



# Strategic and Annual Plans 2013 – 2016



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### **NCRTL B Vision Statement**

'To add measurable value to the North Canterbury school community through collaborative relationships'

### **Our Mission**

'To provide timely, collaborative and equitable responses that facilitate and empower others to succeed'

### **Cluster Description**

The North Canterbury RTL B service (Cluster 33) is an amalgamation of the Rangiora, Oxford/Kaiapoi and the North Canterbury RTL B clusters. There are 38 schools ranging from decile 5-10. Geographically schools are wide spread from Kaiapoi to Cheviot and Hanmer Springs and across to Oxford and View Hill. There are two large Secondary Schools, four Area Schools, and 32 Primary Schools including one Kura (full immersion setting).

The team has 10 RTL B teachers based across five schools. These schools are spread across the cluster so an efficient service can be delivered in a timely way reducing travel for the RTL B teachers.

### **The Team**

Kaiapoi North is the lead school for the NCRTL B Cluster – Principal Jason Miles

Based at Kaiapoi North School – Kelly Watson (Cluster Manager), Lynne Marwick (General Practice Leader), Joss O'Connor and Emma Sheeran

Based at Kaiapoi Borough – Alice Gemrotova (Practice Leader IT) and Andrea Gordon (Practice Leader Services for Māori)

Based at Rangiora Borough – Jocelyn Buxton, Anthony Sandford, and Louise Douglas.

Based at Amberley – Kay Kennedy and Tim Heidmann

Based at Amuri – Hot desk for Kay Kennedy

**NCRTL B WILL DETERMINE ITS PRIORITIES BY FOCUSING ON THE NATIONAL PRIORITIES**

<p><u>Ministry of Educations Vision:</u> RTLB will contribute to the Ministry of Education’s vision of “A world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century”.</p>			
<p><b>Ministry of Education Strategic Goals</b></p>			
Every child achieves literacy and numeracy levels that enable their success	Every young person has the skills and qualifications to contribute to their and New Zealand’s future	Māori enjoying education success as Māori.	
<p><b>Local SE District Priorities</b></p>			
Establish and implement cohesive plan for Earthquake recovery welfare.	Implement the PB4L action plan. This includes School wide, Incredible Years, Restorative Practices, Wrap around and Crisis response services.	Implement strategies for raising achievements for Maori, Pasifika and for Children in Care (Gateway Protocols).	
<p><b>NCRTL B Priorities</b></p>			
Establish the systems and practices needed to create a cohesive self managing cluster	To establish a consistent, effective, evidenced based service that assists teachers to meet the diverse learning and behaviour needs of all their students.	Develop an environment of collaboration, trust and respect with all stakeholders and contributors to the North Canterbury Schools.	Establish efficient systems to collect a range of data sets to inform ongoing priorities and measure success

## RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

The North Canterbury RTLB service will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

In recognising the unique position of the Maori culture, the North Canterbury RTLB team will take reasonable steps to provide a service that reflects our obligations under the Treaty of Waitangi.

Article	Principle	Article Summary	Implications for RTLB Work
1	Partnership	Guarantees a say in decision making	Whānau are involved in all of the decisions; they are consulted; they are partners. There is a balance of power.
2	Protection	Retain the right to self-determination. Protection of everything we hold dear.	The mana of the whānau remains in tact. We use appropriate ways of engaging and communicating with whānau and we respect their preferences and practices.
3	Participation	Guarantees equality of rights, privileges, opportunities and outcomes. Freedom	Whānau have access to appropriate services and support.

Ma te whakaatu, ka mōhio  
 Ma te mōhio, ka mārama  
 Ma te mārama, ka mātau  
 Ma te mātau, ka ora

By discussion comes understanding  
 By understanding comes light  
 By light comes wisdom  
 By wisdom comes wellbeing

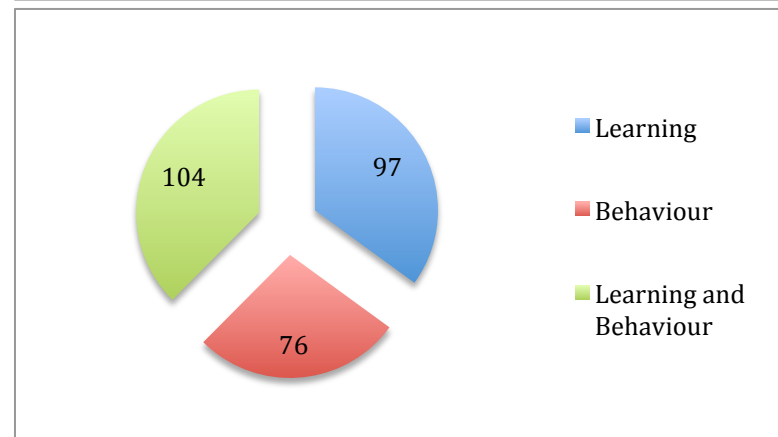
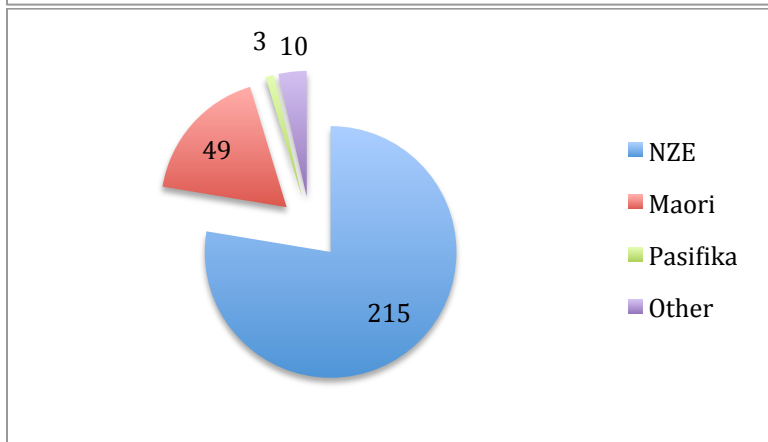
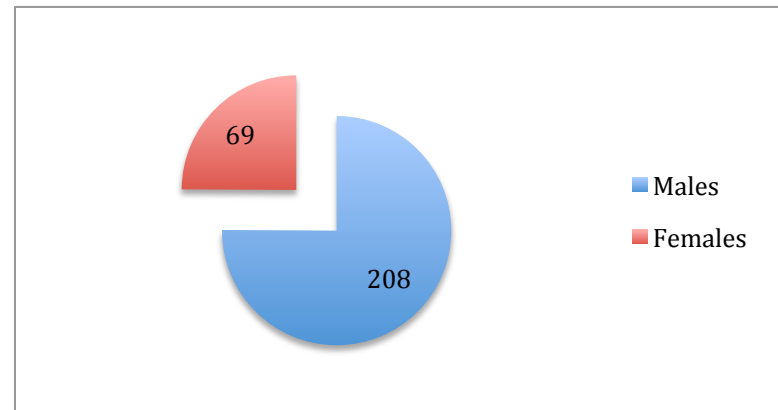
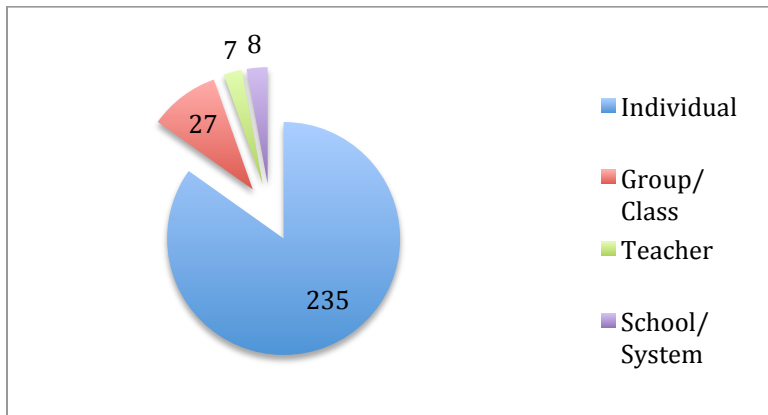
Data from MOE indicates that 12% of North Canterbury's school population identify as Maori. In 2012, RTLB referrals for Maori learners made up 17% of the total referrals received. These statistics suggest that Maori are over represented and we need to actively be working with schools to improve academic and social outcomes for Maori learners. The development of a Maori focus group with membership from the RTLB team, Tuahiwi School, Community, CAG and MOE is to be established. The main purpose of this group is to provide leadership, guidance and support the team to be accountable for the service that they provide to schools, Maori learners and whānau. This group will report back to the North Canterbury Cluster schools each term.

# NEEDS ANALYSIS

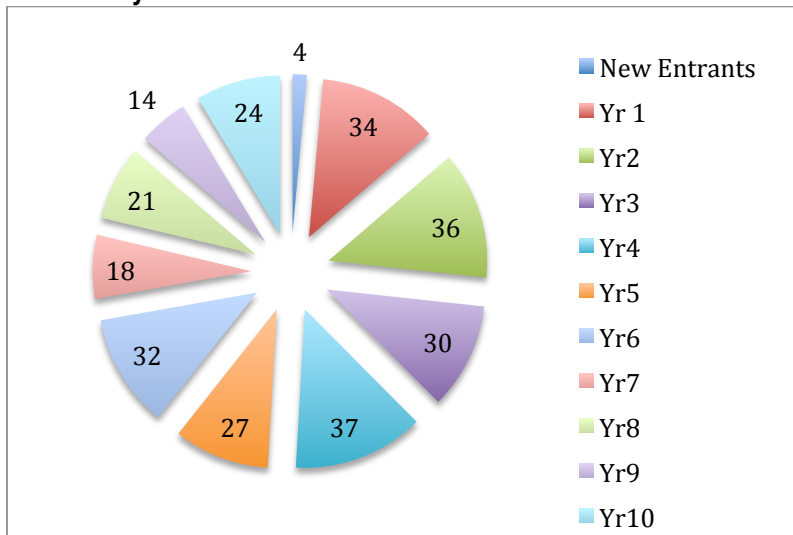
## Demographics

North Canterbury is currently experiencing a large population growth with extensive sub divisions being developed in Amberley, Pegasus, Rangiora, Kaiapoi and Mandeville. Data provided by the MOE indicates there was a total of 9470 students within the North Canterbury Cluster. Of that number 7996 are NZE, 89 are Pasifika and 1109 are Maori. 4,700 of these students are female and 4,770 are male. 111 students are currently in custody of the Chief Commissioner.

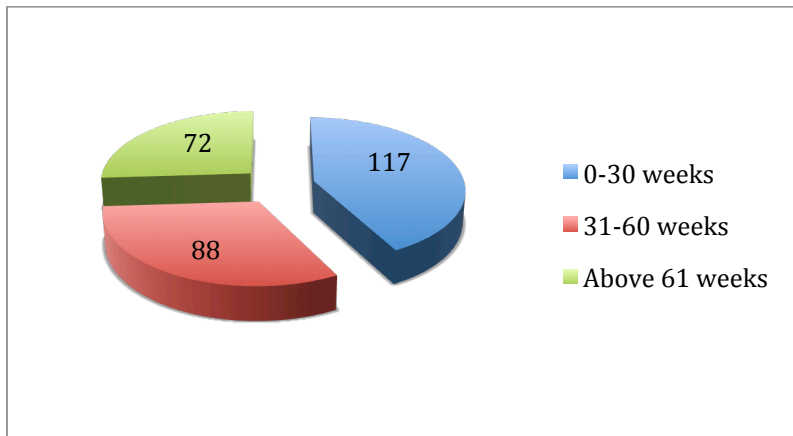
## Referrals Summary



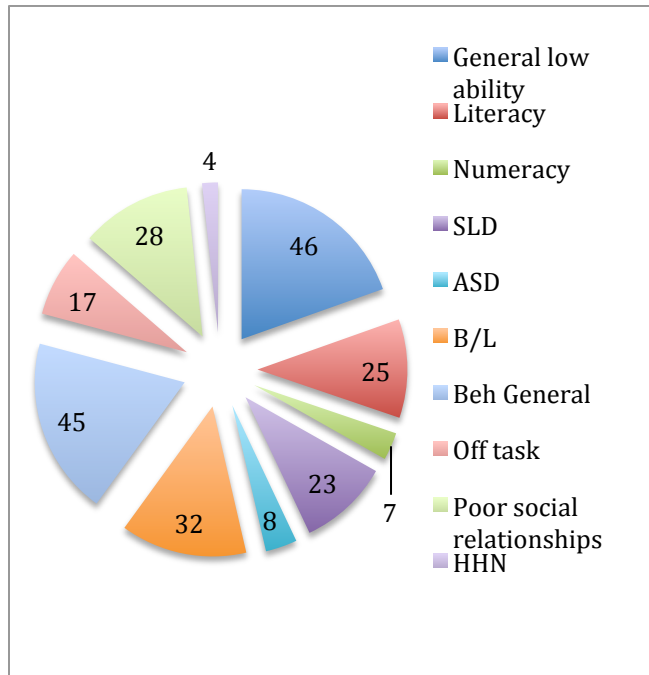
### Referrals by Year Level



### Duration of RTLB Involvement



## Referral by Type



### Analysis

The data suggests that currently schools are referring individuals for support for a range of needs. Groups of students that are over represented in the data include males, Maori students, year 4 learners, and students with SLD diagnosis. Referrals for individuals with poor social relationships also feature and anecdotal evidence suggests that these referrals turn into group or class referrals. Numeracy referrals are few. The duration of RTLB service is concerning as over 57% of referrals are taking longer than 30 weeks to resolve. This limits the capacity to engage with new referrals and may indicate a need to support RTLB to work more efficiently through the practice sequence. The 30 week review process in 2013 will provide detailed information that will inform future team professional development.

## OPERATIONAL SYSTEMS – NEEDS ANALYSIS

Key documents that guide implementation of operational systems

- RTLB Tool kit
- Operational Document – developing
- RTLB Handbook – completed
- Practice folder – completed

NCRTLBS Systems are currently evolving as the team discuss best practice and we continue to meet the needs and demands of a larger cluster. Over a six-month period the team trialled practice templates and gave feedback around efficiency, purpose and outcomes of use. Through team collaboration we have now established a practice folder template with clear expectation that provide a consistent and effective service all forms must be used to document a case. Service frameworks have also been developed for general service delivery, LSF, Year 11-13 funding, and completing



educational profiles for Gateways. Still to develop will be an EI service delivery and general transition framework in consultation with MOE and other RTLB clusters nationally.

### Systems Review (Updated February 2014)

Service Provision	Operational System/Process	Status	Action
Team	Induction process	In place and documented	
	Appraisal	In place and documented	
	Cluster Self review	In place and documented	
	Appointments	In place and documented	Document in OD
	Access to Supervision	In place and documented	
	Reimbursements and reporting travel	In place and documented	
	Use of IT	In place and documented	
	Access to PD	In place and documented	
Referrals	Receiving referrals from schools	In place and documented	
	Cluster Management System	In place and partially documented	
	Intake referral meetings	In Place and documented	
	30 week Reviews	Partially in place documented	Set up routine for reviewing – PL
	Practice sequence	In place and documented	
	Transition - EI	In place and documented	
	Transition – Across clusters	Partially in place partially documented	Working with CM. document in framework OD
	Transition – Year to year	In place and documented	
	Working with other agencies	In place and documented	
Funding	LSF	In place and documented	
	Year 11-13	In place and documented	
	Special Project Funding	Not in place and not documented	Liaise with Principals and document in OD
	Outcome reporting	In place and documented	
	Cluster wide data collection	In place and documented	CMS system
HLN	Database of HLN students	In place	
	Database of 'flagged' students	In place	
	Review Process	In place and documented	
	Criteria for receiving a HLN service	In place and documented	
	Criteria for discontinuing HLN service	In place and documented	

Gateway	Responding to Ed profile requests	In place and documented	
	Intervention Management	In place and documented	
	Three month reviews	In place and documented	3 month review procedure needs strengthening
Wider Cluster	Responding to System referrals	In place and documented	Communicate widely through OD, website
	SENCO network	In place and documented	Document commitment in OD
	Teacher Aide Training	In place and documented	Document commitment in OD
	IYT Training	In place and documented	
	Supporting MOE initiatives	In place and documented	
Reporting	CAG	In place and documented	
	BOT reporting	In place and documented	
	RTL B Newsletter	In place and documented	
	Snapshot	In place and documented	
	Communication Plan	In place and documented	

### Perception

In 2012 two key stakeholders were surveyed.

The question was asked from the Principals if they valued the RTL B service. From the 25 responses we received 100% agreed that they valued the service and they were happy with the current service delivery. When asked if they could access LSF in a timely manner, 80% agreed, 4% indicated sometimes and 16% did not answer. Common themes that were recorded to improve our service were to continue to build relationships with schools and increase our use of technology to improve efficiently with communication and responding to referrals.

The RTL B team were also surveyed to collect data regarding perception of teaming. The following questions were asked.

- Do you understand your role – 9 responses -100% yes
- Have you the materials to do your job – 100% yes
- Do you receive encouragement to contribute and improve - 100% yes
- Do you see the people around you committed to doing a good job – 100 % yes
- Do you feel you are learning new things – 100% yes
- Do you have the opportunity to do the job well – 100% yes
- Do you feel part of the team – 100% yes.

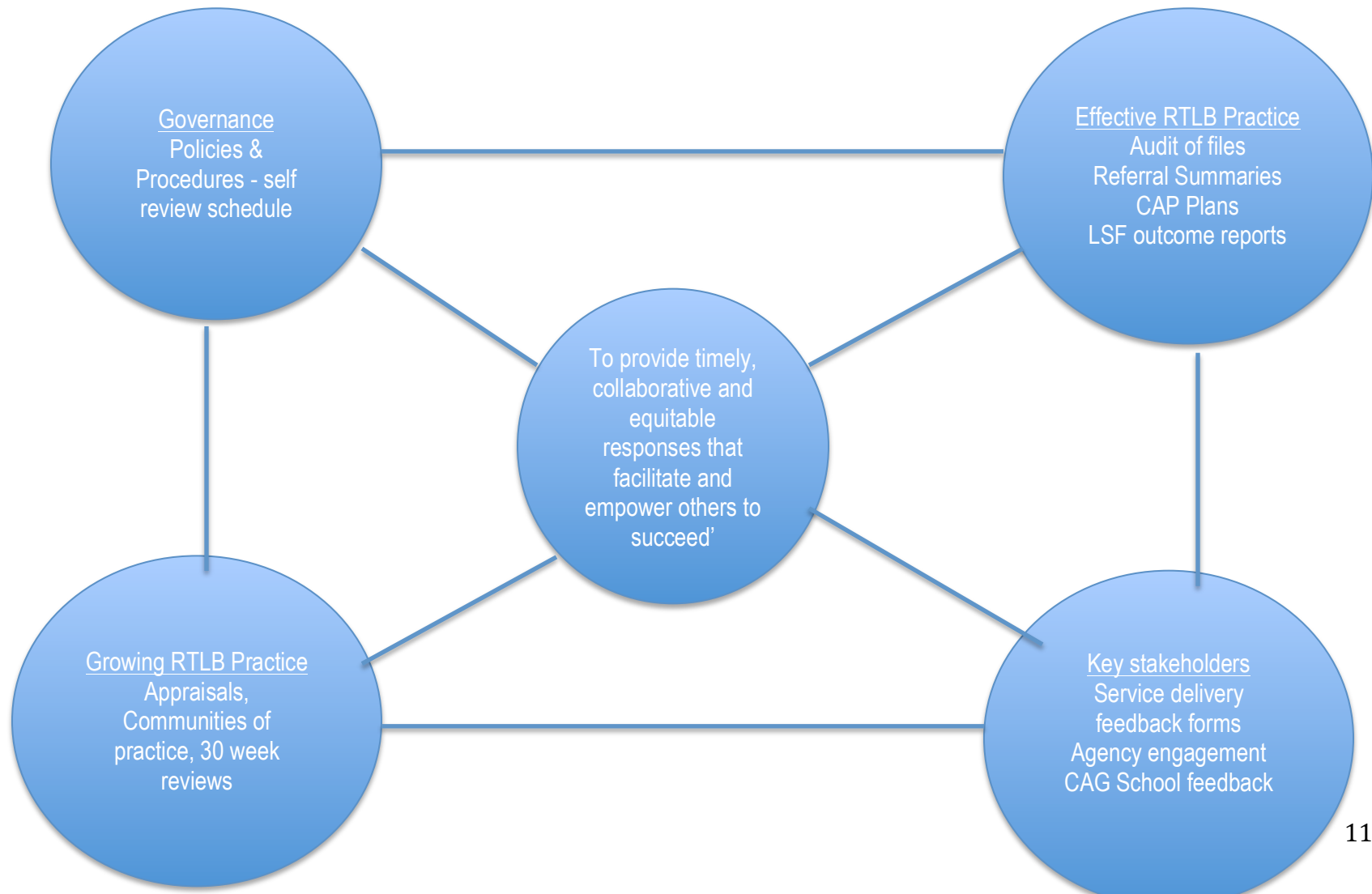
In 2013 – Principal and SENCOS were surveyed again.

100% of respondents reported that they valued the NCRTL B service. 73% rated they could access the service readily and easily (excellent), 73% rated that the NCRTL B service was excellent at improving outcomes for teachers and students. 92% of respondents reported that access to learning support funding was contributing positively to student outcomes. 98% of teachers and parents surveyed over the year (service feedback forms) stated that they would recommend the RTL B service to others.

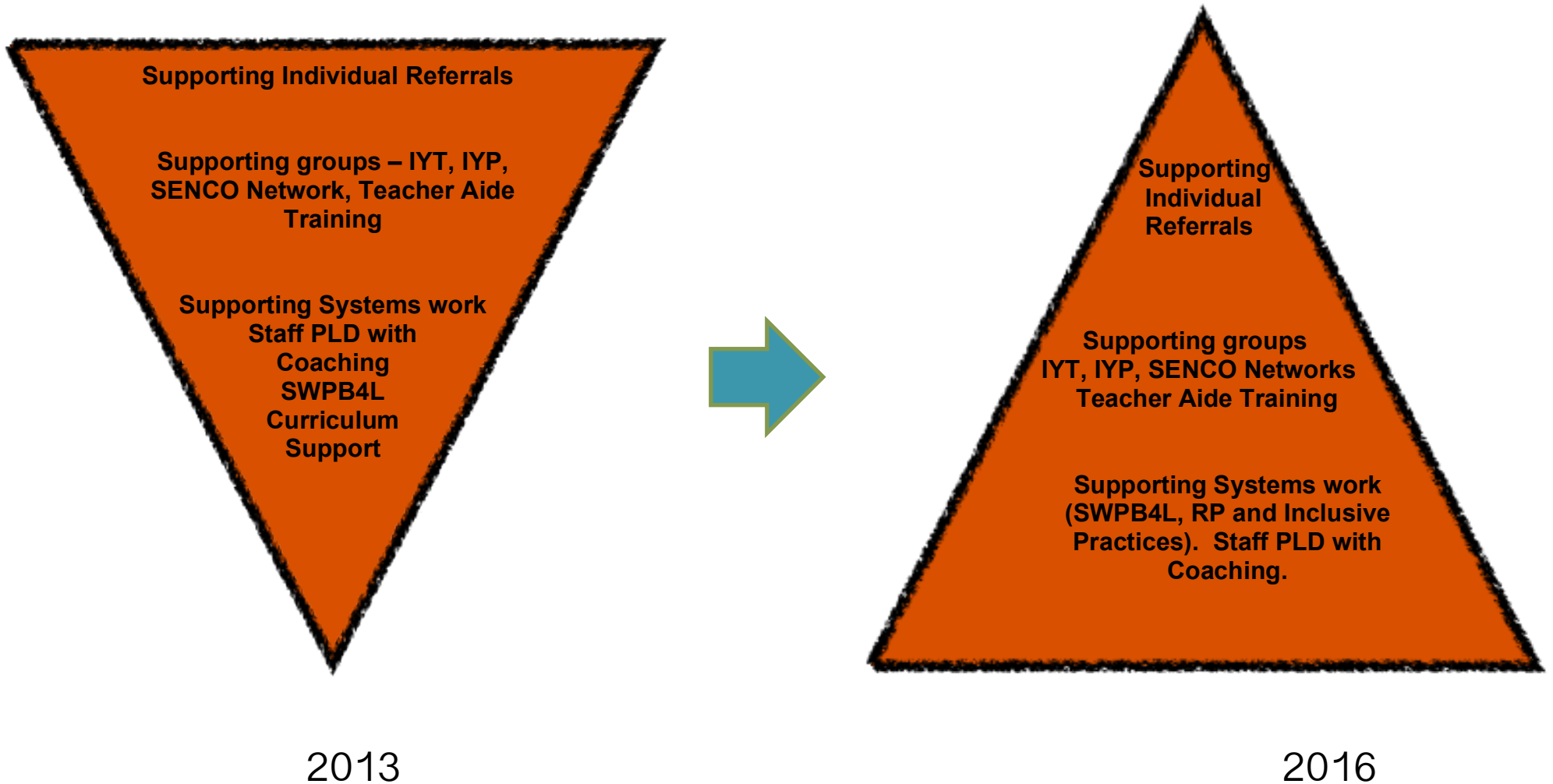
## STRATEGIC PLANNING

### Self -Review Model

Self-review within the NCRTL cluster is the purposeful analysis of evidence to determine how effective RTLB service/practice is and to determine what needs further improvement based on the achievement for the learner, the growth for the teacher and the enhancement of the host environment to support inclusive teaching and learning. The evaluative questions, prompts and indicators are detailed in the NCRTL operational document. The process of self-review will contribute to long-term planning and decision making, assist in setting goals and priorities, determine areas of good practice, establish areas of need and will be reported to all stakeholders.



## STRATEGIC DIRECTION



The triangles represent RTLB time spent on general categories of service delivery. We are informed by best evidence synthesis and evidenced based practice that with quality Teacher PLD, ongoing coaching and data feedback, outcomes for students, teachers and schools are likely to be sustained over time and improve educational outcomes. The strategic plan reflects this shift in service delivery.

# STRATEGIC PLAN

GOAL 1: ORGANISATIONAL INFRASTRUCTURE Establish the systems and practices needed to create a cohesive self managing cluster				
	Current Position	2013	2014	2015-2016
Goal 1a: Ensure all RTLB positions are appointed with appropriately skilled personnel.	Currently one position not filled. Fixed term appointment generated through the SLS amalgamation. Four RTLB training. Reduces capacity to provide a service. RTLB have continued opportunity to attend PD based on individual development goals.	Support the RTLB in training by reducing workload. Continue to develop Appraisal Connector to capture teams strengths and needs for development. Secure extended fixed term position for 2014.	5 RTLB in Year 2 and 2 RTLB in year 1 of training. Continue to support team through reduced workload. Continue to implement Appraisal cycle. Provide opportunities for RTLB access PLD based on personal goals. Involve RTLB in MOE contracts in schools.	2 RTLB in Year 2 of training. Using cluster data analysis to guide cluster PD. Develop networks to provide regular opportunities to connect with contract providers and remain one step ahead of PLD delivered to schools.
Goal 1b: To run a transparent, equitable referral process that ensures the right intervention, right time.	Schools fax, scan or email referrals through to CM. CM acknowledges these with an email. Referrals are allocated at Referral meeting once a month, unless deemed urgent. Provide snapshot reports to key stakeholders each term.	Secured administration time to process applications on behalf of CM. Likely need to have a waiting list in 2013/2014. All Cluster Schools will have an operational document outlining RTLB process.	Implement web based referral system. Train schools and RTLB to use efficiently. Likely need to operate a waiting list. Provide PD opportunities for RTLB around time management. Introduce Google calendars.	No waiting list required. Cluster has developed a robust planning and reporting cycle that is informed by evidence based self-review and leads to innovative and informed practice.
Goal 1c: Ensure that resources are prioritised to achieve greatest outcome	Asset register completed – more detail required. System developed for collating LSF and Yr 11 to 13 funding outcomes. Current budgets underspent.	Analyse LSF outcome reports. Consider special projects funding for groups, classes, and schools. Complete a comprehensive asset register.	Implement Special Funding applications to support systems work. Feedback referral data to schools to inform their schools PD planning.	Grow capacity for RTLB to deliver high quality group training for teachers/schools based on intervention needs. Then provide coaching follow up. Track a decrease in individual student referrals.
Goal 1d: Establish clear consistent communication and documentation to key stakeholders and create opportunities for cluster feedback	Monthly reporting to BOT. Termly to CAG. Newsletters termly to schools. Service delivery feedback form implemented and analysed.	Operational document developed and sent to schools. Communication plan. Set up survey monkey to improve feedback efficiency back to cluster.	Launch of the RTLB website and start using this as the key form of communication and bank of resources for schools to refer to.	Provide schools with a summary of service and ask for them to track outcomes.

**GOAL 2: SERVICE DEVELOPMENT**

To establish a consistent, effective, evidenced based service that assists teachers to meet the diverse learning and behaviour needs of all their students.

	Current Position	2013	2014	2015-2016
Goal 2a: To ensure that all RTLB are delivering evidenced based interventions that reflect the intentions of the RTLB service, support MOE initiatives and best practice.	Majority of support is to individual referrals. Feedback and data suggests that interventions are effective and valued. RTLB have access to external supervision to support professional growth. RTLB in training are supported with a reduced caseload and regular study days.	COP meetings held once a month. RTLB have the opportunity to develop confidence in planning and implementing evidenced based PD to groups. Ongoing cluster PD available to support SHLN interventions. Develop and document a high quality system for appointment and performance management.	All interventions are captured using the practice templates. Interventions are underpinned by restorative theories and are inclusive in nature. Team can offer to facilitate RP conferences when a student is stood down. Process clearly established to identify and discontinue SHLN cases.	RTLB will identify an inquiry on an annual basis. RTLB will regularly facilitate high quality professional development to groups of teachers based on needs identified through referral trends.
Goal 2b: To ensure the RTLB team have knowledge to provide a responsive service to Maori students.	Currently 2 RTLB are competent in te reo. Staff survey completed and have identified that current level of skill and confidence in Tikanga overall is low.	Development of a Maori focus team to identify key Maori stakeholders, plan and source team PD to increase confidence and understanding. Implement Te whare tapa wha CAP Plan. Look into the possibility of RTLB being welcomed into Mahaanui Marae.	All RTLB trained and using the Mana Potential model. Practice templates reflect tikanga values and language. Continue to develop close working relationship with Runanga. Establish local and MOE relationships so practice support is available to RTLB. Budget established to create specific resources.	RTLB participation in marae as a way of promoting relationships. Kaumatua has active participation in RTLB referral meetings. RTLB can demonstrate functional use of te reo. RTLB have sound understanding of Ka Hikitia.
Goal 2c: To ensure the RTLB team have the expertise to lead MOE/CYF initiatives (IYT, SWPB4L, RP, Gateway, Inclusive Education)	Two RTLB IYT trained facilitators. Three RTLB involved in SWPB4L. All team members trained in RP. Eight RTLB have completed a Gateway educational profile.	Grow the confidence across the team to facilitate RP conferences. Improve the quality of the educational profiles through team PD. Team will clearly understand the process for applying for IWS.	The RTB team will be provided with comprehensive knowledge of SWPB4L programme and use this information to inform interventions. Time and resources set aside to support Inclusive School initiative.	The team will work alongside SAF to implement Inclusive Schools project. Establish robust systems for reviewing ISA outcomes (Gateways).
Goal 2d: To ensure all students across NC are provided with a seamless transition.	All students supported by RTLB received planned transition from 2012-2013. Some schools made RTLB referrals to supports students to transition. CM involved with Kaiapoi/Rangiora Principal groups to strengthen practice and relationships across schools.	Formalise RTLB transition process and communicate to schools ahead of time. RTLB to formally meet with Secondary schools to discuss students transitioning. Encourage schools outside of Kaiapoi/Rangiora to meet with contributing schools and develop transition process.	Provide PD for teachers/Principals and SENCO around seamless transitions. Invest time into an inquiry around the transition from Year 3 to Year 4.	All cluster schools have a robust system for transitioning students from on year to the next. RTLB support clearly identified in the process. Track a decrease in re-referrals to measure success.

### GOAL 3: RELATIONSHIP DEVELOPMENT

Develop an environment of collaboration, trust and respect with all stakeholders and contributors in the North Canterbury educational community.  
Contribute to the quality of education and enhance culture of the cluster schools.

	Current Position	2013	2014	2015-2016
Goal 3a: To work alongside MOE, RTlit and other RTLB clusters to co-ordinate a seamless service delivery to schools.	Excellent relationships with Special Education/MOE. GSE SM attends referral meetings. Close relationship with other CM working collaboratively around consistent service delivery. Collaborative relationship established with RTlits.	To form a partnership with SAF/MOE and support the implementation of key strategies to improve outcomes. Develop protocols with Special Ed for EI transitions. Establish clear protocols for when applying for IWS.	Implement the Earthquake Recovery plan. Schedule time and resource to assist Christchurch clusters with the school closure/mergers. Develop and implement a robust transition process with RTLB clusters nationally.	Survey key partners to provide feedback regarding the RTLB Service.
Goal 3b: To build positive relationships with all cluster schools and provide clear, concise and timely information regarding RTLB service delivery.	Termly newsletters are emailed (or when required). Funding letters are emailed in a timely way. Positive relationship with Principals. High quality PD delivered to SENCOs and TA termly.	Finish the design of the RTLB website and use it to it's potential. Operational document completed and sent to every school. Survey Principals annually to measure satisfaction.	Analyse referral trends and provide staff PD to meet needs of teachers. Support both AE settings to provide quality education to students with a focus to re-engage in mainstream education.	Provide high quality PD to beginning teachers, and develop COP for teachers across the cluster based around need/interest.
Goal 3c: To report targets to CAG each term and call on expertise to mitigate issues.	Current CAG members will continue into 2013. Meetings are held termly. CAG provide feedback directly from schools. Terms of reference documented.	Key people to represent Maori and Pasifika stakeholders identified. Meeting with MOE Regional Maori and Pasifika co-ordinators to develop networks.	Review CAG membership. Identify members to provide specific expertise to CM around portfolios (i.e. finances, strategic planning, services to Maori).	Review CAG membership.
Goal 3d: To liaise with relevant agencies in an effort to establish working relationships and provide a co-ordinated service delivery to schools, families and students.	Developed a service agreement form that RTLB use when other agencies are involved to establish roles. CM attends YJ meetings, rural pastoral care meetings and holds regular meetings with Rangiora CYF site Manager.	Develop a list of agencies. Identify and connect with services providers for Maori. Develop close links with Strengthening families Co-ordinator. Ensure we meet timeframes for Gateway, Ed profiles. Establish a relationship with RP Waimak.	Survey key agencies to provide feedback regarding impact of our service delivery. Meet with Wellbeing North Canterbury on a regular basis to discuss collaborative approaches to supporting North Canterbury schools.	Promote ongoing collaborative relationships through open and honest communication.

## GOAL 4: DATA GATHERING

Establish efficient systems to collect a range of data sets to inform ongoing priorities and measure success

	Current Position	2013	2014	2015-2016
Goal 4a: To collect informative data sets generated from schools to inform ongoing service delivery that meets the needs of our cluster schools.	No robust systems in place to collect achievement data from schools. Some behaviour data is collected, but only for students on RTLB role.	Establish a system to collect achievement data from schools. This may include 6-year net data, national standards, NCEA. Use this data to predict ongoing referral needs.	Encourage schools to look at referral trend data and consider requesting staff PD from RTLB to improve outcomes.	Provide high quality PD across the cluster based on referral data (i.e. differentiation support to Secondary Teachers supporting SLD students).
Goal 4b: Collect and analyse referral information so trends can be established and cluster PD planned.	Collect referral data through Google docs. Snap shot reports provided to MOE and cluster schools termly. Information is feedback to cluster schools.	Compare referral data from year to year to establish trends and monitor progress.	Fully implement an online referral and case management system. Track trends across the cluster and source PD to up skill RTLB to meet those cluster needs.	Ongoing analysis of data to establish cluster needs.
Goal 4c: Establish clear systems for collecting achievement data after funding has been allocated.	Outcome data for LSF and year 11-13 funding is returned (but not consistently).	Establish a robust system for tracking and collating outcome data from LSF and Yr 11-13 funding. Ensure RTLB have good practice standards for reviewing LSF outcomes.	Analyse data and feedback to team and cluster schools on a regular basis which interventions have the biggest impact. Make best use of the web based case management system. Establish a robust process for monitoring outcomes for special projects.	Ongoing data analysis of intervention outcomes.
Goal 4d: Monthly expenses are reviewed against budget allocations to ensure appropriate spending.	2012 accounts in surplus. 2012 finance report finalised and sent to MOE.	Coding made more accurate to simplify the task of annual reporting to MOE. Revise budget to fit with the new coding.	Data base system that tracks spending to the week so informed decisions can be made. Improve accuracy around variance reporting to BOT and CAG.	Ongoing reviewing of spending. Adjustments made to budget to resource cluster and RTLB team needs.



# CLUSTER COMMUNICATION PLAN

- To maintain consistent messages at all times
- Manage expectations, build awareness and understanding about the NCRTL service
- To keep key stakeholders informed about service delivery
- To seek regular feedback about service delivered to cluster schools.

Target Audience	Communication Objective	Key Messages	Channels	Timing	Who is responsible?
<b>RTL Team</b>	To keep the team informed about daily operations, manage service delivery and continue to grow professional practice.	Events over the week, CM availability, referral information, feed forward info from MOE/LS Principal.	Email Team meetings	Each Monday morning As needed Monthly Team meeting Termly PLD Day	CM  CM / PL
<b>Cluster School Principals</b>	To keep Principals informed about service delivery, initiatives and seek feedback.	Operational information, referral statistics, data summaries, info outlining new initiatives and upcoming PLD.	Email - Newsletters NCPA Meeting Snapshot Reports Access to Website Principal Survey	Monthly Termly Monthly Ongoing Annually	CM CM CM CM/ITPL CM
<b>SENCOS</b>	To keep SENCOS informed about strategies to support diverse learners and pass on information to teachers/TAs.	Service delivery, operational information, and professional learning opportunities as requested.	Email – Newsletters Access to website SENCO network meetings PD (TA) training	Termly Ongoing Term 2 and 3 Term 1,2 and 3.	CM  CM/ PL
<b>Teachers</b>	To increase understanding about RTL service and provide PLD opportunities.	The role of the RTL, strategies to support reported concerns. Inclusive practices.	Parent /Teacher Pamphlet Teacher meeting Service agreement/CAP Service feedback form	Intervention driven  At discontinuation	RTL  RTL
<b>Caregivers/ Whanau</b>	To increase understanding about the RTL service and to provide information about how they can support their child(ren).	The role of the RTL and strategies to support reported concerns. Initiating possible support from other agencies.	Parent Pamphlet Parent meeting Service agreement / CAP Service feedback form	Intervention driven  At discontinuation	RTL  RTL
<b>Lead School BOT</b>	To keep the BOT informed about service delivery, financial matters and any risks and mitigations.	General business, referral statistics, financial reports, risk assessments, budgets and annual plans.	BOT report	Monthly	CM
<b>Cluster Advisory Group</b>	To keep the CAG informed of service delivery, financial matters, annual and strategic planning.	Referral statistics, financial reports, risk assessments, budgets, annual plans,	CAG Report	Week 7 of each term	CM / PL
<b>District MOE Office</b>	To liaise with the district MOE around joint initiatives, service delivery and transitions.	Student information, IYT, IYP, SWPB4I, and general MOE/RTL update.	Service Manager attends Team meetings.	Monthly	MOE Service Manager for NC and CM
<b>National MOE Team</b>	To keep the national MOE team informed of service delivery.	Annual report CAG minutes and snapshot reports	Email Email	Annually – March 1 <sup>st</sup> Termly	CM CM

# ANNUAL PLAN 2013

GOAL 1: ORGANISATIONAL INFRASTRUCTURE				
Establish the systems and practices needed to create a cohesive self managing cluster				
	Key Actions	Resources /Timeline	Who is Responsible?	Review / Evaluation
Goal 1a: Ensure all RTLB positions are appointed with appropriately skilled personnel.	<ul style="list-style-type: none"> <li>Support the RTLB in training by reducing workload.</li> <li>Continue to develop Appraisal Connector to capture teams strengths and needs for development.</li> <li>Secure extended fixed term position for 2014.</li> </ul>	<p>Operate a waiting list – ongoing.</p> <p>Document procedures for appraisal. Team report analysed term 4.</p> <p>Write to the MOE requesting ongoing resourcing.</p>	<p>Jocelyn (PL)</p> <p>Kelly</p> <p>Kelly</p>	<p>Jocelyn meeting with team individually to monitor case loads monthly.</p> <p>Appraisal process documented. Team report analysed and shared with LSP. Informing team PD in 2014.</p> <p>Unsuccessful response to request. No funding available.</p>
Goal 1b: To run a transparent, equitable referral process that ensures the right intervention, right time.	<ul style="list-style-type: none"> <li>Secured administration time to process referrals on behalf of CM.</li> <li>Likely need to have a waiting list in 2013/2014.</li> <li>All Cluster Schools will have an operational document outlining RTLB process.</li> </ul>	<p>From term 2.</p> <p>Monitor - ongoing</p> <p>Further PD for CM. Policy vs procedure. Time to complete.</p>	<p>Kelly</p> <p>Kelly</p> <p>Kelly</p>	<p>Admin time secured – 2 hours a week.</p> <p>Waiting list operating. Prioritising referrals and keeping referrers informed around timeframes.</p> <p>Operational document finished Term 4.</p> <p>Principals and SENCO have had training in CMS. Can now access all referral data.</p>
Goal 1c: Ensure that resources are prioritised to achieve greatest outcome	<ul style="list-style-type: none"> <li>Analyse LSF outcome reports.</li> <li>Consider special projects funding for groups, classes, and schools.</li> <li>Complete a comprehensive asset register.</li> </ul>	<p>The team will submit outcome reports for all LSF by week 4 of following term. Discuss special projects with other CMs – term 3.</p> <p>Team need to record all new assets – by end of term 4.</p>	<p>Team /Kelly</p> <p>Kelly</p> <p>Team</p>	<p>CMS (Schoolgate system) has improved efficiency of this process. Analysis suggests LSF is mostly to support learning and goals are achieved. CM has discussed special projects – nothing implemented.</p> <p>Team have added new assets. Investigate a better platform to store information.</p>
Goal 1d: Establish clear consistent communication and documentation to key stakeholders and create opportunities for cluster feedback	<ul style="list-style-type: none"> <li>Operational document developed and sent to schools.</li> <li>Communication plan.</li> <li>Set up survey monkey to improve feedback efficiency back to cluster.</li> </ul>	<p>Time to complete. BOT to sign off. – Term 4.</p> <p>Time to complete. – Term 4</p> <p>Funding and training in setting this up.</p>	<p>Kelly/Jason</p> <p>Kelly</p> <p>Kelly/Cara</p>	<p>Completed end of term 4 – not signed off by BOT.</p> <p>Completed and added in operational document.</p> <p>Not completed. Term 1 – 2014.</p>

## GOAL 2: SERVICE DEVELOPMENT

To establish a consistent, effective, evidenced based service that assists teachers to meet the diverse learning and behaviour needs of all their students.

	Key Actions	Resources/Timeline	Who is responsible?	Review/Evaluation
Goal 2a: To ensure that all RTLB are delivering evidenced based interventions that reflect the intentions of the RTLB service, support MOE initiatives and best practice.	<ul style="list-style-type: none"> <li>COP meetings held once a month.</li> <li>RTLB have the opportunity to develop confidence in planning and implementing evidenced based PD to groups.</li> <li>Ongoing cluster PD available to support SHLN interventions.</li> <li>Develop and document a high quality system for appointment and performance management.</li> </ul>	<p>Time in monthly referrals meetings.</p> <p>Team divided into three groups – IYT, TA and SENCO training groups. 3 Training sessions held over the year.</p> <p>COP to share. Development of documents to support practice.</p> <p>Time to complete – term 4.</p> <p>Include in OD.</p>	<p>Jocelyn</p> <p>Jocelyn</p> <p>Team/ Kelly</p> <p>Kelly</p>	<p>Term 2 &amp; 3 – General cases shared. Term 4 – SHLN cases shared. Team report it is a useful process.</p> <p>Evaluations from training sessions with both SENCos and TA indicated a high level of satisfaction. LP reported to CM about individual training performance.</p>
Goal 2b: To ensure the RTLB team have knowledge to provide a responsive service to Maori students.	<ul style="list-style-type: none"> <li>Development of a Maori focus team to identify key Maori stakeholders, plan and source team PD to increase confidence and understanding.</li> <li>Implement Te whare tapa wha CAP Plan. Look into the possibility of RTLB being welcomed into Mahaanui Marae.</li> </ul>	<p>Identify membership. Set dates for meetings. Develop an action plan informed by RTLB PD needs-term 4.</p> <p>Time to train RTLB in respectful use of CAP plan – term 2.</p> <p>Identify key contact and develop relationship.</p>	<p>Kelly/Andrea</p> <p>Becks</p> <p>Kelly</p>	<p>Maori Advisory group formed. One meeting held in 2013. Action plan developed.</p> <p>Training completed. RTLB are not using regularly.</p> <p>Maori focus group minutes and action plan sent to Tuahiwi Educational committee.</p>
Goal 2c: To ensure the RTLB team have the expertise to lead MOE/CYF initiatives (IYT, SWPB4L, RP, Gateway, Inclusive Education)	<ul style="list-style-type: none"> <li>Grow the confidence across the team to facilitate RP conferences.</li> <li>Improve the quality of the educational profiles through team PD.</li> <li>Team will clearly understand the process for applying for IWS.</li> </ul>	<p>Training provided for the team – term 2. Ongoing mentoring when the need arises.</p> <p>Time allocated to complete – term 3.</p> <p>Key documents to share – term 3</p>	<p>Joss</p> <p>Joss</p> <p>Kelly / Jocelyn</p> <p>Kelly</p>	<p>All RTLB have been trained in RP with Marg Thorsborne. Joss supports other RTLB with no blame class conferences. Great feedback from schools.</p> <p>Ed profiles - completed</p> <p>IWS - completed</p>
Goal 2d: To ensure all students across NC are provided with a seamless transition.	<ul style="list-style-type: none"> <li>Formalise RTLB transition process and communicate to schools ahead of time.</li> <li>RTLB to formally meet with Secondary schools to discuss students transitioning.</li> <li>Encourage schools outside of Kaiapoi/Rangiora to meet with contributing schools and develop transition process.</li> </ul>	<p>Included in OD.</p> <p>Arrange meetings end of term 3.</p> <p>Ongoing conversations through school cluster groups.</p>	<p>Kelly</p> <p>Kelly/RTLB transition team</p> <p>Kelly</p>	<p>Included in operational document. Schools were informed through regular newsletters the process/timeframes for transition referrals.</p> <p>Well received transition meetings held between KHS,RHS to discuss transitions. Conversations occurred with Oxford Area school in context with SWPB4L.</p>

### GOAL 3: RELATIONSHIP DEVELOPMENT

Develop an environment of collaboration, trust and respect with all stakeholders and contributors in the North Canterbury educational community. Contribute to the quality of education and enhance culture of the cluster schools.

	Key Actions	Resources/Timelines	Who is responsible?	Review/Evaluation
Goal 3a: To work alongside MOE, RTlit and other RTLB clusters to co-ordinate a seamless service delivery to schools.	<ul style="list-style-type: none"> <li>To form a partnership with SAF/MOE and support the implementation of key strategies to improve outcomes.</li> <li>Develop protocols with Special Ed for EI transitions.</li> <li>Establish clear protocols for when applying for IWS.</li> </ul>	<p>Identify key people – ongoing.</p> <p>Discussions with North Canterbury Service Manager. Discussions with Jason Ruston. Visit pre-schools.</p> <p>Include in operational document</p>	<p>Kelly</p> <p>Kelly</p> <p>Kelly</p>	<p>Ongoing relationships have been developed</p> <ul style="list-style-type: none"> <li>SAF -Maori Advisory group</li> <li>Regional Pasifika Team.</li> <li>SWPB4L team.</li> </ul> <p>Some difficulty getting District consistency. Some EI transitions have fallen through the cracks. Pre –school visits are planned term 1 2014.</p> <p>Attended a moderation panel – useful insight. Guidelines for team included in OD.</p>
Goal 3b: To build positive relationships with all cluster schools and provide clear, concise and timely information regarding RTLB service delivery.	<ul style="list-style-type: none"> <li>Finish the design of the RTLB website and use it to it's potential.</li> <li>Operational document completed and sent to every school.</li> <li>Survey Principals annually to measure satisfaction.</li> </ul>	<p>Establish time/ capabilities</p> <p>Time to complete – term 4.</p> <p>Survey to be developed and sent to Principals and SENCOs in term 4.</p>	<p>Kelly / Cara</p> <p>Kelly</p> <p>Kelly</p>	<p>Term 4 – decision was made to take down existing website and re-develop. Flexible staffing is being used employ Howard to develop. The operational document will be available online and not sent to schools. Principal and SENCO survey completed. A high level of satisfaction with the RTLB reported.</p>
Goal 3c: To report targets to CAG each term and call on expertise to mitigate issues.	<ul style="list-style-type: none"> <li>Key people to represent Maori and Pasifika stakeholders identified.</li> <li>Meeting with MOE Regional Maori and Pasifika co-ordinators to develop networks</li> </ul>	<p>Ensure these are in place by term 2.</p> <p>Names/ emails/ contact numbers. Resources for meetings – ‘shout a coffee.’</p>	<p>Kelly /Jason</p> <p>Kelly</p>	<p>Great relationships established with the Regional Pasifika team – organised a regional Tau o Sau training.</p> <p>Great relationship with District Maori advisor, she is supporting ongoing work through the NCRTLb advisory group.</p>
Goal 3d: To liaise with relevant agencies in an effort to establish working relationships and provide a co-ordinated service delivery to schools, families and students.	<ul style="list-style-type: none"> <li>Develop a list of agencies.</li> <li>Identify and connect with services providers for Maori.</li> <li>Develop close links with Strengthening families Co-ordinator.</li> <li>Ensure we meet timeframes for Gateway, Ed profiles.</li> </ul>	<p>Team to coordinate a list – term 1 North Canterbury list and Christchurch wide. – Term 2 Contact Wellbeing – North Canterbury. Availability dependant. Prioritise time and resources to meet requests – ongoing.</p>	<p>Team</p> <p>Team</p> <p>Kelly</p> <p>Kelly/Team</p>	<p>Completed – Google docs site.</p> <p>Incomplete – on the list for term 1 in 2014. Planned for District Maori Advisor to attend meeting.</p> <p>SFM – coordinator position vacant until mid year. As yet – unable to arrange a time to meet.</p> <p>Gateway Ed profile pressures have changed. All time frames have been met.</p>

## GOAL 4: DATA GATHERING

Establish efficient systems to collect a range of data sets to inform ongoing priorities and measure success

	Key Actions	Resources/Timelines	Who is responsible?	Review/Evaluation
Goal 4a: To collect informative data sets generated from schools to inform ongoing service delivery that meets the needs of our cluster schools.	<ul style="list-style-type: none"> <li>Establish a system to collect achievement data from schools. This may include 6-year net data, national standards, NCEA.</li> <li>Use this data to predict ongoing referral needs.</li> </ul>	Prioritise what is the most useful information. Plan a system to coordinate. Collect and analyse.	Kelly	Ongoing work required in this area. National standards data collected from each school. Challenge to make it useful.
Goal 4b: Collect and analyse referral information so trends can be established and cluster PD planned.	<ul style="list-style-type: none"> <li>Compare referral data from year to year to establish trends and monitor progress.</li> <li>Fully implement an online referral and case management system.</li> <li>Track trends across the cluster and source PD to up skill RTLB to meet those cluster needs.</li> </ul>	<p>Referral data archived each year for comparisons.</p> <p>Prioritise funding and time for training. OD will need to be adjusted. Training arranged for Principals and SENCOs. CM attendance at the cluster school meetings.</p>	<p>Kelly</p> <p>Kelly/Cara</p> <p>Kelly</p>	<p>Systems in place to collect referral data. 2012 referral data will be compared with 2013 in Jan 2014.</p> <p>School gate system purchased. Training provided to all. Response to new system has been extremely positive. Improved efficiency.</p> <p>Delivering the NZC in modern learning environments is an increasing trend. RTLB will be provided training to ensure intervention strategies match philosophy.</p>
Goal 4c: Establish clear systems for collecting achievement data after funding has been allocated.	<ul style="list-style-type: none"> <li>Establish a robust system for tracking and collating outcome data from LSF and Yr 11-13 funding.</li> <li>Ensure RTLB have good practice standards for reviewing LSF outcomes.</li> </ul>	Time to train staff – CMS. Ensure the use of smart goals and accurate measuring of pre and post data – term 3. Meeting SENCOs to train in Yr 11-13 applications on new CMS, including milestone reports – Term 3	<p>Kelly</p> <p>Kelly / Jocelyn</p>	The CMS system is capable of storing outcome data. All new LSF applications are made online; the outcome report is attached to the application 4wks after completion. RTLB are using the system well. SENCO training completed, ongoing reminders for milestones 2014.
Goal 4d: Monthly expenses are reviewed against budget allocations to ensure appropriate spending.	<ul style="list-style-type: none"> <li>Coding made more accurate to simplify the task of annual reporting to MOE.</li> <li>Revise budget to fit with the new coding.</li> </ul>	Meeting with CES – Term 1	Kelly/Jason	Coding now matches the MOE annual report. Ongoing dialogue with CES to continue to improve accurate reporting of figures. Monthly statements are now sent directly to CM.

## SELF-REVIEW MODEL IN ACTION 2013

Key Questions	Evidence	Key Findings	Actions for 2014
How have we contributed to a range of outcomes to support student presence, participation and achievement?	<ul style="list-style-type: none"> <li>• Summary of Service</li> <li>• Discontinuation CAPS</li> <li>• LSF outcome reports</li> <li>• Annual referral statistics</li> <li>• 30 week reviews</li> <li>• Annual Cluster Survey</li> <li>• MOE survey Monkey</li> <li>• Gateway Ed Profiles</li> </ul>	86% of all discontinued cases were achieved. 73% of all goals support by LSF were achieved or partially achieved. Average time supported was 32 weeks. Barrier to closure reported was mostly teacher resistance. 88% of respondents reported we achieved ongoing improvement for students. Contributed to information and planning for 35 students in CYF care. 9 successful assistive tech applications. 1 successful ORS application.	Track National standards Identify ethnicity with feedback forms. Train staff in IWS. Clarify criteria for closure conversation with team. Ensure analysis of referral needs are completed and peer-reviewed.
How have we empowered others to support student presence, participation and achievement?	<ul style="list-style-type: none"> <li>• Service feedback forms</li> <li>• Presentation feedback forms</li> <li>• Agency feedback</li> </ul>	83% reported they could continue to support the student. SENCO and TA feedback has requested continued opportunities to meet. CYF, Wellbeing and YJ request our presence at meetings. Some feedback requests more hands on support for students.	RTLB road show – RTLB our role. Plan SENCO and TA Training that supports
What evidence do we have to help us identify our cluster schools ongoing professional learning needs?	<ul style="list-style-type: none"> <li>• Statistics of referrals received</li> <li>• Cluster achievement data</li> <li>• MOE Priorities</li> <li>• Annual Cluster Survey</li> <li>• CAG feedback from cluster schools</li> </ul>	Higher number of referrals for Yrs 1&2. 81 L/B. 77-B. 56 L (early literacy skills). Increase in class behaviour referrals. MOE - MLE and improving outcomes for Maori learners. Referrals to support implementation of RP, Positive behaviour supports, circle time. Schools value our RP knowledge. Schools have requested support for no blame conferences.	Transition for NE priority Supporting schools with MLE Collate academic data. Ensure sound practice in RTLB knowledge of RP.
What are our professional strengths and learning needs that will enable us to support our cluster schools?	<ul style="list-style-type: none"> <li>• Appraisal outcomes</li> <li>• Appraisal Connector Team report</li> <li>• Professional learning portfolios</li> </ul>	Team need further support to understand Ka Hikitia and other Maori service provision frameworks. Schools report that our use of technology to enhance systems (CMS system) and student learning as a strength.	Provide PLD for RTLB team - Ka Hikita - MLE theories and mindset - iPad training, Apps and using technology in the classroom.

## VARIANCE REPORT - 2013

Goal	General Comments	Ongoing Risks	Actions to be included in 2014 Annual Report
LSF – partially achieved LSF outcomes.	RTLb are reporting that when schools are receiving funding to support interventions they are calculating in ACC, TA holiday pay etc. This reduces the number of hours delivered and compromises the support as outlined in the CAP plan.	Inventions are only partially achieved. More funding is requested. Increase in Teacher Aide hourly rate when the Collective Agreement is ratified. This will impact greatly on the number of hours to support interventions.	RTLb to report when this happens and make a note on the CMS system. Analyse whether this affects the outcome of intervention. Continue to talk with Principals about the fact that it's a contribution. Make a statement in the Feb newsletter.
Implement Special Project Funding	Historically LSF is only used for Teacher Aide funding to support learning and behaviour interventions. 97% of funding in 2013 was funding for teacher aides in 2013. SENCOs have reported a resistance to providing funding for things other than teacher aides. This goal was not achieved due to other changes to systems (implementing CMS) being prioritised.	Teacher Aide driven interventions are not always inclusive, providing special project funding could support wider school initiatives.	Talk more with other Cluster Managers to see how they have set up this funding. Provide a framework for SENCOs and Principals. Approach a school with ideas to run a pilot. Report back to the wider cluster group.
Develop a District consistent framework for EI Transitions	This document has not been finalised, as there are conflicts of opinions between key people at district MOE level and RTLb cluster level. CM does have a verbal agreement with North Canterbury Service manager. But this only operates for students who live in the North Canterbury area.	Students being supported by Early Intervention (outside of the North Canterbury Area) will not be flagged to RTLb as needing support when starting school. Four cases have occurred in 2013.	Continue to try and reach a consensus so district consistency can occur. Arrange visits to pre-schools to develop a relationship with managers. Continue to liaise with Jason Rushton (Wellbeing) and CYF around students requiring support to enter school.
Maori /Pasifika representation on CAG.	This goal has not being achieved. Maori representation on the CAG is currently the Principal from Tuahiwi School.	Maori and Pasifika are not represented within this forum.	With support from the Maori Advisory group, continue to build a relationship with iwi and identify appropriate person. Contact Regional Pasifika Coordinator to discuss appropriate people to approach.
Finalise Operational Document and send to cluster schools.	The Cluster operational document has been in first draft for over a year. With ongoing changes being made (Ed profiles, SHLN, CMS, website) it has not been signed off.	Cluster schools need to know how the NCRTLb cluster operates. Ongoing changes will occur.	Sign off Policy and procedures in Term 1. Upload document on the website and make changes when online. Schools can access the information when they need to know something specific.

# 2014 ANNUAL PLAN

GOAL 1: ORGANISATIONAL INFRASTRUCTURE				
Establish the systems and practices needed to create a cohesive self managing cluster				
	Key Actions	Resources /Timeline	Who is Responsible?	Review / Evaluation
Goal 1a: Ensure all RTL B positions are appointed with appropriately skilled personnel.	<ul style="list-style-type: none"> <li>Appoint permanent position in February 2013.</li> <li>Support the RTL B in training by reducing workload.</li> <li>Continue to develop Appraisal Connector to capture teams strengths and needs for development. Every RTL B has a PLD plan.</li> </ul>	<p>Applications close on the 10 Feb. Interviews held on the 17<sup>th</sup> Feb.</p> <p>Review workload at referral meetings. RTL B have regular meetings with PL.</p> <p>Each RTL B has time to set up and maintain personal learning portfolios. Access to PD that allow them to meet their goals.</p>	<p>Appointments committee.</p> <p>RTL B Team</p>	<p>Completed.</p> <p>PL has professional supervision for team at least twice a term. Goals set by team have mostly been achieved. Workload continues to be an issue for the team as reflected through our waiting list. Professional learning portfolios have not been well implemented by the team. Next year Myportfolio will be implemented across the team.</p>
Goal 1b: To run a transparent, equitable referral process that ensures the right intervention, right time.	<ul style="list-style-type: none"> <li>Continue to implement the CMS system.</li> <li>Ensure the RTL B are recording information on the CMS system.</li> <li>Ensure the Operational frameworks are being adhered to.</li> <li>Prioritise Maori learning referrals</li> </ul>	<p>Ongoing</p> <p>Expectations discussed at the Jan Team meeting.</p> <p>Ongoing – 30 week reviews.</p> <p>Ongoing – referral meetings</p>	<p>RTL B team</p> <p>Kelly</p> <p>Lynne/Kelly</p> <p>RTL B Team</p>	<p>The CMS system is working well to provide a central information system between RTL B, CM and schools. Referrals, LSF and data collection processes are streamlined. Yr 11-13 funding continues to be challenging. Other key actions – achieved.</p>
Goal 1c: Ensure that resources are prioritised to achieve greatest outcome	<ul style="list-style-type: none"> <li>Implement Special funding applications to support systems work.</li> <li>Feedback referral data to schools to support ongoing planning.</li> </ul>	<p>NCPA – discuss options</p> <p>Talk with other CMs to gain collective implementation ideas.</p> <p>Time to analyse statistics</p>	<p>Kelly</p> <p>Kelly</p>	<p>Special projects have been discussed. Reciprocal Teaching workshops delivered. BT supporting diverse learners starts 2015. Referral data and LSF data available on CMS.</p>
Goal 1d: Establish clear consistent communication and documentation to key stakeholders and create opportunities for cluster feedback	<ul style="list-style-type: none"> <li>Launch the NCRTL B website</li> <li>Develop a communication plan</li> <li>Upload completed Operational document.</li> </ul>	<p>Use flexible staffing with to employ Howard to design website.</p> <p>Operational document and communication plan completed by end of Feb.</p> <p>Provide details to Stakeholders in March.</p>	<p>Kelly/Howard/Cara</p> <p>RTL B Team</p> <p>Kelly</p> <p>Kelly</p>	<p>NCRTL B website operational. Continued work and debate regarding policies. Handbook has been updated for 2015.</p>



## GOAL 2: SERVICE DEVELOPMENT

To establish a consistent, effective, evidenced based service that assists teachers to meet the diverse learning and behaviour needs of all their students.

	Key Actions	Resources/Timeline	Who is responsible?	Review/Evaluation
Goal 2a: To ensure that all RTLB are delivering evidenced based interventions that reflect the intentions of the RTLB service, support MOE initiatives and best practice.	<ul style="list-style-type: none"> <li>All interventions are captured using the practice templates.</li> <li>Interventions are underpinned by restorative theories and are inclusive in nature.</li> <li>Team can offer to facilitate RP conferences when students are stood down.</li> <li>Process clearly established and implemented to identify, support and discontinue SHLN cases.</li> </ul>	<p>Expectations shared at Jan team meeting. Data analysis shared with Lynne before intervention stage. Ongoing. Support each other to implement.</p> <p>Guidelines included in Operational document. Guidelines for measuring below Level 1 completed and shared with staff.</p>	<p>RTLB/Lynne</p> <p>RTLB team</p> <p>Lynne</p>	<p>All closed cases indicate templates are being used. Lynne support RTLB with analysis. HLN guidelines developed and shared with stakeholders.</p>
Goal 2b: To ensure the RTLB team have knowledge to provide a responsive service to Māori students.	<ul style="list-style-type: none"> <li>All RTLB trained and using the Mana Potential model.</li> <li>Maori Advisory Group established and meeting monthly</li> <li>Continue to develop close working relationship with Runanga.</li> <li>Establish local and MOE relationships so practice support is available to RTLB.</li> <li>Budget established to create specific resources.</li> <li>Establish NC Maori learners enquiry</li> <li>Team have sound knowledge of Tātaiako and reflect on practice using this framework.</li> </ul>	<p>Training provided Jan team meeting</p> <p>Monthly meetings – Agenda to be sent a week in advance.</p> <p>Ongoing with support form MAG. Send minutes to Runanga.</p> <p>Discuss key people with Service Manager. Invite KTW to Team meeting (as available). Completed in 2013 budget.</p> <p>Term 1 2014 – survey developed and sent to schools in consultation with MAG.</p> <p>Team training around Tataiako – March 14.</p>	<p>Kelly</p> <p>Kelly / Andrea/MAG</p> <p>Susan</p> <p>Kelly/RTLB team</p> <p>Helen Taylor - Young</p>	<p>Exposure to Mana potential model. MAG is providing great support to CM. Team have meet KTW at MOE. Realising Māori potential survey completed, analysed and sent back to schools. SENCO presentation delivered. Team training delivered with increased knowledge measured.</p>
Goal 2c: To ensure the RTLB team have the expertise to lead MOE/CYF initiatives (IYT, SWPB4L, RP, Gateway, Inclusive Education)	<ul style="list-style-type: none"> <li>The RTB team will be provided with comprehensive knowledge of SWPB4L programme and use this information to inform interventions.</li> <li>Time and resources set aside to support Inclusive School initiative.</li> <li>Two more RTLB will train to be IYT facilitators</li> <li>One IYT programme delivered across 2014.</li> </ul>	<p>Team involved in training delivered to schools over the year – ongoing</p> <p>Use MOE website and documents to inform practices – ongoing.</p> <p>MOE providing training.</p> <p>Moe providing funding</p>	<p>Kelly</p> <p>RTLB team</p> <p>Kelly</p> <p>Alice and Lynne</p>	<p>Kay and Anthony trained as IYT facilitators. Team exposed to SW theories. Ongoing PLD provided around inclusive practices linked with MLP. IYT programme delivered.</p>
Goal 2d: To ensure all students across NC are provided with a seamless transition.	<ul style="list-style-type: none"> <li>Implement transition framework</li> <li>Meet with Pre schools to develop transition relationship.</li> <li>Continue to implement protocols for across Canterbury transitions with CMs.</li> <li>Continue to meet with Secondary teams to share information.</li> <li>Support both AE settings to provide quality education to students with a focus to re-engage in mainstream education.</li> </ul>	<p>Ongoing</p> <p>Over Term 1 and 2.</p> <p>Ongoing</p> <p>End of term 3</p> <p>RTLB team will stay involved with students and develop clear transition plans. Cluster to collect data.</p>	<p>Team</p> <p>Kelly/Jason</p> <p>Rushton</p> <p>Kelly</p> <p>Kelly and RTLB team</p> <p>RTLB team</p>	<p>Transition framework implemented. Remind schools earlier in 2015. Secondary meetings held. Ongoing support for AE settings. 4 cases supported this year and CM on management committee for Northern steps.</p>

### GOAL 3: RELATIONSHIP DEVELOPMENT

Develop an environment of collaboration, trust and respect with all stakeholders and contributors in the North Canterbury educational community. Contribute to the quality of education and enhance culture of the cluster schools.

	Key Actions	Resources/Timelines	Who is responsible?	Review/Evaluation
Goal 3a: To work alongside MOE, RTlit and other RTLB clusters to co-ordinate a seamless service delivery to schools.	<ul style="list-style-type: none"> <li>Schedule time and resource to assist Christchurch clusters with the school closure/mergers.</li> <li>Develop and implement a robust transition process with RTLB clusters nationally</li> <li>Continue to work with RTlit and support and learn from their literacy interventions.</li> </ul>	<p>Ongoing - as needed.</p> <p>Raise possibility at Cluster Managers forum. – Term 1. Put something officially on TKI.</p> <p>Ongoing – invite Chuck and Penny to our team meetings. LSF funding to support interventions.</p>	<p>Kelly</p> <p>Kelly</p> <p>Kelly/Lynne</p>	<p>Supporting Christchurch schools was not required. Graeme Barber supported CM at a national level to develop consistent transition processes.</p> <p>CM supported appointment of new RTlit. Heather and Chuck have joined the team for relevant PLD.</p> <p>Five joint RTLB and RTlit referrals have received LSF funding.</p>
Goal 3b: To build positive relationships with all cluster schools and provide clear, concise and timely information regarding RTLB service delivery.	<ul style="list-style-type: none"> <li>Offer RTLB road show to all cluster schools in term 1.</li> <li>Promote website.</li> <li>Implement communication plan.</li> <li>Provide Teacher Aide training 3x a year.</li> <li>Provide SENCO networking day 2x a year.</li> <li>Implement a SENCO newsletter</li> </ul>	<p>Offer communicated via email. Power point developed and presented by RTLB team as requested – term 1.</p> <p>Ongoing.</p> <p>Time for team to plan and deliver in term 1, 2 and 3.</p> <p>In term 2 and 3. Time to plan and implement.</p> <p>Once a term – sharing initiatives and updates from MOE.</p>	<p>Kelly</p> <p>RTLB Team</p> <p>PL and team</p> <p>Kelly/PL</p> <p>Kelly/Cara/PL</p>	<p>Presentation offered to all schools at the beginning of term 1. Three schools took up the offer. Information is available on the website. Communication plan on website.</p> <p>TA training delivered x3. SENCO delivered x2. Positive feedback. SENCO specific newsletter has not been developed. General newsletter to Principals and SENCOs has been emailed once a term.</p>
Goal 3c: To report targets to CAG each term and call on expertise to mitigate issues.	<ul style="list-style-type: none"> <li>Review CAG membership. Identify members to provide specific expertise to CM around portfolios (i.e. finances, strategic planning, services to Māori).</li> </ul>	<p>Discussion at first CAG team meeting.</p>	<p>Jason</p>	<p>CAG meetings held one a term. CM appreciates the support. 3 meetings planned for 2015.</p>
Goal 3d: To liaise with relevant agencies in an effort to establish working relationships and provide a co-ordinated service delivery to schools, families and students.	<ul style="list-style-type: none"> <li>Meet key agencies to provide feedback regarding impact of our service delivery.</li> </ul>	<p>Ongoing Meetings with CYF NC site Manager.</p> <p>Meet with Wellbeing North Canterbury on a regular basis to discuss collaborative approaches to supporting North Canterbury schools.</p> <p>Ongoing attendance at Northern steps management meeting</p> <p>Ongoing attendance at Youth Justice Meetings.</p>	<p>Kelly</p> <p>Kelly</p> <p>Kelly</p> <p>Kelly</p>	<p>CM attends all Youth Justice and Northern Steps management committee meetings.</p> <p>Ongoing meetings with Rachel Norris through gateway process. Less involvement with Wellbeing NC this year. Ongoing close liaison with Morag – Strengthening families.</p> <p>Continue to build a relationship with the Runanga Educational committee</p>

## GOAL 4: DATA GATHERING

Establish efficient systems to collect a range of data sets to inform ongoing priorities and measure success

	Key Actions	Resources/Timelines	Who is responsible?	Review/Evaluation
Goal 4a: To collect informative data sets generated from schools to inform ongoing service delivery that meets the needs of our cluster schools.	<ul style="list-style-type: none"> <li>Conduct annual satisfaction survey and gauge ongoing needs.</li> <li>Implement Māori learners with special needs survey to establish ongoing needs and develop a raising Māori Potential across NC.</li> <li>Continue to analyse feedback forms.</li> <li>CAG continue to request feedback each term.</li> </ul>	<p>Sent out in Term 4.</p> <p>Term 1 – analyse needs and use data to inform planning.</p> <p>Ongoing – at discontinuation of each case.</p> <p>Ongoing – present at termly CAG and acted upon respectively.</p>	<p>Kelly</p> <p>Kelly /Andrea/ MAG</p> <p>RTLb team</p> <p>CAG/Kelly</p>	<p>MOE have undertaken the annual survey and received great results.</p> <p>Data collected around establishing aspirations and ongoing learning needs for Māori.</p> <p>Discontinuation feedback forms continue to be positive and indicate a high satisfaction with the service.</p> <p>Limited feedback through the CAG.</p> <p>CM has collected information from the team with regards to CM supports and resources.</p>
Goal 4b: Collect and analyse referral information so trends can be established and cluster PD planned.	<ul style="list-style-type: none"> <li>Fully implement an online referral and case management system.</li> <li>Track trends across the cluster and source PD to up skill RTLb to meet those cluster needs.</li> </ul>	<p>Ongoing.</p> <p>Ongoing – current focus for 2014 – needs of Earthquake effective New entrants and providing support in MLE.</p>	<p>RTLb Team</p> <p>RTLb Team</p>	<p>CMS is fully operational with improvements made. Trends are being tracked. Increased learning referrals and Yr 1 referrals (16%). Increase in systems and class referrals to support MLE.</p>
Goal 4c: Establish clear systems for collecting achievement data after funding has been allocated.	<ul style="list-style-type: none"> <li>Analyse data and feedback to team and cluster schools on a regular basis which interventions have the biggest impact.</li> <li>Establish a robust process for monitoring outcomes for special projects and LSF and Year 11-13 funding.</li> </ul>	<p>COP focus for 2014 – team meetings.</p> <p>CMS system – ongoing</p>	<p>PL/ Team</p> <p>Kelly / Team and SENCOS</p>	<p>CMS is capturing pre and post data clearly. Outcome reports are being monitored. Team feedback about what is making the biggest difference – ongoing in team meetings.</p> <p>Milestone report template has been developed and implemented for Yr 11-13 funding.</p>
Goal 4d: Monthly expenses are reviewed against budget allocations to ensure appropriate spending.	<ul style="list-style-type: none"> <li>Data base system that tracks spending to the week so informed decisions can be made and improve accuracy around variance reporting to BOT and CAG.</li> </ul>	<p>Set up beginning of 2014 year.</p> <p>Continue to communicate with CES around discrepancies.</p>	<p>Kelly</p>	<p>A change in Financial Support has resulted in improved accuracy and reporting has been a simple process. 2015 funding and service agreement stipulates the Cluster has a separate bank account for the lead school.</p>

## VARIANCE REPORT - 2014

Goal	General Comments	Ongoing Risks	Actions to be included in 2015 Annual Plan
Each RTLB sets up and maintains personal learning portfolios	Only those studying maintained professional portfolios.	Professional learning is not recorded nor reflected upon. This may impact on implementation of new learning.	All team members will be supported to set up Myportfolio. There will be an expectation that they will record learning and collect evidence against the RTC, Tātaiako. This platform will also be used to record RTLB Inquires.
To run a transparent, equitable referral process that ensures the right intervention, right time.	Yr 11-13 application funding process has been made more complicated with the CMS system. SENCOS are finding the outcome reporting difficult to complete.	Currently difficult to capture the outcomes /progress made. MOE may allocate the funding pro-rata.	Meeting held Wednesday 11 Feb with all SENCOS to talk through the process. CMS system has been altered to make the process easier to follow.
To liaise with relevant agencies in an effort to establish working relationships and provide a co-ordinated service delivery to schools, families and students.	The team has participated in one meeting and one workshop with the Te Ngāi Tuahuriri Rūnanga Educational committee.	Without a relationship with	Further opportunities to build a relationship with Te Ngāi Tuahuriri Rūnanga Educational committee will be explored.

### Cluster Priorities for 2015

- To support RTLB in Postgraduate University study.
- Support the implementation of Huakina Mai in three schools within the cluster.
- Continue to be involved with Cluster Learning Communities.
- Implement Special Projects – SENCO network days, TA training, Beginning Teachers COP, Restorative Practice PLD, Reciprocal Teaching.
- Implement a new CMS to capture MOE's data requirements as indicated in the 2015 Funding and Service Agreement – support the schools to make the shift.
- Continue the teams growth and confidence in support Māori learners and whānau.
- Become familiar with and promote the new Inclusive website on TKI available end of term 1 2015.
- Improve systems to ensure Gateway interagency service agreements are being shared with schools and monitored.
- Support schools continue to implement inclusive strategies for students classified as HLN.
- Support schools to ensure that Tier 2 interventions are implemented before an RTLB referral is made.

Provide training for the team in the CAOS framework as an intervention to support Year 1 learning and behaviour referrals

# 2015 ANNUAL PLAN

## GOAL 1: ORGANISATIONAL INFRASTRUCTURE Establish the systems and practices needed to create a cohesive self managing cluster

	Key Actions	Resources /Timeline	Who is Responsible?	Review / Evaluation
Goal 1a: Ensure all RTLB positions are appointed with appropriately skilled personnel.	<ul style="list-style-type: none"> <li>Support the RTLB in training by reducing workload.</li> <li>Each team member will capture professional learning on Myportfolio.</li> <li>Each team member will design a learning plan for 2015.</li> <li>Each team member will design and undertake an inquiry into their practice.</li> </ul>	<p>Review workload at referral meetings. RTLB have regular meetings with GPL (at least 1 per term)</p> <p>Time set aside in team meetings to maintain personal learning portfolios. Access to PD that allow them to meet their goals.</p>	<p>Team and Lynne</p> <p>RTLB Team</p>	<p>Andrea has completed Yr 2 training. Louise and Emma completed Yr 1. Every RTLB has a Myportfolio account and has capture professional learning in team templates. Each team member has engaged in an inquiry and presented learning to the wider team.</p>
Goal 1b: To run a transparent, equitable referral process that ensures the right intervention, right time.	<ul style="list-style-type: none"> <li>Prioritise Maori learning referrals</li> <li>Continue to implement the CMS system and prioritise referrals in terms of risk.</li> <li>Ensure the Operational frameworks are being adhered to.</li> <li>Greater emphasis on completing 30 week reviews.</li> </ul>	<p>Monthly referral meetings</p> <p>Access to CMS system</p> <p>Ongoing – Review discontinuation files.</p> <p>Fortnightly meetings with GPL to discuss team workload.</p>	<p>RTLB team</p> <p>Kelly</p> <p>Lynne/Kelly</p>	<p>Continue to have conversations with SENCOs around the quality of information provided on referrals. Staff PLD provided around writing ALPs. CMS system is working well. Practice leader completes 30 week reviews with team.</p>
Goal 1c: Ensure that resources are prioritised to achieve greatest outcome	<ul style="list-style-type: none"> <li>Ensure equitable access to LSF to support interventions.</li> <li>Funding set aside for – <ul style="list-style-type: none"> <li>Cultural Supervision</li> <li>Teacher Aide Training</li> <li>SENCO network meetings</li> <li>Beginning teachers COP</li> <li>Reciprocal Teaching Project</li> <li>Restorative Practices</li> </ul> </li> </ul>	<p>Team carefully consider what resources are required.</p> <p>As outlined in the budget</p>	<p>Team</p> <p>Kelly</p>	<p>192 LSF applications approved over the year. Received positive feedback from schools about how funding is accessed and managed. Budget for cluster PLD overspent by 221 %. Will look to adjust in 2016 budget.</p>
Goal 1d: Establish clear consistent communication and documentation to key stakeholders and create opportunities for cluster feedback	<ul style="list-style-type: none"> <li>Continue to develop the NCRTLB website</li> <li>Upload completed Operational document.</li> <li>Implement communication plan</li> </ul>	<p>Funding available to employ Howard to continue to develop website.</p>	<p>Kelly</p> <p>Kelly</p>	<p>The use of the website has increased over 2015. Kept up to date with presentations. Plans to develop it further in 2016 and include taps for project groups. Communication plan implemented. We have started the Positive Start Facebook page; this has proven a great forum for sharing.</p>

## GOAL 2: SERVICE DEVELOPMENT

To establish a consistent, effective, evidenced based service that assists teachers to meet the diverse learning and behaviour needs of all their students.

	Key Actions	Resources/Timeline	Who is responsible?	Review/Evaluation
Goal 2a: To ensure that all RTLB are delivering evidenced based interventions that reflect the intentions of the RTLB service, support MOE initiatives and best practice.	<ul style="list-style-type: none"> <li>All interventions are captured using the practice templates and pre and post data recorded on CMS.</li> <li>Interventions are underpinned by restorative theories and are inclusive in nature.</li> <li>Team can offer to facilitate RP conferences when students are stood down.</li> <li>Team will be trained in the CAOS model to meet the needs of increased NE/Yr 1 referrals.</li> </ul>	<p>Expectations shared at Jan team meeting. Data analysis shared with Lynne before intervention stage.</p> <p>Each team member is RP trained.</p> <p>Team will attend CAOS training 4/5 February.</p>	<p>RTLB/Lynne</p> <p>RTLB team</p> <p>RTLB team</p>	The team are all using the practice templates to capture practice. All team members are RP trained. We have had three requests to run a RP process after a student stand down. 80% of the team are trained and use the CAOS model.
Goal 2b: To ensure the RTLB team have knowledge to provide a responsive service to Māori students.	<ul style="list-style-type: none"> <li>Team support schools on the Huakina mai contract.</li> <li>Continue to expose the team to te reo in team meetings.</li> <li>Each team member can deliver mihimihi with confidence.</li> <li>Team have sound knowledge of Tātaiako and reflect on practice using this framework</li> <li>Budget established for team cultural supervision and arrange with Raewyn Tipene-Clark.</li> <li>Maori representation on the Advisory Group and schedule meetings once a term.</li> <li>Communicate constantly to build a relationship with Runanga.</li> </ul>	<p>Timeframe and commitment will differ for each school. Conversations to manage workload. Karakia, waiata, and mihi practiced at each team meeting.</p> <p>Ongoing. Captured for Appraisals in myportfolio. Contact Raewyn in February to establish her availability. Contact Mirama Te Kura and ask if she is available and set dates for the year.</p> <p>Touch base via email in Feb. Email 2015 annual plan, CAG minutes, MAG minutes.</p>	<p>Lynne/Team</p> <p>Kelly / Andrea</p> <p>Kelly/RTLB team</p> <p>Kelly</p> <p>Kelly</p> <p>Kelly</p>	Five RTLB have been involved with Huakina Mai project. The team have continued to be exposed to te reo each team meeting and have engaged in further PLD relating to develop cultural competency. The MAG was disestablished this year, as there was no Māori representation available to support. Further work required to build a relationship with the Ngāi Tūāhuriri is required.
Goal 2c: To ensure the RTLB team have the expertise to lead MOE/CYF initiatives (IYT, SWPB4L, RP, Gateway, Inclusive Education)	<ul style="list-style-type: none"> <li>The RTLB team will be provided with comprehensive knowledge of SWPB4L programme and use this information to inform interventions.</li> <li>Time and resources set aside to support Inclusive School initiative. The team will have comprehensive knowledge of the MOE Inclusion website and use this information to support interventions.</li> <li>Two IYT programme delivered in 2015</li> <li>All team confident to complete AT applications</li> </ul>	<p>Team involved in training delivered to schools over the year. One-day session providing the basics of the SW framework.</p> <p>Use MOE website and documents to inform practices. Training in content provided January 29<sup>th</sup>.</p> <p>Moe providing funding. .2 of RTLB time. Ongoing</p>	<p>Kelly/Team</p> <p>Kelly / team</p> <p>RTLB IYT Team</p> <p>Alice / Team</p>	SW training has not occurred for the team. However, Tim trained in facilitation. Time has been spent on unpacking the content of the Inclusive website and this information is used to support interventions. Two ITY programmes successfully facilitated. All team confident making AT applications.
Goal 2d: To ensure all students across NC are provided with a seamless transition.	<ul style="list-style-type: none"> <li>Implement transition framework</li> <li>Meet with Pre schools to develop transition relationship.</li> <li>Continue to implement protocols for across Canterbury transitions with CMs.</li> <li>Continue to meet with Secondary teams to share information.</li> </ul>	<p>Ongoing</p> <p>Over Term 1 and 2.</p> <p>Ongoing</p> <p>End of term 3</p> <p>RTLB team will stay involved with students and develop clear transition plans. Cluster to collect data.</p>	<p>Team</p> <p>Kelly/Jason Rushton</p> <p>Kelly</p> <p>Kelly and RTLB team</p> <p>RTLB team</p>	Positive Start and working in the Learning Communities has provided an opportunity to develop relationships with ECEs. Transition process in place with Secondary at leadership level. More work to be done with teachers.

### GOAL 3: RELATIONSHIP DEVELOPMENT

Develop an environment of collaboration, trust and respect with all stakeholders and contributors in the North Canterbury educational community. Contribute to the quality of education and enhance culture of the cluster schools.

	Key Actions	Resources/Timelines	Who is responsible?	Review/Evaluation
Goal 3a: To work alongside MOE, RTlit and other RTLB clusters to co-ordinate a seamless service delivery to schools.	<ul style="list-style-type: none"> <li>Continue to work with RTlit and support and learn from their literacy interventions.</li> <li>Plan a joint meeting with the North Canterbury MOE team mid-year.</li> <li>Collaborate with local CMs to plan joint PD that meets the learning needs of our teams.</li> </ul>	<p>Invite Chuck and Heather to join us at team meetings.</p> <p>Liaise with Fiona Cook and plan according to PD needs.</p> <p>Meeting in February to discuss</p>	<p>Kelly Watson</p> <p>Kelly</p> <p>Helen, Kelly, Maureen and Sue</p>	<p>School-wide spelling programme implemented in three schools in collaboration with RTlit. Chuck has supported the BT COP as a guest speaker. MOE have changed structure of the Severe Behaviour team, which has created some barriers to bringing the teams together. CAOS training was the only joint RTLB cluster PLD over 2016.</p>
Goal 3b: To build positive relationships with all cluster schools and provide clear, concise and timely information regarding RTLB service delivery.	<ul style="list-style-type: none"> <li>Offer RTLB road show to all cluster schools in term 1.</li> <li>Promote website.</li> <li>Implement communication plan.</li> <li>Provide Teacher Aide training 3x a year.</li> <li>Provide SENCO networking day 2x a year.</li> <li>Implement a SENCO newsletter</li> <li>RTLB team co-ordinate Beginning Teacher COP twice a term.</li> </ul>	<p>Offer communicated via email. Power point developed and presented by RTLB team as requested – term 1.</p> <p>Ongoing.</p> <p>Time for team to plan and deliver in term 1, 2 and 3.</p> <p>In term 2 and 3. Time to plan and implement.</p> <p>Once a term – sharing initiatives and updates from MOE.</p> <p>Time to plan, budget for resources.</p>	<p>Kelly</p> <p>RTLB Team</p> <p>Jocelyn/Emma</p> <p>Kelly/Lynne/Andrea</p> <p>Kelly/Lynne</p> <p>Tim/Louise</p>	<p>All key actions achieved except SENCO newsletter. Feedback indicated that one newsletter to all was sufficient. Relevant information is emailed to SENCOs on a regular basis. Support to fill TA positions through email network has been popular. Feedback from TAs PLD and SENCO network day has been positive. Beginning Teachers community of practice was piloted over 2015 with positive feedback. An average of 18 teachers attended with 15 schools represented.</p>
Goal 3c: To report targets to Key stakeholders each term and call on expertise to mitigate issues.	<ul style="list-style-type: none"> <li>Attend CAG meetings three times per year.</li> <li>BOT reports completed</li> <li>Snap shot reports sent to Cluster schools.</li> <li>Ensure that the data entry in CMS is concise</li> </ul>	<p>CAG meeting three times per year.</p> <p>Monthly reports</p> <p>End of each term</p> <p>Review expectations with the team at the Jan meeting and SENCOs as needed.</p>	<p>Kelly</p> <p>Kelly</p> <p>Kelly</p> <p>Kelly /Team</p>	<p>All key actions achieved. We have implemented the referral and intake cluster snapshot report emailed after team meetings to increase transparency of workflow and provide key messages. The team are using the CMS to capture LSF outcomes well. Further work required in 2016 to embed general outcomes reporting.</p>
Goal 3d: To liaise with relevant agencies in an effort to establish working relationships and provide a co-ordinated service delivery to schools, families and students.	<ul style="list-style-type: none"> <li>Meet key agencies to provide feedback regarding impact of our service delivery.</li> <li>Attended North Canterbury Learning Clusters meetings and PD on invitation.</li> <li>Support the Rangiora Early childhood – Primary Transition group by attending meetings, support with planning and providing PD as appropriate.</li> </ul>	<p>Ongoing Meetings with CYF NC site Manager. Meet with Wellbeing and School based mental Health Team on a regular basis to discuss collaborative approaches. Ongoing attendance at Youth Justice Meetings.</p> <p>Prioritise time to attend.</p>	<p>Kelly</p> <p>Kelly</p> <p>Kelly /Team</p>	<p>We continue to have positive relationships with other agencies. Michelle Cole (school-based mental health team) has been a real asset to the team and support for the cluster. Meeting held with CAFrural team to discuss closer collaboration. Further work in 2016 is planned to connect with the ECE liaison groups.</p>

## GOAL 4: DATA GATHERING

Establish efficient systems to collect a range of data sets to inform ongoing priorities and measure success

	Key Actions	Resources/Timelines	Who is responsible?	Review/Evaluation
Goal 4a: To collect informative data sets generated from schools to inform ongoing service delivery that meets the needs of our cluster schools.	<ul style="list-style-type: none"> <li>Conduct annual MOE satisfaction survey and gage ongoing needs.</li> <li>Implement adjusted Satisfaction Survey when team discontinue cases. Adjust system for collating to improve efficiency.</li> <li>Use 2014 Annual report data to inform ongoing actions.</li> </ul>	<p>Sent out in Term 4.</p> <p>Share with team in Jan meeting. Ongoing – at discontinuation of each case.</p> <p>Time to analyse.</p>	<p>Kelly</p> <p>Kelly /Andrea/ MAG</p> <p>RTLB team</p> <p>Kelly</p>	<p>The annual MOE survey revealed the schools are 100% Very satisfied or satisfied with the NCRTL service. Having 'more' funding and RTLB staff was the most common response to improve the service. We have only received 33 satisfaction forms over 2015. This is 55% return rate. Look to use Survey Monkey next year. Feedback received is very positive.</p>
Goal 4b: Collect and analyse referral information so trends can be established and cluster PD planned.	<ul style="list-style-type: none"> <li>Fully implement an online referral and case management system.</li> <li>Track trends across the cluster and source PD to up skill RTLB to meet those cluster needs.</li> <li>Ensure that referrals made on the CMS system are completed in full.</li> <li>Ensure that all discontinued cases have all data attached. LSF applications have pre-post data with outcomes report.</li> </ul>	<p>Ongoing.</p> <p>Ongoing – current focus for 2015-MLE, Huakina Mai, CAOS – working with NE referrals. Monitor referrals as they are made and follow up as missing information as necessary. Discuss expectations at Team meeting – Jan. Follow up as necessary.</p>	<p>RTLB Team</p> <p>RTLB Team</p> <p>Kelly</p> <p>Kelly/Team</p>	<p>All key actions achieved. Further work with SENCOS around referrals made could improve prioritisation of referrals. We have worked to ensure that data is accurate on the CMS and managed the changes as a result of MOE data extraction.</p>
Goal 4c: Establish clear systems for collecting achievement data after funding has been allocated.	<ul style="list-style-type: none"> <li>Analyse data and feedback to team and cluster schools on a regular basis which interventions have the biggest impact.</li> <li>Establish a robust process for monitoring outcomes for special projects and LSF and Year 11-13 funding.</li> </ul>	<p>CMS system – ongoing</p>	<p>PL/ Team</p> <p>Kelly / Team and SENCOS</p>	<p>Discussions at team meetings and with PL around evidenced based interventions have been ongoing all year. All special projects have been evaluated as to participant satisfaction. Ongoing data collection as to the impact on teaching practice and outcomes overtime would be useful.</p>
Goal 4d: Monthly expenses are reviewed against budget allocations to ensure appropriate spending.	<ul style="list-style-type: none"> <li>Continue to develop a database for recording spending. Capture spending of surplus funding. Work required separating RTLB and KNS bank accounts.</li> </ul>	<p>All databases set up at the beginning of 2015 (LSF, Yr 11-1 funding, special projects). Jeff Gilliam to set up separate bank accounts.</p>	<p>Kelly</p> <p>Jeff/Jason</p>	<p>All key actions achieved. Still managing surplus funding (although it is decreasing). I can't thank Jeff enough for his work in supporting the cluster with the management of finances.</p>



## VARIANCE REPORT - 2015

Goal	General Comments	Ongoing Risks	Actions to be included in 2016 Annual Plan
<p>The RTLB team will receive comprehensive knowledge of SWPB4L programme and use this information to inform interventions</p>	<p>The team were exposed to a FBA session and the basics of the SW framework.</p>	<p>More schools across North Canterbury have indicated they want support to implement the framework. Team members need comprehensive knowledge of the framework to support student's behaviour interventions.</p>	<p>The team will have the opportunity to be involved in the six PBS training sessions over the year. RTLB will be encouraged to join PBS teams in schools participating.</p>
<p>Support the Early childhood – Primary Transition group by attending meetings, support with planning and providing PD as appropriate.</p>	<p>The Positive Start initiative was implemented for four Kaiapoi schools and 12 contributing EC centres. However no connection has been made with Rangiora Early transition group this year. Two EI transitions have fallen through the gaps between MOE and RTLB service.</p>	<p>Schools are reporting an increase in year 1 students presenting challenging behaviours on entry to school. 33% of the total individual student referrals were supporting year 1 &amp; 2 students. Setting students up for success when starting school is a priority.</p>	<p>Investigate the possibility of setting up Positive Start for Rangiora Early liaison group. Continue to discuss the opportunity to co-work with the MOE Early Intervention team to implement age appropriate circle time in EC centres. Supporting schools to have pastoral care meetings so issues can be identified early would be beneficial.</p>
<p>Budget established for team cultural supervision and arrange with Raewyn Tipene-Clark. Maori representation on the Advisory Group and schedule meetings once a term. Communicate constantly to build a relationship with Runanga.</p>	<p>Andrea Gordon provided cultural supervision for the team. I accessed cultural supervision through Miriama Tekaru. The Maori Advisory Group was disestablished due to no Māori representation. The team has participated in one meeting and one workshop with the Te Ngāi Tuahuriri Rūnanga. Working alongside two NC learning clusters around cultural responsiveness in schools has been useful to build relationships with MOE SAF and engage in dialogue with schools around supporting Māori learners and whānau.</p>	<p>Building a positive relationship with local iwi is fundamental to our service. We need their authority to do the work that we do for Māori learners and support for whānua.</p>	<p>Continue to send Te Ngāi Tuahuriri Rūnanga Educational committee termly newsletters and information about the cluster. Write a formal letter to Te Ngāi Tuahuriri Rūnanga Educational committee to let them know what we are committing to in the new strategic plan for 2016-2019. Prioritise to attend professional learning opportunities around tikanga offered through the Communities of Learning once established.</p>

## SELF-REVIEW 2015

Key Questions	Evidence	Key Findings	Actions for 2016
How have we contributed to a range of outcomes to support student presence, participation and achievement?	<ul style="list-style-type: none"> <li>• Summary of Service</li> <li>• Discontinuation CAPS</li> <li>• LSF outcome reports</li> <li>• Annual referral statistics</li> <li>• 30 week reviews</li> <li>• Annual Cluster Survey</li> <li>• MOE Annual survey</li> <li>• Gateway Ed Profiles</li> </ul>	92% of all discontinued cases were achieved. 89% of all goals support by LSF were achieved or partially achieved. Average time supported was 45 weeks, which is an increase from previous years. It has been noted that teachers are busy with ILE and less available to meet and therefore it takes longer to implement the practice sequence. 92% of respondents to the MOE annual survey reported we achieved ongoing improvement for students. Contributed to information and planning for 11 students in CYF care through Gateway process. We completed 7 successful assistive tech applications and 3 successful ORS application.	Monitor time we are involved with individual referrals. Complete 30 week reviews more frequently. Encourage teachers to refer themselves rather than students in the Secondary Schools.
How have we empowered others to support student presence, participation and achievement?	<ul style="list-style-type: none"> <li>• Service feedback forms</li> <li>• Agency feedback</li> <li>• BT COP, TA PLD, SENCO PLD, IYT feedback forms</li> </ul>	We have moved closer to achieving our strategic direction (pg12) with the implementation of the COP supporting provisionally registered teachers to support diverse learners in their classroom. Closure surveys completed indicated growth in knowledge across various key topics. An average of 64 TA attended three PLD opportunities over the year with positive feedback; likewise SENCO meetings were well attended.	Continue to provide project work across NC. Introduction of the PBS network across North Canterbury will support participating schools to design/enhance systems to better manage challenging behaviour.
What evidence do we have to help us identify our cluster schools ongoing professional learning needs?	<ul style="list-style-type: none"> <li>• Statistics of referrals received</li> <li>• Cluster achievement data</li> <li>• MOE Priorities</li> <li>• CAG feedback from cluster schools</li> <li>• Katote Cluster data (7 schools)</li> <li>• Communities of Learning – Needs analysis information.</li> </ul>	Schools have reported an increasing trend in managing challenging behaviours and have requested opportunities to up skill teachers in behaviour management. Most COLs are focussing on literacy, maths, cultural responsiveness, ILE, digital learning and embedding collaborative teaching practices.	Now there is some certainty about the COLs, schools will drive this work forward. This will become the main vehicle for PLD provided in schools and also give the RTLB team an opportunity to join in on and support PLD. As mentioned above the team will be offering PBL network for schools wanting to enhance systems to support positive behaviour.
What are our professional strengths and learning needs that will enable us to support our cluster schools?	<ul style="list-style-type: none"> <li>• Appraisal outcomes</li> <li>• Team Inquiries</li> <li>• Professional learning portfolios</li> <li>• RTLB Postgraduate training outcomes</li> </ul>	Team members achieved annual goals set for themselves and captured this in Myportfolio. Inquiries were carried out over the year and presented in December. All RTLB training passed successfully. Recent appointments to the team are very experience classroom teachers with up to professional knowledge and very competent users of IT.	Focus areas for the team in 2016 include supporting collaborative teaching, universal design for learning, te reo, assessment and digital learning. Supporting schools to be more inclusive is also a need.

## Cluster Priorities for 2016

### Systems

- Trial Survey Monkey for satisfaction surveys at closure
- Increase the use of Google docs and provide PLD for the RTLB team
- Further develop the NCRTL website
- Shifting CMS from a referral system to a case management system
- Work with SENCOs to improve the referrals made. More data, ALPs attached and teacher supported
- Move from individual student referrals to teacher self referrals
- Support the Secondary Schools to complete Year 11-13 funding milestone reports to ensure that funding is available each term

### RTLB Team Professional Learning

- Provide PLD for team to build confidence around data analysis and outcome reporting
- Continue to grow knowledge of apps and technology that make a difference for diverse learners
- Develop a deeper knowledge of UDL and strategies to support diverse learners in ILE.
- Each RTLB will engage in an inquiry and capture professional learning in Myportfolio.
- Provide PLD on quality presenting and provide formal feedback about performance
- Continue to grow competency with te reo and cultural competency

### Project Work

- Build a Positive Behaviour Support Network across North Canterbury (AKA SWPB4L)
- Continue to build and refine Beginning Teachers COP
- Roll out the School-Wide Spelling programme to more North Canterbury School

### General Cluster Needs

- Target Syndicate leaders for key messages.
- Follow up on IYT in year 2 (after initial training) to gather outcomes data and develop COP.
- Continue to find ways to support EI transitions
- Find opportunities to introduce Circle time in ECEs and work with Early Liaison Groups.
- Develop a Secondary Teachers COP with a focus on differentiation
- Continue to support teachers to develop strategies to include diverse learners – planning for all.