

ANNUAL PLAN 2024 2024 Te Horanui Annual Plan - final

TE HORANUI RTL B CLUSTER 36

Termly Status Checking	
Completed	Green
In progress	Yellow
Not started	Red

TE HORANUI STRATEGIC ASPIRATIONS 2022-2025

Strengthen our cultural capabilities as a cluster
We ensure that our systems are underpinned by critically conscious and culturally sustaining practices in all aspects of our mahi.

Forge productive partnerships within our community
We develop productive professional partnerships with those we interact with to improve outcomes for ākonga.

Promote high quality inclusive practices for all ākonga
We deliver excellent service to our 58 schools and actively advocate for high quality inclusive practices, whilst building teacher and school capability to meet the needs of all ākonga.

Strategic Aspiration 1: Strengthening our cultural capabilities as a cluster

As a team of RTLB, led by the Cluster Manager, we ensure that our systems are underpinned by critically conscious and culturally sustaining practices in all aspects of our mahi.

Annual Objective (SA1) *Connecting the Docs*

1.1 By the end of 2024, we will have considered key resources that have been created to support ākonga Māori and Pacific learners and connected them to how we work within He Pikorua to provide high quality, culturally sustaining service delivery to all ākonga.

Key tasks/actions	Who leads	Link to NELP	Term 1 Status Check	Term 2 Status Check	Term 3 Status Check	Term 4 Status Check
As a team, develop a working knowledge of Ngā Turu (cultural competencies) from Tapasā and how these link to our mahi and He Pikorua	Pauline, Serena, Vee	Ob.3, Pr. 6				
Each team member will consider their Tautai Pacific Journey and find their way towards an increased understanding of cultural competence across the year.	Pauline, Vee, Serena	Ob.3, Pr. 6				
As a team, explore a range of best practice strategies for ākonga Māori and Pacific learners and where these fit within He Pikorua (<i>Niho Taniwha, Best Practice Teaching for Pacific Learners, Valuing our Values, APPE, Ka Hikitia: Ka Hapāitia</i>)	CC STAR (Bernadette, Julz, Serens, Pauline)	Ob. 2, Pr. 3 Ob. 3, Pr. 5 Ob.3, Pr. 6				
Deepen understanding of the shared MOE/ RTLB suite of tools 'Journey to Tino Rangatiratanga' and how this can be used to support mokopuna in a strengths-based, culturally affirming way.	CC STAR (Julz and Kim)	Ob. 2, Pr. 3				
Establishing relationship/ connection with Taumutu Runanga and other kaitiaki who can guide us on our culturally sustaining journey	CC STAR (Kim, Julz, Bernadette)	Ob. 1, Pr. 2 Ob.3, Pr. 6				
Create opportunities for the team to develop understanding of the content in the Unteach Racism modules from the Teaching Council	CC STAR & Nancy (Pauline and Serena - Pacific Lens)	Ob. 1, Pr. 1 Ob. 1, Pr. 2 Ob.3, Pr. 6				

Develop a visual representation of how the all of the key documents fit together within our clusters' golden circles of who we work for, why we do what we do, how we work and what we do (we need to discuss and have a clear understanding of purpose for this)	CC STAR (Serena - visual - Julz, Kim, Bernadette - content)	Ob. 2, Pr. 3 Ob.3, Pr. 6				
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Strategic Aspiration 2: Forging productive partnerships within our community.

As a team of RTLB, led by the Cluster Manager, we develop productive professional partnerships with those we interact with to improve outcomes for ākongā.

Annual Objective (SA2) *The pathway to inclusion and wellbeing*

2.1 By the end of 2024, we will have partnered with schools to consider proactive, preventative and inclusive ways to prioritise wellbeing, equity and inclusion for all ākongā.

Key tasks/actions	Who leads	Link to NELP	Term 1 Status Check	Term 2 Status Check	Term 3 Status Check	Term 4 Status Check
Continue to develop team understanding of the 7 Dimensions: Children's emotional wellbeing work by Dr. Jean Annan	Nancy & PP STAR	Ob. 1, Pr. 1 Ob. 2, Pr. 3 Ob. 3, Pr. 6				
As a team, unpack the key learnings from Pūketeraki Kāhui Ako engagement project 'The Story we Tell' and consider implications for our cluster schools	PP STAR	Ob. 1, Pr. 2 Ob. 2, Pr. 3 Ob. 3, Pr. 6				
Develop a procedure for RTLB supporting ākongā who have been stood down, suspended or excluded (<i>service agreement information requirement, return plans, LSF to support transition</i>)	PP STAR	Ob. 1, Pr. 1 Ob. 1, Pr. 2 Ob. 2, Pr. 3 (Ob. 4, Pr. 7)				

Consider RTLB role in supporting students who have been directed into a new setting in a mana enhancing and wellbeing protective way	PP STAR	Ob. 1, Pr. 1 Ob. 1, Pr. 2 Ob. 2, Pr. 3 (Ob. 4, Pr. 7)				
Through the liaison role, SENCo/ LSC connects and Principals' newsletters, share best practice proactive strategies that prioritise wellbeing, equity and inclusion	Nancy & LSC/SENCo Connect Leads	Ob. 1, Pr. 1 Ob. 3, Pr. 6				
Develop cluster understanding and procedures for supporting transitions between settings in a mana-enhancing way that promotes wellbeing and inclusion <i>(IWS, Health school, T2S, Alt Ed etc.)</i>	PP STAR (Kerri)	Ob. 1, Pr. 1 Ob. 1, Pr. 2 Ob. 2, Pr. 3				

Annual Objective (SA2) <i>Schoolgate review</i>						
2.2 By the end of 2024, we will have made changes to Schoolgate so information created, collected and shared aligns with the guiding principles of He Pikorua.						
Key tasks/actions	Who leads	Link to NELP	Term 1 Status Check	Term 2 Status Check	Term 3 Status Check	Term 4 Status Check
Brainstorm what we want from Schoolgate based around our 7 guiding principles <i>Mokopuna and whānau centred, strengths-based, collaborative, culturally affirming and responsive, inclusive, ecological, evidence-informed</i>	PP STAR	Ob. 2, Pr. 3 Ob. 3, Pr. 6				
Seek feedback from key stakeholders that regularly use Schoolgate about how to make it more accessible and easier to use	PP STAR	Ob. 2, Pr. 3 Ob. 3, Pr. 6				
Explore a range of Schoolgate content from other clusters as well as what is possible with Anthony from Ultimate Design	Nancy	Ob. 2, Pr. 3 Ob. 3, Pr. 6				
Review RTLB processes to reduce barriers to accessing our service, including looking at the information we ask for within our Requests for Support (R4S)	PP STAR	Ob. 1, Pr. 1 Ob. 2, Pr. 3				
Review and make changes to how liaison meeting notes and information is collected held on Schoolgate to reduce duplication	PP STAR	Ob. 2, Pr. 3 Ob. 3, Pr. 6				

Review and make changes to documentation for Kohikohi and Āta whakaaro	PP STAR	Ob. 2, Pr. 3 Ob. 3, Pr. 6				
Review and make changes to documentation for Tātai intervention planning	PP STAR	Ob. 2, Pr. 3 Ob. 3, Pr. 6				
Review and make changes to what is collected and recorded during whakamahi phase	PP STAR	Ob. 2, Pr. 3 Ob. 3, Pr. 6				
Review and make changes to ensure Mana Motuhake document is a success story highlighting celebrations, growth and a mana enhancing way forward to maximise success	PP STAR	Ob. 1, Pr. 1 Ob. 2, Pr. 3 Ob. 3, Pr. 6				

Strategic Goal 3: Promote high quality inclusive practices for all ākonga.						
Using our practice framework, He Pikorua, RTLB deliver excellent service to our 58 schools and actively advocate for high quality inclusive practices, whilst building teacher and school capability to meet the needs of all ākonga.						
Annual Objective (SA3) <i>Social and emotional learning</i> 3.1 By the end of 2024, we will have created opportunities for our cluster schools to engage in professional learning that strengthen social and emotional learning						
Key tasks/actions	Who leads	Link to NELP	Term 1 Status Check	Term 2 Status Check	Term 3 Status Check	Term 4 Status Check
Key learnings from the Alert Program will be shared with the RTLB team	IP STAR (Debbie)	Ob. 3, Pr. 6				
RTLB team to be involved in professional learning workshops about how to support schools to be able to deliver the 'We Thinkers' curriculum	IP STAR (Debbie)	Ob. 2, Pr. 4 Ob. 3, Pr. 6				
Cluster schools will have the opportunity for kaiako to be involved in Incredible Years Autism for Teachers programme	Maree, Susan, Nancy	Ob. 2, Pr. 3 Ob. 2, Pr. 4 Ob. 3, Pr. 6				

Cluster 36 will partner with Socially Speaking to develop a professional learning opportunity for our kaiako that teach Yrs 7-10	IP STAR	Ob. 3, Pr. 6				
Cluster 36 will partner with Socially Speaking to develop professional learning opportunities for our kaiako that teach Yrs 1-3	Nancy	Ob. 2, Pr. 4 Ob. 3, Pr. 6				
Through the liaison role, SENCo/ LSC connects and Principals' newsletters, share best practice proactive strategies that support social and emotional learning	IP STAR & LSC/SENCo Connect Leads	Ob. 2, Pr. 4 Ob. 3, Pr. 6				

Annual Objective (SA3) <i>Inclusive Design</i> 3.2 By the end of 2024, we will have promoted within our cluster schools a range of student-centered actions and approaches that celebrate diversity and promote inclusivity.						
Key tasks/actions	Who leads	Link to NELP	Term 1 Status Check	Term 2 Status Check	Term 3 Status Check	Term 4 Status Check
In our liaison roles, continue to raise awareness and promote all types of requests within Te Tūāpapa o He Pikorua	Nancy	Pr. 2, Ob. 3				
As a team, embed Dr. Ross Greene's Collaborative and Proactive Solutions (CPS) approach into our supports for our cluster schools	IP STAR	Ob. 1, pr. 2 Ob. 3, Pr. 6				
Deliver a series of professional learning workshops Beginning Teacher workshops about 'Overcoming the Barriers to Engagement'	IP STAR	Ob. 3, Pr. 6				
RTLB who opt in will attend the Illume Learning 'Inclusive Schooling summit' and share back key learning and next steps with the rest of the team	Nancy, IP STAR	Ob. 3, Pr. 6				
Universal Design for Learning workshops will be offered to	IP STAR	Pr. 2, Ob. 4				

SENCo/ LSC connects and Kāhui Ako		Ob. 3, Pr. 6				
A range of workshops will be offered to Kaiawhina/ Kaiwhakatere (Teacher aide/ Learning Support Assistants) promoting inclusive practices for all ākonga	Serena, Pauline & Nancy	Ob. 3, Pr. 6				
RTLb team will seek and acquire knowledge around the Science of Reading from our RTLit colleagues	Nancy & IP STAR	Pr. 2, Ob. 4 Ob. 3, Pr. 6				
The team will seek opportunities to build awareness and increase understanding of supporting neurodiverse ākonga	IP STAR	Ob. 1, pr. 1 Ob. 2, Pr. 3				
The team will continue to develop understanding of the Inclusive Design Modules and how the content within these can be shared with our cluster schools	IP STAR	Ob. 3, Pr. 6				