

TE HORANUI RTL B CLUSTER 36

Strategic Plan 2025-2027





OUR VISION

Schools Supported; Successful Students

OUR MISSION

To empower kaiako by promoting inclusive, culturally affirming practices that support all mokopuna to thrive

OUR SHARED VALUES

MANAAKITANGA

He aroha whakatō, he aroha puta mai

If kindness is sown, then kindness you shall receive.

KOTAHITANGA

Ma te kotahitanga e whai kaha ai tātau

In unity, we have strength.

WHANAUNGATANGA

Whiria te tāngata

Weave the people together.

KAITIAKITANGA

**Whatungarongaro te tangata toitū te
whenua**

*As people disappear from sight, the
land remains.*

CLUSTER KARAKIA

The karakia of the cluster talks of a ‘sheltering mantle of well-being’, very much like a cloak of care being spread out over the people and the land.

*Tohungia nga whakatupuranga
ki te inu i te puna
o te matauranga
te whakaruru hau o te ora
Kia kaha, kia toa, kia manawanui.*

*Show the younger generations
how to drink from the spring of knowledge
so the sheltering mantle of well-being
may spread across the nation.
Be strong, be courageous, Be resolute.*

CLUSTER DESCRIPTION

Te Horanui Cluster is based in Selwyn. The cluster has a rural / urban mix providing services for 59 schools in the Selwyn and Mid Canterbury districts, as well as for schools on the edge of Christchurch City, Malvern and Banks Peninsula. Selwyn is the fastest growing district in New Zealand since the Canterbury earthquakes. To accommodate this population growth, eight new schools have been built in Selwyn since the beginning of 2012. One of these is a high school, with a second campus that opened in 2026 and another new primary school also expected to open in Prebbleton in 2027.

The cluster is a large and widespread geographic area extending from Akaroa in the East on Banks Peninsula, to the schools of Springfield and Methven that sit at the foot of the Southern Alps. The cluster spreads out to Halswell in Christchurch, whilst Hinds School is at the southernmost point of the cluster.

The cluster name 'Te Horanui' translates as 'The Spreading Out'. The Peninsula is spreading out from its volcanic origin. The valleys spread out into the sea often with little creeks/rivers flowing out. The lake name, Waihora, means 'water spread out'. The rivers near the cluster schools spread out across the plains. The work of Te Horanui RTLB spreads out to support and enhance understanding across this widespread geographic area.

CLUSTER DESCRIPTION

Te Horanui is comprised of 8 schools that provide for secondary students, 1 Intermediate School, 16 Contributing Primary and 34 Full Primary Schools. Two of our schools have bi-lingual Māori medium provision. The cluster student population is predominantly New Zealand European accounting for 64%, with 12.4% Māori, 6.4% Pacific peoples and an increasing percentage of Asian ākonga at 17.8%.

The schools in the cluster have a diverse range of identified needs. The smallest school with a teaching principal has just 5 students, while the largest high school has 1696 students. Te Horanui has six main kāhui ako operating within it, with 4 schools not involved in a Kāhui Ako and one school that sits within a Christchurch city based kāhui ako.

Data provided by the MOE indicates there was a total of 23080 students within Te Horanui Cluster.

OUR TEAM

The Lead School for Te Horanui RTLB cluster is Leeston Consolidated School. Te Horanui has 19 FTTE RTLB positions in addition to the Cluster Manager. The cluster was delighted to receive additional staffing in 2024 and 2025 to reflect the growth of our cluster schools.

Lynda Taylor, is our Lead School Principal, Nancy Osborn is Cluster Manager and Maree Rodgers, Anna McClarron and Pip Gordon are Practice Leaders.

RTLB are hosted individually in five host schools across the cluster.

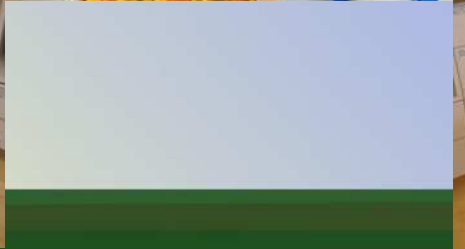
Darfield Primary School: Susan Armitage

Tinwald School: Julz Smith & Bernadette Woffenden

Halswell School: Colleen Gallagher, Kim Radcliffe-Price & Emma Clark

Methven Primary: Maree Rodgers & Kerri Waterman

Lemonwood Grove School: Anna McClarron, Debbie Schnell, Pauline Weir, Vee Mitchell, Teryn Proracki, Kim Reilly, Pip Gordon, Andrea Walker, Ollivia Nancekivell, Claire Agnew & Kelly Bullock



PRODUCTIVE PARTNERSHIPS

We pride ourselves on the productive partnerships we have created with our 59 cluster schools using the RTLB liaison model. In addition to these partnerships, we also have strong and productive professional relationships with the following organisations:

- MOE Learning Support Staff and Education Advisors
- MOE Positive Behaviour for Learning Schoolwide Practitioners
- Mana Ake
- CAF South
- Oranga Tamariki
- CCS Disability Action
- Presbyterian Support
- Massey University Post Graduate Diploma in Specialist Teaching Staff
- Tautai Pacific RTLB
- RTLB Aotearoa Professional Learning Network
- The Neurodiversity in Education Project - Building a neuro-inclusive school
- Kōia te Matauraka

We are continuously looking for ways to partner with additional support services to support the ākongā, kaiako and kura within our cluster.

SELF REVIEW ACTIONS TERM BY TERM

Term 1

- Confirm and share strategic and annual plan with key stakeholders
- Organise STAR groups (professional learning groups)
- Complete annual qualitative narrative report for MOE

Term 4

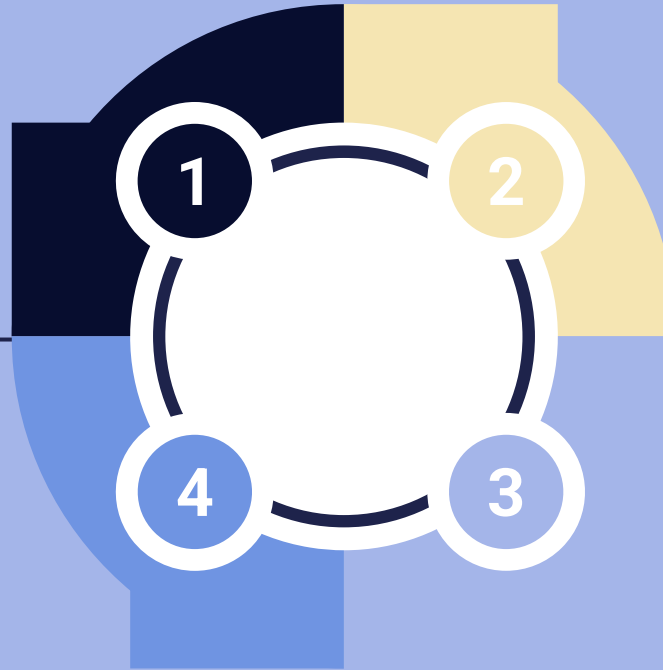
- Policies and procedures review
- End of Year appreciative inquiry, analysis of variance and cluster needs analysis
- Identify priorities and draft next annual plan

Term 2

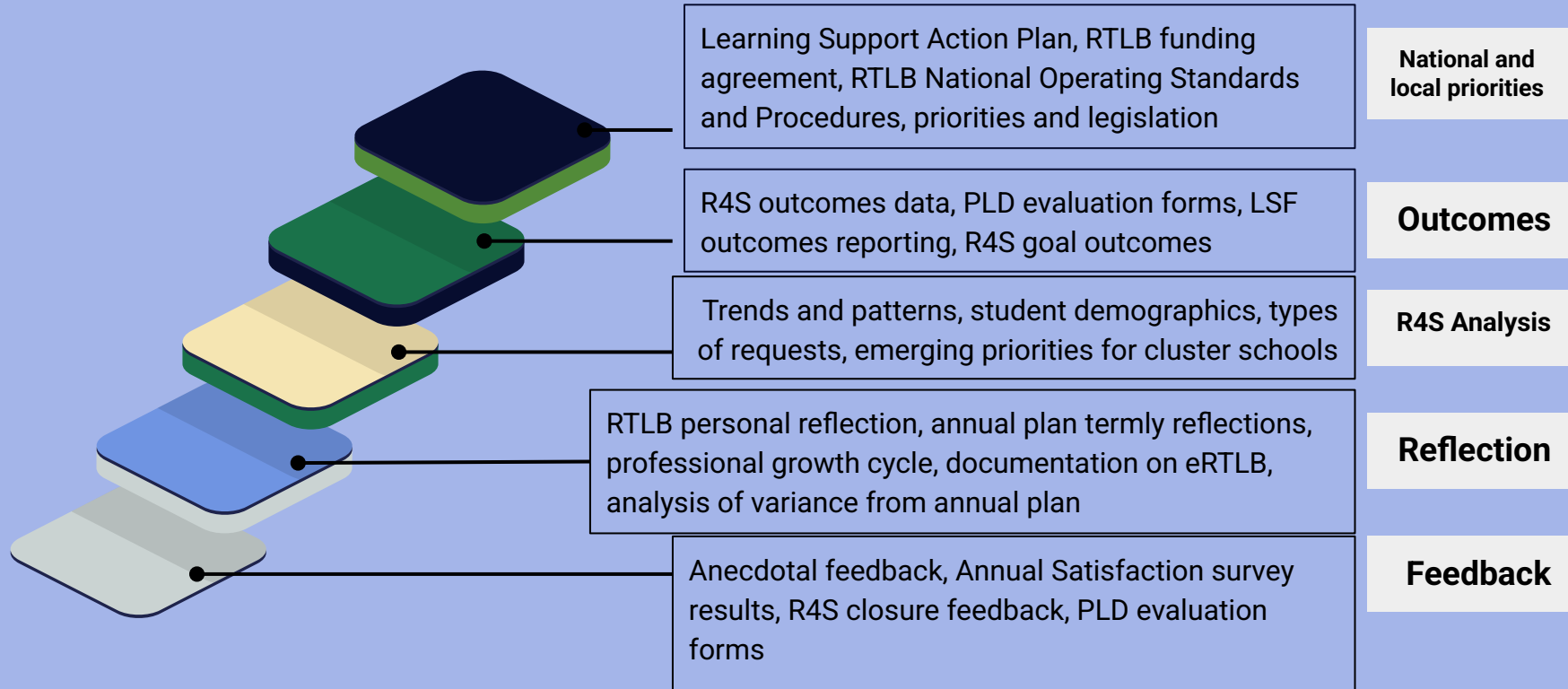
- Annual plan progress self review
- PGC process completion
- Monthly board reporting and R4S analysis
- Financial report to MOE
- STAR group Action Analysis

Term 3

- Annual plan progress and STAR group self review
- Monthly board reporting and R4S analysis
- Qualitative report to MOE
- Professional growth goals identified



WHERE DOES OUR SELF REVIEW & NEEDS ANALYSIS INFORMATION COME FROM?



KEY LEGISLATION AND NATIONAL PRIORITIES

Te Horanui RTLB Service honours Te Tiriti o Waitangi and this is a guiding document for all decision making.

We are also guided by the National Education and Learning Priorities:

- **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

We are also guided by our shared practice framework with the MOE He Pikorua, especially the principles, He Pikorua in Action and Te Tūāpapa o He Pikorua.

Other key documents that inform our mahi are;

- [Learning Support Action Plan](#) and Learning Support Delivery Model
- Ka Hikitia - Ka Hāpaitia
- Action Plan for Pacific Education
- Attendance and Engagement Strategy

TE HORANUI STRATEGIC ASPIRATIONS 2025-2027

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 mokopuna.

Promote high quality inclusive practices for all mokopuna

We deliver excellent service to our 59 schools and actively advocate for high-quality, inclusive practices, ensuring equitable education opportunities and positive outcomes are within reach for all mokopuna.



STRATEGIC ASPIRATION 1: STRENGTHENING 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.

ASPIRATIONAL COMMITMENTS

Deliver our commitment to Te Tiriti o Waitangi.

Our practice is shaped by Ngā whetū hei whai/ guiding principles from Ka Hikitia: excellent outcomes, belonging, strengths-based, productive partnerships and Te Tiriti o Waitangi.

Our practice is underpinned by the outcome domains of Ka Hikitia to support excellent outcomes for ākonga Māori and their whānau.

Shift our own RTLB practice so we can enable teachers, leaders and educational professionals we work with to become culturally competent with diverse Pacific learners.

Unpack the cultural competencies of Tātaiako and Tapasā and weave these into our everyday practices.

He Pikorua is authentically embedded into all we do, with mokopuna and whānau firmly at the centre of our mahi.

STRATEGIC ASPIRATION 2: FORGING PRODUCTIVE PARTNERSHIPS WITHIN OUR COMMUNITY

We develop productive professional partnerships with those we interact with to improve outcomes for mokopuna.

ASPIRATIONAL COMMITMENTS

Through supportive partnerships, open and honest communication, RTLB and MOE Learning Support collaborate effectively in an equal partnership.

RTLB work seamlessly and collaborate effectively with government and community agencies to provide the most appropriate response that supports student engagement and achievement.

Regular communication from the Cluster Manager to school principals build positive relationships and grow the positive reputation of the service.

Seek opportunities for inter-cluster collaboration and partnerships.

As a team of RTLB, embrace occasions to learn with, from and about each other and value the knowledge and expertise we all bring to the cluster.

STRATEGIC ASPIRATION 3: PROMOTE HIGH QUALITY INCLUSIVE PRACTICES FOR ALL ĀKONGA.

We deliver excellent service to our 59 schools and actively advocate for high-quality, inclusive practices, ensuring equitable education opportunities and positive outcomes are within reach for all mokopuna.

ASPIRATIONAL COMMITMENTS

Cluster schools feel supported by RTLB and know how, why and when to access RTLB support and have equitable access to our tiered model of supports and funding

RTLB continually improve their own professional knowledge through a commitment to lifelong learning so we can support schools with current evidence informed practice

RTLB advocate for the pedagogy that underpins universal design for learning with teachers and schools to allow all students to thrive in the school environment.

As a cluster, we provide tailored and targeted support for schools, SENCOs and Learning Support Coordinators at universal systems level.

RTLB in study will share key learning from their courses with the rest of the team so we all benefit from the learning opportunities around inclusive practices.

As a cluster, we offer targeted support to schools with their PB4L-SW implementation and sustainability.

2026 ANNUAL OBJECTIVES

Strengthen our cultural capabilities as a cluster

Forge productive partnerships with our community

Promote high quality inclusive practices for all ākonga

ANNUAL OBJECTIVE 1

1.1 We will have built consistent and coherent practice from all RTLB across our 59 cluster schools

2.1 We will have developed shared understandings of what partnership looks like with whānau, cluster schools, and other support services to have a positive impact on mokopuna

3.1 We will have implemented initiatives for our cluster school kaimahi that promote neuro-inclusive practices for all mokopuna

ANNUAL OBJECTIVE 2

1.2 We will have developed a robust outcomes and impact measurement procedure to ensure we are clear on the value we are adding to all R4S

3.2 We will have focused our cluster professional learning on neuro-inclusive approaches so we can support our cluster schools, kaiako and mokopuna

CLUSTER NEEDS ANALYSIS

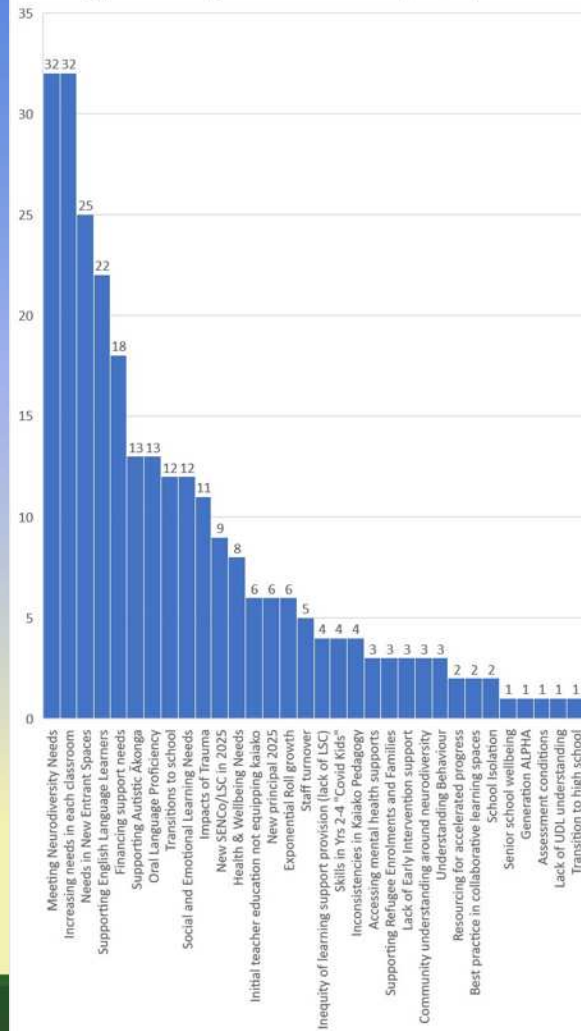
In 2024, we had the privilege of collecting valuable information from our schools about their needs and challenges in learning support as well as their 2025 and beyond priorities. We were able to meet with 90% (52) of our cluster schools. This informed our needs analysis to identify our key areas for focus for 2025.

32/52 (62%) of our schools reported that increasingly complex needs and the neurodiversity in their classrooms was a big challenge with kaiako feeling unable to meet all of the needs. Almost 50% of the schools specifically reported that the new entrant spaces were where these needs were most strongly felt.

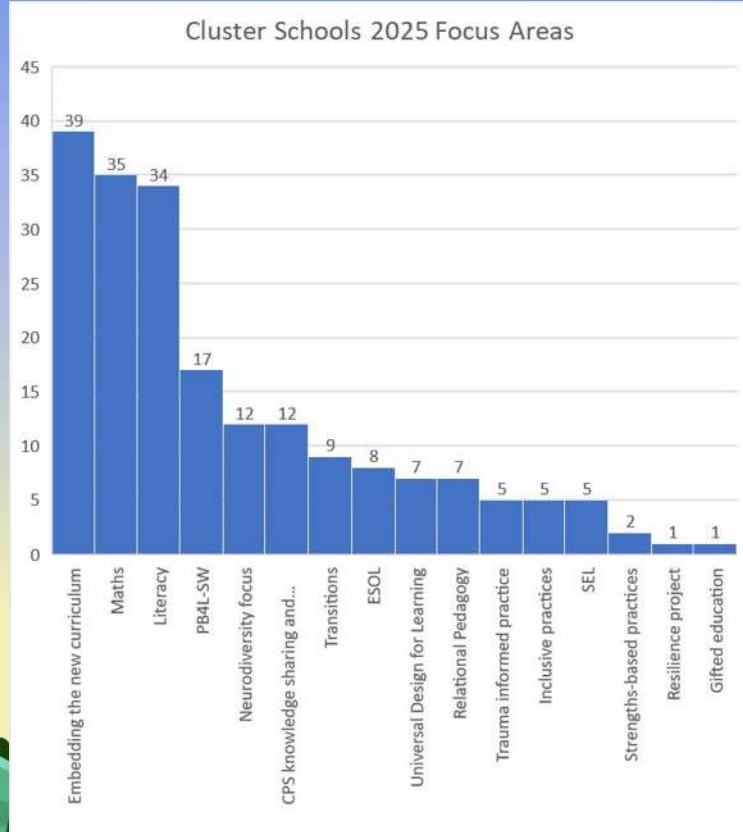
22 of our cluster schools reported an increase in English Language Learners in their school and the challenge of meeting the educational needs of these learners.

This data, triangulated with RTLB observations and R4S data from 2024 determined our annual plan focus areas and cluster initiatives for 2025.

Biggest Challenges our Schools Face /52 responses



CLUSTER NEEDS ANALYSIS



Neuro-inclusive practice, which encapsulates neurodiversity and the effects of traumatic experiences on the brain will underpin all of the professional learning opportunities we offer to our cluster schools kaimahi and kaiarahi. This involves looking beyond the frustration response of mokopuna (the behaviour) to identifying and solving the problems that are causing the behaviour, as well as what is happening in the brain at different stages of stress.

Aligning strongly with neuro-inclusive practices is the work of Dr. Ross Greene and his Collaborative and Proactive Solutions approach and the work of Dr. Bruce Perry and the cluster will be looking for ways to support schools with embedding these practices whilst also upholding the fidelity of the original work.