

SPECIALIST PROGRAMMES OPERATING
FOR SOUTHLAND STUDENTS

SPECIAL FEATURES

HISTORICAL STATEMENT

Ruru School has been operating on its present site as a State School for 50 years catering for Special Needs Students from the Southland and South Otago area.

In 1984 in consultation with the Southland Education Board students with Very High Learning Needs were enrolled at this school as part of the new Government Policy regarding the right of every child over 5 years of age to be educated in the school system. This added a new dimension to Special Schools.

During the 80's we initiated and worked with the Education Board and Ministry in establishing Satellite Classes at Waikiwi, Collingwood and Salford Schools. This further enhanced parent choice and provided more social learning opportunities for Special Needs Students.

The last 20 years has seen many changes to meet the ongoing needs of students through a holistic approach.

- Outreach Teaching Service provision
- Specialist Service Standards provision
- Inclusive practices
- Informed choice for families/whānau
- Programmes which reflect 21st century learning pedagogy
- Property upgraded to reflect dynamic learning environments



Ruru Specialist School is a fantastic learning centre, totally committed to the best education and life outcomes for the students who attend. Each student is unique and valued, and their individual learning needs are catered for, and met, through the extensive and comprehensive IEP/ICP (Individual Education Plan / Individual Career Plan) process.

Meeting the special needs of our students, ranging in age from 5-21 years (Y1-Y15) is of paramount importance to the Board of Trustees, Staff and Families.

We maintain a close liaison with our Satellite Schools and their communities.

We fully support the Governments "Choice for Families" focus. Families have selected our school to best meet the needs of their child.

Our February 2019 school roll is 82 students. The cultural mix is 68% New Zealand European, 23% NZ Maori, 7% Pasifika, 1% Asian and 1% Other Nationalities.

At Ruru Specialist School we have developed a model that includes students, families/whānau, our local community and our staff of 58 – which includes teachers, specialists, therapists and support staff.

Yours Sincerely

Erin Cairns, Principal



Averill Glew, Chairperson



Students have a strong sense of belonging at the school in a family-like setting where families and whānau are welcomed and included in activities and learning. The school's vision and values are highly evident. Students are seen as capable and confident learners. There is a strong emphasis on ensuring that students are well prepared for their life beyond school, and can confidently take their place in the world.

Education Review Office Review Report - 2016

- SIT TEC - Tertiary Education Centre based at the Southern Institute of Technology for students aged 16-21 years using dynamic learning environments
- Needs Based Education
- Extensive IEP/ICP Process
- Therapy Service
 - Speech
 - Music
 - Occupational Therapy
 - Physiotherapy
- Vocational Programme
- Two Junior Satellites – Te Matatini
- Transition Opportunities
- Work Experience
- Satellite Classes at
 - Salford School
 - Donovan School
 - Verdon College (2)
 - SIT
- Sensory Programme
- Flating Programme
- Heated Swimming Pool
- Multi-sensory Room - Magic Room
- RDA
- Modern Playgrounds
- SIT Links
- Community Support
- Community Based Programmes
- EOTC – tramping, camp, cultural experiences
- Well Equipped Gymnasium
- Services Southland, Central and South Otago
- NZQA accredited
- ipads for every student
- Outreach Teaching Service
- Inclusive Practices in the community

RURU SCHOOL BOARD OF TRUSTEES SCHOOL CHARTER

ANNUAL PLAN 2019 DIRECTIONS AND PRIORITIES

	FOCUS	STRATEGIC AIMS	ANNUAL AIM	TARGETS	COST	PERSON RESPONSIBLE	START DATE	FINISH DATE (REPORTING RESULTS)	OUTCOMES
Student Performance	Relating to Others	Students will demonstrate the Key competency- Relating to Others	<ul style="list-style-type: none"> Students will demonstrate the Key competency- Relating to Others. Base line data collected, subsequent progress recorded and analyzed. Future direction set Reported to the Board of Trustees 	100 % achievement across Term 1 and Term 2 with graded levels of participation.	-	Team Leader	Jan 2019	July 2019	H S I
	Te Reo Maori	Te Reo Maori will be embedded into classroom programmes	<ul style="list-style-type: none"> Te Reo Maori will be embedded into classroom programmes. Base line data collected, subsequent progress recorded and analyzed. Future direction set Reported to the Board of Trustees 	100 % achievement across Term 3 and Term 4 with graded levels of participation.	-	Deputy Principal	July 2019	Nov 2019	H S I
	Health	Students will participate in a Sexuality Programme	<ul style="list-style-type: none"> Students will participate in a Sexuality programme. Base line data collected, subsequent progress recorded and analyzed. Future direction set Reported to the Board of Trustees 	100 % achievement across Term 1 and Term 2 with graded levels of participation.	-	Team Leader	July 2019	Dec 2019	H S I
School Performance	Digital Technologies	Schoolwide digital technology programmes will be implemented	<ul style="list-style-type: none"> The effectiveness of the school wide digital technology programmes will be evaluated 	Teaching staff will receive Professional Learning to support the school wide digital technologies programmes	-	Team Leader	Feb 2019	Dec 2019	H S I
	IEP/ICP <ul style="list-style-type: none"> Years 1-15 Maori/Pasifika Achievement 	Each student will achieve through the IEP/ICP process	<ul style="list-style-type: none"> Student achievement of goals will be reported to families/whanau through meetings, communication and celebrations. School results are reported to the Board of Trustees 	All students will achieve phases of the Ruru Specialist School Level 1 Curriculum therefore progressing towards achieving Level 1 All students will achieve 5 Communication phases.	-	Curriculum Leader	Feb 2019	Dec 2019	H S I
		The individual progress of Y1-15 Maori and Pasifika students will be assessed through the IEP/ICP Process	<ul style="list-style-type: none"> Progress of Maori and Pasifika students will be monitored, and achievement will be assessed. The IEP/ICP results will be reported to parents/whanau, iwi and Board of Trustees 				Feb 2019	Jun 2019	H S I
Curriculum <ul style="list-style-type: none"> Rich Curriculum 	Students will participate in a rich Curriculum Programme which incorporates the Key Competencies	<ul style="list-style-type: none"> Students will participate in a rich Ruru Specialist School Curriculum Programme which incorporates the Key Competencies. Reported to the Board of Trustees 	Student achievement within each key competency will be presented to families/whanau.	-	Curriculum Leader	Feb 2019	Dec 2019	H S I	
Resources	Property	Upgrade School vehicles	To raise funds for purchase of a school van	To raise \$5000 towards vans by fundraising, receiving donations or applying for grants	\$20,000	Principal	Feb 2019	Dec 2019	H S I
		Investigate additional classroom options	Build additional class room spaces to meet the diverse needs of learners in consultation with MOE	Finalised plans out to Tender by end of year	5YA	Principal	Feb 2019	Dec 2019	H S I
	Personnel	EEO & Good Employer Report to Board of Trustees	Focus on staff Wellbeing/Hauora through provision of a programme of events/opportunities Every staff member to receive a Hauora Wellbeing questionnaire to inform school about effectiveness of programme	At least 1 Well-Being / Hauora focused event/opportunity to be offered each term. 80% questionnaires to be returned, with results being used to assess effectiveness	\$5000	Team leader	Feb 2019	Dec 2019	H S I
	IT	Upgrade digital technology resources	Upgrade/Install projectors, Screens with wireless connections and iPads	Resources will be installed and used by staff and students.	\$20,000	IT Support	Feb 2019	Dec 2019	H S I

Key:
IEP=Individual Education Plan, ICP=Individual Career Plan (For student Year 10 and above)