

RTL B Annual Report 2019

- **PART 1: Strategic and Annual Planning**
- **The purpose of Part 1 is for the cluster to report on progress towards achieving the objectives in the 2019 Annual Plan.**

Either attach the cluster's Annual Plan identifying actions, outcomes and implications and opportunities for 2020, **or** use the template below:

Objectives	Key tasks / actions	Evidence of outcomes	Implications and opportunities for 2020
Refer Manawanui Cluster 10 Annual Report)	What actions did the cluster take to achieve the identified objectives in the annual plan?	What evidence is there of objectives having been achieved?	Where to next?

PART 2: Service Development

The purpose of Part 2 is for the cluster to report on areas of effective or innovative practice and areas needing further development.

Effective/innovative practice highlights

All schools within the Cluster have accessed the RTLB service.

- 456 Requests for Support were received in 2019 (cf 465 Request for Support in 2018 and 454 in 2017).
- 29/29 schools accessed Learning Support Funding
 - \$225,184.51 (GST incl) Learning Support Fund was allocated to schools.

145 students were allocated In Class Support funding following a moderation process –354 applications were received.

Two key initiatives were introduced: The Oral Language Literacy Project and We Do Lego (Robotics) programme. Both used LEGO equipment. The latter programme involved 40 students from twelve primary schools across the Cluster. The programme concluded with participants entering the Boomtown Rats regional competition and receiving two certificates.

A pilot programme for a Learning Communications Support Worker was co-constructed with the Ministry and a primary school. This sought to address the concerns over the lack of availability of a Speech Language Therapist by training a teacher aide to give communication support to students and teachers.

13 schools have been involved in the StepsWeb Programme aimed at improving literacy skills for students. The programme has involved more than 1300 students and 46 teachers/teacher aides.

Two *Incredible Years Programme* was delivered to 24 teachers across the Cluster (This is a full day programme held over six weeks for teachers who are usually in their first years of teaching).

An *Incredible Years Programme* was delivered to 14 senior school leaders.

Three *Seasons for Growth* workshops were facilitated and attended by 27 teachers from 10 schools. Six RTLB from two clusters were also trained in the programme. For one workshop the entire senior leadership team for a school was present. The Cluster has the only accredited *Seasons for Growth* facilitator in Auckland.

RTL B Annual Report 2019

	The Cluster has worked with the Ministry to have RTL B deliver the <i>Incredible Years Autism</i> Programme in Auckland. The Cluster is part of the cross sector Gateway programme which attempts to ensure quality transition into schools for children who are in the care of Oranga Tamariki. □ 32 Gateway Education Profiles were completed. This compares with 38 in 2018, 48 in 2017 and 13 in 2016. Positive relationships with the Cluster principals and SENCOs is maintained through effective communications e.g. 4 newsletters, meetings each term with the two principals groups and SENCO professional development each term etc. 18 of 29 schools responded to the National Survey of the RTL B service – 12 responded in 2017. Schools were generally supportive of the service provided by RTL B. Two areas of concern identified were value for money (four secondary schools which identified they would prefer to have the funding directly) and the area of building teacher capability. All reporting requirements to the Ministry of Education have been met on time. Schoolgate Version 2 database was successfully implemented in May with the minimum of disruption to schools or the main users – RTL B.
Risks and issues implications	2019 contained a number of issues and risks. Often poor - or a lack of – communication contributed to this. The establishment of Learning Support Co-ordinators, the implementation of the new Learning Support delivery model and the development of the one practice framework (He Pikorua) highlight the need for improved communication with the sector and a collaborative approach to implementation. Speculation over education hubs raised concerns in the first half of the year. The emerging issues associated with neurodiversity are also becoming evident with the increasing number of referrals of students with symptoms such as autism and FADS. <i>New Learning Support Delivery Model</i> The new Learning Support delivery model which incorporates the one plan concept lacks an implementation plan at a local level. In schools there is uncertainty and a level of unpredictability caused by the lack of a co-ordinated approach.

RTLB Annual Report 2019

In 2019 joint meetings between Ministry and RTLB teams were initiated. The forums were used at way of promoting exemplars of the model. However, there has been little communication/information to schools concerning the new model and the meetings have been held on an ad hoc basis and are very dependent on staff availability.

Learning Support Co-ordinators

The five schools in the West Papatoetoe Kahui Ako have been allocated nine LSC. This has been seen as inequitable by the other 24 schools in the cluster and leaves 12,000 students without access to what should be an invaluable resource. Despite repeated requests by Cluster Managers to be included in the meetings called by the Ministry to provide information on the LSC roles, the requests have been declined. The same applies to Cluster Manager presence at the LSC induction scheduled for late February 2020. This does not demonstrate the collaborative approach the Ministry is seeking from the RTLB service when working in schools where there are LSC.

In other RTLB Clusters a number of experienced RTLB have been recruited to LSC positions. This has not been an issue in this Cluster, possibly due to the limited number of LSC positions available locally.

Resourcing

The ongoing risks associated with lack of adequate resourcing to support students with learning support needs continued in 2019. For the third consecutive year the Cluster missed out on the allocation of any new RTLB. 72 new RTLB positions have been allocated across New Zealand since 2017.

The inequitable resource distribution was also evident in the allocation of the 628 Learning Support Co-ordinators. Nine LSC were allocated to five schools with a combined roll of 4000 students. By implication, 24 schools with a combined roll of 12,000 missed out on this resource. A third example of the shortfall in resourcing is evidenced by the allocation of 145 In Class Support places when 354 applications were received. As a result of the small number of places available for allocation the monitoring and allocation panel for the Cluster chose not to allocate ICS to any Year 10 students in the six secondary schools.

One Practice Framework (He Pikorua)

He Pikorua is scheduled to be implemented in term one 2020. RTLB have been consulted and two Cluster Managers have been involved in the design process. For schools He Pikorua may be different from what they have experienced in the past. For RTLB it must not be a case of “we don’t have to do anything differently”.

RTL B Annual Report 2019

	He Pikorua, the one plan and the new Learning Support delivery model each has the student at the centre. This will present a dilemma for RTL B who have been encouraged to work at building teacher capability and to look at how they can work at a systems level. In 2018-2019 this has resulted in a growing trend to group/syndicate work by RTL B. <i>Education Hubs</i> The proposed education hubs appear to have been “removed” from the education agenda. Other risks and issues have involved teacher recruitment in the Auckland region. To date this has not impacted on the recruitment of quality people to vacant positions in the Cluster. <i>Neurodiversity and Brain Trauma</i> Research into brain development is increasingly showing the importance of neurodiversity. RTL B will be required to work with more students where neurodiversity is impacting on their education (e.g. autism, FASD). This will require RTL B to access quality professional development to support teachers with strategies. The opening up of IYA to RTL B is an example of how this training and support can be developed collaboratively.
Support	Partnership (Goal 3) The working relationship between the RTL B Cluster and the Botany Office of Learning Support (Ministry of Education) continues to develop. The Cluster Manager meets regularly with the Manager Learning Support and the three other Cluster Managers that are within the geographic boundaries of the Botany office. The Practice Leaders meet once a term with the three Service Managers and programmes such as UBRS and SENCO professional development are co-delivered by RTL B and Ministry staff. Bi-Lingual Assessments and The Incredible Years programmes are delivered by RTL B on behalf of the Ministry. There is also a strong partnership with Oranga Tamariki. The Cluster facilitates the completion of Gateway Educational Profiles for children in the care of Oranga Tamariki. The Cluster Manager co-ordinates the schedule for Cluster Manager attendance at the fortnightly Gateway Paediatrician Clinics as well as participating in the clinics and quarterly Gateway forums. This year there have also been attempts to foster relationships with the Anglican Trust for Women and Children (ATWC) and Taunaki Child & Mental Health Service (formerly Whirinaki). Meetings have been held with both organisations and ATWC is eager to look at ways we can each support the other.

RTL B Annual Report 2019

Collaboration (Goal 4)

Sector Relationships

Positive relationships with the Cluster principals and SENCOs have been maintained through effective communications e.g. 4 newsletters, meetings each term with the two principals' groups and SENCO professional development each term. One on one the Liaison RTL B role with each school in the cluster is the key component. The success of this role is evident from SENCO evaluations of Liaison RTL B which was undertaken in November.

Kahui Ako

Of the 29 schools in the Cluster seven are in Kahui Ako which have endorsed Achievement Plans. Five schools are involved in Papatoetoe West Kahui Ako and two schools are involved in the cross Cluster Southern Catholic Schools Community of Learning. There are three other Kahui Ako (SEHC - 4 schools), Papatoetoe (3 schools) and Tangaroa (4 schools) which are in the earlier stages of development. Immediately prior to Christmas the Tangaroa Kahui Ako had its Achievement Plan endorsed.

PART 3: Annual Resourcing

The purpose of Part 3 is for the cluster to report on the annual staffing use for the RTL B service.

Staffing Entitlement

Cluster 10 was staffed with 27 RTL B for the first half of 2019. From July the Cluster was fully staffed and remains so at 1 February 2020. The Cluster has been fortunate that no RTL B have been recruited into LSC roles, unlike other Clusters in Auckland. The Cluster has four Practice

RTLB Annual Report 2019

Leaders and four teams of 6-7 RTLB each. The team structure, team size and the external professional supervision available to the Practice Leaders supports RTLB in their professional practice.

Cluster finances have been impacted in 2019 by the decision by the Ministry to “claw back” unspent funds from the past. This resulted in the Cluster refunding \$63,000 which had been targeted on improving facilities. However the Cluster has operated within its Funding Service Agreement budget allocation – administration grant.

An internal oversight has led to LSF being overspent by approximately \$20,000. The major contributor was expenditure committed in 2018 but not invoiced until 2019. The overspend has been absorbed in the budget without limiting the available amount of LSF funding in 2020. Measures have been put in place to avoid any recurrence.

Finally, please ensure you have....

- Entered the information electronically - directly into the white spaces?
- Removed all *red italics* guiding notes?
- Used consistent font (not *red italics*)?
- Removed unnecessary white space?
- **Proof-read and corrected?**
- Saved the document as a Word doc?
- Completed and saved the 2019 Financial Report as an Excel doc? (not a PDF)
- Completed, scanned and saved the Board of Trustees Declarations as a PDF doc?