

**Strategic Plan**

**2014 to 2016**

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

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| **Cluster Description**  Cluster 18 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). Cluster 18 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 which 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**  Cluster 18 has 64 schools with a roll of approx. 27 400 students. Of these 64 schools 16 have a component of teaching in Mäori medium (ranging from Level 1 to level 3). The roll of Cluster 18 is predominately European/Pakeha and Mäori. There is a growing population of Pasifika and Asian students.  In July 2014 there was a total of 296 students with Cluster 18. Of that number 181 are NZE, 7 are Pasifika and 108 are Mäori. 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**  **As at 8 December 2013**  Te Akau ki Papamoa is the lead school for Cluster 18. The Cluster consists of 32 RTLB. Staff are located at 10 host schools across the Bay of Plenty.  **Staff:**  Marie Petersen **(Cluster Manager),** Ruth Fletcher, Jan Beck-Manawatu, Elaine Ford **(Practice Leaders),** John Miles **(Leadership Maori),** Michelle Brown **(Leadership Learning),** Matt Taylor, Harriet Lenihan **(Leadership ICT),** Lorraine Northey Te Rau Te Moni, John Peri **(staff fluent in Te Reo Maori),** Michael Rall **(Bilingual Assessor)** Ian Large **(Gateway),** Mike Verschaffelt **(3D),** Sharon Horne, Jane O’Carroll **(staff in training),** Pauline Bidois,Debra Dufty **(IY Teacher Facilitators),** Maryanna Casey, , Roger Salisbury Miriam Fergusson, Margaret Murray, Kerry Browne, Mary Reynolds, , Maria Teers, Shirley Ware, Rawiri McKinney, Kate Preston, Hilary Zapata, Barbara Kelly, Glen Wawatai, Ann Davidson Kay Sutherland, |

**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 Transformation Goals:** | | | | | | |
| Three *restructuring* aims:   * Install new governance and management structures * Improve equity and efficiency of service delivery * Prioritise service delivery more effectively to Ministry priority learner groups | | | | Three *re-culturing* aims:   * Build stakeholder confidence and trust in the service * Build leadership and ‘teamship’ relationships within the cluster * Develop enhanced accountability for learner outcomes and the professionalism of service delivery | | |
| **Cluster 18 Strategic Goals** | | | | | | |
| 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 | To establish a consistent, effective, evidenced based service that assists teachers to meet the diverse learning and behaviour needs of all their students. | | Develop an environment of collaboration, trust and respect within our RTLB service and with Bay of Plenty whanau /families, teachers, schools, agencies and community with whom we work. | | | Prioritise service delivery more effectively to Ministry priority learner groups |

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| **Strategic Goal 1:** 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. | | | | |
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| **2014 Goal** | **2015 Goals** | **2016 Goals** | **Resources / Considerations** | **Lead by** |
| **Infrastructure:** Establish infrastructure, processes and systems that allows for accurate decision-making and accurate and timely reporting.  Ensure Policies and Procedures are current and useful documents  Ensure Cluster Practices follow key documentation (Toolkit, P& P)  Ensure the e-referral system is easily accessible, practical and useful for schools in requesting RTLB support.  **Financial:** Clear financial position is established and an efficient accounting system is established, with a clear annual budget.  Monthly expenses are reviewed against budget allocation to ensure appropriate spending  **Reporting:** Ensure we are collecting data to inform Cluster Reporting (particularly annual report)  Ensure voice of RTLB in cluster decision making and reporting  To provide clear, concise and timely information to cluster schools regarding RTLB service delivery.  **Resources:** Consider the current resources, ensure a system of effective and equitable use of these across the cluster.  Effective and equitable use of cluster resources positively impacts on the Cluster budget  **ICT:** Have an effective, efficient and transparent on line referral / case management system  School systems all digital and able to be accessed by schools: referrals, transparency of case management, resource allocation  Ensure team members are confident and competent to use digital technology in the assessment and recording of cases / case management (IPad, Apps, SchoolGate etc)  Ensure our ICT, digital technology supports our data collection, reporting, transparency and accuracy. | Infrastructure, processes, systems and practices ensure a smoothly run and self managing RTLB Cluster  Decision making for the cluster is based on clearly identified needs, using accurate cluster data  Key documents are regularly reviewed and updated  IPads and digital technology are an essential part of our service  Case management is becoming increasingly paperless.  Case management, assessment, evaluation and recording is digital | Be a fully digital, paperless RTLB cluster, with infrastructure, processes, systems and practices which allow for the highest quality RTLB service to schools.  Have robust systems which allow for accurate, timely and transparent reporting and decision making  All decision making for the cluster is based on clearly identified needs, using accurate cluster data. | Need to grow ICT expertise within the team  Ensure access to excellent ICT PD for team | **Marie** |

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| **Strategic Goal 2:** To establish a consistent, effective, evidenced based service that assists teachers to meet the diverse learning and behaviour needs of all their students. | | | | |
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| **2014 Goal** | **2015 Goals** | **2016 Goals** | **Resources / Considerations** | **Lead by** |
| **Practice:**All RTLB follow the Practice Sequence in all their casework  The Practice Sequence is evident is case files  All RTLB are clear and confident in following the Practice Sequence  Interventions with students are collaborative and evidenced-based.  All RTLB are collecting data on the effectiveness of their interventions.  We have robust systems that allow for effective case allocation, case review and case management.  RTLB have training in, and access to regular supervision.  That RTLB are clear and confident in their role.  RTLB have access to current educational research, pedagogy, methodologies and approaches (eg: *how* students learn, behaviour, HLN, co-operative learning, assessment tools etc) | The Practice Sequence is an integral part of RTLB service delivery  Schools are clear on the RTLB service delivery model.  Interventions with students are collaborative, evidence-based and effective.  RTLB are clearly able to demonstrate the ‘added value’ of their interventions | The RTLB service is a clear and transparent model that is easily understood and followed by schools.  Schools know and understand the RTLB service delivery model, and referrals reflect this understanding  The School Community receives regular information on the effectiveness of the RTLB Cluster, using clear and accurate data.  All RTLB are providing a valued and effective service all schools / kura. | Need to grow our expertise in Te Reo and Te Ao Maori to ensure a quality service to our tamariki and kura.  Current data collection does not allow for accurate reporting on all areas required by MoE. This will need to be reviewed and addressed immediately. | **Marie** |

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| **Strategic Goal 3:** Develop an environment of collaboration, trust and respect within our RTLB service and with Bay of Plenty whanau /families, teachers, schools, agencies and community with whom we work | | | | |
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| **2014 Goal** | **2015 Goals** | **2016 Goals** | **Resources / Considerations** | **Lead by** |
| **Team Culture:** We have a team culture of collaboration, trust and respect within our RTLB Service.  RTLB is a service of respected and professional Specialist Teachers, valued and respected by schools in BoP.  RTLB have opportunities to share their knowledge and expertise with their colleagues.  **Schools:** RTLB have clear communication with schools (eg: SENCO days, pamphlet, information on SchoolGate, consistent RTLB messages)  **MoE, RTLB and Agencies:** To work alongside MOE, other RTLB clusters and other agencies to co-ordinate a seamless, consistent and effective SE service delivery to schools  **Key contracts:** Work with key agencies to deliver key MoE and Govt Strategies and Interventions (IY T , Gateway)  **CAG:** We have Cluster Advisory Group which informs decision-making, as per Toolkit.  **Accommodation:** Ensure accom of RTLB is according to MoE guidelines, and a place which demonstrates value of the RTLB service. | RTLB is a service of respected Professional Specialist Teachers, valued and respected by schools in BoP.  RTLB Cluster 18 is contributing to the professional knowledge base at a National Level – we have valued expertise on our team. | A strong RTLB cluster culture of trust, collaboration and respect.  RTLB Expertise and experience is able to be utilities and shared across the RTLB cluster to benefit schools and students.  RTLB is a service of respected Professional Specialist Teachers, valued and respected by schools in BoP. | A positive staff culture is developing  Current accommodation needs immediate consideration (see Accommodation Report to MoE)  Current resources are underutilized by the team, and many duplications occur. | **Marie** |

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| **Strategic Goal 4:** Prioritise service delivery more effectively to Ministry priority learner groups | | | | |
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| **2014 Goal** | **2015 Goals** | **2016 Goals** | **Resources / Considerations** | **Lead by** |
| RTLB are providing a valued, high quality and effective service to our Maori tamariki and kura.  We are able to use accurate data to inform both decision-making and reporting (particularly in their area of Maori achievement).  Ensure we are providing opportunities for Iwi to contribute to decision making  We are developing expertise and knowledge within our team in Te Reo and Te Ao Maori.  Ensure access to bilingual assessments  Build mulit-cultural awareness / knowledge  Continue to build the team knowledge and expertise in Tataiako, Te Kotahitanga and Ka Hikitea. | Our school community and Iwi contribute meaningfully to decision making  We are delivering a high quality service to our tamariki and kura across both immersion and mainstream settings.  RTLB Service to kura is highly valued | Accurate and transparent cluster data informing all cluster decision-making.  Cluster ICT and technology is robust, accurate and supports the collection and collation of accurate data to inform Cluster reporting.  All reporting is timely and accurate |  | **Marie** |

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| **Sign off** |
| Te Akau ki Papamoa Board Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date)\_\_\_\_\_\_\_\_\_\_\_  Te Akau ki Papamoa Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date)\_\_\_\_\_\_\_\_\_\_\_  Cluster 18 RTLB Cluster Manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date)\_\_\_\_\_\_\_\_\_\_\_ |