



2022 – 2024 Strategic Plan & Charter



Information about our school:

Ruru Specialist School has been leading teaching and learning in the Specialist education sector for over 50 years. The school caters for students with diverse learning needs aged between 5 and 21 years (Y 1-15) and from across the Southland, Central Otago, and South Otago areas.

The school delivers quality programmes across several sites in Invercargill and through its Outreach service across the region. The school is led by Principal Erin Cairns and with a staff of 80 offers dynamic and responsive learning environments where students/ākonga are respected and supported to reach their potential.

Ruru staff work in partnership with students/ākonga and families/whānau to design and implement individualised learning which supports everyone in the school community to achieve. The school's commitment to providing the best educational opportunities for students/ākonga is reflected in the provision of high-quality teaching, therapy, and transition services. Each student/ākonga participates in an individualised programme of learning and development including a collaborative IEP/ICP (Individual Education/Career Plan) partnership with their family/whānau and community.

The School Board lead an innovative and responsive team of teachers, support staff and therapists across a multidisciplinary team. The staff of the school are highly experienced and reflective and lead by example our School Values – ***Respect; Manaakitanga; Inclusion; Integrity and Excellence***. The school's ***3 B's – Be Respectful, Be Prepared, Be Awesome*** – were developed in consultation with students/ākonga and the school community and are the foundation of everything we aim to do at Ruru.

We work in partnership with Satellite schools who host our classes and also with schools across the region where we provide our Outreach teaching service. This partnership enables students to attend their local schools while still accessing the specialist teaching support Ruru can offer both students/ākonga and teachers.

Ruru Specialist School is committed to honouring the bicultural heritage of Aotearoa New Zealand and has established relationships with our whānau Māori both within the school community and across Murihiku/Southland. We are engaged in a school wide long-term professional learning journey to enhance our cultural responsiveness. Our staff engage and lead regular research and ongoing development of programmes which aim to develop our understanding of how students/ākonga learn and enable the school to provide real-life learning experiences which are focused on building independence, communication skills and support hauora/wellbeing.

- **Base school** – junior and senior classes, swimming pool, extensive playgrounds, art room, kitchen, Multisensory Room, Therapy office
- **Satellite classes** – Salford Primary, Donovan Primary, Verdon College
- **SIT TEC** – programme for 16–21-year-olds at Southern Institute of Technology
- **Transition** – comprehensive and collaborative support for students/ākonga transitioning from school to work and independent living
- **Outreach provision** – across Invercargill and Southland
- **Therapy Team** – Speech Language Therapists, Occupational Therapists, Physiotherapist, Positive Behaviour Support, Music, Student Kaitiaki

Leaders, teachers, teacher aides and therapists know students well and collaborate to promote students' wellbeing and learning. ERO's observations noted respectful, responsive, and empathetic staff interactions and positive relationships with students. As a result, students show a sense of belonging to the school, and connection to their peers and staff. (ERO, 2021)

This document:

The Ruru Specialist School Strategic Plan & Charter is a document for our community, Board, staff, and stakeholders which outlines the Board's Aims, Objectives, Directions, Priorities and Targets for student/ākonga achievement. This document states our:

- **School Values** – our core Values as a school community
- **3B's** – the foundation of our relationships with each other
- **Strategic Goals** – measurable and meaningful to our students/ākonga and their families/whānau our strategic goals are identified and reviewed annually
- **Annual Plan** – these are the specific achievement targets for the current year and outlines targeted foci and the strategies in place to achieve these.

2022 – 2024 Strategic Plan & Charter and the National Education & Learning Priorities (NELP):

The NELP is a statutory document enabled by the Education and Training Act 2020 that sets out the Governments priorities for education. Just as the school previously upheld the National Administration Guidelines (NAGs) from 2022 the school Board must have particular regard to the NELP including when developing or reviewing their charters. With this Strategic Plan & Charter document the Ruru School Board will ensure the objectives of the NELP are within the framework of all teaching and learning

Objective 1: Learners at the Centre

Learners with their whānau are at the centre of education.

Priorities:

1. Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying.
2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures.

Objective 2: Barrier Free Access

Great education opportunities and outcomes are within reach for every learner.

Priorities:

3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga. Neurodiverse learners/ākonga and those with learning support needs.
4. Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy. * *Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand Sign Language.*

Objective 3: Quality Teaching and Leadership

Quality teaching and leadership make the difference for learner and their whānau.

Priorities:

5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
6. Through effective evaluation staff will strengthen teaching, leadership, and learner support capability across the education workforce.

Objective 4: Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Priorities:

7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work.

Objective 5: World Class Inclusive Public Education

New Zealand education is trusted and sustainable.

Ruru Specialist School is a fantastic learning environment, working in partnership with our students/ākonga and their families/whānau to reach their potential. We are committed to providing the best educational and life outcomes for students who join our school community. Meeting the holistic interests and needs of our students/ākonga is of paramount importance to our School Board, staff, and community.



Erin Cairns, Principal



Averill Glew, Chairperson



Our School Values:



Our 3 B's:



Our 3B's represent our Ruru School Values in action

Ruru Specialist School Board Governance Strategy Triennial Self- Review Programme

Area	Title	Frequency	2022	2023	2024	2025	2026	2027	2028
Charter	Annual and Strategic Plan	Annually	Term 4	Term 4	Term 4	Term 4	Term 4	Term 4	Term 4
	Charter	Annually	Term 1	Term 1	Term 1	Term 1	Term 1	Term 1	Term 1
Policy	1. Student Achievement	Biennially		Term 3		Term 3		Term 3	
	2. Health and Safety	Annually							
		Pastoral Care and Hauora/Wellbeing		Term 1					
		Student and Staff Health		Term 2					
		Health & Safety Requirements for School Leaders		Term 3					
		Emergencies and Traumatic Incidents		Term 3					
		Managing Risks and Hazards.		Term 4					
		3. Personnel and Employment	Biennially	Term 3		Term 3		Term 3	Term 3
	4. Asset and Financial Management	Triennially		Term 2			Term 2		
	5. Administration	Triennially	Term 2			Term 2			



Ruru Specialist School (RSS) Strategic Plan 2022-2024:

NELP Objectives	NELP Priorities	RSS Strategic Priorities	RSS Strategic Aims
Learners At the Centre	Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying.	Hauora/Wellbeing	In our school we demonstrate our School Values and 3B's. We build relationships and work in partnership with our families/whānau
	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures.	Individual Student Progress & Achievement	Our IEP/ICPs are our core business. We collaborate with students/ākonga and families/whānau to create learning which reflects the developing interests and needs of students/ākonga.
Barrier free Access	Reduce barriers to education for all, including Māori and Pasifika learners/ākonga and those with learning support needs.	Learning Environments	We make real-life learning accessible and engaging to all students/ākonga. We make sure our resources and support systems are the best they can be.
	Ensure every learner/ākonga gains sound foundational skills including language*, literacy and numeracy. * <i>Oral language encompasses any method of communication the learner/ākonga uses as a first language, including NZSL.</i>	Communication	Our students/ākonga have something to say, ideas to share and a role to play in our community. We teach the skills students/ākonga need and give opportunities to explore interests.
Quality Teaching and Leadership	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.	Culturally Responsive Practices	Nga tikanga Māori is part of who we are at Ruru – we learn, teach, and celebrate as a whānau. Our relationships with families/whānau are strong.
	Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce.	Growth & Development	We are all leaders. We work in teams with shared focus on reaching potential.
Future Of Learning and Work	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work.	Transition	Our motto is 'Reaching Potential'. We support our students/ākonga to take their place in the world as independent and capable adults.
World Class Inclusive Public Education	New Zealand education is trusted and sustainable.	Local Curriculum Framework	Learning at Ruru has meaning and purpose. We respond to and reflect the world we live in. Engages students in authentic learning experiences

2022 Annual Implementation Plan – Aim & Targets:

Strategic Aim	Annual Aim	Annual Target	Review Date	Actioned By
Hauora/Wellbeing	<ul style="list-style-type: none"> Through communication and collaboration with families/whānau support student/ākonga hauora/wellbeing. 	<ul style="list-style-type: none"> Hauora/Wellbeing priority 2022 --- - Promote family/whānau engagement with SeeSaw to maximise uptake by Term 3 2022 - Increase whānau voice and contribution in IEP-ICP Planning 	<p>Term 3 2022</p> <p>Term 2 & 4 2022</p>	<p>Sara</p> <p>Gill Marina</p>
Individual Student Progress & Development	<ul style="list-style-type: none"> Priority Areas of Learning identified in collaboration with student/ākonga & family/whānau through engagement in IEP/ICP process and/or referral to RSS Specialist Services 	<ul style="list-style-type: none"> Individual Student Progress and Development priorities 2022 – - Targeted communication (Using Language Symbols and texts) goals will be successfully completed through the IEP/ICP process. - Raise achievement of male Māori students (years 0 to 9) in the Key Competency – Relating to Others 	<p>Termly 2022</p> <p>Terms 2 & 4 2022</p>	<p>Marina</p> <p>Deborah</p>
Learning Environments	<ul style="list-style-type: none"> Optimise learning environments, staffing and resources across all learning and therapy contexts to enable best practice and deliver quality programmes of teaching, learning and development. 	<ul style="list-style-type: none"> Plan and complete additional classroom spaces. Learning environments priority 2022 – Hub garage/multi-use spaces upgrade 	<p>Ongoing</p>	<p>Erin</p>

Communication	<ul style="list-style-type: none"> Promote student agency through increased communication to peers, staff, and school community 	<ul style="list-style-type: none"> Encourage student agency through opportunities across a variety of experiences 	Ongoing	Marina Maree Amelia
Culturally Responsive Practices	<ul style="list-style-type: none"> Build upon and extend implementation of te Ao Māori principles across all teaching, learning and therapy services 	<ul style="list-style-type: none"> Foster tuakana-teina relationships at all levels of the school Extend Culturally Responsive Practises (CRP) with support of MOE-funded Facilitator through to Term 3 2023 Whole PLD school focus in 2022 – te reo Māori me ona tikanga Māori 	Ongoing 2022-2023	Raiha All Teachers
Growth & Development	<ul style="list-style-type: none"> Foster and model collegiality and professional dialogue and promote best practice across Leadership, Teaching, Support and Specialist teams 	<ul style="list-style-type: none"> 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 	Terms 1 & 3 2022	Robyn Teachers Therapists
Local Curriculum Framework	<ul style="list-style-type: none"> Further develop and deepen understanding and implementation of Local Curriculum Framework content, reflect changing world and make all learning relevant and meaningful Develop new content in line with MOE guidelines 	<ul style="list-style-type: none"> Local Curriculum Framework development priority 2022: - Aotearoa NZ Local History content review and development Social Emotional Learning (SEL) content review and development 	Termly 2022	Deputy Principals