

2017

Our Motto
Towards Independence

Our Mission
To help each student achieve to their full potential according to their individual needs and abilities, within a safe and supportive environment where learning is both challenging and enjoyable.

Our Vision
Through our example and efforts, we aim to help our children become Confident, Connected, Actively Involved, Life Long Learners.

'Sharing, Growing, Achieving : Together'

We provide all Staff and Board of Trustees personnel appropriate professional learning opportunities and support to develop skills for their specific roles and responsibilities to ensure your children receive the very best education



Ruru Specialist School

Our Values

Our values are the important qualities we try to live by and show in the ways we, ourselves, go about our work and relationships in the school community

EXCELLENCE in professionalism, teaching, learning and behaviour
RESPECT of cultures, relationships, abilities and environments
INTEGRITY through honesty, reliability, responsibility, accountability, trustworthiness and fairness
INCLUSION by recognizing and affirming in school, classroom and community practice all student identities, abilities and talents

Ruru Specialist School Board of Trustees

School Charter Aims and Objectives

Area	Focus	"Quality Outcomes for All Students" Aims	Objectives
STUDENT OUTCOMES	Curriculum Content	To provide individualised education programmes that are tailored to the students' needs and give them the opportunities to experience a curriculum that will help equip them with the skills for life in their community.	The board will ensure that its overall curriculum plan sets out the purposes and objectives for assessing, recording and reporting on each student's progress, achievements and learning needs.
	Student Progress and Achievement	To regularly monitor, record and report on each Year 1-15 student's progress and achievement to help plan on-going learning goals.	The Board, through the Principal and Teaching Staff, will report individual progress and achievement to parents and families through the IEP process and student portfolios.
	Curriculum delivery	To help students become effective learners by fostering their confidence and willingness to learn, and by ensuring that methods and approaches to teaching and learning are sufficiently flexible, adaptable and sensitive to their individual needs and capabilities.	Each year the Board, through the principal and staff will develop, revise or confirm its overall curriculum plan in consultation with parents. The plan will set out specific objectives for curriculum delivery and content.
	National Standards	To ensure progress and achievement of Year 1-8 students towards the appropriate National Standards goals will be developed as part of the IEP process	The Board, through the principal and staff, will report to the Ministry school level data on progress towards the appropriate National Standards for all Year 1-8 students through the IEP Process.
SCHOOL PERFORMANCE	Strategic Self-Review	To maintain a sense of vision and a commitment to continuous advancement through regular analysis and review the school's performance in relation to this charter and related expectations, so that achievements and successes can be celebrated, and priorities identified for advancing the best interests of the school and its students.	The Board with the Principal and staff will develop and implement a strategic plan in accordance with the requirements of the Education Act. The Board will have a timetable for the ongoing review and reporting of its plans and policies.
	New Zealand's cultural diversity and the unique position of Maori culture	To develop Policy, Procedures and Practices that reflect New Zealand's cultural diversity and the unique position of Maori in New Zealand Aotearoa.	All policies, procedures and practices will be implemented in ways that are sensitive to the cultural backgrounds, values and needs of individual students and their families.
	Personnel	To ensure all reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and te reo (Maori Language), incorporating Principles of Ka Hikitia/Taa Taitoko documents, are provided for full time students whose parents request it.	In consultation with Maori whanau/families, the Board will develop and make available its policies, plans and targets for the advancement of the achievement of Maori students, as required by the government's National Education Guidelines
	Finance	To be a good employer, to provide a safe and supportive working environment for staff, to make ongoing provision for their personal and professional development, and to encourage a team approach that will help give the confidence needed to do their work.	The Board, through the Principal and Staff, will report progress and achievement towards appropriate National Standards for all Year 1-8 Maori students – to whanau/iwi/IMOE
RESOURCE MANAGEMENT	Property	To plan, manage and use the school's funds in ways that lead to the most effective support to students' learning, including the provision of best possible learning opportunities, resources and facilities.	In consultation with staff, the Board will prepare plans and policies to reflect its commitment to being a good employer. Plans, policies and procedures will be reviewed at least annually, and revised as the need arises.
	Parent and Community Involvement	To plan and manage the maintenance and development of school property to ensure a safe, hygienic and attractive learning and working environment.	The Board will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts.
	Parent and Community Involvement	To value and encourage the involvement and interest of parents, caregivers and families in planning and providing for students' educational needs, and to welcome the support of the wider community in the life of the school and its efforts for students individually and collectively.	The Board will comply with the conditions of any current asset management agreement, and prepare and implement an annual plan of property maintenance and development, including provision for safety and hygiene. The Board will have a procedure with objectives for achieving parent/whanau/iwi- community support and involvement. The procedure will be reviewed and reported on at least annually, and revised as the need arises.

Ruru *towards independence* Specialist School

Historical Statement

Ruru School has been operating on its present site as a State School for 45 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 Waikwi, Collingwood and Salford Schools. This further enhanced parent choice and provided more social learning opportunities for Special Needs Students.

The last 16 years has seen many changes to meet the ongoing needs of students through a holistic approach.

Specialist Programmes Operating for Southland Students

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 initiative "Choice for Families". Families have selected our school to best meet the needs of their child.

Our February 2017 school roll is 60 students. The cultural mix is 84% New Zealand European and 16% Maori.

At Ruru Specialist School we have developed a model that includes students, families/whanau, our local community and our staff of 52 – 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



Special Features

- Tertiary Education Centre (TEC) based at the Southern Institute of Technology (SIT) for students aged 17-21 years reflecting 21st Century learning environments
- Needs Based Education
- Extensive IEP/ICP Process
- Therapy Service
 - Speech
 - Water
 - Music
 - Occupational Therapy
 - Physiotherapy
- Vocational Programme
- 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
- RDA
- Specially designed Playgrounds
- SIT Links
- Community Support
- Community Based Programmes
- EOTC – tramping, camp, cultural experiences
- Well Equipped Gymnasium
- Services Southland, Central and South Otago
- NZQA accredited
- Technology – ipads for every student

Future Direction

- Outreach Teaching Service provided to ORS students throughout Southland
- Inclusive practices in the community
- Ensure Informed choice for families/whanau of all students with ORS status in the Invercargill and the greater Southland region as set out in 2010 Special Education Review
- Provide programmes in all areas which reflect 21st century learning pedagogy
- Property upgrade of base school as a hub to reflect 21st century learning environment
- Hub providing specialist input for students under the Ongoing Resourcing Scheme -ORS who require support

Ruru School Board of Trustees School Charter Annual Plan 2017 - Directions and Priorities

Key:
IEP=Individual Education Plan, ICP=Individual Career Plan (For student over 14yrs)
SLRNZ=Supported Learning Resources NZ

Focus	Strategic Aims	Annual Aim	Targets	Cost	Person Responsible	Start Date	Finish Date (Reporting results)	Outcomes
Student Performance	<ul style="list-style-type: none"> Work and Study Action Research Problem Solving Supported Learning Health and PE Action Research -Relating to others. 	<ul style="list-style-type: none"> SIT TEC Students will demonstrate budgeting WVP Students will achieve in SLRNZ programmes All Students will participate in a Positive Relationships programme 	<ul style="list-style-type: none"> 100 % achievement across term 1 and term 2 with graded levels of participation. 100 % achievement across term 1 and term 2 with graded levels of participation. 100 % achievement across term 3 and term 4 with graded levels of participation. 	-	Transition Teacher	Feb 2017	June 2017	H S I
		<ul style="list-style-type: none"> Y1-8 students will be assessed against National Standards through the IEP Process 	<ul style="list-style-type: none"> 80% of students will progress 5 or more phases. 20% of students will progress 4 phases. 	-	Team Leader -WVP	Feb 2017	June 2017	H S I
		<ul style="list-style-type: none"> Y1-8 students will be assessed against National Standards through the IEP Process 	<ul style="list-style-type: none"> 80% of students will progress 5 or more phases. 20% of students will progress 4 phases. 	-	Team Leader -Curriculum	July 2017	Dec 2017	H S I
		<ul style="list-style-type: none"> Y1-8 students will be assessed against National Standards through the IEP Process 	<ul style="list-style-type: none"> 80% of students will progress 5 or more phases. 20% of students will progress 4 phases. 	-	Team Leader -Satellite	Feb 2017	Dec 2017	H S I
School Performance	<ul style="list-style-type: none"> Each student will achieve through the IEP/ICP process The individual progress of Y1-15 Maori and Pasifika students will be assessed through the IEP/ICP Process 	<ul style="list-style-type: none"> Student progress of goals will be reported to families/whanau through meetings, communication and celebrations. School results are reported to the Board of Trustees Progress and Achievement of Maori and Pasifika students will be assessed and the IEP/ICP results reported to parents/whanau, iwi and Board of Trustees 	<ul style="list-style-type: none"> All students will achieve phases of the Ruru Specialist School Level 1 Curriculum therefore progressing towards achieving Level 1 80% of students will progress 5 or more phases. 20% of students will progress 4 phases. 	-	Team Leader -Curriculum	Feb 2017	Dec 2017	H S I
	<ul style="list-style-type: none"> Evaluate transition plans for all 14+ students 	<ul style="list-style-type: none"> The effectiveness of transition plans for all 14+ students be reviewed 	<ul style="list-style-type: none"> Transition plans will be updated to ensure coverage of all learning areas and to meet the needs of students in their transition to work, study and/or flatting All students aged 14+ will have a transition plan that meet the recommendations of the review. 	-	Team Leaders	Feb 2017	Dec 2017	H S I
Resources	<ul style="list-style-type: none"> Upgrade base school facilities 	<ul style="list-style-type: none"> Complete boiler, windows and class room upgrade. Purchase new school van 	<ul style="list-style-type: none"> 21st Century Learning Environment 	\$20,000	Principal	Feb 2017	JUN 2017	H S I
	<ul style="list-style-type: none"> EEO & Good Employer Report to Board of Trustees 	<ul style="list-style-type: none"> Survey staff on EEO with particular focus on ensuring all staff participate in the survey 	<ul style="list-style-type: none"> Every staff member to be surveyed. Board of Trustees report to include information on how individual cultural needs are met and future directions 	-	EEO Officer	Feb 2017	Dec 2017	H S I
	<ul style="list-style-type: none"> Embed ETAP SMS 	<ul style="list-style-type: none"> Monitor and evaluate the ETAP School Management System to ensure accurate and concise reports 	<ul style="list-style-type: none"> Reports will track progress and achievement of all students 	-	IT Support	Feb 2017	Dec 2017	H S I

RURU SPECIALIST SCHOOL CHARTER: LONG TERM STRATEGIC PLANNING

Priority Strategic Goals for the Period 2017 to 2021

This is a "rolling" plan. Each year's strategic goals are confirmed prior to the commencement of the year. Strategic goals for subsequent years are tentative pending "opportunity" adjustments and confirmation at the commencement of the year. Appropriate forms of documentation for each goal are provided in annual operating plans

22-Feb-17

Year	Area	Focus	Annual Aims
2017		See 2017 Annual Plan	
2018	Student Outcomes	Self Management Reading Writing Maths	<ul style="list-style-type: none"> ▪ Students will develop self-management skills ▪ Y1-8 students will be assessed against National Standards through IEP process and the Ruru Specialist School Expanded Level 1 Curriculum
	School Performance	Curriculum /I.E.P Report IEP Process National Standards	<ul style="list-style-type: none"> ▪ Report to Board of Trustees in areas of <ul style="list-style-type: none"> ▪ Reading, Writing & Maths Achievement - National Standards ▪ IEPs/ICPs, National Standards Y1-8, Maori Achievement ▪ EEO & Good Employer Report to Board of Trustees ▪ Upgrade Pool & Kitchen ▪ Property review ▪ Upgrade Technology
	Resource Management	Personnel Property Finances Resources	
2019	Student Outcomes	Self Management Reading Writing Maths	<ul style="list-style-type: none"> ▪ Students will develop social skills ▪ Y1-8 students will be assessed against National Standards through IEP process and the Ruru Specialist School Expanded Level 1 Curriculum ▪ Implementation of Certificate in Work & Study skills will be reviewed (NCEA)
	School Performance	Curriculum /I.E.P Report IEP Process National Standards	<ul style="list-style-type: none"> ▪ Report to Board of Trustees in areas of <ul style="list-style-type: none"> ▪ Reading, Writing & Maths Achievement - National Standards ▪ IEPs/ICPs, National Standards Y1-8, Maori Achievement ▪ EEO & Good Employer Report to Board of Trustees ▪ Upgrade Woodwork Room ▪ Upgrade Classroom Resources
	Resource Management	Personnel Property Finances	
2020	Student Outcomes	Self Management Reading Writing Maths	<ul style="list-style-type: none"> ▪ Evaluate SIT programme including SLRNZ ▪ Students will develop Social Skills ▪ Y1-8 students will be assessed against National Standards through IEP process and the Ruru Specialist School Expanded Level 1 Curriculum
	School Performance	Curriculum /I.E.P Report IEP Process National Standards	<ul style="list-style-type: none"> ▪ Report to Board of Trustees in areas of <ul style="list-style-type: none"> ▪ Reading, Writing & Maths Achievement - National Standards ▪ IEPs/ICPs, National Standards Y1-8, Maori Achievement ▪ Upgrade Ruru Specialist school playground ▪ Upgrade Woodwork room ▪ Develop 5 YA and 10 Year maintenance Plan ▪ Implement Year 1 of the Plan
	Resource Management	Personnel Property Finances	
2021	Student Outcomes	Work & Study, Communication Reading Writing Maths	<ul style="list-style-type: none"> ▪ Year 10-15 students will develop workplace skills ▪ Students will answer the phone appropriately ▪ Students will greet peers and adults appropriately ▪ Y1-8 students will be assessed against National Standards through IEP process and the Ruru Specialist School Expanded Level 1 Curriculum
	School Performance	Curriculum /I.E.P Report IEP Process National Standards	<ul style="list-style-type: none"> ▪ Report to Board of Trustees in areas of <ul style="list-style-type: none"> ▪ Reading, Writing & Maths Achievement - National Standards and Y9-15 ▪ IEPs/ICPs, National Standards Y1-8, Maori Achievement ▪ EEO & Good Employer Report to Board of Trustees ▪ Upgrade Computers, ICT ▪ Review Playgrounds ▪ Review ORS Fundholding Role
	Resource Management	Personnel Property Finances	

Ruru Specialist School Board of Trustees Governance Strategy

- Triennial Self-Review Programme

Area	Title	Frequency	2017	2018	2019	2020	2021	2022	2023
Charter	Annual and Strategic Plan	Annually	Term 4	Term 4	Term 4	Term 4	Term 4	Term 4	Term 4
	Charter Mission Vision Values	Annually	Term 1	Term 1	Term 1	Term 1	Term 1	Term 1	Term 1
Policy	1. Student Achievement	Biennially	Term 1		Term 3		Term 3		Term 3
	2. Health and Safety	Annually	Term 1	Term 1	Term 1	Term 1	Term 1	Term 1	Term 1
	3. Personnel and Employment	Biennially	Term 1	Term 3		Term 3		Term 3	
	4. Asset and Financial Management	Triennially	Term 1			Term 2			Term 2
	5. Administration	Triennially	Term 1		Term 2			Term 2	