators, measures and tools track HPS progress on health, education and social outcomes in the school community</td>
<td>● HPS provider reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Data and best practice inform HPS delivery in the school community</td>
<td>● School charters (strategic and annual plans)</td>
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<td></td>
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<td>● ERO reviews</td>
</tr>
</tbody>
</table>

Quality HPS evaluation and systems in the school community

<table>
<thead>
<tr>
<th>Quality HPS evaluation and systems in the school community</th>
<th>Establish high quality data and evaluation processes that utilise existing relevant school community data</th>
<th>Develop a robust, consistent HPS planning and evaluation process, including formative evaluation that is included in the school communities charter (strategic and annual plans)</th>
<th>Gather and disseminate HPS better practice evidence in the school community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop and ensure appropriate use of HPS indicators, measures and tools that can track HPS progress on health, education and social outcomes</td>
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</table>

HPS National Survey
National Co-ordination provider reports
HPS provider reports
School charters (strategic and annual plans)
ERO reviews
## RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Recommendations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Health (Ministry)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ministry endorses HPS National Strategic Framework and its implementation</td>
</tr>
<tr>
<td></td>
<td>Consistent HPS service agreements implemented by 2012</td>
</tr>
<tr>
<td></td>
<td>Ministry service agreements focus on improving health and educational outcomes for Māori, Pasifikā and vulnerable communities</td>
</tr>
<tr>
<td></td>
<td>Ministry service agreements incorporate appropriate workforce development for HPS staff</td>
</tr>
<tr>
<td></td>
<td>Health and educational outcomes in service agreements will focus on improvements for Māori, Pasifikā and vulnerable communities</td>
</tr>
<tr>
<td></td>
<td>HPS service agreements promote collaboration and consistency in HPS approach</td>
</tr>
<tr>
<td>National HPS Service</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide national leadership, facilitation and co-ordination of HPS</td>
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<tr>
<td></td>
<td>Establish and maintain sector-led leadership and advisory</td>
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<tr>
<td></td>
<td>Facilitate inter-agency agreements with key national agencies</td>
</tr>
<tr>
<td></td>
<td>Develop action plans, including workforce development, and communications</td>
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<td></td>
<td>Co-ordinate and facilitate professional development, communication and resourcing</td>
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<tr>
<td></td>
<td>Undertake resource development and website maintenance</td>
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<tr>
<td></td>
<td>Ensure HPS services reflect and support responsiveness to Māori</td>
</tr>
<tr>
<td></td>
<td>Develop a national evaluation framework for HPS, including development of common performance measures and indicators and a system for gathering data</td>
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<tr>
<td>DHB/ Sector</td>
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<tr>
<td></td>
<td>Ensure DHB HPS service delivery aligns with the national strategic framework</td>
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<tr>
<td></td>
<td>Ensure HPS staff are supported, competent and confident to deliver services, in line with the national strategic framework</td>
</tr>
</tbody>
</table>

### Next Steps

Development of action plans in consultation with the MoH and HPS sector, ensuring Kaupapa Māori is integrated into all planning and delivery. These include an/a:
- Implementation plan
- Workforce development plan and core competencies
- Communication plan, resource and website development
- Evaluation framework, common performance measures and population indicators, data collection and national database
Appendix 1: Definitions and Acronyms

### STRATEGIC FRAMEWORKS

For the purposes of this strategy the following definitions will be used:

<table>
<thead>
<tr>
<th>Word/s</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi-cultural partnership</td>
<td>Bi-cultural partnership fully acknowledges Maori as Tangata Whenua (indigenous people) and is centred upon a Maori/Tauwi (non-indigenous people) relationship. Sullivan, K 1994&lt;sup&gt;13&lt;/sup&gt;</td>
</tr>
<tr>
<td>Vision</td>
<td>The vision paints a word picture of the desired future and sets the direction for the strategic framework.</td>
</tr>
<tr>
<td>Mission</td>
<td>This identifies the purpose of HPS and should describe exactly what HPS does and why it exists.</td>
</tr>
<tr>
<td>Values</td>
<td>These are “the ideals that give significance to our lives, that are reflected through the priorities we choose, and that we act on consistently and repeatedly” (Hall, 1994).</td>
</tr>
<tr>
<td>Principles</td>
<td>They are the beliefs and philosophies that guide all HPS practices and actions. The principles relate to how HPS is implemented in a school&lt;sup&gt;14&lt;/sup&gt;.</td>
</tr>
<tr>
<td>Valued outcomes</td>
<td>The values and beliefs of a school community are reflected in their practices and the kinds of outcomes that are valued. Outcomes are valued because of their capacity to meet students’/communities’ learning, development and wellbeing needs, and/or other associated needs as defined by the community.</td>
</tr>
<tr>
<td>A theory for change, intervention and improvement</td>
<td>Any planned intervention for change around a common purpose&lt;sup&gt;15&lt;/sup&gt; must include a theory for change, intervention and improvement that explains how change will be achieved. Such theories describe a set of linked ideas about how a process will achieve valued outcomes&lt;sup&gt;16&lt;/sup&gt;.</td>
</tr>
<tr>
<td>Implementation</td>
<td>Implementation is the action of putting HPS into practice in school communities.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>As defined by the American Evaluation Association&lt;sup&gt;17&lt;/sup&gt;, evaluation involves assessing the strengths and weaknesses of programmes, policies, personnel, and organisations to improve their effectiveness. In terms of HPS in New Zealand, evaluation needs to take place at all levels, including Ministry of Health and Ministry of Education, DHBs, HPS facilitators&lt;sup&gt;18&lt;/sup&gt; and school community levels.</td>
</tr>
</tbody>
</table>

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<sup>16</sup> Lai, Dr Mei Kuin, 2010 Building Evaluative Capability in Schooling Improvement: Theories for Improvement and Sustainability

<sup>17</sup> http://www.evaluationwiki.org/index.php/American_Evaluation_Association_%28AEA%29

<sup>18</sup> HPS facilitators are also termed HPS co-ordinators in some of the literature in New Zealand
**ACRONYMS**

Acronyms used throughout this report

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Meaning</th>
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</thead>
<tbody>
<tr>
<td>BES</td>
<td>Iterative Best Evidence Synthesis research programme</td>
</tr>
<tr>
<td>CE</td>
<td>Council of Europe</td>
</tr>
<tr>
<td>DHB</td>
<td>District Health Boards</td>
</tr>
<tr>
<td>EC</td>
<td>European Commission</td>
</tr>
<tr>
<td>ENHPS</td>
<td>European Network of Health Promotion Schools</td>
</tr>
<tr>
<td>FiS</td>
<td>Fruit in Schools</td>
</tr>
<tr>
<td>FiSC</td>
<td>Fruit in Schools Co-ordinator</td>
</tr>
<tr>
<td>HEHA</td>
<td>Health Eating-Healthy Action</td>
</tr>
<tr>
<td>HPS</td>
<td>Health Promoting Schools</td>
</tr>
<tr>
<td>IUHPE</td>
<td>International Union for Health Promotion and Education</td>
</tr>
<tr>
<td>MSC</td>
<td>Māori Strategic Co-ordinator</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-government organisations</td>
</tr>
<tr>
<td>NZ STA</td>
<td>New Zealand School Trustees Association</td>
</tr>
<tr>
<td>NZCER</td>
<td>New Zealand Council for Education Research</td>
</tr>
<tr>
<td>SMART tools</td>
<td>Tools which support thinking and transfer of knowledge. Some are in use; others may require modifications or design of a new tool.</td>
</tr>
<tr>
<td>SPARC</td>
<td>Sport and Recreation New Zealand</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organisation</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>WFD</td>
<td>Workforce Development</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
</tbody>
</table>
Appendix 2: Synthesis of National and International Research

Framework
Taking into account both the national and international research, an HPS framework in the New Zealand context will need to provide:

1. a clear HPS vision and purpose/mission that is shared at government, ministerial, regional and local levels and reflects New Zealand’s unique context.
2. intersectoral agreements and policies that promote partnership and joint planning and that support the implementation of the HPS framework.
3. a values-driven, outcomes-focused framework that is based on the principles of Te Tiriti o Waitangi.
4. HPS policies and practices that reflect Te Tiriti o Waitangi and a bicultural partnership.
5. a HPS theory for change, intervention and improvement that is based on the international HPS best practice, current New Zealand educational context, Best Evidence Synthesis practice research, Healthy Community Schools, Fruit in Schools and Victory Village findings and school improvement evidence.

Implementation
1. An implementation plan will need to take into account the elements/critical success factors that improve health in New Zealand school communities. These factors are:

School setting
- transformational learning
- an inquiry-based approach
- student voice, leadership and empowerment
- valuing student and community knowledge and capacity
- participant ownership
- effective and consistent school leadership and supportive infrastructure
- strong leadership and trust-based interdependent partnerships between the child, school, Whānau, community, health and social services.
- sharing of effective practice within and between communities
- on-going learning and professional development in action research
- the use of an integrated approach supported by national, regional and local professional development
- hands-on support of people involved in HPS
- providing needs assessment tools so that the most appropriate and initiatives can be identified
● ensuring that the balance between regional and national leadership is effective and that there are opportunities for all stakeholders to contribute to the ongoing development of the HPS framework

● an evaluation framework that includes:
  > triangulation of data/evidence
  > theory for change, intervention and improvement
  > the context (physical, social, cultural, political)
  > the process (identifying, planning, acting, monitoring, reporting and evaluating/reflecting on outcomes as a basis for on-going improvement)
  > the factors that contribute to health in a school community
  > the health actions that improve educational outcomes in the school context
  > the outcomes (positive changes in knowledge, attitudes, skills, behaviours)
  > a social and physical environment that reflects in participation, engagement and achievement through quality relationships.

Health Sector

● On-going resources and funding to support the development of the national framework within the time frames known to be necessary for sustainability (five to seven years)

● Practitioners who have the capacity, capability and support to fulfil the partnership role

● National Māori and non-Māori co-ordination of HPS services

● Nationally consistent professional development which includes an intensive workforce development period to introduce the new framework

● National/regional hui for workforce development, sharing learnings/better practice and professional development on Kaupapa Māori approaches

● Development of national indicators/measures to assess impacts/outcomes across regions, localities and schools

● Annual professional development for HPS Managers including strategic input from managers into the development of HPS

● Regional and local hui for HPS workforce

● One-on-one support and mentoring for HPS facilitators
## Appendix 3: Nga Mātāpono- HPS Principles

<table>
<thead>
<tr>
<th>Principle</th>
<th>Explanation</th>
</tr>
</thead>
</table>
| **Te Tiriti o Waitangi principle** | • Active commitment to the Treaty of Waitangi  
                                           • Strengthened capacity to support Māori needs and aspirations through HPS  
                                           • Effective HPS bi-cultural frameworks/practice  
                                           • Indigenous evidence/knowledge informing practice |
| **Rangatiratanga**                | • School community owned and driven  
                                           • Uphold self determination  
                                           • Embrace partnership and diversity  
                                           • Obtain informed school community consent  
                                           • Enhances learning outcomes of students  
                                           • Effective HPS leadership, frameworks and practice  
                                           • Student voice and leadership |
| **Manaakitanga**                  | • Equity and social justice  
                                           • Places the disempowered first  
                                           • Involves democratic processes  
                                           • Focus on prevention  
                                           • Developing safe and supportive infrastructure aimed at improving staff, student, parent and Whānau well being  
                                           • Act efficiently and with integrity  
                                           • Supports strengths-based processes and practices within school communities |
| **Whānaungatanga**                | • Participation, leadership and empowerment of staff, students, parents/Whānau and the wider school community  
                                           • Respect collective and individual rights  
                                           • Equity and social justice  
                                           • Places the disempowered first  
                                           • Involves democratic processes  
                                           • School community owned and driven  
                                           • Uphold self determination  
                                           • Embrace partnership and diversity  
                                           • Obtain informed community consent  
                                           • Regularly celebrate successes  
                                           • Increased cross-agency support and collaboration in schools  
                                           • Student voice and leadership |
| **Kaitiakitanga**                 | • Developing safe and supportive infrastructure aimed at improving staff, student, parent and Whānau well being.  
                                           • Act efficiently and with integrity  
                                           • Supports strengths-based processes and practices within school |
<table>
<thead>
<tr>
<th>Principle</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>communities</td>
</tr>
<tr>
<td></td>
<td>• Connects, coordinates and integrates the whole school community to enhance the environment</td>
</tr>
<tr>
<td>Wairuatanga</td>
<td>• Connects, coordinates and integrates the whole school community to enhance the environment</td>
</tr>
<tr>
<td></td>
<td>• Developing safe and supportive infrastructure aimed at improving staff, student, parent and Whānau well being.</td>
</tr>
<tr>
<td></td>
<td>• Act efficiently and with integrity</td>
</tr>
<tr>
<td>Kotahitanga</td>
<td>• School community owned and driven</td>
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<td></td>
<td>• Uphold self determination</td>
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<td></td>
<td>• Embrace partnership and diversity</td>
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<td></td>
<td>• Obtain informed community consent</td>
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<td></td>
<td>• Connects, coordinates and integrates the whole school community to enhance the environment</td>
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<tr>
<td>Mana</td>
<td>• Participation, leadership and empowerment of staff, students, parents/Whānau and the wider school community</td>
</tr>
<tr>
<td></td>
<td>• Respect collective and individual rights</td>
</tr>
<tr>
<td></td>
<td>• Regularly celebrate successes</td>
</tr>
<tr>
<td></td>
<td>• Confident students with health enhancing values, attitudes and behaviours</td>
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<tr>
<td></td>
<td>• Student voice and leadership</td>
</tr>
<tr>
<td>Tika</td>
<td>• Supports strengths-based processes and practices within school communities</td>
</tr>
<tr>
<td></td>
<td>• Set realistic measurable goals, built on accurate data and scientific research/evidence</td>
</tr>
<tr>
<td></td>
<td>• Have necessary information/knowledge and resources</td>
</tr>
<tr>
<td></td>
<td>• Developing safe and supportive infrastructure aimed at improving staff, student, parent and Whānau well being.</td>
</tr>
<tr>
<td></td>
<td>• Act efficiently and with integrity</td>
</tr>
<tr>
<td></td>
<td>• Continual improvement is embraced through sound monitoring, evaluation and reflection processes</td>
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<tr>
<td></td>
<td>• Be competent and critically aware</td>
</tr>
<tr>
<td></td>
<td>• School community owned and driven</td>
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<tr>
<td></td>
<td>• Uphold self determination</td>
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<td></td>
<td>• Embrace partnership and diversity</td>
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<tr>
<td></td>
<td>• Obtain informed community consent</td>
</tr>
<tr>
<td></td>
<td>• Focus on prevention</td>
</tr>
<tr>
<td>Whakawhitihiti korero</td>
<td>• School community owned and driven</td>
</tr>
<tr>
<td></td>
<td>• Uphold self determination</td>
</tr>
<tr>
<td></td>
<td>• Embrace partnership and diversity</td>
</tr>
<tr>
<td></td>
<td>• Obtain informed community consent</td>
</tr>
<tr>
<td></td>
<td>• Regularly celebrate successes</td>
</tr>
<tr>
<td></td>
<td>• Consistent and effective regional/local communications</td>
</tr>
<tr>
<td>Principle</td>
<td>Explanation</td>
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<tr>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mohiotanga</td>
<td>• Set realistic measurable goals, built on accurate data and scientific</td>
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<td></td>
<td>research/evidence</td>
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<tr>
<td></td>
<td>• Have necessary information/knowledge and resources</td>
</tr>
<tr>
<td></td>
<td>• Continual improvement is embraced through sound monitoring, evaluation</td>
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<td></td>
<td>and reflection processes</td>
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<td></td>
<td>• Be competent and critically aware</td>
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<td></td>
<td>• School community owned and driven</td>
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<td>• Uphold self determination</td>
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<tr>
<td></td>
<td>• Embrace partnership and diversity</td>
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<tr>
<td></td>
<td>• Obtain informed community consent</td>
</tr>
<tr>
<td></td>
<td>• Indigenous evidence/knowledge informing practice</td>
</tr>
<tr>
<td></td>
<td>• Increased HPS Advisors knowledge and capability</td>
</tr>
<tr>
<td></td>
<td>• Increased capacity of Māori workforce</td>
</tr>
<tr>
<td>Tautoko</td>
<td>• Focus on prevention</td>
</tr>
<tr>
<td></td>
<td>• Supports strengths-based processes and practices within school communities</td>
</tr>
<tr>
<td></td>
<td>• Set realistic measurable goals, built on accurate data and scientific</td>
</tr>
<tr>
<td></td>
<td>research/evidence</td>
</tr>
<tr>
<td></td>
<td>• Developing safe and supportive infrastructure aimed at improving staff,</td>
</tr>
<tr>
<td></td>
<td>student, parent and Whānau well being</td>
</tr>
<tr>
<td></td>
<td>• Act efficiently and with integrity</td>
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<td></td>
<td>• Connects, coordinates and integrates the whole school community to</td>
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<td></td>
<td>enhance the environment</td>
</tr>
<tr>
<td></td>
<td>• Increased cross-agency/government support and collaboration</td>
</tr>
<tr>
<td>He mana to te tamariki</td>
<td>• Regularly celebrate successes</td>
</tr>
<tr>
<td></td>
<td>• Equity and social justice</td>
</tr>
<tr>
<td></td>
<td>• Places the disempowered first</td>
</tr>
<tr>
<td></td>
<td>• Involves democratic processes</td>
</tr>
<tr>
<td></td>
<td>• Enhances learning outcomes of students</td>
</tr>
</tbody>
</table>
Appendix 4: Strategic Advisory Groups

The Ngā Kura Whānau Oranga Roopū

The role of this group has been to ensure that Māori kaupapa is embedded in the national HPS strategic framework. The Roopū have met at Cognition on Tuesday 5 October, Tuesday 19 October and Tuesday 23 November with a further two meetings to be scheduled on 8 February and 1 March 2011.

The Ngā Kura Whānau Oranga Roopū

The role of this group has been to ensure that Māori kaupapa is embedded in the national HPS strategic framework.

The consultation process, including the National Hui, highlighted the need to ensure that the strategic framework is highly responsive to Māori and that this is best achieved by ensuring that Kaupapa Māori is embedded in the framework. To enable appropriate consultation with Māori and sufficient time for this consultation to occur, on 1 September 2010 the Ministry of Health made provision for administration and facilitation of one face to face meeting with Māori HPS staff from around New Zealand, including arranging travel (and accommodation if necessary)

- to discuss the consultation process and nominate Māori Roopū members and chair
- to develop the terms of reference agreed for the Māori Roopū which were then approved by the Ministry
- to organise up to four meetings of the Māori Roopū, including arranging travel (and accommodation if necessary)

The Roopū have met at Cognition on Tuesday 5 October, Tuesday 19 October and Tuesday 23 November with a further two meetings to be scheduled on 8 February and 1 March 2011.

Roopū group members include:

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hapai Te Hauora Tapui Ltd</td>
<td>Lucy Ripia joint chairperson</td>
</tr>
<tr>
<td>Hapai Te Hauora Tapui Ltd</td>
<td>Peter Thomas joint chairperson</td>
</tr>
<tr>
<td>Whanganui DHB</td>
<td>Pania Millar</td>
</tr>
<tr>
<td>Waitemata DHB</td>
<td>Sandra Skipwith and Linden Morris</td>
</tr>
<tr>
<td>Auckland DHB and Te Taihere Hauora</td>
<td>Sonny Wharekura</td>
</tr>
<tr>
<td>Southern DHB</td>
<td>Joyce Manahi</td>
</tr>
<tr>
<td>Northland DHB</td>
<td>Huhana Seve</td>
</tr>
<tr>
<td>Hawkes Bay DHB</td>
<td>Tawehi Munro</td>
</tr>
<tr>
<td>Toi Te Ora Public Health Service and Taranaki DHB</td>
<td>Kerri Huaki</td>
</tr>
<tr>
<td>MidCentral Health DHB</td>
<td>Marguerite McGuckin</td>
</tr>
</tbody>
</table>
HPS National Reference Group

This group represented the HPS workforce regionally and culturally and have met at Cognition on: 24 May, 17 June, 5 July, 2 September, 28 October and 7 December with another meeting scheduled for 17 March 2011.

In discussion with the Ministry of Health and Te Taihere Hauora, The Health Promoting Schools’ Association Aotearoa, New Zealand Inc., it was agreed that The HPS National Reference Group would include up to ten representatives with knowledge and/or experience of:

The HPS National Reference Group included representatives who have knowledge and expertise in:

- HPS facilitation
- HPS services within a Māori context
- health promotion in a Pacific context
- HPS leadership
- principalship of schools and governance by Boards of Trustees
- in-school HPS coordination
- health education curriculum
- different regional initiatives
- leadership of national HPS based initiatives (Russell Holmes, FiS)

As Hapai Te Hauora Tapui Ltd currently had a contract with the Ministry of Health for “Māori strategic co-ordinator Health Promoting Schools” they were represented on the National Reference Group in that role. Te Taihere Hauora provided a Māori and non-Māori representative from their organisation and each of the region was asked to endorse the nomination of a member of the HPS workforce in their area. Russell Holmes was also endorsed as a member of the National Reference Group for his knowledge and experience of HPS national leadership and co-ordination. The HPS National Reference Group members were:

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hapai Te Hauora Tapui Ltd</td>
<td>Lucy Ripia, Peter Thomas</td>
</tr>
<tr>
<td>Auckland region</td>
<td>Erica McKenzie</td>
</tr>
<tr>
<td>Northland</td>
<td>Helen Manning</td>
</tr>
<tr>
<td>Central</td>
<td>Tawehi Munro</td>
</tr>
<tr>
<td>Midlands</td>
<td>Jen Murray</td>
</tr>
<tr>
<td>South</td>
<td>Jo Holmes and Kerry Marshall</td>
</tr>
<tr>
<td>Te Taihere Hauora HPS Association</td>
<td>Juliette Ridge</td>
</tr>
<tr>
<td>Te Taihere Hauora and Auckland DHB</td>
<td>Sonny Wharekura</td>
</tr>
<tr>
<td>Pasifikā</td>
<td>Sione Tupou</td>
</tr>
</tbody>
</table>
HPS National Leadership Team Leadership Team

The HPS National Co-ordination Service was led by a Cognition National Leadership Team consisting of Dr Barbara Disley, Sally Liggins, Micheal King, Therese Ireland-Smith, Dr Patricia Vermillion Peirce and the National Coordinator Natalie Burton.

Dr Barbara Disley: Project Director

Dr Barbara Disley has an extensive career in national leadership in mental health and education which has included being head of the Mental Health Commission and Deputy Secretary of Education in the Ministry of Education.

Sally Liggins: Project Advisor

Sally Liggins has thirty years’ experience working at the interface between the public health sector and the education sector. Sally has been involved over many years with the planning and national facilitation of Health Promoting Schools and Fruit in Schools.

Micheal King: Project Adviser

Micheal is of Tainui and Te Rarawa descent and is an experienced educator, leader and researcher. His work has included leading the evaluation of the impact of healthy eating guidelines within early childhood centres and schools.

Patricia Vermillion Peirce: Project Adviser

Dr Patricia Vermillion Peirce is experienced in research and evaluation design, and data analysis.

Therese Ireland-Smith: HPS Project Manager

From early childhood to tertiary, Therese has fulfilled national and international educational leadership, principalship and evaluation roles. She has worked along-side Dr Innes Asher and Dr Nikki Turner to improve health and social outcomes for our children and their families.

Natalie Burton

Natalie Burton has the dual role as the Health Promoting Schools Coordinator and Health Promoting Schools Website Moderator.

Natalie Burton previously led the Health Promoting Schools team at Auckland District Health Board as well as a multi-disciplinary cluster of health professionals in the Tamaki area. Achieving a Masters of Public Health with Honours she also brings proven experience in successful team leadership. She has been awarded a scholarship by the Ministry of Health to participate in the Public Health Leadership Programme.

HPS stakeholder

This group has met for 4 meetings at Cognition and includes:

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPS leadership</td>
<td>Russell Holmes</td>
</tr>
<tr>
<td>HPS National Coordinator</td>
<td>Natalie Burton</td>
</tr>
</tbody>
</table>
● Heart Foundation
● Mental Health Foundation
● Cancer Society
● Health Sponsorship Council
● The Enviroschools Foundation
● United Fresh/5+ A Day
● NZ Nutrition Foundation
● Diabetes Projects Trust

Also relationships have been established with:

● The Theatre in Health Education Trust (THETA)
● Eva Mengwasser (Student – Massey University, Institute of Food, Nutrition and Human Health)

Cognition has continued to send correspondence to Te Hotu Manawa Māori and SPARC but they have not as yet attended the stakeholder meetings.

**The HPS national workforce in DHB’s**

The HPS National Coordinator has met with the HPS workforce throughout the country, introducing the draft framework that has been developed iteratively by the advisory groups as detailed above. Overall the response from the HPS community nationally has been very positive with many looking forward to the launch and implementation of the national HPS strategic framework.

The location, number of meetings and participants have been summarised in the tables below.

**Summary of HPS Co-ordinator’s 50 Meetings from 23 July –December 2010**

**Table 5: Organisation and Number of meetings**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northland DHB</td>
<td>2</td>
</tr>
<tr>
<td>Waitemata DHB</td>
<td>4</td>
</tr>
<tr>
<td>Auckland DHB</td>
<td>4</td>
</tr>
<tr>
<td>Counties Manukau DHB</td>
<td>4</td>
</tr>
<tr>
<td>Manukau City Council</td>
<td>4</td>
</tr>
<tr>
<td>Waitemata (Funding and Planning)</td>
<td>2</td>
</tr>
<tr>
<td>Toi Te Ora (Lakes &amp; Bay of Plenty DHB)</td>
<td>2</td>
</tr>
<tr>
<td>Waikato DHB</td>
<td>3</td>
</tr>
<tr>
<td>Taranaki DHB</td>
<td>2</td>
</tr>
<tr>
<td>Tairawhiti DHB</td>
<td>2</td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
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<td>-------------------------------------------------------</td>
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</tr>
<tr>
<td>Hawkes Bay DHB</td>
<td>2</td>
</tr>
<tr>
<td>Whanganui DHB</td>
<td>2</td>
</tr>
<tr>
<td>Mid Central DHB</td>
<td>2</td>
</tr>
<tr>
<td>Regional Public Health (HV &amp; CC DHB)</td>
<td>2</td>
</tr>
<tr>
<td>Wairarapa DHB</td>
<td>2</td>
</tr>
<tr>
<td>Nelson / Marlborough DHB</td>
<td>2</td>
</tr>
<tr>
<td>Canterbury DHB</td>
<td>2</td>
</tr>
<tr>
<td>Southland DHB</td>
<td>2</td>
</tr>
<tr>
<td>Ministry of Health</td>
<td>3</td>
</tr>
<tr>
<td>Health Sponsorship Council</td>
<td>1</td>
</tr>
<tr>
<td>Enviroschools</td>
<td>1</td>
</tr>
<tr>
<td>Taitere Hauora</td>
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</table>
**Table 6**: Number of meetings by region

<table>
<thead>
<tr>
<th>Region</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Northland</td>
<td>2</td>
</tr>
<tr>
<td>Auckland</td>
<td>19</td>
</tr>
<tr>
<td>Waikato</td>
<td>7</td>
</tr>
<tr>
<td>Mid Central</td>
<td>12</td>
</tr>
<tr>
<td>South Island</td>
<td>6</td>
</tr>
<tr>
<td>National</td>
<td>5</td>
</tr>
</tbody>
</table>

**Table 7**: Number of meetings by provider

<table>
<thead>
<tr>
<th>Provider</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HPS Provider</td>
<td>46</td>
</tr>
<tr>
<td>Stakeholder</td>
<td>2</td>
</tr>
<tr>
<td>MOH (portfolio manager)</td>
<td>3</td>
</tr>
</tbody>
</table>

**On-line professional learning and discussion**

In addition the HPS national co-ordinator has facilitated on-line professional learning and discussions with the HPS community through an on-line mailing list. Discussion and learning conversations have focussed on the theoretical concepts that underpin the draft national strategic framework. There are currently over 75 participants registered on the on-line mailing list.