

TE HORANUI RTL B CLUSTER 36 PRINCIPALS' NEWSLETTER

Hui te mārama hei purapura ora
Working together to nurture and support the growth and wellbeing of mokopuna

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"AROHA KI NGĀ TAMARIKI"

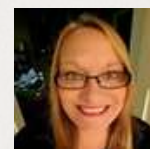


CLUSTER MANAGER UPDATE

Kia ora koutou and thank you so much for taking the time to read Te Horanui RTL Cluster 36's Term 2 Pānui. Thank you for all you do to support our ākonga to be the best they can be and I hope you are able to have a restful term break when the time comes. If you have any questions or queries about anything in this newsletter, please get in touch. I am always happy to hear from our cluster schools at any time and enjoy visiting our cluster kura. My contact details, as always, are below.

Ngā mihi nui,
Nancy

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Managing RTL staff absences

Term 2 has been challenging with RTL staff absences and I would like to thank all schools who have been affected by these for your understanding and your ability to be flexible and think creatively about ongoing support.

Budget 26

Budget 26 announced yet another school for our cluster as well as multiple new classrooms for our current schools, which reflects the ongoing growth of our region. I have contacted Nicola Grigg, our local MP, to share my concerns that currently, the Ministry of Education is considering our RTL staffing for 2027 and may be looking to reduce our FTTE due to the Early Intervention Expansion and the roll out of Learning Support Coordinators. Selwyn schools will receive a major boost, with a new primary school for Lincoln South, extra classrooms at Darfield School and Darfield High School, and the next expansion at Rolleston College. The Selwyn investment includes:

- A new 18 classroom primary school for Lincoln South
- 4 additional classrooms at Darfield School
- 6 additional classrooms at Darfield High School
- The next expansion at Rolleston College

Opportunities for our Cluster Schools

I am excited to showcase a number of opportunities for our cluster schools available this year as part of our cluster initiatives and annual plan. There are two exciting cluster initiatives during Term 3 that your kura and kaimahi can utilise with our Empowering the Village event on Thursday 20th August and our Literacy Drop-In sessions. I am currently working with Colin Brodie from Lauriston School to plan and develop an opportunity that will be available to our smaller, rural kura in 2027, built around strengthening neuro-inclusive practices. There is also information about our 5 Minute G.E.M.S and our partnership with the Neurodiversity in Education Project and Building a Neuro-inclusive School.

2026 CLUSTER INITIATIVES

As identified through our Needs Analysis and Request for Support data for 2025, the following cluster initiatives have been developed.

Empowering the Village – Thursday 20th August

It gives me great pleasure to announce an exciting event taking place on Thursday 20th August for our cluster schools and community. We have teamed up with Andrea Greer, play and trauma therapist, founder of Nurturing Relationships and the host of Empowering the Village podcast, where she shares real, practical conversations to support the people raising and caring for children. We are hosting two sessions for our cluster school leaders, kaiako and kaiāwhina, outlined below, and have partnered with the Selwyn Parenting Network to offer an evening event for parents and whānau.

Session 1: From Survival to Safety – Reframing and Understanding Childhood Trauma's Impact on Behaviour

This afternoon session is targeted at school leaders, LSCs and SENCOs

Session 2: Regulated & Connected: Supporting Mokopuna Brains and Bodies to Regulate, Connect, and Thrive

This after school session is targeted at kaiako and kaiāwhina

Places are limited to [sign up now](#) to secure your spot.

All sessions are being held at the Dunsandel Community Centre, 1456 Tramway Rd

I have also attached information about the evening session for parents and whānau – [Parenting through Big Bursting Behaviours](#). Please promote these sessions to your school staff as well as your parent community. All sessions are free to attend.



EMPOWERING THE VILLAGE:
PRACTICAL CONVERSATIONS TO SUPPORT THE PEOPLE RAISING AND CARING FOR MOKOPUNA

Where: Dunsandel Community Centre
1546 Tramway Rd, Dunsandel

When: Thursday 20th August 2026

SESSION ONE - 1.30-3.30PM
From Survival to Safety: Reframing and Understanding Childhood Trauma's Impact on Behaviour

To support Learning Support and School Leaders to be able to have conversations with kaiako, whānau and community about what is happening in the brains and bodies of our mokopuna and how to create neuro-inclusive and affirming places of learning.

SESSION TWO - 4-5.30PM
Regulated & Connected: Supporting Mokopuna Brains and Bodies to Regulate, Connect and Thrive

To raise awareness for kaiako and kaiāwhina about what is happening for our mokopuna and how to look beyond behaviour to the unmet needs and equip them with practical strategies they can use in classrooms tomorrow.

Scan QR code to register now

 **nurturing relationships**
Empowering village relationships
and transforming lives.



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EMPOWERING THE VILLAGE WITH ANDREA GREER

Parenting Through Big Bursting Behaviours

Understanding the "why" behind meltdowns, overwhelm and big emotions.

A practical, down-to-earth workshop for parents and caregivers supporting children with emotional regulation, sensory or neurodivergent challenges.

You'll walk away with practical ideas, greater understanding, and strategies you can use in everyday life.

PARENTS WILL LEARN:

- What may be driving the behaviour underneath the meltdown
- How to respond in the moment without escalating things further
- Practical strategies to support emotional regulation at home
- Ways to better understand sensory overwhelm and neurodivergent behaviours
- How to move from surviving to feeling more confident and connected

WORKSHOP FACILITATOR
Andrea Greer
Registered Social Worker
Master's endorsed in Mental Health

Andrea is a professional experience with over 20 years' experience supporting children and families navigating emotional and behavioural challenges.

THURSDAY 20 AUGUST 2026
6:30PM - 8:00PM
DUNSANDEL COMMUNITY CENTRE

FREE EVENT
Registration essential

Register now via Humara

 **SELWYN PARENTING NETWORK**

Te Horanui Cluster School Literacy Drop-In Sessions

The cluster has received feedback that there is a need for external support with literacy practices across a number of our schools. With the disestablishment of the RTLit service, Te Horanui RTLB Cluster 36 are exploring ways that we can support our cluster schools by thinking creatively about how we can support our schools with proactive and timely guidance, as well as what we can offer prior to a request for support to our service. Before schools request a systems level literacy R4S, attendance at one of the Literacy Drop-in sessions is required and evidence can be shown that the school has tried to implement these suggestions.

These sessions are delivered by our RTLB team member – Emma Clark. Emma has extensive experience working alongside both primary and secondary schools and brings a depth of knowledge of current, effective, evidence-based literacy approaches. She is fully trained in all NZ Ministry-approved structured literacy approaches and looks forward to providing an opportunity for you to ask questions and explore ideas to strengthen literacy practice within your kura.

This week we hosted our first Te Horanui Literacy Drop-In session. The content was developed from participant questions and queries. There are further opportunities to attend these drop in sessions across Term 3 and 4. The dates for Term 3 are:

Wednesday 29th July – 3.15–4.30pm

Wednesday 26th August – 3.15 – 4.30pm

Wednesday 23rd September – 3.15–4.30pm



You can register to attend any or all of these sessions [here](#).

Neuro-inclusive Practices in Rural Schools

Teaming up with Colin Brodie, principal at Lauriston school, Te Horanui RTLB cluster 36 are working to propose an opportunity for our smaller, rural schools for a project that will run across 2027. Smaller and rural schools face unique challenges when it comes to neuro-inclusive practice when there are less adults on the ground and less resources to spread around. This project will create PLD opportunities from key neuro-informed practitioners with tailored follow up from our RTLB team across 2027 to support schools to strengthen their schoolwide practices. Participating smaller rural schools should have identified a need to explore supports for neurodivergent mokopuna and be committed to reflecting on and strengthening their universal, targeted and tailored supports where all brains are noticed, supported and celebrated. Priority for involvement will be given first to schools with less than 120 and that are more than 10km away from their closest main township. Colin or I will be contacting eligible school tumuaki to chat further.



Building a Neuroinclusive School (BNS) Cluster Partnership

Our cluster has partnered with the Neurodiversity in Education Project and Building a Neuroinclusive School (BNS) for 2026. BNS is a simple and practical learning platform and community for schools and educators. They help your team understand neurodivergent learners and build a school where ALL brains are understood, supported and celebrated. BNS is free for secondary schools and educators, our RTLB partners and their schools. All of our cluster school kaiako and kura can join for FREE by clicking this [link](#). If you or any of your staff have trouble signing up for free, please email bns@neurodiversity.org.nz.



**Building a
Neuroinclusive
School**

Building YOUR Neuroinclusive School Strategic Planning Workshop

NEW: The Building YOUR Neuroinclusive School Kit is designed for school leaders to use with their teams in a hands-on, interactive process of exploring, mapping, and building a more neuroinclusive school.

The process guides teams through exploring what neuroinclusion means in their own school context, identifying strengths and opportunities for growth, understanding which areas matter most to their students, teachers and families, and prioritising practical actions that will have the greatest impact for neurodivergent learners. Together, school teams create an action plan that supports ongoing improvement rather than one-off change.



In partnership with the Neurodiversity in Education Project, Te Horanui RTL Cluster 36 RTL now have a number of these kits to use, and are well equipped to support schools through this process and can tailor this experience to meet your kura needs. Chat to your Liaison RTL about the possibilities for supporting with this workshop or series of workshops.



5 min Gems

Our 5 Minute G.E.M.S initiative is going really well with over 130 subscribers for our fortnightly focus inbox drops! This resource support is a live website for kaiako, which has been designed to share simple strategies to nurture connection, confidence and wellbeing for every learner. We know kaiako and kaiāwhina are really busy and time poor. Our aim is for our cluster school kaimahi to be able to access the fortnightly focus content in about 5 minutes and have something to be able to implement and/ or share easily. Each fortnight, those on the mailing list will be emailed a link to the new content, as well as be able to see all previous 5 Minute G.E.M.S.

Theme 1 was **'Setting up for Success'** and theme 2 is **'Learning and Engagement'**.

So far the G.E.M.S that have launched are:

- G.E.M. 1 - Visual timetables
- G.E.M. 2 - Relationship building & connections
- G.E.M. 3 - Cultivating calm learning environments
- G.E.M. 4 - Understanding triggers, strengths, and sensory profiles
- G.E.M. 5 - Visual supports for transitions and tasks
- G.E.M. 6 - Scaffolding expectations and differentiation
- G.E.M. 7 - Adding fun and connections
- G.E.M. 8 - Co-regulation and self regulation

Click [here](#) or the poster to visit



NEW CLUSTER LIBRARY RESOURCES

In the Term 1 holiday break, we had a massive cull and refresh of our cluster library resources and have been working throughout Term 2 on replenishing evidence-informed and relevant resources to support our mahi that all 59 of our cluster schools can borrow. We are currently developing a new cluster school borrowing system, as we have discovered that many of the resources go out to our schools and don't find their way back to the library. From Term 3, we will be requiring school kaiako to sign for what they have borrowed and for the school to understand that if the resource is not returned, they may be asked to pay or replace the resource, so that other cluster schools can continue to use the resources. Further information will come out to schools via their Liaison RTLB regarding this change.

Below I have highlighted just some of the new resources we have available for cluster schools to borrow.

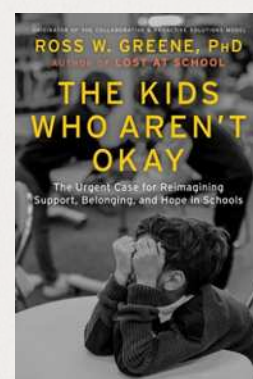
The Autism Discussion Page Books



Based on posts on the popular online community page and organised by subject for ease of reference, these books offers an excellent understanding of how children with autism process and experience the world and effective strategies for coping with the challenges

The Kids who Aren't Okay

The latest book from Dr. Ross Greene is a groundbreaking guide to navigating classroom challenges through an approach that is aimed at meeting kids where they're at and being responsive to the developmental variability inherent in every classroom. Over the past two decades, a wide array of societal changes have made it much harder to be a kid. While lots of kids are still doing okay, many more than ever are not. If you want to know more about Dr. Ross Greene's Collaborative and Proactive Solutions, I have attached his [CPS one pager](#).



Sensing Me Cards by Andrea Greer and Neeka Aicken



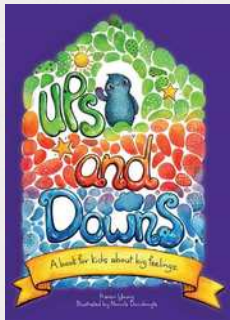
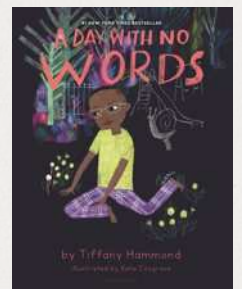
Sensing Me cards are a must have if you are wanting to create a neuro-inclusive environment or practice. These cards are for anyone working alongside or supporting tamariki. It is a fun, interactive and effective tool to capture the child's voice and understand their unique sensory needs. Look out for a 5 Minute G.E.M about the power of these Sensing me Cards coming soon!

Books for Young People

A day with no words

Aidan doesn't talk with words. He uses a tablet, tapping buttons with pictures to show what he means.

With tenderness and heart, *A Day with No Words* illuminates the many unique ways people can understand each other, even if they don't speak.

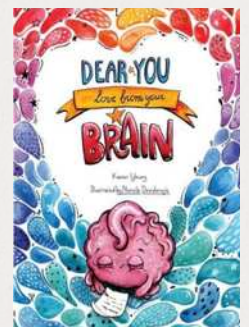


Ups and Downs

'Ups and Downs' draws on Polyvagal Theory, a widely accepted neuroscientific theory, to support young people to understand why they feel and do as they do, and how to do differently when they need to. Driving brains and bodies isn't easy! It takes time, experience, and the right information, so let's give them that.

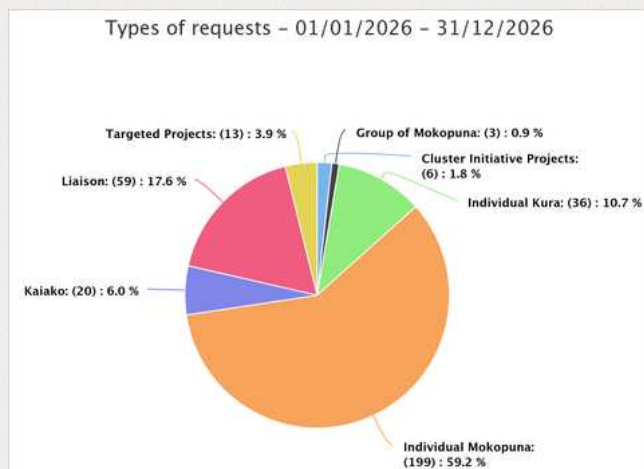
Dear You, Love from your Brain

Like all strong, beautiful, important things, brains take time to build. Along the way, children have an enormous capacity to influence the brain-building process in profound and enduring ways. First though, they need information that will help them perform their magic. This book will help children discover more about the brain – how it works, what it needs, and how to love it big so it loves them bigger.



TERM 2 2026 DATA

Requests for support



So far in 2026, there have been 336 requests for support open at some point across Terms 1 & 2. This is a 9% reduction from the same time in 2025. As we are no longer supporting Year 0-1, this reduction makes sense. We are still supporting 15 mokopuna in our Year 1 classrooms, who we were supporting in 2025. We are working with the Ministry of Education to look at what ongoing and responsive support could look like for mokopuna currently open with the Early Intervention Service into Year 2, so we are anticipating a small spike of requests for support during Term 3 & 4.

54/59 (92%) of our cluster schools have requested support this year, in addition to regular liaison support.

Individual mokopuna R4S spike remains in Year 2 with 17% of all individual R4S currently in Year 2. This is higher than the national average of R4S in Year 2. Mokopuna Māori are overrepresented by 10.1% in our R4S statistics.

Our asian ākonga are underrepresented by almost 16%. So far in 2026, requests in our cluster are staying open on average for 26 weeks, which is quite a lot longer than the national average (18 weeks).

We are proud of our continued allocation rate so far this year which is sitting at 1.5 weeks from submission to allocation, compared to the RTLB national average of 2.8 weeks. Thank you to everyone that has supported this to happen by playing your parts to get information into our database system ready for allocation. We currently only have 6 R4S waiting to allocate and 11 partially completed requests in our database, which our Liaison RTLB will be supporting kura to get ready to submit before the end of Term 2.

Learning support funding

So far across Term 1 & 2, we have approved 89 learning support funding applications and \$57228.50 has been distributed out to our cluster schools. 78% has been used to increase adult presence in learning spaces, 8% for teacher release to attend meetings or implement supports, 6% for mentoring supports, 4% on Teacher Aide PLD opportunities, 2% for targeted learning and engagement programmes and 2% on cluster school kaiako PLD. In addition, \$3051 has been spent on casework resources, \$5362.25 on new resources for our cluster library, \$3270.08 on our cluster initiatives to support our schools such as our beginning kaiako and mentor PLD and our collaborative inquiry on leading inclusive practices. Finally, \$670.90 has been spent on supporting professional learning opportunities for our cluster school kaimahi. This additional spend equals \$12,354.23, which when added to the LSF that has gone directly to our schools, this equals \$69,582.73, which is 46% of our annual LSF budget.