

# Analysis of Variance Reporting 2022

## Growth and Development

<b>School Name:</b>	Ruru Specialist School	<b>School Number:</b>	4011
<b>Strategic Aim:</b>	Growth & Development		
<b>Annual Aim:</b>	Foster and model collegiality and professional dialogue and promote best practice across Leadership, Teaching, Support and Specialist teams		
<b>Target:</b>	Staff to be supported to engage and/or lead in purposeful and accessible Professional Learning & Development (PLD) opportunities with a particular focus on Hauora / Wellbeing		
<b>Baseline Data:</b>	<p>Ruru Specialist school acknowledged that it is imperative our teachers, leaders, and other school staff know about the prevalence and consequences of childhood trauma. The more that our staff know and understand childhood trauma the more confident and better equipped we will be to appropriately support students who have experienced trauma.</p> <p>The school also acknowledged that learning in health and wellbeing/Hauora will ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing/Haoura now and in the future.</p> <p>Therefore, it was collectively decided that purposeful and accessible Professional Learning &amp; Development (PLD) opportunities with a particular focus on Hauora / Wellbeing would be a priority in 2022</p>		

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<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Listed below are some of the many examples of individual and group PLD in the areas of Trauma &amp;Hauora/Wellbeing;</p> <ul style="list-style-type: none"> <li>Team Teach- Behaviour support</li> <li>Exercising dog/pup daily</li> <li>Re-entered a hobby from the past – ballet</li> <li>Used an app to chart eating/well being/psychological being</li> <li>Involved with NZEI/PPTA</li> <li>Marae visit – whole school</li> <li>Using Mind food recipes</li> <li>Gardening – flower, vegetable</li> <li>Team building</li> <li>Reading – recreational and educational related to work</li> <li>Online mental health course</li> <li>CALM techniques</li> <li>Positive affirmations</li> <li>Exercise – gym, walking, running</li> <li>Focus on better/healthy eating</li> <li>1-5 scale- Stress gauge</li> <li>Time dedicated to sleep / rest</li> <li>Yoga</li> <li>Raiha Johnson – PLD</li> <li>Education and the Law</li> <li>Physio stretches</li> <li>Visit to Life Education Bus</li> <li>Te Reo Maori course</li> <li>Activities online for students breathing</li> <li>Sensory based activities for students</li> <li>Conversations with colleagues</li> <li>Walk as a group/fresh air</li> <li>Reflection</li> <li>Otago University Mentor PLD</li> <li>Flying Horses Equine Therapy</li> <li>Sports stadium</li> <li>Sir Mason Durie seminars</li> <li>Mindful Empathy – Sani Rius and Wayne Duncan</li> <li>Whanau Haua</li> <li>Southern Specialists School PLD</li> <li>Teacher Matters PLD</li> <li>Specialist Schools Conference</li> </ul>	<p>Throughout 2022 staff participated in many PLD opportunities. These opportunities were well supported and resourced by the Board of Trustees.</p> <p>Feed back from staff acknowledged the importance of these opportunities and also encouraged individuals to be reflective of their practises and mindful of the importance of learning in these areas.</p> <p>Staff sourced and participated in PLD that both enhanced their practises and were appropriate to their educational journey and experience.</p>	<p>A supportive board and proactive leadership team encouraged the PLD.</p> <p>Staff shared ideas for PLD and also provided feed back after completing the PLD- therefore upskilling more staff.</p> <p>Of note Team Teach a behaviour support programme was attended by 2 teachers in term 4. These PLD is recognised in Australia and NZ. This PLD recognises both trauma and wellbeing/hauora of students and staff as is a programme which was developed for supporting both students and staff safety (physically, mentally and emotionally) in the school setting. The 2 teachers that attended are now accredited to lead PLD to all staff at Ruru Specialist School.</p>	<p>Due to the complexity of our students and uncertainty of future covid outbreaks it remains important that staff are encouraged to develop further skills to support their own, students and family/whanau wellbeing/hauora</p>
<b>Planning for next year:</b>			
<p>Teachers, Therapists and Support staff will participate in Team Teach training. PLD in the areas of Wellbeing/Hauora will remain a priority.</p>			
<p>Hera Fisher- Deputy Principal</p>	<p>1/11/22</p>		