



RTLB
NORTH CANTERBURY
Mā te huruhuru ka rere te manu

Strategic and Annual Plans 2016 - 2018



NCRTL B VISION STATEMENT

Quality inclusive educational environments where all students succeed

OUR MISSION

Through innovation, collaboration and excellence, we will enhance teacher and school capability to improve student outcomes

OUR VALUES

Manaakitanga – Whanaungatanga – Kotahitanga
support and respect strong relationships collaboration

CLUSTER DESCRIPTION

The North Canterbury RTL B service (Cluster 33) supports schools within the Waimakariri and Hurunui District. There are a total of 38 schools of which two are Secondary Schools, four Area Schools, and 32 Primary Schools including one primary school which have bi-lingual Maori medium setting and one Kura Kaupapa. The schools across the cluster are currently developing three Community of Learning groups. Geographically the cluster is large and can take two hours to drive from lead school to furthest point.

North Canterbury is a 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 10,198 students within the North Canterbury Cluster. Of that number 8,229 are in Years 1–10. 5,172 are male and 5,026 are female. Across North Canterbury we have 14% Māori population and 1.4% Pasifika population (with numbers increasing). The needs of each school are diverse with emphasis on rural/remote challenges to enable effective service. In the urban areas of Kaiapoi and Rangiora there were many affected by the earthquakes and the ongoing challenges and trauma that results after such a significant event.

The team has 10 RTL B teachers based across four schools in an effort to reduce travel for the team. There is one full time Cluster Manager and one permanent Practice Leader. There are four fixed term practice leader units that are allocated to support key cluster priorities.

THE TEAM

- Kaiapoi North School is the lead school for the NCRTL B Cluster – Principal Jason Miles Kelly Watson (Cluster Manager), Lynne Marwick (General Practice Leader), Sue Mills and Silvia Magerl
- Host School – Kaiapoi Borough – Alice Gemrotova (Practice Leader IT) and Emma Sheeran
- Host School – Rangiora Borough – Jocelyn Buxton, Anthony Sandford, and Louise Douglas
- Host School – Amberley – Kay Kennedy and Tim Heidmann

KEY AGENCY SUPPORT

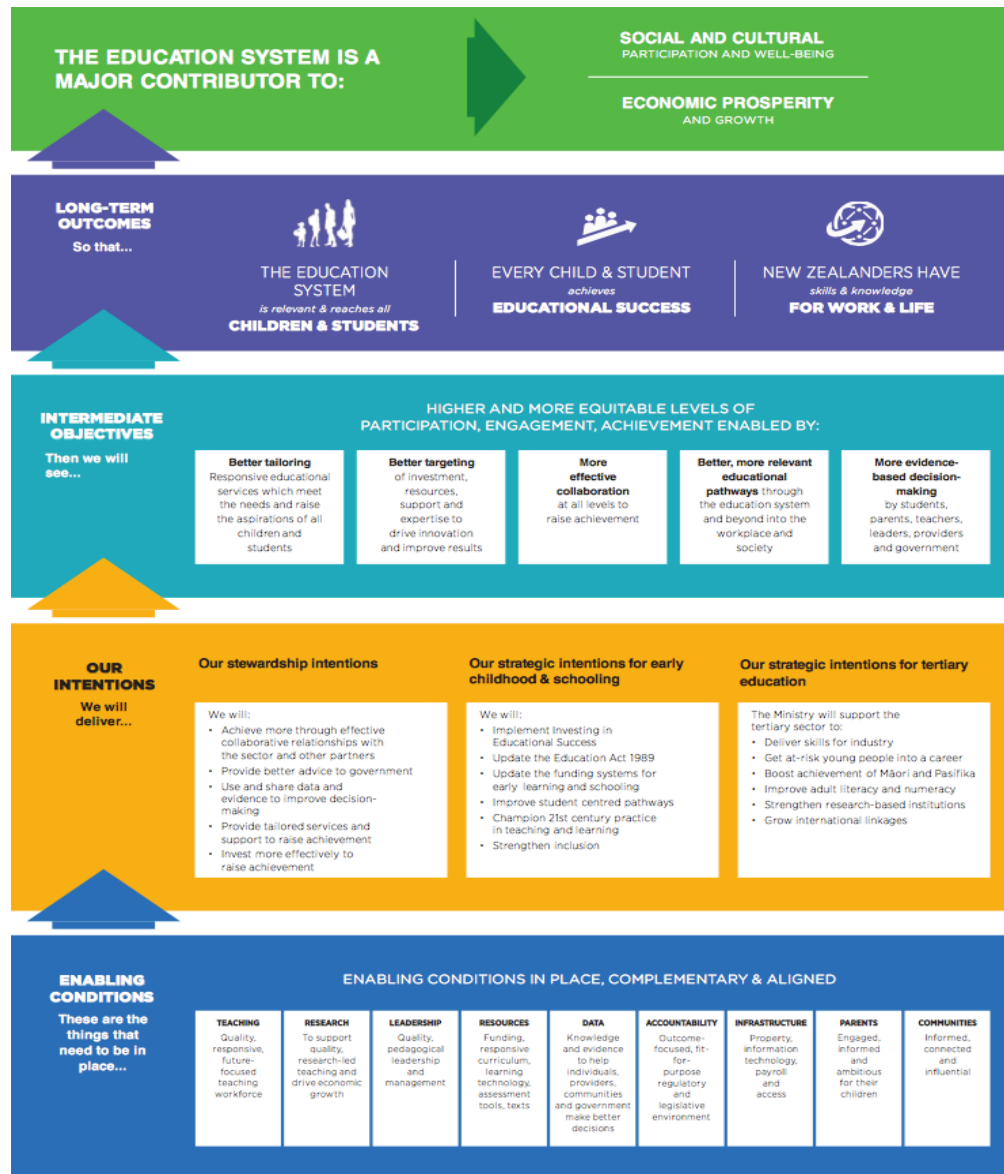
Building positive relationships with agencies resulting in provide comprehensive service for schools, whānau and children has been major focus over the last three years. Across North Canterbury we have developed positive relationships and support each other formally and informally to make a difference. We work together to problem solve and support schools and whānau develop plans to improve wellbeing and educational outcomes. These agencies include

- School based mental health team – Michelle Cole
- Police – Youth Justice Team
- CYFs – Rangiora Office
- Presbyterian Support – Family Works (counselling and social work in schools)
- Barnardo's – Home based support
- Public Health Nurses
- Wellbeing North Canterbury – Strengthening Families, Social Work Services, Truancy
- CAF–Rural DHB – Child Mental Health Services
- Multi –Systemic Therapy team – Severe behaviour support in the home
- Big Brother, Big Sisters – North Canterbury
- Autism NZ

We have been privileged over the last three years to develop positive relationships with the Special Education –North Canterbury Service Manager and the North Canterbury Senior Advisor. Together we have developed plans to support schools, managed team co-working cases (15 over 2015), transitioning EI students and supporting schools with accessing the resources they need.

NCRTL SERVICE WILL DETERMINE ITS PRIORITIES BY FOCUSING ON THE NATIONAL PRIORITIES

Ministry of Education Four-Year Plan



The NCRTL Service are committed to supporting the Ministry of Education in their efforts to create a world class inclusive education system that puts progress and success for all children at the heart of teaching and learning. Furthermore the Special Education update has provided clear priorities for supporting children with special education needs and these include

1. Better guidance and training for teachers
2. Greater involvement of parents and whānau and better information for them
3. Simpler and more transparent access to support
4. Better interagency co-ordination
5. Better transparency and more joined up services across the education system
6. Streamlined support when a child moves to Primary or Secondary or to another school

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 steps to provide a service that reflects our obligations under the Treaty of Waitangi and focus on the three key areas for supporting M ā ori educational success

- Maori Potential
- Productive partnerships
- Identity, language and culture

Article	Principle	Article Summary	Implications for RTLB Work
1	Partnership	Guarantees a say in decision making	Wh ā nau 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 wh ā nau remains intact. We use appropriate ways of engaging and communicating with wh ā nau and we respect their preferences and practices.
3	Participation	Guarantees equality of rights, privileges, opportunities and outcomes.	Wh ā nau have access to appropriate services and support.

Data from MOE indicates that 14% of North Canterbury' s school population identify as Maori. In 2015, RTLB referrals for Maori learners made up 13% of the total referrals received. Feedback we received from schools and wh ā nau was positive about the service that we provided. Re-establishing the M ā ori focus group with membership from the RTLB team, Tuahiwi School and Community will be a focus for 2016. The main purpose of this group is to provide leadership, guidance and support to enable the team to be accountable for the service that they provide to schools, Maori learners and wh ā nau. This group will report back to Ng ā i T ū ā huriri Education committee to keep them informed with the work we are doing. All established Learning Clusters (LCC) in 2015 have had a focus on cultural responsiveness and this has also supported RTLB professional growth.

CLUSTER NEEDS ANALYSIS

Referral Trends

Over 2015 the cluster supported a total of 231 new referrals. This included 159 individual student referrals, 5 teachers, 20 HLN, 47 school system, class or group. In 2016 this number climbed to 273 requests for support. Over the past four years, trends for referrals received indicate boys are over represented with 83% of individual referrals, and a noticeable increase of 33% of total referrals being for students in Year 1 and 2. Supported requested for Māori learners over the past four years is in line with the population (13%). We received one learning referral for a Pasifika student. It was reported over 2015 by Principals that teachers need more resources to support the complexities that students are presenting, which included challenging behaviour, anxiety, increase in students with ASD, ADHD and SLDs. Our data shows a balance between learning and behaviour referrals.

We also received 56 referrals from the two Secondary schools of which all were generated from senior and middle management which often lead to issues around teacher ownership. The team have identified there is a need to support secondary teachers with differentiation in the classroom.

Feedback from our Cluster Schools

Common themes around what schools value about the service

- Knowledge, experience, excellent practical advice, clear CAP plans and goals
- Positive relationships with students, staff and parents
- The non-judgemental and supportive assistance
- RTLB are very aware of the busy nature of school and are very flexible with meeting times
- Timely support and clear communication
- Their willingness to engage with our school on multi levels (group and individual referrals, staff PD, parent meetings and involvement with other agencies we are working with)
- Their availability and the accessibility of the service is great
- Access to expertise, time and funding
- Collaborative work alongside teachers
- They do what they say they will
- Appreciate the support they provide for Teacher Aides, Provisionally Registered Teachers and SENCOs
- Provision of expert advice, and collaborative skills in identifying key issues and planning steps and methods for moving forward
- Incredible Years teachers programme was fantastic

Cluster Schools Priorities

Established Communities of Learning have provided an opportunity for clusters of schools to conduct a needs analysis, which has led to projects of work. There are common themes across all of the clusters and these include –

- Developing middle leadership to enhance literacy and numeracy
- Success for M ā ori
- Transitions
- Positive behaviour support
- E-learning
- Collaborative teaching and flexible learning environments
- Growth mindsets
- Boys writing

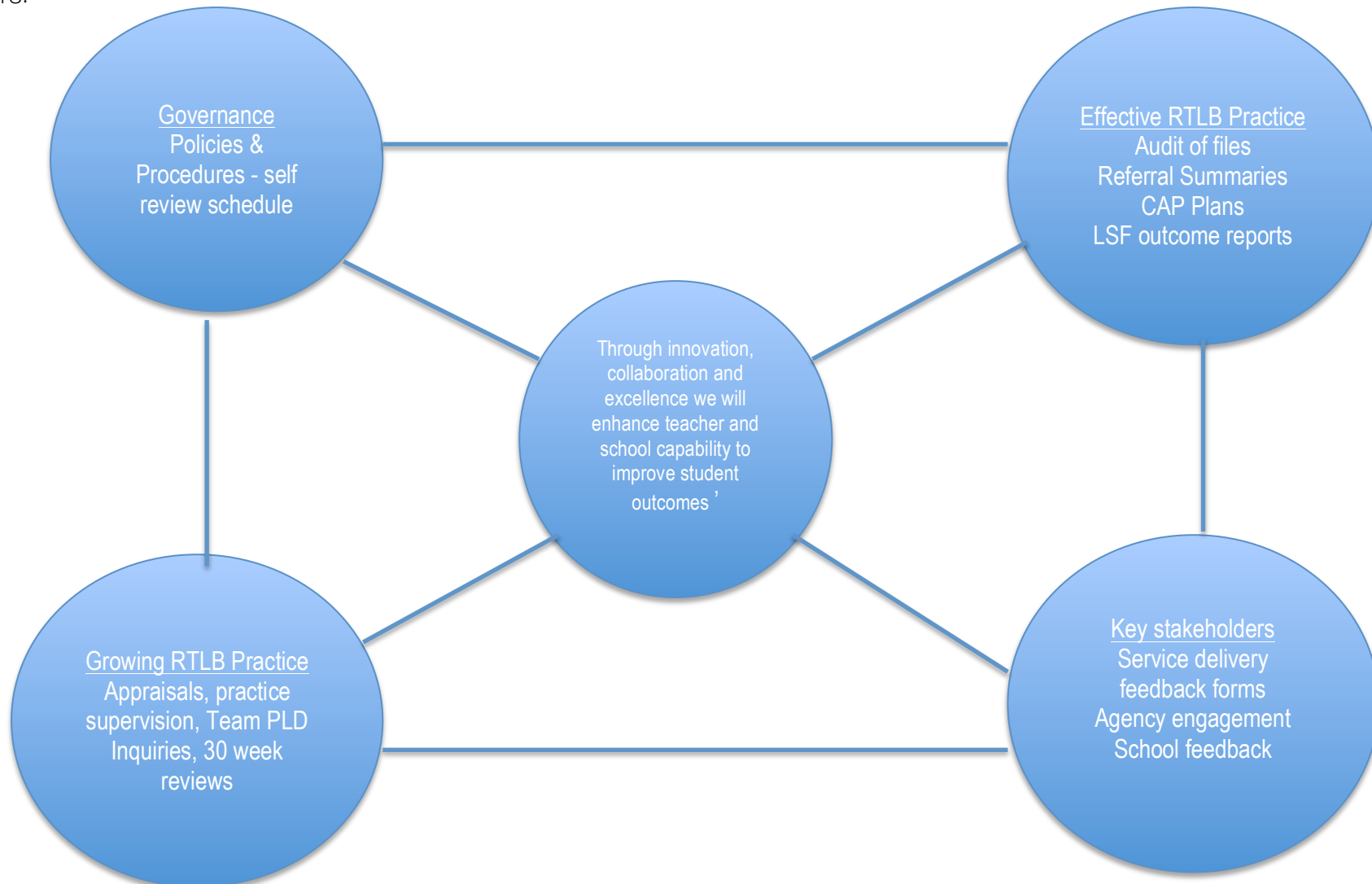
Priorities for the NCRTL B Cluster as requested by Schools

- Support the Communities of Learning with projects
- Continue to find opportunities to create seamless service with MOE and closer liaison with Mental Health Services
- Provide Positive Behaviour support network (schools in this area don' t qualify for SWPB4L)
- Continue to support teachers with Incredible Years Teacher (IYT) and Community of Practice for beginning teachers
- Strengthen delivery and support in M ā ori medium and wh ā nau class settings
- Would value more onsite training for staff in schools (behaviour, helping with struggling literacy, numeracy)
- Supporting the community with parenting courses – especially in remote school communities.
- Reduce wait times to picking up referrals
- Match referral need to RTL B strengths
- Provide funding for initiatives in place if children are not progressing after RTL B time
- RTL B are the one point of access for all support
- Provide feedback to schools after the Gateway process has been completed
- Strengthen Secondary Schools RTL B service delivery model
- Provide support for teachers in Flexible Learning Spaces including introduction of UDL and assistive technology
- Provide a quick response when transitioning students who have diverse learning needs into schools from outside the cluster.

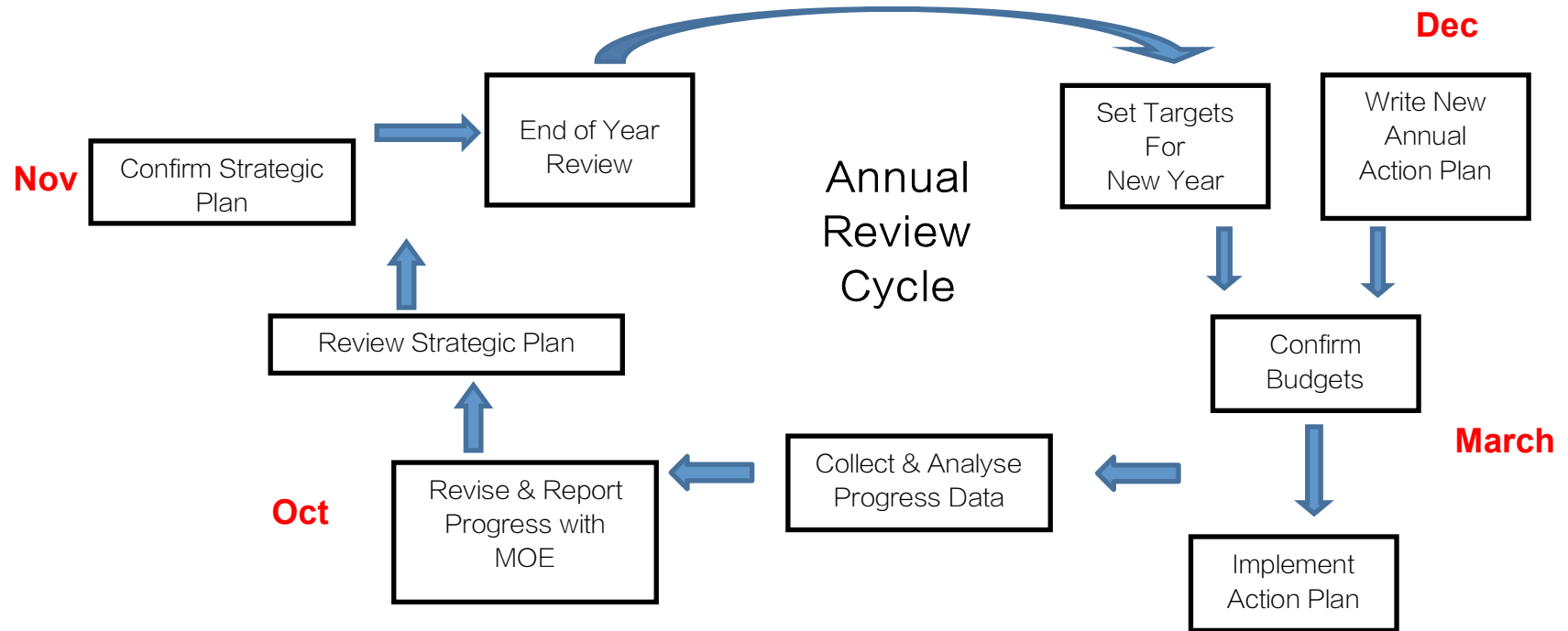
STRATEGIC PLANNING

Self –Review Model

Self-review within the NCRTL B 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. Data will be collected from a variety of sources as outlined below. The evaluative questions, prompts and indicators are detailed in the NCRTL B 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.



The RTLB annual self-review cycle consists of the following actions:



STRATEGIC PLAN 2016 - 2018

GOAL 1: Provide a responsive service that meets the needs of the North Canterbury schools, promotes inclusion and raises achievement				
	Current Position	2016	2017	2018
Goal 1a: To run a transparent, equitable referral process that ensures the right intervention, right time.	Referrals are received through CMS. Most information is provided. Referrals are mostly complete. Prioritising referrals occurs monthly. A snapshot report is sent to schools with general statistics of workflow.	Review the process for prioritising referrals. CM will ring all new referrals received and discuss in detail. Continue to work with SENCOs to ensure referrals coming through are thorough and relevant.	Shift the Schoolgate CMS system into a full case management system. Promote teacher focus requests for support as opposed to students being referred.	Request that teachers refer themselves for support. Support provided for individual teacher might lead to individual student referral. Continue to track referrals. Map the increase in class and group.
Goal 1b: To ensure that all RTLB are delivering evidenced based inclusive interventions that reflect the intentions of the RTLB service, support MOE initiatives and best practice.	Feedback indicates interventions are effective and valued. RTLB engage in inquiries on an annual basis. Professional learning plans are set up annually and reviewed termly. LSF is supporting interventions that are mostly inclusive. 3 staff members participating in RTLB training. All team are RP trained and this is reflected in interventions.	Team practice goals will be clearly defined. Our team PLD will also include collaborative teaching, UDL, boys in education technology that support diverse learners and data based assessment. Implement group supervision to grow the team's confidence in outcomes reporting and data analysis. Each RTLB will support a cluster portfolio (i.e. TA training, PRT COP, PBS, IYT) Support the team members engaged in the RTLB training.	The team will be fully engaged with the COL across North Canterbury. Review systems of support and interventions for HLN students. The team will use the collaborative teaching theories to promote inclusion and support diverse learners. Share good practice when working with collaborative teaching groups. All interventions will be inclusive and include student voice. Cluster portfolios will continue.	Fully implement a case management system and use data to inform ongoing practice. Continue to collect information from feedback forms to inform team practice goals. Continue to embed good practice when working with collaborative teaching groups.
Goal 1c: To ensure the RTLB team have knowledge to provide a culturally responsive service that supports teachers, Maori learners, and their whānau.	RTLB have understanding of Ka Hikitia. RTLB have been welcomed into Mahaanui Marae. Most team members are confident in using the Te whare tapa wha CAP plan. Practice templates reflect tikanga values and language. Team can deliver their mihi.	Introduce a termly whakatauki at team meetings. Develop the team's confidence to deliver mihi without notes. Continue to facilitate further PLD on providing culturally responsive educational environments. Continue to make connections with Te Ngāi Tuahuriri Rūnanga.	The team will consistently use Te whare tapa wha CAP plans for all Māori learners. All staff will complete a Mana Potential plan for a student. Each RTLB can clearly show evidence of how they attend to the identity, language and culture of Māori learners.	The team are confident to support teachers to inquiry into cultural responsive practice. All interventions reflect culture, heritage and language. All feedback from whānau is positive.
Goal 1d: To ensure that the property needs of the team are met and they have all the resources needed to ensure a quality service delivery.	Currently the team are hosted across four schools. Two RTLB have lease cars as they travel to further reaches of the cluster.	Request that Rangiora Borough school provide photocopying access to the team. Continue to look for suitable team meeting spaces. Improve the management of the asset register.	Continue to manage offices as host schools undertake significant building projects. Ongoing planning is dependent on the school planned for Rangiora West site being built as this may include a purpose built RTLB office.	Ongoing planning is dependent on the building of a purpose built office on the Rangiora West site. Budget for new furniture.

GOAL 2: Target support, expertise and resources to drive innovation and improve educational outcomes

	Current Position	2016	2017	2018
Goal 2a: Support the ongoing professional development of schools across the cluster as determined by needs and local priorities. Continue to specifically provide networking opportunities for TAs, PCTs and SENCOS.	TA PLD three times a year is planned. Provisionally Registered teachers community of practice is planned and they have a dedicated Facebook page. Two SENCO days per year are planned and another specific to Secondary SENCOS. These are all well attended.	Prioritise resources so we can respond to schools requests for support. Facilitate MOE Inclusive Workshop and invite SENCOS and middle leaders. All PCT topics are to be linked to PCT criteria. Continue to support Secondary SENCOS with SAC resources and support.	Continue to grow the PCT COP, SENCO PD and provide ongoing support for TAs based on referral trends and ongoing feedback around needs. Dedicated RTLB responsible for providing support for Secondary SENCOS and SAC application support.	Publish case study around PCT COP with implications for practice. Continue to provide opportunities for SENCOS and TAs to network. Develop a system to identify students that are likely to require SAC early. Support schools to develop a culture of accepting support.
Goal 2b: To continue to deliver IYT programmes for NC schools and ensure all RTLB have knowledge of the content.	Four RTLB are IYT trained facilitators. Two programmes were delivered in 2015.	Two programmes will be delivered over the year. We will include two other team members to participate in the sessions and support with logistics.	One programme will be delivered this year. All Group leaders will be or working towards accreditation.	All group leaders will be accredited. Provide one course for Teacher Aides and one course for teachers across NC.
Goal 2c: To develop a North Canterbury Positive Behaviour Network (SWPB4L) of schools. These schools will participate in ongoing training and coaching of Positive Behaviour Supports framework.	Five schools have participated in the MOE SWPB4L initiative. Three schools have been supported through the framework by the RTLB cluster. The RTLB team have received PLD about the PBS framework and FBA.	Seven schools have expressed an interest. Complete SETs early in the year. There will be a combination of school based PLD and PBS teams across NC coming together for PLD and planning.	Continue to develop a network of schools to share ideas and grow practice. Hold coaches meetings monthly and continue to support schools join the network and participate in the PLD sessions. Collect outcome data.	Grow team capacity to ensure sustainability of the network without CM support. Collect data outcome data. Continue to grow the number of schools involved. Publish process and outcomes as an inquiry.
Goal 2d: To grow the Positive Start network across the North Canterbury region to support early childhood and school connections.	One Positive Start programme was run in 2015 that included four Kaiapoi schools and 14 EC centres. There is a dedicated Facebook page for this group managed by RTLB.	Connect with all EC networks across NC and provide information about the programme. Establish commitment and need and plan programmes.	Investigate the possibility of providing circle time PLD in EC centres. Seek opportunities to continue Positive start PLD and do what we can to promote relationships with schools.	Investigate the possibility of providing circle time PLD in EC centres. Seek opportunities to continue Positive start PLD and do what we can to promote relationships with schools.
Goal 2e: To highlight the need for teachers across the NC Cluster to consider how we are providing education that meets the needs of boys.	84% of referrals received over 2015 were for boys. Increase of group referrals for supporting boys socially.	Highlight the high rates of referrals for boys to our stakeholders through newsletters and principal updates. Consider providing PLD through SENCOS days, TA training, PRT COP on how to support boys in education. Consider including best practice interventions for boys' education in CAP plans. Continue to track referrals.	Focus of PLD for RTLB team. Continue to collect data monitor referrals for boys. Plan for ongoing PLD for stakeholders.	Focus of PLD for RTLB team. Continue to collect data monitor referrals for boys. Plan for ongoing PLD for stakeholders.

GOAL 3: Increase effective collaboration at all levels to raise educational outcomes for students

	Current Position	2016	2017	2018
Goal 3a: To work alongside our educational colleagues to co-ordinate a seamless service delivery to schools. Include MOE, Special Ed and RTLit.	Positive relationships with MOE and Special Education. MOE and RTLB meet regularly to discuss support for schools. IRF requests are consistently discussed. Protocols and systems set up for EI transitions. SE SM attends referral meetings. Co-working occurs with Special Ed and RTLit.	Develop a working relationship with the two new MOE Senior Advisors. Establish a service agreement on how we work together. Continue to work with RTLit to promote Wordlab and literacy progressions for Year 1 students. Prioritise resources for EI transitions.	Run collaborative SENCO meetings with MOE. Plan for joint delivery of information to key stakeholders (i.e. Principals And COLs). Continue to support RTLit to deliver services. Develop clearer pathways for schools to receive support. One point of entry. Special Ed to attend all Intake meetings.	Continue to develop the 'one point of entry' for schools. Co – working cases with MOE will continue for severe behaviour support and SLT. Opportunities for MOE and RTLB teams to meet and plan together for the benefit of the cluster.
Goal 3b: To work alongside our mental health and social services providers to ensure that all students receive relevant services to meet their needs.	Positive relationships and co-working occurs with School based mental health team, Wellbeing, Youth Justice, Public health nurses, CYF and Family works. Changes to the structure and limited resources from the DHB CAFrural team have made accessing services frustrating. Co-working does occur.	Promotion of pastoral care meetings with agency involvement to support vulnerable students. Setting up forums involving all health, social agencies for parents of Year 1 students. Invite our social service colleagues to support learning through SENCO and PCT Cop. Trial Gateway feedback to schools.	Support the Vulnerable Childrens' teams when they are formed. Continue to promote Pastoral care meetings. Develop protocols for working alongside the DHB (CAFrural) to enhance the educational /health provision for student and families. Look for opportunities to co-deliver Journey of Hope to promote resiliency in students.	Working with the School based mental health team to deliver shared professional development. Roll out of Tiny Interventions to enhance wellbeing and reduce anxiety for students. Continue to develop relationships with all social service providers so we can respond to the needs of the community.
Goal 3c: To work alongside the three COLs in North Canterbury and support the key initiatives.	Three COLs have only been signed off. Existing communities of learning from previous years are well established and RTLB are involved with all support various initiatives.	Support the COLs to develop once Principals have been appointed. The RTLB team will continue to be involved when invited to support the projects.	Provide data to COLs from the RTLB cluster to inform ongoing needs analysis. Support achievement plans.	Provide data to COLs from the RTLB cluster to inform ongoing needs analysis. Support achievement plans.

GOAL 4: Support student-centred pathways to raise achievement

	Current Position	2016	2017	2018
Goal 4a: To ensure all students across NC are provided with a seamless transition from Primary to Secondary School.	There is a formal RTLB transition process that is communicated to schools ahead of time. RTLB formally meet with Secondary schools to discuss students transitioning. RTLB have established transition clubs for students who need extra visits and support to ensure a smooth transition. Parent and student voice is included in all transition plans.	Continue work with RHS to re-establish systems and formally document transition processes. To inquire on how we can better share information to Secondary teachers and influence teaching practice for students with diverse needs. Support Area Schools to transition Yr 9 students from contributing full primary schools and promote a sense of belonging.	Introduce pedagogy to secondary that responds to the diversity of the students transitioning. Ensure that all primary schools have key indicators to identify students who need extra support to transition. Ensure that whānau have been involved in all decisions.	Ensure there are systems to support critical information being shared with collaborative teaching groups in Secondary. Continue to support primary school develop year 8 programmes to support readiness for Secondary.
Goal 4b: To participate in the Education Update pilot within the Canterbury Area – EI Transitions students with additional needs. To ensure all students identified in early childhood centres and MOE -EI to have comprehensive transition support to school	We received 32 Year one referrals over 2015. Eight were formally through the EI transition process. Team were trained in the CAOS model to support data analysis for Year 1 students. Positive Start was delivered in the Kaiapoi Area.	Continue to collaborate with MOE to identify students early and prioritise resources to support transition from EI to school. Ensure that all EI MOE transitions are prioritised for a service.	Develop a relationship with all ECE through the COL and support all students identified through EI with diverse learning needs -transition to school. Share practice across the schools about what makes a difference to EI transitions.	Engage with pilot and provide resourcing to support. Implement key findings into business as usual practice
Goal 4c: To plan effective transitions to school for Māori learners and promote positive home partnerships focused on learning. Support transition from Māori medium to Secondary.	Currently no consideration is in place to support students from Maori medium to secondary school. Transition plans are generic and don't reflect culture, language and heritage.	To ensure that stakeholders in our community are represented in planning and decision-making. Work with Tuahiwi school and the Kura at RBS to understand the student profile and connect this to the local secondary schools. Build a relationship with key teachers at both secondary schools and ECEs.	Develop and trial transition plans that reflect culture and language. Continue to grow capacity and capability within the team to support Māori learners' transition by developing specific criteria for successful transitions and use to measure performance. Expose the team to Te Whāriki to support assessment information.	Continue to review success through performance conversations and satisfaction survey feedback. Ebbed resources specific to support transitioning Māori learners. Continue to build relationships with key teachers in Secondary to support Yr 9 transitions.
Goal 4d: Ensure that all students (including HLN) being supported by RTLB have a positive transition experience from one year to next.	Team procedures are in place to support transition. LSF funding available to support transition plans from one year to the next. All HLN students have comprehensive transition plans. District office has HLN student information to ensure funding is received.	Complete a self-review of transition practices and set goals for ongoing RTLB practice. Develop a collection of resources and templates to support transition based on ERO report – Continuity of Learning 2015.	Support the COLs to design projects to support transition processes between schools. Support schools to consider how collaborative teaching impacts on transition for students and parents.	Collect specific feedback from schools and whānau about the success of transition. Support the team to build on innovative transition process and continue to measure success.

GOAL 5: Create better access to and use data and information to support more evidence-based decision making

	Current Position	2016	2017	2018
Goal 5a: To collect informative data sets generated from schools to inform ongoing service delivery that meets the needs of our cluster schools.	We currently gather data from closure satisfaction surveys, MOE annual survey, Cluster needs analysis forms, established Learning Communities scoping exercises, cultural audits and talking to our stakeholders.	Create a digital feedback form with more detail on who is responding to make analysing a smarter process. Develop systems to explicitly track whānau feedback. Collect information around the disparities between boys and girls against National standards to inform goal 2e.	Digital feedback system fully implemented and track return rates. Schoolgate system version 2 in operation. Seek PLD about the data that it can provide.	To continue to evaluate the data we receive, look for gaps and continue to find innovative ways to capture cluster performance using digital technology.
Goal 5b: Collect and analyse referral information and outcomes reporting so trends can be established and cluster PLD prioritised.	The Schoolgate system is fully implemented on a basic level. From 2015 data we can see clearly that we have a high rate of boys (84%) referred for learning and behaviour support and a high rate of Years 1 and 2 (30%) compared to other referrals. Outcomes' reporting was implemented on the CMS and team will continue to embed this into their practice.	The team will continue to embed outcomes reporting into the practice sequence. Find ways to collate and use this information. Continue to ensure that all data is accurate for the MOE once a month. Ensure that Year 11-13 funding milestone reports are loaded at the end of each term. Schoolgate version 2 will be available at the end of 2016.	Provide the team training in the new version of Schoolgate.. Update the SENCOs if required. Outcomes reporting system fully implemented and use data to form precision statements about cluster performance. Referral trends, satisfaction survey comments and performance indicators used to develop team goals and professional learning.	Schoolgate version 2 fully implemented and used to its full capability. Continue to interrogate referral trends, satisfaction survey comments and performance indicators used to develop team goals and professional learning.
Goal 5c: Establish clear systems for collecting achievement data after funding has been allocated.	Outcome data for LSF and year 11-13 funding is returned. Collect accurate data on who receives the funding, but have limited 'cluster picture' of how it has supported achievement.	Design a system and process to collect data regarding outcomes reporting and whether goals have been achieved after LSF has been provided. Continue to monitor outcomes from Yr 11-13 funding.	Ensure that the new Schoolgate system has capacity to collate cluster wide data after LSF has been issued (maybe a tick box?). Use this information to improve RTL practice around CAPs	Systems for collating achievement data after funding has been allocated will be fully implemented and cluster wide picture can be determined.
Goal 5d: Monthly expenses are reviewed against budget allocations to ensure appropriate spending.	Current financial provider provides excellent support with monthly reports. Financial codes in place and spending is monitored monthly.	Financial Annual report completed and sent to MOE in May. LSF monitored to reduce overspending. Implement system to monitor lease computer payments. Budget for 2017 completed in November.	Financial Annual report completed and sent to MOE in May. Budget for 2018 completed in November and continue to plan to reduce surplus funding and budget for cluster projects.	Financial Annual report completed and sent to MOE in May. Budget for 2019 completed in November. Ensure budget to furnish new RTL office (if in operation).

CLUSTER COMMUNICATION PLAN (updated 26/1/17)

- To maintain consistent messages at all times
- Manage expectations, build awareness and understanding about the NCRTL B 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?
RTL B Team	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
Lead School Principal	To keep Lead School Principal fully informed of cluster business	Weekly briefing and as required when situations arise.	Email Face to face	Weekly As required	CM CM/LSP
Cluster School Principals	To keep Principals informed about service delivery, initiatives and seek feedback.	Operational information, referral statistics, data summaries, info outlining new initiatives and upcoming PLD. Referral intake meeting snapshot.	Email - Newsletters NCPA Meeting Snapshot Reports Access to Website Principal Survey	Monthly Termly Monthly Ongoing Annually	CM CM CM CM/ITPL CM
SENCOS	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
Teachers	To increase understanding about RTL B service and provide PLD opportunities.	The role of the RTL B, strategies to support reported concerns. Inclusive practices.	Parent /Teacher Pamphlet Teacher meeting Service agreement/CAP Survey monkey feedback	Intervention driven At closure	RTL B RTL B
Caregivers/ Whānau	To increase understanding about the RTL B service and to provide information about how they can support their child(ren).	The role of the RTL B and strategies to support reported concerns. Initiating possible support from other agencies.	Parent Pamphlet Parent meeting Service agreement / CAP Survey monkey feedback	Intervention driven At discontinuation	RTL B RTL B
Lead School BOT	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	Once a term	CM
District MOE Office	To liaise with the district MOE around joint initiatives, service delivery and transitions.	Student information, IYT, IYP, SWPB4I, and general MOE/RTL B update.	Service Manager attends Team meetings.	Monthly	MOE Service Manager for NC and CM
National MOE Team	To keep the national MOE team informed of service delivery.	Annual report Snapshot reports termly	Email Email	Annually – March 1 st Termly	CM CM

ANNUAL PLAN 2016

GOAL 1: Provide a responsive service that meets the needs of the North Canterbury schools, promotes inclusion and raises achievement				
	Key Actions	Resources /Timeline	Who is Responsible?	Review / Evaluation
Goal 1a: To run a transparent, equitable referral process that ensures the right intervention, right time.	<ul style="list-style-type: none"> Review process for prioritising referrals and adjust /resource systems to suit. Outline referral process in term 1 Newsletter. Plan time for processing referrals as they come in weekly. Talk to stakeholders to socialise the idea of teacher-focussed referrals. Collect data about the success when this does occur. 	<p>Team meeting Feb, brainstorm.</p> <p>Newsletter – by the end of March</p> <p>Block out time to ring if referrals aren't known weekly.</p> <p>Keep on the agenda when meeting with stakeholders –ongoing. Monitor success of teacher referrals and discuss Nov.</p>	<p>Team</p> <p>Kelly</p> <p>Kelly and Lynne</p> <p>Kelly Team</p>	<p>Pre-referral meetings with Lynne to prioritise referrals have been helpful. Referral checklist designed and distributed to schools. Emphasis on teacher referrals made throughout the year. Data suggests a consistent rate of individual students referrals from previous years.</p>
Goal 1b: To ensure that all RTLB are delivering evidenced based inclusive interventions that reflect the intentions of the RTLB service, support MOE initiatives and best practice.	<ul style="list-style-type: none"> Team goals will be clearly defined based on feedback. Team PLD plan has been planned for the year Support RTLB in training Each RTLB has a PLD plan and engaged in an Inquiry. 	<p>Team meeting -January to share and discuss. Ongoing monitoring and feedback over 2016.</p> <p>Book PLD providers/venues</p> <p>Reduced caseload and study days</p> <p>Use of Myportfolio to capture goals and evidence and share inquires in December</p>	<p>Kelly – Team</p> <p>Kelly</p> <p>Team</p> <p>Kelly</p>	<p>Team goals established and monitored. All achieved. RTLB in training had reduced caseloads and all passed successfully. All RTLB had professional learning plans and completed an inquiry into their practice.</p>
Goal 1c: To ensure the RTLB team have knowledge to provide a culturally responsive service that supports teachers, Maori learners, and their whānau.	<ul style="list-style-type: none"> Introduce termly whakatauki, team meetings start with karakia and waiata. Provide ongoing opportunities to discuss and reflect on practice. Visitors are welcomed with mihi-whakatou and team deliver mihi confidently. Team will engage in Non-Māori supporting Māori in educational success Core PLD. 	<p>Team meetings - use team waiata cards, share resources and Discussions in team practice supervision. Planned time in team meeting.</p> <p>Plan for as needed.</p> <p>Team PLD day in October</p>	<p>Kelly/Sue/Kat</p> <p>Team Kelly</p> <p>Kelly/Kat</p> <p>Kelly/Kat</p>	<p>Termly whakatauki and waiata used consistently. Group supervision held monthly. Two mihi –whakatou held over the year to welcome new team members. CORE professional learning around Non-Maori supporting Maori and team goals set.</p>
Goal 1d: To ensure that the property needs of the team are met and they have all the resources needed to ensure a quality service delivery.	<ul style="list-style-type: none"> Request to set up photocopying through Rangiora Borough School. Find a new suitable team meeting venue before June. Ensure the team use the Google docs asset register to track resources. 	<p>Set in in Jan. Talk to Jeff about setting up printing.</p> <p>Budget available if we need to fund</p> <p>Team training –March</p>	<p>Kelly/Jeff/Ants Jocelyn/Louise</p> <p>Kelly</p> <p>Alice</p>	<p>Team access photocopying through RBS. Team meetings held at St Patricks. Asset register kept up to date over the year.</p>

GOAL 2: Target support, expertise and resources to drive innovation and improve educational outcomes

	Key Actions	Resources/Timeline	Who is responsible?	Review/Evaluation
Goal 2a: Support the ongoing professional development of schools across the cluster as determined by needs and local priorities. Continue to specifically provide networking opportunities for TAs, PCTs and SENCOS.	<ul style="list-style-type: none"> • Prioritise request for support for Teacher PLD from schools. • Co-ordinate MOE Inclusive workshop and invite key stakeholder • Teacher Aide PLD planned and delivered based on cluster priorities. • Provisional Certificated Teacher Community of Practice planned and delivered. • SENCO Network meeting planned and delivered 	<p>Ongoing – Presentations already developed (circle time).</p> <p>May 10th – venue, wifi, budget to cover costs.</p> <p>Delivered in terms 1, 2, 3. Venue booked, budget for morning tea.</p> <p>Delivered over 8 sessions. \$400 available to support teachers to attend, and funding available for venue, afternoon teas.</p> <p>Planned and delivered twice a year.</p>	<p>Kelly/Team</p> <p>Kelly/Lynne</p> <p>Jocelyn/Kat</p> <p>Louise/Sue</p> <p>Kelly/Lynne</p>	<p>Five circle time presentations delivered. Eight parenting (positive behaviour) evenings delivered. MOE Inclusive workshop delivered with follow up sessions with RTLB team and SENCOS. Four TA sessions delivered with positive feedback. Eight PCT-COP sessions facilitated with professional learning measured. Two general SENCO network meetings held and one Secondary SENCO meeting held.</p>
Goal 2b: To continue to deliver IYT programmes for NC schools and ensure all RTLB have knowledge of the content.	<ul style="list-style-type: none"> • Identify teachers and divide over two programmes • Deliver programmes over the year • Involve two untrained RTLB to grow team capability • Monitor budget to ensure it is use. 	<p>By Jan 2016. Set dates and share with schools for planning.</p> <p>Venues booked for the year.</p> <p>Kat and Emma will support with logistics.</p> <p>IYT spread sheet of expenditure</p>	<p>Lynne/Ants</p> <p>Alice/Kay</p> <p>Emma/Kat</p> <p>Kelly/Alice</p>	<p>All achieved. 32 Teachers participated with positive feedback.</p> <p>Emma and Kat have now gone through the programme. IYT delivered within budget.</p>
Goal 2c: To develop a North Canterbury Positive Behaviour Network (SWPB4L) of schools. These schools will participate in ongoing training and coaching of Positive Behaviour Supports framework.	<ul style="list-style-type: none"> • Identify Schools and provide introductory forums to ensure buy-in. • Complete SETs. • Set up Team training days • Support schools with action plans • Provide PLD in schools to action plans as required. 	<p>Use the resources available from MOE – School-wide PB4L power points, implementation manuals.</p> <p>Greta Valley School will be the venue for the six-team training days. Reduce casework for Tim to allow him time to deliver.</p>	<p>Kelly/Tim</p>	<p>All achieved. Seven schools and three pre-schools completed year one and will continue to be connected through coaches network meetings. Schools feedback was very positive.</p>
Goal 2d: To grow the Positive Start network across the North Canterbury region.	<ul style="list-style-type: none"> • Contact the Rangiora early liaison group and establish if they see a need. • Contact MOE to co-ordinate • Co -facilitate the programme 	<p>Timeline will depend on MOE availability.</p> <p>Budget available usual PLD costs. Include circle time in content.</p>	<p>Kelly/Alice</p>	<p>Not achieved due to MOE resourcing. However CM and RTLB team attended the NC Early Liaison Group to stay connected with EI and Yr 1 teachers.</p>
2e: To highlight the need for teachers across the NC Cluster to consider how we are providing education that meets the needs of boys.	<ul style="list-style-type: none"> • Highlight issue in Newsletter • Evaluate RTLB team knowledge on the topic • Source PLD to that could enhance practice. • Plan to provide PLD to SENCOS or at least raise the issue and collectively brainstorm local solutions. 	<p>March Newsletter</p> <p>April team meeting</p> <p>Look to local providers or cluster expertise.</p> <p>SENCO meeting in August</p>	<p>Kelly</p> <p>Kelly/Lynne</p> <p>Kelly</p> <p>Kelly/Lynne</p>	<p>Partially achieved - issue highlighted in March newsletter. Discussed and explored at August SENCO meeting. Two COLs have identified boys writing as an achievement challenge for the future. One RTLB has undertaken an inquiry about engaging boys.</p>

GOAL 3: Increase effective collaboration at all levels to raise educational outcomes for students

	Key Actions	Resources/Timelines	Who is responsible?	Review/Evaluation
Goal 3a: To work alongside our educational colleagues to co-ordinate a seamless service delivery to schools. Include MOE, Special Ed and RTlit.	<ul style="list-style-type: none"> Establish service agreement with both new Senior Advisors and clarify co-working opportunities with Special Ed. Gather information from schools about co-working experiences to inform best practice. Provide time for RTlit and RTLB team to promote and support Wordlab and develop literacy progressions for Year1 students 	<p>Before the end of term 1.</p> <p>Include in electronic data feedback forms. Collect information form Principals in November.</p> <p>Provide resources as required and plan for time to develop.</p>	<p>Kelly</p> <p>Alice/Kelly</p> <p>Chuck/Louise/ Alice/Lynne</p>	<p>All achieved. Close working relationships with MOE senior advisors and service managers. Service agreements in place when RTLB are co-working with SE. 18 cases that have been co-worked over the year. RTLB and RTlit have supported most NC schools to implement Wordlab and University of Canterbury are completing the research around its effectiveness.</p>
Goal 3b: To work alongside our mental health and social services providers to ensure that all students receive relevant services to meet their needs.	<ul style="list-style-type: none"> Working with SBMH Team – promote Pastoral Care meetings with schools and providing support for schools to access mental health support. Work with COLs to set up combined agency parent information sessions for students transitioning to schools Invite social services to present at PRT Cop and SENCO meetings. Trial Gateway feedback forms to provide key information to schools after the ISA has been confirmed. 	<p>Contact schools that could benefit over term one. Set up meetings as provided. Develop a template schools can use to set up pastoral care protocols.</p> <p>Work in progress over the year. Possible budget for venue.</p> <p>Informed by the programme. Budget for thank you gifts.</p> <p>Template has been developed. Time to complete and measure if it makes a difference. Feedback to Gateway Champions meeting.</p>	<p>Kelly / Michelle</p> <p>Kelly/Michelle</p> <p>RTLB team</p> <p>Kelly</p>	<p>Partially achieved. Template developed but not adopted. Work needs to continue to support schools develop good processes for pastoral care meetings. Too early for COLs to engage as they were just establishing. Have co-worked beside SBMHT to support the Katote learning cluster inquire into supporting positive behaviour and mental health in their schools. Gateway feedback form trailed and appreciated by schools.</p>
Goal 3c: To work alongside the three COLs in North Canterbury and support the key initiatives.	<ul style="list-style-type: none"> Prioritise to attend meetings as invited by the Katote COL. Support projects of work as required. Continue to attend the Hurunui LCC and the Wiamak Rural cluster meetings and support projects as planned. Support the setting up of the Rangiora COL.. Contact Vanessa to establish a line of communication around COLs. 	<p>Prioritise time to attend. Look for opportunities when the RTLB team expertise could support projects of work</p> <p>By the end of term 1</p>	<p>Kelly</p> <p>Team</p> <p>Kelly</p>	<p>Achieved when given the opportunity. Somewhat frustrating with being left out of the loop. Will continue to liaise once the leaders have been identified.</p>

GOAL 4: Support student-centred pathways to raise achievement

	Key Actions	Resources/Timelines	Who is responsible?	Review/Evaluation
Goal 4a: To ensure all students with special learning needs across NC are provided with a seamless transition from Primary to Secondary School.	<ul style="list-style-type: none"> Contact Rob Courtney and discuss transition process documentation Take ideas from the Secondary SENCO meeting to develop resources that will influence teachers practice for diverse learners. Develop the transition clubs that were piloted in 2015. Prioritise transition referrals in term 3 and 4. Provide reminders in Newsletter in term 3. 	<p>Term 2.</p> <p>Team PLD day term 2</p> <p>Survey – what worked well and possible improvements</p> <p>As needed</p>	<p>Kelly</p> <p>Kelly/Team</p> <p>Tim/Kat</p> <p>Kelly /Team</p>	Partially achieved. RHS have continued to improve processes and the RTLB have been involved in supporting the transition clubs in term 4. A reminder to schools about transition referrals was made in the term 3 newsletters. Eleven individual referrals were prioritised for transition to high school. One large group from KBS to KHS supported.
Goal 4b: To participate in the Education Update pilot within the Canterbury Area – EI Transitions students with additional needs. To ensure all students identified in early childhood centres and MOE -EI to have comprehensive transition support to school	<ul style="list-style-type: none"> Prioritise to attend implementation team meetings with the MOE. Participate in the pilot and collect cluster data around success. Ensure a common process is in place between MOE Early intervention team and RTLB team. Inform schools and EC centres of the process. 	<p>As planned</p> <p>Resources that support transitions. Time for Alice to engage, as it is her Inquiry.</p> <p>Time to meet with Fiona, create flow diagram. Access to EC centres information.</p>	<p>Kelly</p> <p>Kelly/Alice</p> <p>Kelly/Fiona</p>	Achieved. Emma and Alice were identified as key team members to complete this work and they have co-worked to support six EI transitions. The CoWA has also been used as a tool to support two students start school outside of the project. Alice completed an Inquiry around the use of CoWA and transition to school to inform further practice.
Goal 4c: To support transition from Maori medium to Secondary	<ul style="list-style-type: none"> Talk with Tuahiwi and the Rangiora Borough School to establish needs and possibilities –collect student voice. Approach Secondary Schools to establish who are the key teachers. Facilitate a meeting to bring parties together and plan transition Develop a template that could be used by the RTLB team to support transitions and reflect culture, heritage and language. 	<p>Early term 2</p> <p>Late term 2</p> <p>As people are available</p> <p>Term 3 –trialled in term 4 for transitions in 2017.</p>	<p>Kelly/Kat</p> <p>Kelly/Kat</p> <p>Kelly/Kat –maybe support from Runanga</p> <p>Kat/Team</p>	Not achieved. Neither school prioritising this as an issue. RTLB transition plan developed and includes some cultural elements. Team survey held to establish trends and evidence –base around whānau engagement. Results used to inform practice.
Goal 4d: Ensure that all students (including HLN) being supported by RTLB have a positive transition experience from one year to next.	<ul style="list-style-type: none"> Complete self review Establish improvements and support RTLB team to enhance practice. Develop templates and resources 	<p>Team meeting – February</p> <p>Feedback from schools, Data from Schoolgate,</p> <p>Team PLD day beginning of term 3.</p>	<p>Kelly/Team</p>	Partially achieved. Self-review completed. Feedback from schools about support for students with HLN status is positive. New MOE Guidelines distributed and have now taken responsibility for ICS.

GOAL 5: Create better access to and use data and information to support more evidence-based decision making

	Key Actions	Resources/Timelines	Who is responsible?	Review/Evaluation
Goal 5a: 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"> Research platforms and create digital feedback forms Provide information for schools about the change and what we are hoping to achieve Design a data collection spread sheet and use education counts as a data source to compare National standards results between girls and boys. This is to inform goal 2e. 	<p>Provide time for Alice to do this.</p> <p>Newsletter – mid year</p> <p>Spreadsheet that would make comparing data easy. Term 2/3 – access to Education counts.</p>	<p>Alice</p> <p>Kelly</p> <p>Kelly/Team</p>	Achieved – Survey monkey has been used as the feedback tool with some minor hitches. Schools have been informed via newsletter. Using MOE Education profiles to get the wider academic picture and prioritise resources.
Goal 5b: Collect and analyse referral information so trends can be established and cluster PLD prioritised.	<ul style="list-style-type: none"> The team will consistently complete the Outcomes reporting on Schoolgate when cases are closed. The team will bring at least one case closure to practice supervision per term. SENCOs will upload milestone reports each term for Yr 11-13 funding. Keep informed about the development of Schoolgate version 2 and budget to implement 	<p>Team hui once a month – practice supervision will be run in the afternoons. Practice leader to monitor – ongoing.</p> <p>Template – distributed -termly</p> <p>Ongoing – hopefully implement new system term 4.</p>	<p>Team/ Lynne</p> <p>Kelly to monitor</p> <p>Kelly</p>	Achieved – outcomes reporting has been more consistent over the year. A few case closures were brought to group supervision, however team preferred to discuss difficult cases. Continued reminders required to have Yr 11-13 funding milestone reports returned, however all returned by the end of the year. Schoolgate version 1b adopted in term 4.
Goal 5c: Establish clear systems for collecting achievement data after funding has been allocated.	<ul style="list-style-type: none"> 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. 	<p>April</p> <p>Ongoing discussions when loaded on the Schoolgate. System.</p>	<p>Kelly</p> <p>Kelly/Lynne/Team</p>	Achieved and ongoing – it was a team goal to ensure post-data is uploaded and accurate which has led to improvements in this area. PL working with team members to improve reviewing processes.
Goal 6d: Monthly expenses are reviewed against budget allocations to ensure appropriate spending.	<ul style="list-style-type: none"> Financial Annual report completed and sent to MOE. LSF monitored to reduce overspending Implement system to monitor lease computer payments. Budget for 2017 completed 	<p>May – MOE template and support from Geoff Gilliam</p> <p>CMS Spread sheet Access to lease numbers and track carefully when invoiced. November</p>	<p>Kelly /Geoff G</p> <p>Kelly Kelly/Jeff H Kelly/Geoff G</p>	Achieved – financial report feedback received from the MOE was very positive. LSF was on budget for 2016. No payment errors with lease computers due to systems being put in place. 2017 budget ratified by BOT in December.

ANALYSIS OF VARIANCE – 2016

Goal	General Comments	Ongoing Risks	Actions for 2017
(2e) To highlight the need for teachers across the NC Cluster to consider how we are providing education that meets the needs of boys.	Partially achieved - issue highlighted in March newsletter. Discussed and explored at August SENCO meeting. Two COLs have identified boys writing as an achievement challenge for the future. No influence or change of practice.	As there has been no change in teacher practice this is an ongoing issue that we will continue to see reflected in our statistics (73.9% boys referred).	Two COLs have identified boys writing as an achievement challenge. Two RTLB have developed inquiries into this area. The NCRTL team will look to work closely beside COLs and RTLB will share outcomes of inquiries to influence practice.
(3b) To work alongside our mental health and social services providers to ensure that all students receive relevant services to meet their needs.	We have a close working relationship with the SBMT team. Together we worked to influence systems and practices in schools that promote student wellbeing. This work has been partially successful as we undertook ecological assessments and fed results back to schools, but limited change resulted due to usual barriers that prevent change in schools.	Research is clear about the critical factors that lead to student and teacher wellbeing and effective host environments. Ongoing risk to some students and teachers when systems don't support wellbeing and host environments reinforce anti-social behaviour.	Continue to work alongside SBMHT and through the COLS to influence change based on the results of the initial assessments.
(4a) To ensure all students with special learning needs across NC are provided with a seamless transition from Primary to Secondary School.	Eleven individual referrals were prioritised for transition to high school. One large group from KBS to KHS supported. One primary that does not make transition referrals and the High School have since contacted us with a list of concerns. Good systems to transfer information to Senior leaderships teams, but doesn't always reach teachers.	Students with at-risk factors are not set up for success for High School when considered transition are not planned and followed through.	Ongoing conversations with Primary schools to mitigate any resistance to making transition referrals. Discuss practice with RTLB team and influence practice to ensure teachers have critical information.
(4d) Ensure that all students (including HLN) being supported by RTLB have a positive transition experience from one year to next.	The new MOE Guidelines were released in October giving the MOE responsibility for identifying students across the cluster that meet criteria for funding. This impacted on the process for the RTLB cluster. RTLB are now only involved by invitation from the school. All 18 students that were previously on RTLB and receiving ICS received a thorough transition into their next year of learning.	Concerns that opening the process up for schools to make ICS applications is a less accurate way to collect data for decision making. RTLB involved by invitation only may lead to students not receiving evidenced based interventions. No system has been negotiated with MOE about the process for identifying students for 2018.	Negotiate a process and assessments with MOE for identifying students for 2018 by mid year so the RTLB team can Track HLN students that we continue to receive RTLB support and highlight to the cluster the advantages.

SELF-REVIEW MODEL 2016

Key Questions	Evidence	Key Findings	Further Actions for 2017
How have we contributed to a range of outcomes to support student presence, participation and achievement?	<ul style="list-style-type: none"> • Summary of Service • Discontinuation CAPS • LSF outcome reports • Annual referral statistics • 30 week reviews • MOE survey Monkey • Gateway Ed Profiles 	96.3% of feedback reported that the team provided a positive and professional service. 81% of teachers reported gaining knowledge and skill. 157 LSF applications, 78% TA, 14% teacher release, 12.9% Maori students supported. 92.6% of goals achieved. 18 Gateway Ed profiles completed with half having ongoing support from RTLB.	The Schoolgate version 1B will provide more precise data - review systems for sharing this with stakeholders. Survey Monkey - review questions. Team practice goals will reflect critical points of feedback given.
How have we empowered others to support student presence, participation and achievement?	<ul style="list-style-type: none"> • Service feedback forms • Facilitated sessions • Presentation feedback forms • Agency feedback 	30 teachers trained in IYT, seven schools PBL tier one trained. Four TA PLD sessions and three SENCO network meetings. All positive feedback. Eight positive parenting evenings. Six circle time sessions with schools. Closure feedback forms report many strategies learnt including inclusive practice, use of IT, behaviour management and learning programmes. Teacher confidence on average rose from a 3.25 to 5.75 in outcomes reporting.	Continue to implement initiatives and follow up with ongoing coaching for teachers and schools. Organise a coach's network for PBL schools across NC. Work to capture outcome reporting more precisely.
What evidence do we have to help us identify our cluster schools ongoing professional learning needs?	<ul style="list-style-type: none"> • Statistics of referrals received • Cluster achievement data • MOE Priorities • Annual Cluster Survey 	RFS data - 73.9% boys. COL achievement data indicates boys' writing is an issue. Anecdotal evidence suggests that teachers require support to learn strategies to teach in collaborative environments. Ongoing support to implement UDL practices a priority. Ongoing support to strengthen pastoral systems.	Research into boys education. Promote inquires around boys writing. Ensure team understand the concepts of UDL. Work alongside SBMHT to strengthen pastoral care.
What are our professional strengths and learning needs that will enable us to support our cluster schools?	<ul style="list-style-type: none"> • Professional learning outcomes • Professional learning portfolios • Inquiries • Team Appreciative Inquiry 	Team goals achieved. Inquires complimented referral trends and current practice needs. Each RTLB engaged in professional learning to strengthen practice. Grew knowledge of the key MOE initiatives amongst RTLB (IYT, PBL)	Set team goals based on feedback. Continue to provide opportunities for the team to grow knowledge for IYT and PBL.

CLUSTER PRIORITIES FOR 2017

Internal Systems

- The RTLB team will become familiar and use Schoolgate version 1B to its full capacity to manage and record requests for supports, including reporting on outcomes.
- Survey monkey questionnaire will continue to be used to collect closure feedback from stakeholders and this data will be shared with the team at least three times a year.
- Inquiry and performance management process will be implemented with more fidelity. This involves meeting with both CM and LP at the beginning and end of the year.

RTLB Team Professional Learning

- Ensure that the team have specialised knowledge and are trauma informed to support students, families and teachers affected by earthquakes.
- Ensure at least 50% of the team can complete a CoWA to transition students into school.
- Continue to reflect on the appreciative inquiry goals, including zooming out on individual RFS to influence teacher practice.

Systems Work

- Grow the team's capacity to deliver IYT, facilitate PCT Community of practice and deliver PBL across the cluster.

General Cluster Needs

- Provide responsive support for schools managing ongoing effects of the earthquakes
- Align RTLB support with the establishing COLs and their achievement challenges
- Support the implementation of the Children's team and manage the impact on workload.
- Be informed about the Learning Support Update and the changes this might bring.

ANNUAL PLAN 2017

GOAL 1: Provide a responsive service that meets the needs of the North Canterbury schools, promotes inclusion and raises achievement				
	Key Actions	Resources /Timeline	Who is Responsible?	Review / Evaluation
Goal 1a: To run a transparent, equitable referral process that ensures the right intervention, right time.	<ul style="list-style-type: none"> Send communication to schools highlighting our change in focus from referrals to "Requests for Support." Circulate the RFS checklist and continue to work with SENCOs to ensure RFS are thorough. Ensure new Principals have information about accessing the service. Continue to promote teacher-focused RFS. Process referrals fortnightly with Lynne Send out RFS Snapshot reports to schools after team hui. 	<p>Email out in February. Update website</p> <p>Email out in February – ongoing checking in with any SENCO needing support</p> <p>Phone introduction and set up meetings as convenient</p> <p>Keep on the agenda when meeting with stakeholders –Ongoing. Block out time to follow up on in-complete RFS.</p>	<p>Kelly</p> <p>Kelly</p> <p>Kelly</p> <p>Kelly/Lynne</p> <p>Kelly</p>	
Goal 1b: To ensure that all RTLB are delivering evidenced based inclusive interventions that reflect the intentions of the RTLB service, support MOE initiatives and best practice.	<ul style="list-style-type: none"> Team goals will be clearly defined based on feedback. Team engage in group supervision at each team meeting. Team PLD plan has been planned for the year Support RTLB in training and one new RTLB through ongoing induction. Each RTLB has a PLD plan and engaged in an Inquiry that is linked to RTC. 	<p>Team goals developed and shared at January meeting – ongoing team meetings</p> <p>Discussion about the professional learning needs at Team meeting – Jan</p> <p>Limit Sue /Silvia caseload – regular check ins.</p> <p>Each team member will meet with CM and PL on either 22 or 24th to talk through goals and inquiry plans. Review meetings will be held in November.</p>	<p>Kelly/Lynne</p> <p>Team</p> <p>Silvia/Sue/Kelly/Lynne</p> <p>Team</p>	
Goal 1c: To ensure the RTLB team have knowledge to provide a culturally responsive service that supports teachers, Maori learners, and their whānau.	<ul style="list-style-type: none"> Visitors are welcomed with mihi-whakatou and team deliver mihi confidently. Formal meetings start with karakia. Ongoing opportunities to discuss culturally responsive practice – mana potential 	<p>Discussions in team practice supervision. Planned time in team meeting.</p> <p>Team meeting keynote – waiata, karakia and whakataki.</p> <p>Investigate outside resource people to support us – ongoing</p>	<p>Kelly/Sue/</p> <p>Team</p> <p>Kelly/ Sue</p> <p>Kelly</p>	
Goal 1d: To ensure that the property requirements of the team are met and they have all the resources needed to ensure a quality service delivery.	<ul style="list-style-type: none"> Advocate for RTLB offices to be suitable during major building works across three of our host schools. Ensure we have a team-meeting venue. 	<p>Ongoing conversations</p> <p>Book meeting room at KNS.</p>	<p>Kelly/ Jason</p> <p>Kelly</p>	

GOAL 2: Target support, expertise and resources to drive innovation and improve educational outcomes

	Key Actions	Resources/Timeline	Who is responsible?	Review/Evaluation
Goal 2a: Support the ongoing professional development of schools across the cluster as determined by needs and local priorities. Continue to specifically provide networking opportunities for TAs, PCTs and SENCOs.	<ul style="list-style-type: none"> • Prioritise request for support for Teacher PLD from schools. • Teacher Aide PLD planned and delivered based on cluster priorities. • Provisional Certificated Teacher Community of Practice planned and delivered. • SENCO Network meeting planned and delivered 	<p>Ongoing –Adjust parenting presentation to fit NC themes.</p> <p>Delivered in terms 1, 2, 3. Venue booked, budget for morning tea.</p> <p>Delivered over 6 sessions. \$300 available to support teachers to attend, and funding available for venue, afternoon teas.</p> <p>Planned and delivered twice a year.</p>	<p>Kelly/Tim</p> <p>Kelly/Lynne</p> <p>Jocelyn/Kat</p> <p>Louise/Sue Kelly/Lynne</p>	
Goal 2b: To continue to deliver IYT programmes for NC schools and ensure all RTLB have knowledge of the content.	<ul style="list-style-type: none"> • Identify teachers for one programme • Emma to participate in GL training • Deliver programmes over the year • Monitor budget to ensure it is used. • Support Alice and Lynne to gain accreditation. • Continue to promote a combined EI/Primary course for 2018 	<p>By Jan 2016. Set dates and share with schools for planning.</p> <p>Wellington – 15th Feb</p> <p>Venues booked for the year.</p> <p>IYT spread sheet of expenditure</p> <p>Early Liaison Group</p>	<p>Alice /Emma</p> <p>Kelly/Alice</p> <p>Kelly</p>	
Goal 2c: To develop a North Canterbury Positive Behaviour Network (SWPB4L) of schools. These schools will participate in ongoing training and coaching of Positive Behaviour Supports framework.	<ul style="list-style-type: none"> • Identify Schools and complete Introductory forums and SETS • Set up team training days • Support schools with action plans • Provide PLD in schools as requested • Develop Coaches network for schools trained in 2016. 	<p>Use the resources available from MOE – School-wide PB4L power points, implementation manuals.</p> <p>Waipara School will be the venue for the five-team training days. Reduce casework for Sue/Tim.</p> <p>Greta Valley confirmed venue, establish by-in from MOE trained coaches, develop content.</p>	<p>Kelly/Tim</p> <p>Kelly/Sue/Tim</p>	
2e: To highlight the need for teachers across the NC Cluster to consider how we are providing education that meets the needs of boys.	<ul style="list-style-type: none"> • Connect with the COLs • Source PLD to that could enhance practice. • Plan to provide PLD to SENCOs or at least raise the issue and collectively brainstorm local solutions. 	<p>Access achievement challenges and connect with COL action plans</p> <p>April team meeting</p> <p>Look to local providers or cluster expertise.</p> <p>SENCO meeting in August</p>	<p>Kelly</p> <p>Kelly/Lynne</p> <p>Kelly/Lynne</p>	

GOAL 3: Increase effective collaboration at all levels to raise educational outcomes for students

	Key Actions	Resources/Timelines	Who is responsible?	Review/Evaluation
Goal 3a: To work alongside our educational colleagues to co-ordinate a seamless service delivery to schools. Include MOE, Special Ed and RTLit.	<ul style="list-style-type: none"> Schedule regular meetings with Senior Advisors and Service Managers Schedule a meeting between NC MOE Learning Support Team and RTLB to connect and discuss co-working protocols. Stay informed with developments from the SE Update 	<p>Jan</p> <p>March – budget for catering and venue</p> <p>Changes implemented by mid-year?</p>	<p>Kelly</p> <p>Kelly/Fiona C</p> <p>Kelly</p>	
Goal 3b: To work alongside our mental health and social services providers to ensure that all students receive relevant services to meet their needs.	<ul style="list-style-type: none"> Working with SBMH Team and connecting with other NC providers to support schools effective by the earthquakes (as requested) Promote Sparklers resource across NC 	<p>Provide flexible service and regular check ins. Prioritise to attend recovery meetings. Driven by community agency – ongoing</p> <p>Ongoing – team need to be familiar</p>	<p>Kelly / Michelle/Tim</p> <p>Kelly/Michelle RTLB team</p>	
Goal 3c: To support the implementation of the Children’s Team across North Canterbury	<ul style="list-style-type: none"> Complete all relevant vetting documentation. Complete Child Protection Policy Share the CT Panel responsibilities with Fiona Support Anthony and Lynne to take on LP role. 	<p>Completed before 22 March</p> <p>Schedule time! Must be completed by 22nd March</p> <p>Schedule reading time and prioritise meetings</p> <p>Limit caseload .2 FTE dedicated CT.</p> <p>Regular opportunities to discuss work</p>	<p>Kelly</p> <p>Kelly</p> <p>Kelly/Lynne/Ants</p>	
Goal 3d: To work alongside the three COLs in North Canterbury and support the key initiatives.	<ul style="list-style-type: none"> Prioritise to attend meetings as invited by the Katote COL. Support projects of work as required. Make connections with Puteteraki COL and Tipu Maia COL and support their achievement challenges. Inform and involve the RTLB team. 	<p>Prioritise time to attend. Look for opportunities when the RTLB team expertise could support projects of work</p> <p>Ongoing.</p>	<p>Kelly</p> <p>Kelly/Team</p>	

GOAL 4: Support student-centred pathways to raise achievement

	Key Actions	Resources/Timelines	Who is responsible?	Review/Evaluation
Goal 4a: To ensure all students with special learning needs across NC are provided with a seamless transition from Primary to Secondary School.	<ul style="list-style-type: none"> • Prioritise transition referrals in term 3 and 4. Provide reminders in Newsletter in term 3. • Co-ordinate with RHS to involve relevant students in the transition club. • Prioritise to attend transition meetings at the High Schools to share information. • Each student will have a comprehensive transition plan that includes student voice. 	<p>Term 3</p> <p>Term 3 – as needed</p> <p>Term 4</p> <p>Several templates provided for the team to choose from. Transition procedures provided in practice folder.</p>	<p>Kelly</p> <p>Kelly/Team</p> <p>Kelly/Team</p> <p>Team</p>	
Goal 4b: To participate in the Education Update pilot within the Canterbury Area – EI Transitions students with additional needs. To ensure all students identified in early childhood centres and MOE -EI to have comprehensive transition support to school	<ul style="list-style-type: none"> • Continue to support pilot as it moves into 'business as usual'. • Implement flow diagram of actions more consistently and collect more comprehensive data around student success. • Continue to inform schools and EC centres of the process that we can provide to support EI transitions. 	<p>Prioritise attending meetings</p> <p>Resources that support transitions. Spread sheet development</p> <p>Early Liaison Group</p>	<p>Kelly</p> <p>Kelly/Alice /Emma</p> <p>Kelly/Alice/Emma /Lynne</p>	
Goal 4c: To support transition from Maori medium to Secondary	<ul style="list-style-type: none"> • Develop a template that could be used by the RTLB team to support transitions and reflect culture, heritage and language. • Connect with whānau and establish what their expectations are for transition. • Hold a conversations with Tuahiwi about how better we can support the transition for Māori students 	<p>Term 3 –tried in term 4 for transitions in 2017. Share Te whare tapa whā to support assessment information</p> <p>Team meeting to discuss, ask team to work through current RFS and bring back to share findings</p> <p>Take Awhina and Sue for lunch – budget</p>	<p>Kelly/Sue</p> <p>Kelly/Team</p> <p>Kelly</p>	
Goal 4d: Ensure that all students (including ICS) being supported by RTLB have a positive transition experience from one year to next.	<ul style="list-style-type: none"> • Complete self review • Establish improvements and support RTLB team to enhance practice. • Team members follow transition procedures and support schools to establish ongoing needs in week 4-6 	<p>Feedback from schools, Data from Schoolgate,</p> <p>Prioritise time to meet with teachers/whānau to review progress</p>	<p>Kelly/Team</p> <p>Team</p>	

GOAL 5: Create better access to and use data and information to support more evidence-based decision making

	Key Actions	Resources/Timelines	Who is responsible?	Review/Evaluation
Goal 5a: 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"> Further develop the effective use of Survey Monkey to provide feedback and ensure systems are in place to feed this information back to the team. Fully utilise the new functions on Schoolgate V1B and share this data with the team three times a year. 	<p>Budget to upgrade. Arrange to meet with Alice – Feb.</p> <p>Prioritise time for analysis and sharing in team meetings</p>	<p>Kelly/Alice</p> <p>Kelly/Alice</p>	
Goal 5b: Collect and analyse referral information so trends can be established and cluster PLD prioritised.	<ul style="list-style-type: none"> The team will use the new functions on Schoolgate and continue to complete the outcomes reporting as part of RTLB practice. The team will email CM when cases are due to be closed. Cases will be reviewed and RTLB rewarded over term 1 and 2. SENCOs will upload milestone reports each term for Yr 11-13 funding. 	<p>Team meeting – Jan and reviewed in Feb</p> <p>Budget for coffee vouchers for completed cases!</p> <p>Milestone report template</p>	<p>Team/ Kelly</p> <p>Team Kelly to monitor</p> <p>Kelly</p>	
Goal 5c: Establish clear systems for collecting achievement data after funding has been allocated.	<ul style="list-style-type: none"> Continue to track and collate outcome data from LSF and Yr 11-13 funding. Ensure RTLB have good practice standards for reviewing LSF outcomes. 	<p>Ongoing</p> <p>Ongoing discussions when loaded on the Schoolgate. System.</p>	<p>Kelly</p> <p>Kelly/Lynne/Team</p>	
Goal 6d: Monthly expenses are reviewed against budget allocations to ensure appropriate spending.	<ul style="list-style-type: none"> Financial Annual report completed and sent to MOE. LSF processed and monitored weekly to ensure interventions are inclusive and we stay within budget. Promote and ensure the RTLB's and stakeholders are having conversations about the interventions /plans for students are discussed before funding. Conversation with high-user schools to ensure funding is being used appropriately. Budget for 2018 completed and continue to manage surplus. 	<p>May – MOE template and support from Geoff Gilliam</p> <p>CMS Spread sheet Access to lease numbers and track carefully when invoiced.</p> <p>Ongoing</p> <p>Kelly</p> <p>November</p>	<p>Geoff / Kelly</p> <p>Kelly Kelly/Jeff H Kelly/Geoff G</p>	

