North Shore RTLB

Ma pango ma whero, ka oti te mahi

RTLB Cluster 4
STRATEGIC PLAN 2021 - 2023

Vision Statement:

Support to Improve

CLUSTER 4

North Shore Cluster 4 services 69 schools on the North Shore of Auckland including: 11 Secondary Schools, 9 Intermediate Schools, 47 Primary Schools, 1 Kura Kaupapa School and 1 Charter school. The cluster schools extend from as far north as Long Bay College and as far south to the schools on the Devonport peninsula.

LEAD SCHOOL

The lead school for Cluster 4 is Beach Haven School. It is a culturally diverse school in the urban area of North Shore. The schools within the cluster are predominantly higher decile schools including a number of special character schools. Client school demography is predominantly European/pakeha (49%) with Asian (28%) being the second highest featured ethnicity. Eight percent of the students identify as Maori and 3% Pasifika. Prior to COVID 3% of the students in Cluster schools were International students. Cluster 4 also has the second highest number of ESOL funded students of any of the 40 RTLB Clusters.

RTLB STAFFING

RTLB staff are employed by the Beach Haven Board of Trustees. Cluster 4 has 33 FTTE RTLB positions plus the Cluster Manager. Four Practice Leaders are based with their teams across 3 sites. Each school within Cluster 4 has an RTLB liaison.

KA HUI AKO

There are 11 Ka Hui Ako (Communities of Learning) operating within the Cluster 4 region, two of whom (the Catholic Ka Hui Ako and the Christan School Kahui Ako) work with other schools outside Cluster 4.

Ministry of Education Vision:

Cluster 4 RTLB will contribute to the Ministry of Education's vision:

Every New Zealander:
- Is strong in their national and cultural identity
- Aspires for themselves and their children to achieve more
- Has the choice and opportunity to be the best they can be
- Is an active participant and citizen in creating a strong civil society
- Is productive, valued and competitive in the world.

New Zealand and New Zealanders lead globally.

Ministry of Education National Education and Learning Priorities:

Cluster 4 RTLB Will contribute to the following Ministry of Education's National Education and Learning Objectives:

- Learners at the centre—learners with their whānau are at the centre of education
- Barrier free access—great education opportunities and outcomes are within reach for every learner
- Quality teaching and leadership—quality teaching and leadership make the difference for learners and their whānau
- Future of learning and work—learning that is relevant to the lives of New Zealanders today and throughout their lives
- World class inclusive public education—New Zealand education is trusted and sustainable

RTLB Cluster 4 Strategic Goals

Strategic Goal 1: Student Success and RTLB Capability

To strengthen RTLB expertise and leadership, accessed through requests for support, to assist teachers to develop and then sustain teacher capability and inclusive practices to foster and enhance student success.

Strategic Goal 2: Leadership

To reflect on and develop high quality leadership by building positive and collaborative professional relationships within the cluster including succession planning.

Strategic Goal 3: Partnerships

To promote respectful, collaborative and educationally powerful connections with local, national and global stakeholders and communities including the Ministry of Education, Kahui Ako, whanau, schools, and teachers with whom we work.

Strategic Goal 4:   Resourcing

To review Cluster resourcing, including accommodation and IT, to ensure it is appropriate to support delivery of a high-quality service for Cluster Kura.

The Ministry of Education and RTLB Lead School Beach Haven School have a signed Funding and Service Agreement to provide governance to ensure Cluster 4 is "available to work alongside schools and kura to provide learning support when it is needed. Support includes system wide, targeted or individual support so that children and young people with learning support needs, including disabilities are welcome and where their achievement, progress, wellbeing and participation is valued and supported."

Resource Teachers: Learning and Behaviour Funding and Service agreement between the Ministry of Education and Beach Haven (Lead School)

Part One: Governance & Management

What the Board will provide	The Board will govern the RTLB service in accordance with Governing and Managing RTLB Clusters, in the interests of all schools/kura in the cluster and in accordance with the Treaty of Waitangi and the National Administration Guidelines (NAGs).
Success measures	- Appropriate authority and accountability is delegated to the Principal and Cluster Manager (the RTLB strategic leadership and management team) for the day to day management of the RTLB cluster, RTLB funding and resourcing, and RTLB service provision. - The objectives in the RTLB Strategic and Annual Plans are met. - RTLB cluster staff are recruited and appointed. - RTLB funds are used for the provision of the RTLB service. - Reporting requirements are fully met.
Part Two: Professional Relationships	
What the Board will provide	The Board will ensure professional, trusting and respectful relationships at all levels and at all times with all key stakeholders.

Success measures	• RTLB and Ministry learning support practitioners work collaboratively with schools and kura to provide flexible, joined-up support where it is appropriate. • Schools and kura, including those working collaboratively in groups and Kahui Ako, value the relationship they have with the RTLB service. • RTLB work closely with Learning Support Coordinators where they are in place to provide system wide, targeted or individual support to schools, their children and young people and their families. • RTLB work to support schools and kura to partner with families and whanau to plan support for their children and young people in ways that work for them, values their contribution, and reflects their unique identity language and culture.

Part Three: Access and Service Provision

What the Board will provide	The Board will ensure: ● a high quality and effective RTLB service is provided ● the service works with the Ministry on the continued implementation and embedding of the LSDM ● the service is accessible to all RTLB cluster schools and kura including those in groups and Kāhui Ako to implement the LSDM ● the service contributes to positive student outcomes for children and young people and inclusive practices across all cluster schools and kura.

Success measures	● The service works collaboratively with the Ministry and other education providers to:
	  ○ Identify local needs, including those identified through learning support registers, and to think collectively about how to best use available resources to build on existing good practice and provide innovative solutions in ways that work or families and whanau and their children and young people
	  ○ Plan the best way to use their resources to effectively respond to the needs of children and young people whilst strengthening the confidence and capability of adults
	  ○ Take a tiered approach to support the learning needs of all children and young people including providing universal system-wide support, targeted or individualised support as needed.
	● Cluster schools and kura including those working in groups and Ka Hui Ako:
	  ○ Know how, why and when to access learning support
	  ○ Have equitable access to the full range of RTLB services and funding
	  ○ Use the service and value the service provided.
	● The service is based on a comprehensive needs analysis that is strategic and planned.
	● RTLB follow the Ministry and RTLB practice framework.
	● The service is well-documented:service outcomes are monitored, recorded and reported in accordance with *Governing and Managing RTLB Cluster*.
	● The service is continually improving, responsive, flexible and innovative.

Part Four: Service Priorities The Board will ensure the cluster prioritises services to support the achievement of Māori and Pacific students and to support inclusive practices in schools and kura.	
RTLB Service Priorities	**Success measures**
Māori student achievement	· Māori student achievement data is collected, analysed and used to inform planning and practice. · The RTLB team makes progress against the Rubrics 2.7 and 3.1 from the Measurable Gains Framework, Ka Hikitia – Accelerating Success 2013-2017 and its successor.
Pasifika student achievement	· Pasifika student achievement data is collected, analysed and used to inform planning and practice. · The RTLB team uses the Pasifika Education Plan 2013- 2017 and its successor to set goals to accelerate literacy and numeracy achievement for Pasifika students.
Inclusion	· RTLB use the practice framework to work with Ministry learning support practitioners to actively lead, promote and support inclusive practices in all their work with cluster schools and kura and community networks.

Annual service priorities

In addition to the service priorities above, the Board will ensure the Government's priorities and the Ministry's annual service priorities and service expectations are embedded in the work of the service. The priorities may be varied by the Ministry of Education by 27 January each year over the term of this agreement to reflect any changes in Ministry policy or national priorities.

Part Five: RTLB Service Expectations
All learners enrolled in state and state integrated school, should have access to support from the RTLB service. This includes students in Alternative Education (AE) and Activity Centre settings. RTLB are not expected to provide services to foreign fee paying students as they are not resourced to do so.

Service Expectations will include, but not be limited to:	Success measures
The intensity and duration of support provision should be driven by the learning needs of students.	

RTLB provide universal, targeted and individualised support for: · Individual students · Groups of students · Individual Schools · Groups of schools which could include those in Kahui Ako Cluster Projects	● RTLB provide high quality and effective learning and behaviour services for schools, kura groups of schools working collaboratively on learning support and Kāhui Ako within a cluster. ● RTLB support teachers, schools, kura, groups of schools and Kāhui Ako to develop inclusive classroom environments that enhance students' presence, participation, wellbeing, progress and achievement. ● RTLB and the Ministry together to share data through the LSDM, and accept collective responsibility for supporting the learning needs of all children and young people including those identified on learning support registers. ● RTLB support the achievement of children and young people in Years 1-10. This includes actively supporting the transition of students into and out of these year levels to meet their needs. ● RTLB follow the learning support practice guidance. ● Teachers are confident to manage the needs of students with learning support needs. ● The cluster looks for opportunities to be innovative in its support provision to schools and kura.

Transition support for students	- Support for transition to school and kura from ECE is collaboratively planned and provided for children identified as having learning and/or behaviour support needs. - Transition support is collaboratively planned and provided for children and young people at critical transition points including (but not limited to): -School or kura to school or kura (including Te Kura) - English medium to bilingual settings - Bilingual setting to English medium - Cluster to cluster - From the end of one school year to the beginning of the next school year - Cluster to cluster - From the end of one school year to the beginning of the next school year - School or kura to Alternative Education (AE) to school - School or kura to Stand Villages (Health Camps) to school/kura. - The provision of transition support will not be interrupted by requests for support closing unnecessarily at the end of a school year.
Communities of Learning | Kāhui Ako	- The RTLB service will work collaboratively with groups of schools and Kahui Ako within the cluster, to identify and support those students who have learning support needs. - RTLB will provide the agreed response to support student achievement of children and young people - RTLB work collaboratively with the Ministry and other providers to support schools and kura and groups of schools and Kāhui Ako to identify and address issues that would be best addressed through a systems or training approach - Where requested, RTLB will support Kāhui Ako to identify their achievement challenges.
Secondary school/wharekura student achievement	- RTLB will positively engage with and provide an effective and responsive service within secondary school or kura environments. - Secondary schools and kura value the RTLB service.

Special Assessment Conditions (SAC)	● RTLB assist schools/wharekura to establish systems to identify students likely to benefit from SAC and to gather evidence for the purpose of submitting SAC applications. ● RTLB contribute to a consistent spread of students across all cluster secondary schools/wharekura who are approved by NZQA for SAC.
PB4L Incredible Years Teacher programmes	● RTLB work collaboratively with the Ministry to plan and deliver programmes to meet local needs. ● RTLB are trained to deliver the Incredible Years Teacher (IYT) programme and have attained IYT accreditation. ● Teachers in cluster schools and kura receive IYT training from RTLB. ● RTLB meet IYT programme, delivery and fidelity standards.
PB4L School Wide	● RTLB work in partnership with the Ministry, schools and kura and to support them to implement PB4L School Wide.
Intensive Wraparound Service (IWS)	● Cluster Managers work collaboratively to prioritise children and young people to receive IWS through the local intensive services panel. ● RTLB in conjunction with schools, kura and Ministry of Education Learning Support practitioners make IWS applications for eligible children and young people. ● RTLB may be in the lead worker role when a child and young person is accepted into IWS, and remain engaged throughout the wraparound process for as long as is needed.

Residential Special Schools (RSS) Only Access Pathway	● Cluster managers work collaboratively to prioritise children and young people to receive RSS only through the local intensive services panel. ● RTLB in conjunction with schools, kura and Ministry of education Learning support practitioners, make RSS applications for eligible learners. ● RTLB will undertake a full risk assessment prior to application for RSS. ● RTLB may be in the lead worker role when a child or young person is accepted into RSS only pathway, and remain engaged throughout their RSS enrolment and while they transition back to their local school.
Children and young people who are in the care of Oranga Tamariki	● Gateway education assessments are completed in accordance with the Gateway Assessments guide. ● Gateway referrals for children and young people entering State care are prioritised to receive learning support in accordance with the Interagency Gateway Guide.
Children's Teams	● RTLB participate in the work of Children's Teams in accordance with agreed multi-agency principles and processes. ● RTLB will be part of a team around a child where that child is already receiving an RTLB service. ● If appropriate, an RTLB could be the lead professional around a child where that child has additional learning needs.
Bilingual Assessments	● The RTLB service ensures eligible students in Years 1 - 13 receive Bilingual Assessments in a timely manner.

North Shore RTLB Cluster 4- Strategic Plan 2021-2023

STRATEGIC GOAL ONE:

Student Success and RTLB Capability

To strengthen RTLB expertise and leadership, accessed through requests for support, to assist teachers to develop and then sustain teacher capability and inclusive practices to foster and enhance student success.

Focus Area	2021	2022	2023
1.1 Universal Design for Learning (UDL)	Strengthen RTLB capacity to use a UDL approach in casework using the UDL Study Guide in weekly team meetings Release a PL to support and mentor RTLB undertaking UDL system cases work in schools.	Continue to strengthen RTLB capacity to use a UDL approach in casework Investigate opportunities to work with other clusters to strengthen capacity using a UDL approach in casework	Continue to strengthen RTLB capacity to use a UDL approach in casework Continue to Investigate opportunities to work with other clusters to strengthen capacity using a UDL

	PL sabbatical to research UDL	and in system work with schools.	approach in casework and in system work with schools
1.2 Cultural Responsiveness	To continue to increase RTLB capacity to be culturally responsive practitioners. Build Community links by investigating cultural narratives of the area to gain history and maori worldview of the area. Building understanding of Treaty of Waitangi	Investigate community organisations with whom to partner to support Maori tamariki in Cluster schools. Hikoi for RTLB on call back day to visit historical sites of interest around the North Shore to build knowledge of local history.	Further explore ways to work with community organisations with whom to partner to support Maori tamariki in Cluster schools.
1.3 Oral Language	Continue to review and develop a programme of strategies and develop a model that is sustainable in schools.	Refine and expand systemic approach to oral language development trial into other schools	Refine and expand systemic approach to oral language development trial into other schools

1.4 Phonics Connect	Continue to build on the trial 2020 project. Identify another 2 schools in which to deliver the project. Identity and support 2 further RTLB to support a school via this literacy project	Refine and expand systemic approach to literacy teaching and identify further schools with whom to support. Build RTLB capacity to support the above.	Refine and expand systemic approach to literacy teaching and identify further schools with whom to support. Build RTLB capacity to support the above.
1.5 Well-being	Further develop a schoolwide systemic approach for well-being teaching and support in schools.	Further develop a schoolwide systemic approach for well-being teaching and support in schools. Look for ways to share above in a Kahui Ako setting.	Further develop a schoolwide systemic approach for well-being teaching and support in schools. Look for ways to share above in a Kahui Ako setting.
1.6 Secondary School	Growing capacity of RTLB to support secondary schools by working with Teachers and system development	Growing capacity of RTLB to support secondary schools by working with Teachers and system development	Growing capacity of RTLB to support secondary schools by working with Teachers and system development

| 1.7 PB4L | Support newly trained RTLB to deliver IYT and gain accreditation.

Team member to acquire peer coach accreditation.

IYT programme to be shared with all RTLB across the Cluster in order to upskill RTLB so they are able to use IYT strategies in casework. | Explore ways for RTLB to gain a greater understanding of the PB4L suite of programmes. | Explore ways for RTLB to gain a greater understanding of the PB4L suite of programmes. |

STRATEGIC GOAL TWO:

Leadership

To reflect on and develop high quality leadership by building positive and collaborative professional relationships within the cluster including succession planning.

Focus Area	2021	2022	2023
2.1 Peer Review	Develop a system for Cluster peer review	Undertake cluster peer review	Consider feedback from review and make changes accordingly.

2.2 Professional Growth Cycle	Realign the previous Appraisal system with the newly introduced **Professional Growth Cycle**	Embed the Professional Growth Cycle and explore ways to share Cycles	Embed the Professional Growth Cycle and explore ways to share Cycles
2.3 Coaching	Growth Coaching Develop a system for clusterwide coaching Leadership team to undertake Growth Solutions Focussed Coaching training	Embed growth coaching Leadership team to share Growth Solutions focussed model of coaching	Embed Solutions Focussed Growth Model with RTLB
2.4 Leadership Development	Increase depth of leadership with a view to succession planning	Increase depth of leadership with a view to succession planning	Increase depth of leadership with a view to succession planning

STRATEGIC GOAL THREE:

Partnerships

To promote respectful, collaborative and educationally powerful connections with local, national and global stakeholders and communities including the Ministry of Education, Kahui Ako, whanau, schools, teachers with whom we work.

Focus Area	2021	2022	2023
3.1 Relationships between RTLB	Relationships between RTLB strengthened by:Case sharing at Cluster meetings & PLGs across cluster/Across cluster cases eg. UDL/OLP/PP	Relationships between RTLB strengthened by:Case sharing at Cluster meetings & PLGs across cluster/Across cluster cases eg. UDL/OLP/PP	Relationships between RTLB strengthened by:Case sharing at Cluster meetings & PLGs across cluster/Across cluster cases eg. UDL/OLP/PP
3.2 Relationships with the Ministry of Education and other agencies.	Continue to explore ways of working within the Learning Support Delivery Model to the mutual benefit of schools whanau and students.	Continue to explore and refine ways of working within the Learning Support Delivery Model to the mutual benefit of schools whanau and students.	Continue to explore and refine ways of working within the Learning Support Delivery Model to the mutual benefit of schools whanau and students.
3.3 Relationships with Kahui Ako across Cluster 4	Seek opportunities to participate in Kahui Ako	Seek further opportunities to work with Kahui Ako across the cluster	Seek further opportunities to work with Kahui Ako across the cluster

STRATEGIC GOAL 4:

Resourcing

To review Cluster resourcing, including accommodation and IT, to ensure it is appropriate to support delivery

of a high-quality service for Cluster Kura.

Focus Area	2021	2022	2023
4.1 Accommodation	Work with host school Northcote Intermediate to include new accommodation for RTLB in plans for new build at the school.	Continue to work with Northcote Intermediate to secure new premises on the site.	Continue to work with BoT and Northcote Intermediate to ensure POA is signed.
4.2 IT support	Move server to the cloud Review device needs across the cluster and purchase funding dependant	Continue to monitor ongoing cluster IT needs.	Continue to monitor ongoing cluster IT needs.
4.3 Website	Investigate further ways to utilise website to enhance communication with schools	Review the website as a means for communicating with cluster schools	Review the website as a means for communicating with cluster schools