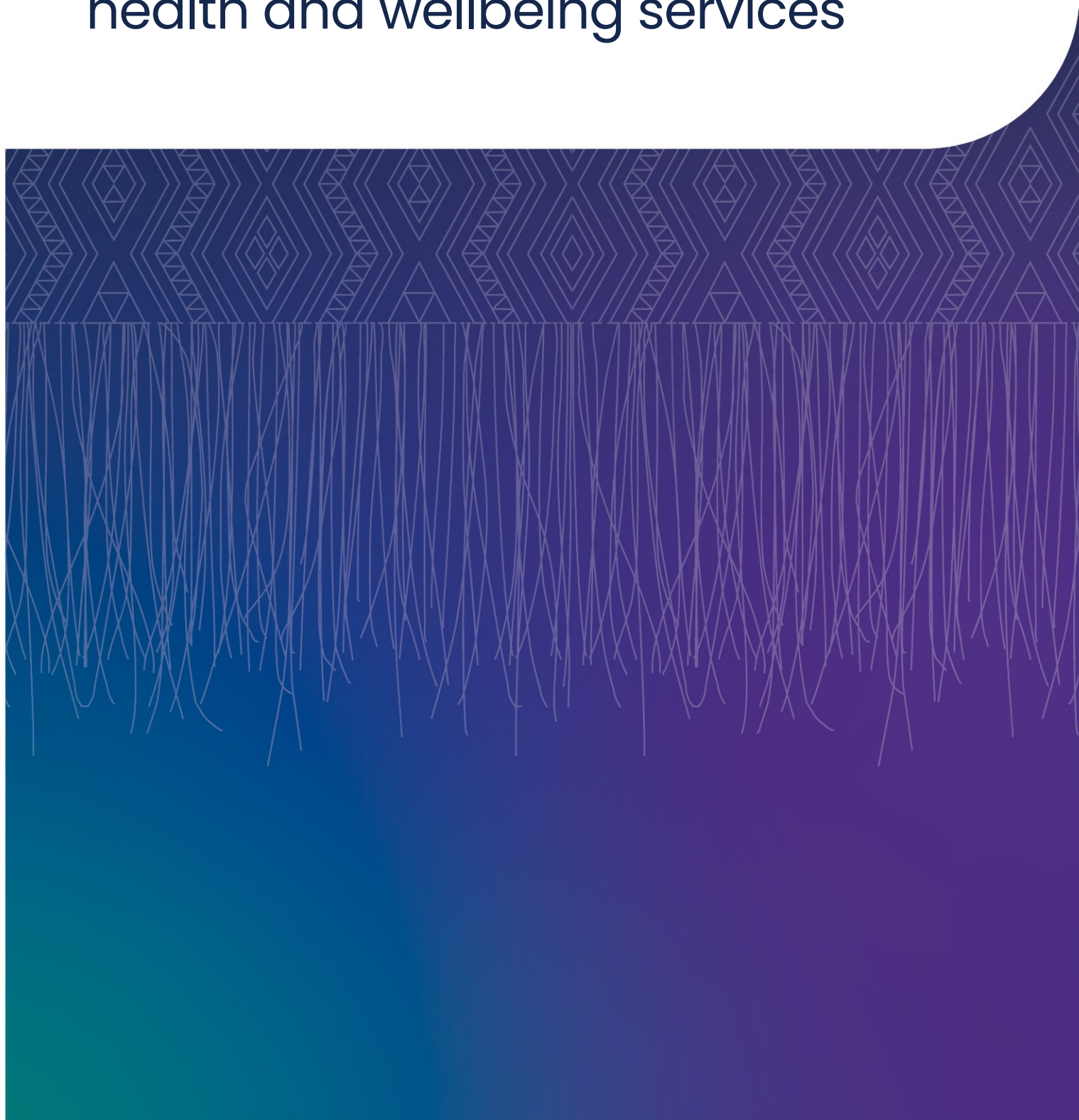


Guidance for facilities in secondary schools to support delivery of health and wellbeing services



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Purpose

This document provides guidance to health and education agencies to design, provide and enable appropriate *rangatahi support spaces*, with a focus on delivery of School Based Health Services (SBHS). It was prepared by Health New Zealand (Health NZ) with support from the Ministry of Education and Oranga Tamariki. Schools and wharekura with the most effective models of good guidance and counselling practice are those that house guidance and counselling staff in appropriate spaces that facilitate private communication and make it comfortable for rangatahi to seek help¹. Rangatahi support improves the well-being and resilience of rangatahi. It helps to ensure they are ready to learn and more likely to achieve at school and develop confidence to reach out for help and support when they need it.

Rangatahi support spaces include health rooms, health professional spaces, pastoral care/rangatahi service spaces and learning support areas. A variety of people work in these spaces, including:

- Guidance Counsellors
- Pastoral care staff
- Year level deans
- Attendance staff
- Careers staff
- School Based Health Services (SBHS) - Kaimahi²
- Social workers
- Counsellors
- Youth workers
- Other clinical or specialist services.

¹ [Pastoral-Care-Guidelines-Te-Pakiaka-TangataNov2017.pdf](#)

² SBHS kaimahi/nurses provide clinical primary health care and referrals to required services. Students can request to see the nurse, or the kaimahi/nurse may reach out to offer support. In some schools, general practitioners and other health professionals that are part of a multi- disciplinary team are available.

Foundations for the guidance

Values-based health practice

The guidance is built on Te Ūkaipō, the Vision and Values Framework for SBHS. The vision of Te Ūkaipō is:

“Te hoki atu ki te wāhi i ahu mai koe, te wāhi i whāngaitia e koe hei oranga mōu mō te rerenga ki mua.” (“To return to the place of your origin, the place where you can be nourished to sustain you for the journey ahead.”)

Te Ūkaipō³ includes nine interconnected kaupapa Māori whanonga pono (values) with corresponding whakataukī. Together these whanonga pono form a strong and sturdy kōhanga (nest), a safe space for rangatahi to come into, ask questions, grow and develop. These values are used in SBHS practice.

Te Ūkaipō follows the states of development/self-discovery recounted in the Māori creation story — Te Kore, Te Pō and Te Ao Mārama. They reflect the continual evolving learning process that takes place when experiencing the nine whanonga pono as a rangatahi moves through each state on their journey of self-discovery.

Tables 1 and 2 and Appendix A of this guidance are arranged around the states of development/self-discovery of rangatahi, Te Kore, Te Pō and Te Ao Mārama. Spaces designed with the whanonga pono of Te Ūkaipō can support rangatahi through their development journey.

Rangatahi and youth health sector advice

The guidance was developed with input from rangatahi on how these spaces would support their wellbeing, and input from youth health practitioners. Youth perspective and voice should have an ongoing influence on the provision of rangatahi support spaces.

Health facility guidelines

The guidance is informed by the Australasian Health Facility Guidelines⁴ (AusHFG) that all health facilities refer and align to. Links to relevant parts of the AusHFG are provided in the tables of guidelines.

³ For more information see [School Based Health Services – Health New Zealand | Te Whatu Ora](#)

⁴ AusHFG | (healthfacilityguidelines.com.au)

Designing Schools Standards

This guidance provides further detail to *Designing Schools in Aotearoa New Zealand Standards 2002*⁵ (the Standards). The Standards complement the Ministry of Education's Functional Briefs workstream to develop a more prescriptive outline of specifications and performance requirements. This helps to identify which spaces could be used for multiple functions, and to ensure that those spaces are built to be fit-for-purpose.

Section 2.14.5 of the Standards provides design guidance for *student support spaces*.

Table 1: Student Support Space Considerations (Table 22 from Section 2.14.5 of the Standards)

Support space	Considerations
Health room	<p>Health room (sick bay) provision must be adequate for a school's Masterplan roll.</p> <p>Consider:</p> <ul style="list-style-type: none"> proximity to a refrigerator for potential medication storage how multiple unwell students can achieve acceptable levels of privacy, when required. <p>Ensure:</p> <ul style="list-style-type: none"> passive oversight from regularly staffed areas privacy from public spaces, and other ākonga accessible space for bed/s or recliners, storage joinery and bench, and handwashing facilities direct access to a toilet and shower. Ensure dignity and privacy when moving between the sick bay and toilet.
Health professional space	<p>Consider if schools need to provide space for visiting health professionals. Consider utilisation levels when deciding whether a dedicated or shared space is needed.</p>

⁵ [Designing schools in Aotearoa New Zealand \(DSNZ\) Standards](#)

Support space	Considerations
Pastoral care/ student service spaces	<p>Explore how pastoral care or student service spaces occur in the school. Any dedicated spaces should be easily accessed and highly connected to learners.</p> <p>Consider how vulnerable students could comfortably approach support spaces without fear of stigmatisation. Our preference is for:</p> <ul style="list-style-type: none"> • routes that do not signal where a student is headed, and • wait spaces that offer some privacy.
Learning support spaces	<p>Learning support spaces are to be integrated and connected. Standalone facilities are to be avoided.</p>

Tools and principles for creating Youth Friendly Spaces

It is recommended that youth perspective is sought to inform design and help create Youth Friendly Spaces. One such tool is the ReVision Initiative⁶ (ReVision), which supports young people to audit places and spaces that are or will be used by young people to ensure that it is youth friendly. ReVision provides tools to help planners, managers, architects and designers use five Youth Relevant Design Principles to create youth friendly places and spaces. The five principles of ReVision are that the places and spaces are safe, appealing, accessible, youth friendly and resourced.

ReVision provides an opportunity to bring youth perspective into the design and testing of rangatahi support spaces, alongside the education and health guidance.

⁶ [Revision | youth audits](#) - Youth Friendly Places and Space.

Te Kore

A well-prepared place to support rangatahi wellbeing. The space for potential. It is where the creative potential for all things dwells.

Te Kore guidelines

Reception/waiting area space and furnishing

- Signage
- Reception desk and chair
- Chairs/beanbags
- Table
- Pin boards to display notices and posters
- Pamphlet stands
- Water and cups
- Rubbish bin
- Wall clock
- Audio system for music.

Treatment/Consultation Room and furnishing (for multidisciplinary use)

The treatment/consultation room is where the kaimahi will see rangatahi for clinical and pastoral care. A space that is shared by other external agencies may be suitable if the kaimahi is only onsite for 1-2 days per week. If the kaimahi is based at the school for three or more days, it is expected that a lockable treatment/consultation room will be provided.

A treatment/consultation room should be private and have a high level of sound attenuation as acoustic privacy is essential for all multidisciplinary uses. Refer to **AusHFG Consult Room**.

Best practice referred to in AusHFG requires that medications and/or vaccination fridge must be kept separate from kitchen facilities and should be alarmed.

The Ministry of Education normally allows 15 net m² per FTE being hosted. This applies to “legitimate space” users, such as social workers in schools and learning support coordinators etc.

Storage

The room should have storage for:

- Files – lockable
- Medications – lockable (this could be kept in the treatment/consultation room if this is for SBHS use only). Refer to Appendix A for suggested clinical requirements.
- Equipment and supplies e.g. period products.

Refer to **AusHFG General Storeroom**

Bathroom

- Wheelchair/mobility access
- Private toilet – gender-neutral
- Shower area with handheld shower head and seat, shower curtain, non-slip floor surface.

Kitchen facilities

- Bench
- Sink with hot and cold running water
- Stove if not available elsewhere in the facility
- Cupboards
- Fridge/freezer for ice packs and certain medications (this should be for medication use only and lockable if not supplied in the treatment/consultation room)
- Microwave.

Refer to **AusHFG Beverage Bay**

Laundry facilities

- Washing machine
- Dryer.

Refer to **AusHFG Laundry-Patient**

Cleaning equipment should be separate from storage and treatment/consultation areas. If the school does not have a separate area for cleaning equipment, then an appropriate space should be provided.

Communications and Information Technology

- Laptop/full desktop computer
- Printer including label printer and photocopier
- Phone (both reception and treatment room)
- Extension cords and double adapters
- Wi-Fi internet access for kaimahi and rangatahi
- Power points for charging devices
- Access to School Student Management System
- Patient Management System for health documentation
- Video conference capability
- iPad to access online resources e.g. SPARX with support of kaimahi
- iPads for doing preliminary registration or screening questionnaires by rangatahi.

Other designated spaces

It is recommended that rangatahi are consulted to determine what other spaces are required to meet their requirements such as spaces for neuro-divergent rangatahi/rangatahi with sensory needs or specific cultural needs such as prayer rooms, chill out rooms.

Refer to **AusHFG Interview Room**

Te Pō

A place that is warm, engaging, and friendly. An exciting space to make connections through whakapapa or a common purpose. It is also a space to connect the past, present, and future.

Te Pō guidelines

Access, Privacy and Safety

- Meets the New Zealand standard re design for access and mobility⁷ and/or AusHFG⁸ and other relevant legislation such as Health and Safety Work Act 2015⁹ for example:
 - High level of acoustic privacy
 - Window finish to maintain privacy
 - Fire safety as per building codes
 - Ventilation and heating
 - Kaimahi safety.

Location

- Discreet
- Not linked to the 'official' public front of the school
- Away from other general school activities
- Accessway to the rangatahi health centre does not make ākonga highly visible
- Positioned with the pastoral care/rangatahi support team but separate from the offices of those with disciplinary roles such as Deans or Attendance office
- Near sick bay but separate to this as the functions are different.

Design:

- Youth friendly
- Colourful
- Co-designed with rangatahi (refer to the ReVision Initiative).

⁷ Standards New Zealand - Design for access and mobility: Buildings and associated facilities

⁸ AusHFG access, mobility, safety, security

⁹ <https://www.worksafe.govt.nz/laws-and-regulations/acts/hswa/>

Te Ao Marama

A place of enlightenment and understanding. Where rangatahi feel they are listened to and their issues are addressed together with staff, where there is agreement and unity.

Te Ao Mārama guidelines

Posters and information available in multiple languages, on topics including:

- Consent and confidentiality
- Rangatahi Feedback Tool
- Te Ūkaipō
- Sexual health
- Alcohol and other drugs
- Rainbow youth specific support
- Local mental health support agencies
- Local youth groups/youth workers in school.

Working together to design, provide and support rangatahi support spaces

The foundation for designing, providing, and supporting *rangatahi support spaces* in schools is a partnership between the school, rangatahi, the non-education service providers, and the community. Seeking early engagement with non-education partners such as health providers will support better outcomes for rangatahi and kaimahi. The key aspects of the partnership are expressed in Table 2. These key aspects are usually expressed in more detail in an agreement between the school, the non-education service providers, and the community. It can be in the form of a Memorandum of Understanding (MoU), or a contract such as a Licence to Occupy.

Table 2: Key aspects of the partnership

Aspect	Description
Governance	A shared commitment to rangatahi wellbeing, and recognition of the collective contribution of education and non-education services to rangatahi wellbeing.
Working relationships within the school	An effective working relationship across the management of the school and the non-education service providers that includes rangatahi, particularly those that would most benefit from the service.
	An effective working relationship across the pastoral care team / rangatahi support team and the non-education service providers.
	Regular review and evaluation of the relationships within the school to ensure they contribute to effective processes and rangatahi wellbeing outcomes.
	Awareness of the relevant policies, processes, legislative requirements, and codes of practice of the respective school and non-education services providers; with agreement on application of these, especially where there may be discrepancies or lack of clarity. Particular attention should be paid to information sharing, disclosure of abuse and referral to external services.

Aspect	Description
Clear roles and responsibilities	Roles and responsibilities of pastoral care team/rangatahi support team and the non-education service providers clearly articulated, consistent with professional scopes of practice, and mutually agreed.
	Responsibilities for facilities, equipment, supplies, costs (e.g. power, internet and copier), cost of consumables, liability coverage of each party, insurance, cleaning, and information access and sharing arrangements should be clearly described.
	Negotiation will be required on provision of space within the school for rangatahi support spaces ¹⁰ , with the arrangements clearly described in the agreement.
Communication within the school	Reports/feedback to the Principal and Board of Trustees.
	Contact details for key people in each organisation documented.
	Regular meetings between the pastoral care team/rangatahi support team and the non-education service providers.
	Communication with rangatahi about rangatahi support available in the school.
Working with the community	Communication with the community in languages and settings appropriate to the community.
	Advisory board whose composition reflects the stakeholders in the community and includes rangatahi.

¹⁰ Under the current policy schools can choose to convert surplus space to 'legitimate area' to support the likes of nurses in schools, and other multi-agency support services. In future, these spaces may be able to come out of the administration entitlement for larger schools, however it will likely be challenging to accommodate within smaller schools or schools with inefficient existing administration spaces. Conversion of the space would need to come from either a school's baseline or Board sourced funding, or a capital injection. Ongoing maintenance of the space would be funded through the regular funding channels for property maintenance. If there was a major redevelopment of an existing building or a new build, converting administration space could be included in the business case.

Appendix A – Suggested Clinical Requirements

The supplies required in a clinic will depend on the needs of rangatahi enrolled in the school.

Care Management

- Glucose meter with strips, lancets and ketone meter
- Peak flow meter
- Spacer
- Scales
- Height measure

Period management

- Hot/cold packs
- Period products

Medications (dependent on access to standing orders)

- Condoms
- Glucagon
- Amoxycillin
- Ceftriaxone
- Adrenaline IM/SC
- Flucloxacillin
- Erythromycin
- Penicillin
- Cotrimoxazole
- Azithromycin
- Doxycycline
- Metronidazole
- Nitrofurantoin/Trimethoprim

- Loratadine
- Ibuprofen
- Paracetamol
- Levonorgestrel Depo Provera
- Anti-emetic
- Symbicort, Salbutamol, Prednisone & Redipred,
- Crystaderm cream
- Betadine Ointment
- Cough lozenges
- Sports Rub
- Lice & scabies treatment (including combs)
- Sorbolene and eczema emollients, Emla cream
- Electrolyte sachets
- Kenacomb
- Habitrol/cessation support
- Portable small oxygen cylinder with regulator, mask (ambulance bag) & tubing

Acute Care

- Anaphylaxis flow chart on wall
- Assorted instruments (optional) – scissors, forceps, probes, iris scissors, artery forceps, scalpel if trained staff available to do related procedures i.e. Jadelle removals, ophthalmoscope/blue light for eye strips if stocking
- Sphygmomanometer for Blood Pressure
- Stethoscope
- Otoscope
- Handheld manual suction
- Blue incontinence sheets
- Burns blanket
- Crutches, wheelchair
- Disposable cups
- Defibrillator

- Dressing packs, assorted dressings, take home care packs
- Gloves and dispenser
- Icepacks
- Large emergency bag with carry handle
- Needles and syringes
- Normal saline ampoules
- Oro pharyngeal airways
- Oxygen saturation probe/finger pulse oximeter
- Skin marker/vivid
- Slings, bandages
- Strapping tapes (Kinesiology Muscle Tape)
- Suture material for suturing and removals
- Elasticated tubular bandage (various sizes)
- Vomit bags
- Wound ruler
- Magnifying glass

