

**Annual Plan**

**2016**

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| **A strength based, culturally responsive service of skilled professionals, who work collaboratively to build teachers and schools capability to ensure all students reach their potential.** |

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| **Cluster Description**  Western BoP RTLB is one of three clusters in the Bay of Plenty region – encompassing 64 schools stretching from Otamarakau to Katikati and boundaries the Kaimai ranges and the Pacific coastline.  The cluster has four main urban areas – Te Puke, Mount Maunganui, Tauranga and Katikati and the rural areas surrounding these centres. Our neighbouring clusters are cluster 19 (Whakatane/East Coast) and Cluster 20 (Taupo/Rotorua). Western BoP RTLB is located in the Ministry of Education, Central North Region, with the MoE Regional Office being Rotorua and the MoE District office being located in Tauranga.  There are 2 different waka associated with this area: Takitimu and Mataatua. The Tauranga area has 3 Iwi that are associated with the above waka and located within this area: Ngāti Ranginui, Ngaitērangi and Ngāti Pukenga. Te Puke affiliates to the Te Arawa waka and has 2 Iwi, Tapuika and Waitaha. |

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| **Summary Demographics**  Western BoP RTLB has 68 schools with a roll of approx. 27 400 students. Of these 68 schools, 16 have a component of teaching in Māori medium (ranging from Level 1 to level 3). The roll of Western BoP RTLB is predominately European/Pakeha and Māori. There is a growing population of Pasifika and Asian students.  In July 2014 there was a total of 296 students with Western BoP RTLB. Of that number 181 are NZE, 7 are Pasifika and 108 are Māori. 26% of these students are female and 74% are male. Of our current referrals, 7 students are in custody of the Chief Commissioner, and are supported through Gateway. We have 53 places, all currently filled, for High Learning Needs students. |

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| **The Team**  Te Akau ki Papamoa is the lead school for the Western Bay of Plenty RTLB Cluster. The Cluster consists of 33 FTE RTLB. Staff are located at 238 Chadwick Road, Greerton (a commercially leased building)  **Staff:**  **Cluster Manager,** Marie Petersen, **Practice Leaders**: Ruth Fletcher, Elaine Ford (Bilingual Assessor), **Staff on Study Leave for 2016:** Maryanna Casey,  **RTLB with Leadership: (**Matt Taylor (Website), Harriet Lenihan **(**ICT), Miriam Ferguson (HLN), Debra Dufty (IY T), Shirley Ware (Behaviour, Peer Supervision, Cluster PD),  **RTLB Team**: Mike Verschaffelt **(3D),** Te Rau Te Moni, John Peri, (**Fluent in Te Reo Māori)** Pauline Bidois,Hilary Zapata **(Learning Differences)** Kerry Browne, Roger Salisbury, Lorraine Northey, Mary Reynolds, Rawiri McKinney, Kate Preston, Barbara Kelly, Ann Davidson, Kay Sutherland, , John Miles Ian Large, Jane O’Carroll **,** Jo Orchard, Alison Munks. **RTLB in training:** Julie Laidlaw, Lisa Budd, Lynda Scott, Matt Taylor**, RTLB not yet trained:** Sam Manu, Rahera Ormsby, Jenny Beets **RTLB .5 FTE:** Margaret Murray, Maria Teers |

**The Big Picture**

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| **Ministry of Educations Vision:** | | | | | | | | | | | | |
| RTLB will contribute to the Ministry of Education’s vision of “A world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century” | | | | | | | | | | | | |
| **The Ministry of Education Strategic Goals:** | | | | | | | | | | | | |
| Every child achieves literacy and numeracy levels that enable their success | | Every young person has the skills and qualifications to contribute to their and New Zealand’s future | | | Mäori enjoying education success as Mäori. | | | | | | | |
| **Local SE District Priorities:** | | | | | | | | | | | | |
| Work with schools to establish implement and strengthen Inclusion strategies | | Implement the PB4L action plan. This includes School wide, Incredible Years, Restorative Practices, Wrap around and Crisis response services. | | | Implement strategies for raising achievements for Maori, Pasifika and for Children in Care (Gateway Protocols). | | | | | | | |
| **National Ministry of Education RTLB Goals:** | | | | | | | | | | | | |
| **Part One: Governance & Management**  The Board will govern the RTLB service in accordance with Governing and Managing RTLB Clusters, in the interests of all schools in the cluster and in accordance with the Treaty of Waitangi and the National Administration Guidelines (NAGs). | **Part Two: Professional Relationships**  The Board will ensure professional, trusting and respectful relationships at all levels and at all times with all key stakeholders. | | | **Part Three: Access and Service Provision**  The Board will ensure a high quality and effective RTLB service is provided, the service is accessible to cluster schools and contributes to positive student outcomes and inclusive practices across all cluster schools. | | **Part Four: Annual Service Priorities**  The Board will ensure the annual service priorities and service expectations are met. | | **Part Five: RTLB Service Expectations**  RTLB respond to requests for service across all three service categories based on learning and behaviour need.  RTLB follow the RTLB practice sequence in all service provision. | | | | |
| **Western BoP RTLB Strategic Goals**  **Shaped in consultation with cluster schools and RTLB** | | | | | | | | | | | | |
| **Governance & Management**  The objectives in the RTLB Strategic Plan are met. | **Professional Relationships**  Develop an environment of collaboration, trust and respect within our RTLB service and with Bay of Plenty whānau /families, teachers, schools, agencies and community with whom we work. and behaviour needs of all students. | | | **Access and Service Provision**  Establish the Organisational infrastructure, processes, systems and practices needed to create a cohesive self managing cluster, and inform ongoing priorities, measure success  and support accurate reporting | | **Annual Service Priorities** Prioritise service delivery to Ministry priority learners | | **RTLB Service Expectations**  To establish a consistent, effective, evidenced based service that assists teachers to meet the diverse learning | | | | |
| **Strategic Goal 2 :** The Board will ensure professional, trusting and respectful relationships at all levels and at all times with all key stakeholders. | | | **Baseline Data :** **National Annual Survey**: Overall, how satisfied are your with the RTLB service provided? Nationally: Satisfied / Very satisfied 88% , W BoP cluster: 79.3%  Overall, did the RTLB service make a positive difference for student(s) and learning and behaviour needs? Nationally: 81%, W BoP cluster: 69% Overall, has the RTLB service achieved ongoing improvement for the student(s)? Nationally:78%, WBop cluster: 65%  **National Annual Survey**: Our satisfaction data is below National norms. Respondents comments included: inconsistent and / or ineffective service, mixed messages from RTLB and inability to access the service quickly. 2/ 4 Kura were dissatisfied with the quality of service from RTLB. | | | | | | | | | |
| **Annual Target 2016:**  1. There is genuine collaboration and regular communication with RTLB staff, cluster schools, ECE centres, iwi, communities and community agencies.  2. Cluster schools value the relationship they have with the RTLB service | | |
| **Actions to achieve it** | | | | | | | **Lead by** | | **Completed %** | | | |
| **Actions**  **A strong RTLB cluster culture** of trust, collaboration and respect through:   * **Communication:** Ensure an effective regular internal and external communication system: * Regular staff meetings, RTLB calendar, Team suggestions for improvement, newsletters to schools, website, CM / liaison school visits, SENCO days.   **Workforce Wellbeing:** To ensure a planned, tiered approach to ongoing Peer Supervision  **Pastoral Team** To provide for the pastoral needs of our RTLB team   * Planned and regular team activities to build a positive team culture   **RTLB professional support** has been provided through Peer Supervision and a well documented process of scaffolded support.  Our **needs analysis** will be based on information from the following sources, and will give schools and RTLB opportunities for feedback:   * National cluster surveys * Cluster Review (survey and interview) * Visits to every school by CM * Regular visits to schools by Liaison RTLB * Regular visits to schools by PL * Principal Association meetings and feedback * Review of Service feedback * Staff survey - Opportunities for RTLB voice informs all cluster strategic planning * SchoolGate data, cluster financial data, patterns and trends. * Case closure evaluation form   We will ensure all RTLB are regularly **visible and purposeful** in schools through:   * Revised Liaison RTLB role * Effective casework in schools * Professional contact with schools * Clear communication pathways with schools   **Professional Development: ($0)**  **Professional Development: ($2500)**  PD on KOHA for accessing cluster resources.  PD in cluster technologies and e-tools– Ipad, Phone, Laptop, Website, printers, SchoolGate, E- Appraisal System, Google suite of tools  Ongoing training with Wendy Baker (peer supervision) and peer supervision training for new RTLB ($2500)nd SchoolGate  PD around the new appraisal | | | | | | | **Marie**  **PL**  **Marie**  **Shirley**  **Marie** | | **25** | **50**   | **75** | **100**   |

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| **Strategic Goal 3:  *Access and Service Provision***  The Board will ensure a high quality and effective RTLB service is provided, the service is accessible to cluster schools and contributes to positive student outcomes and inclusive practices across all cluster schools. | **Baseline data:** Case review and SG data demonstrate that less than half of RTLB have evidenced the PS in **all** their casework. *Most* RTLB are evidencing the PS in *most* casework.  Many RTLB need support in data analysis and SMART goal setting. Less than half RTLB have evidenced robust behaviour data, with a reliance on on-task/ off-task observations. FBA is evidenced in only 2 RTLB cases.  Analysis of LSF distribution shows inequity in that some low referring schools are receiving a disproportionate share of the resource.  Schools report that quality RTLB service and provision information is not consistent in across all RTLB staff.  SE – RTLB 2 joint projects are being shaped, with a view to implementation in 2016. | | | | | |
| **Annual Target 2016:**   * Cluster schools know how and when to access the service. * Cluster schools have equitable access to the full range of RTLB services and funding. * Cluster schools use the service and value the service provided. * The service is based on a comprehensive cluster needs analysis, is strategic and planned. * The service is continually improving, is responsive, flexible and innovative * The service is seamlessly integrated with the service provided by Ministry Special Education. |
| **Actions to achieve it** | | **Lead by** | **Completed %** | | | |
| **Cluster Schools:**   * Ensure all RTLB are **implementing and communicating** clear cluster processes to schools**:** Transitions, SE Protocols, closure, HLN / ICS, LSF, service provision, * Ensure all RTLB **give clear and consistent messaging** to schools.A high level of professionalism is presented to the cluster schools at all times and all school visits are planned and purposeful and documented. * Further develop **Liaison RTLB role** with termly expectations for liaison RTLB * **Transition support** is collaboratively planned and provided for students who are receiving an RTLB service at critical transition points, including Early * **LSF data** will be analyzed and shared with a view to allow us to better distribute this resource.   **Support Agencies:** support agencies to have a clear understanding of the RTLB role and service by an informal termly gathering x 3 times per year  **Ministry Special Education**   * **Regular meetings** are organized for the leadership teams of SE and RTLB to meet. * Where needs are highlighted, **joint projects** will be initiated and SE / RTLB will collaborate to meet cluster needs. Currently these projects are **Behaviour and Transition from EI to School.**   **Leadership and Improvement in our Service:**   * RTLB with Leadership responsibilities will lead practice and understanding in their area of leadership. They will ensure they support the team to grow and develop in their area of leadership. * Each leader will form a 2016 Annual Plan based on identified cluster needs.   **Professional Development: ($3000)**  Identify opportunities to support ‘growing leadership’. - Investigate Waikato and Massey Universities | | **Ruth**  **Elaine**  **Marie**  **Elaine**  **Ruth**  **Shirley**  **Harriet**  **Matt**  **Debra**  **Miriam** | **25** | **50**   | **75** | **100**   |

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| **Strategic Goal 4: *Annual Service Priorities***  The Board will ensure the annual service priorities and service expectations are met. | **Baseline data:** We have 3 speakers of Maori on our RTLB team and a growing number of RTLB who are becoming increasingly more confident. RTLB are regularly led in karakia (opening and closing as part of our staff meeting, we know a limited number of waiata.   * National Satisfaction data shows 50% of our kura are satisfied with the service they receive from RTLB. * We do not receive referrals from all our kura. * Out of the total referrals of 447, 23% referrals are for Individual Māori. This number reflects the number of individual referrals that have been received. It is noted that 8% of referrals also included groups which included Maori within this total. * Male Māori represent 83% of the total individual Māori referrals received. Female Māori represent 18% of the total individual Maori referrals received * In total there were 280 goals set. 22% (61) goals were achieved. 1.8% (5) goals were not achieved and 76% (214) were still in progress.   Currently our team has limited knowledge in working effectively with Pasifika. | | | | | |
| **Annual Target 2016:**   * Māori and Pasifika 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 * The RTLB team uses the Pasifika Education Plan 2013-2017 to set goals to accelerate literacy and numeracy achievement for Pasifika student. * ***Inclusion*** RTLB work with others to actively lead, promote and support inclusive practices in all their work with cluster schools and community networks. |
| **Actions to achieve it** | | **Lead by** | **Completed %** | | | |
| **Māori student achievement**  Support our school community and Iwi to contribute meaningfully to decision making by:   * Include Kaumatua in our Whakapau Korero group meetings * CM meet with Kura as part of Liaison RTLB school visits * Continue to support and grow confident speakers of Te Reo Maori * Continue to grow the number of RTLB in our team who are fluent in Te Reo. * Māori 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*   **Whakapau Korero Group**  All RTLB will know the Iwi of our area by:   * Having a map listing Iwi, Hapu and Marae * A contact list will be drawn up of the Iwi representatives and their roles * RTLB will develop positive relationships with Iwi representatives * We have a kaumatua from mana whenua who represent / support RTLB * Identify Maori children and their hapu/Iwi – whakapapa presentations. * RTLB are familiar with geographical boundaries and tikanga/kawa of our mana whenua * RTLB will continue to grow confidence around waiata, karakia (opening and closing), mihi. * RTLB will know the local iwi, landmarks and stories, and pronounce local names correctly.   Provide an **effective and valued service to Kura**, Kaiako and tamariki   * RTLB will be familiar with the Māori frameworks: eg:Te Whare Tapa Wha, Te Wheke * Work to identify and establish specific interventions to address cultural discrepancies and barriers   Develop team knowledge around working with **Pasifika students /fono**.   * Identify and establish collegial relationships with our Pasifika community. * Pasifika student achievement data is collected, analysed and used to inform planning and practice * The RTLB team uses the *Pasifika Education Plan 2013- 2017* to set goals to accelerate literacy and numeracy achievement for Pasifika students.   **Professional Development: ($6000)**  Provide opportunities for RTLB to grow within Te Reo me ona Tikanga. ($3000),  PD for RTLB around resources and assessments for Maori learners, Tataiako and Te Eke Panuka,  PD in the Pasifika Education Plan, resources and assessments for Pasifika learners  Access RTLB PD in understanding Pasifika culture and needs | | **Marie**  **Whakapau Korero Gp**  **Elaine**  **Ruth**  **Marie** | **25** | **50**   | **75** | **100**   |

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| Strategic Aims 2013-16  **Strategic Goal 5: *Annual Service Priorities***  The Board will ensure the annual service priorities and service expectations are met. | **Baseline data:**  **Service Provision:** Case review and SG data demonstrate that less than half of RTLB have *evidenced* the PS in *all* their casework. Many RTLB need support in data analysis and SMART goal setting. Less than half RTLB have *evidenced* robust behaviour data, with a reliance on on-task/ off-task observations. FBA is *evidenced* in only 2 RTLB cases. Schools report that quality RTLB service and provision information is not consistent in across all RTLB staff.  **PB4L Incredible Years Teacher programme for teachers of students aged between 5 and 8 years** In 2015 Western BoP RTLB have run 3 Incredible Years for Teachers Courses. The other two courses have been planned and presented by RTLB . One of these courses is being presented by Maori IYT Group Leaders to kaiako from Kura, Bi-lingual Units and two kaiako from Kohunga Reo. In 2015 we have trained two new Group Leaders. One RTLB is about to have DVD reflections peer reviewed as the first step toward accreditation. Fidelity in the Incredible Years programme. is reinforced by regular monthly peer coaching sessions with an accredited group leader presently working towards Peer coaching accreditation.  **PB4L School Wide** Our cluster asks schools to formally request RTLB involvement on PB4L SW teams, and these are listed as a ‘systems job’ on SchoolGate. These jobs are allocated to the Liaison RTLB for that school, and the RTLB practitioner works with any RTLB who has a case in that school to ensure that all RTLB know the school expectations and the PB4L focus for the school. We have clear cluster guidelines to guide practitioners.  Our local MOE PB4L SW Practitioners keep us informed of which schools are joining the PB4L SW family and we actively facilitate a positive involvement with these schools. Currently we are on the PB4L team of 18/20 schools.  **Intensive Wraparound Service (IWS)** Western BoP RTLB have been involved in two successful applications to support students with the IWS. CM is on the regional panel for IWS to consider applications from across the Central North region. | | | | | |
| Annual Target Goal 4 2016:  ***Service categories: Service provision - Individual, group, systems, Gateway, Children’s teams, SAC, HLN, IY T, PB4L SW, IWS***   * RTLB respond to requests for service across service categories * RTLB follow the RTLB practice sequence in all service provision * Gateway education assessments are completed in accordance with the Interagency Gateway Guide. * RTLB participate in the work of Children’s Teams in accordance with agreed multi-agency principles and processes. * RTLB assist schools to establish systems to identify students and to gather evidence for SAC applications. * 53 students with high learning needs receive a dedicated RTLB service specified in a comprehensive service plan and in accordance with the RTLB model of practice outlined in the RTLB Professional Practice Toolkit. * RTLB work collaboratively with the Ministry to plan and deliver IY Teacher programmes to meet local needs. * RTLB work in partnership with the Ministry and schools to support schools to implement PB4L School Wide. * RTLB in conjunction with schools and Ministry of Education Special Education around IWS applications |
| **Actions to achieve it** | | **Lead by** | **Completed %** | | | |
| **Individual students; Groups of students; School systems**  RTLB follow the best practice in all service provision by:   * T**oolkit principles and practices, and practice sequence** are evident in all RTLB casework * evidence-based and best practice are evident in all case work * Continuing to implement Case Review frameworks, templates and processes to support ‘best practice’ and Practice Sequence. * **Further develop Liaison RTLB role by having** termly expectations for liaison RTLB * **Transition support** is collaboratively planned and provided for students who are receiving an RTLB service at critical transition points, including Early Intervention. * **Cluster processes: ensure RTLB implementing and communicating clear cluster processes to schools:** * Transitions, SE Protocols, closure, HLN / ICS, LSF, service provision   **Support agencies** to have a clear understanding of the RTLB role and criteria for referral by (L T):   * An informal termly gathering x 3 times a year.   **Provide Cluster PD:** Ensure opportunities for quality PD is offered to cluster schools | | **Elaine**  **Ruth** | **25** | **50**   | **75** | **100** |
| **RTLB have access to and share**   * current educational research, pedagogy, methodologies and approaches * complete behaviour PD with Massey University * Investigate how we might access PD through various sources: curriculum updates, Literacy Council, WBoP Principal’s Assoc, WBit (a collaboration between the BoP schools and TrustPower)   **Bilingual assessments**: The RTLB service ensures eligible students receive Bilingual Assessments in a timely manner.  **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 is already receiving an RTLB service   **Special Assessment Conditions (SAC)**   * RTLB assist schools to establish systems to identify students and to gather evidence for SAC applications, particularly Kura. * RTLB contribute to a consistent spread of students across all cluster secondary schools who are approved by NZQA for SAC.   **PB4L Incredible Years Teacher programme for teachers of students aged between 5 and 8 years**   * RTLB work collaboratively with the Ministry to plan and deliver programmes to meet local needs (1 IYT programme per year per trained RTLB) * RTLB are trained to deliver the Incredible Years Teacher (IYT) programme and have attained IYT accreditation. * Teachers in cluster schools receive IYT training from RTLB. * Forward plan so we maintain 5/6 IYT trained facilitators, maintain IYT Resource kete * Regular IYT peer supervision, Ensure we have an accredited IYT facilitator * Provide IYT to kura   **PB4L School Wide**   * RTLB work in partnership with the Ministry and schools to support schools to implement PB4L School Wide.   **Gateway - Children and young people who are in the care of Child Youth and Family (CYF)**   * Gateway education assessments are completed in accordance with the Interagency Gateway Guide. * Gateway referrals for students entering State care are made priority RTLB cases in accordance with the Interagency Gateway Guide. * Document our cluster systems and processes. * Termly and annual reporting of Gateway data to CM. * Provide support for Liaison RTLB with their Educational Assessments as needed. * Train a second RTLB in all Gateway processes, as a back-up.   **Professional Development: ($15000)**   * Massey University: Complete RTLB refresher in managing challenging behaviour, gathering data analysis, data tools, using evidenced based Best Practice ($10 000) * Team PD around HLN / ICS changes * Ongoing PD for IY T group leaders looking to present to Kura (IYT Maori kaupapa) * Ongoing IYT training for new group leaders ($500) * IY T group leaders course in Well ($4000) All new RTLB to complete the IYT course. | | **Elaine**  **Ruth**  **Debra** |  |  |  |  |

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| **Sign Off:** |
| Te Akau ki Papamoa Board Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date)\_\_\_\_\_\_\_\_\_\_\_  Te Akau ki Papamoa Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date)\_\_\_\_\_\_\_\_\_\_\_  Western BoP RTLB Cluster Manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date)\_\_\_\_\_\_\_\_\_\_\_ |