

Resource Teachers: Learning and Behaviour (RTLB) 2007 Annual Cluster Reporting Form incorporating case examples from individual RTLB

This report is being trialled, as a means of gathering a national picture of the overall impact of the RTLB service, to establish a pool of exemplars of professional practice to be shared by RTLB and to gather information about the ways in which the RTLB resource is being used. Some demographic information about RTLB is requested so that the Ministry can ensure that our records are current and complete and that appropriate resourcing is being provided for clusters.

The data you provide will be an aggregation of the cluster outcomes data from each of the RTLB in the cluster. Only the case studies relate to an individual RTLB's work. It is expected that all RTLB will keep their individual records that contribute to this report.

The goals your RTLB report on will usually be set collaboratively with the people involved in each intervention. The teacher or school domain, therefore, is not a judgement being made by an RTLB, but refers to the goals set together to support improved outcomes for students.

All information in Parts A, B and C should be completed by the end of TERM 4 2007. Parts D and E must be completed by the Friday 30 May 2008 and the report signed off by the Fund-holder and the Cluster Convenor who should verify RTLB training status with each employing principal.

Please forward this report form with all parts completed to the Student Support or Local Office Manager in your nearest office of the Ministry of Education by 30 May 2008.

Thank you for taking the time to complete this Annual Reporting Form. The information you provide helps to inform the Ministry's policy and resourcing decisions, and the professional practice of RTLB.

The Ministry appreciates the time taken to record the necessary data and welcomes your feedback.

PART B: This part provides data about the total number of students and interventions in the cluster supported by RTLB in 2007.

Cluster-aggregated Data

2. Please enter the total numbers for the types of interventions for the combined RTLB in your cluster.

Type of Intervention	
A: Number of Individual students*	
B: Number of groups of students <i>(Count each group of students as one. Do not count group members as individual students as well.)</i>	
C: Number of whole classes	
D: Number of school system interventions <i>(Cluster-wide, school-wide and syndicate/department interventions)</i>	
TOTAL	

*** Ensure this number correlates with totals in Questions 3, 4 and 5.**

Report on the _____ (Total Number) Individual Students* on your RTLB combined rolls in 2007

* Each total must be the same number of individual students as in Question 2: A.

3.

Gender of Individual Students	
Male	
Female	
TOTAL*	

4.

Year Level Data	
Year level	Number of Individual Students
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
TOTAL*	

5.

Student Ethnicity Data (Each student must be counted in one ethnic group only.)			
Ethnicity of Individual Students	Number of Individual Students	Ethnicity of Individual Students	Number of Individual Students
NZ Māori		South East Asian	
Tokelauan		Indian	
Fijian		Chinese	
Niuean		Other Asian	
Tongan		Other (eg African, South American)	
Cook Island Māori		Other European	
Samoan		NZ European/Pakeha	
Other Pacific Peoples		Missing	
		TOTAL*	

Cluster-aggregated Outcomes Data: Individual Students

6. For the total individual students (Question 2: A) the combined RTLB in your cluster have worked with this year, report on the outcomes of the goals set in each of the following domains. For any student there may be single or multiple goals in one or several domains.

Domain	Total number of goals set	Number of goals achieved	Number of goals not achieved	Number of goals in progress
Participation <i>Students attend school and are engaged in learning activities</i>				
Social / behavioural <i>Appropriate behaviours are learned Social relationships are enhanced</i>				
Learning Achievement <i>Improved work habits. Progress is made in literacy, numeracy & other curriculum areas</i>				
Teacher <i>Teacher practice supports improved outcomes for referred students</i>				

Cluster-aggregated Outcomes Data: Student Groups and Whole Classes

7. For the total groups and classes of students (Question 2: B and C) the combined RTLB in your cluster have worked with this year, please report on the outcomes of the goals set in each of the following domains. For any intervention there may be single or multiple goals in one or several domains.

Domain	Total number of goals set	Number of goals achieved	Number of goals not achieved	Number of goals in progress
Participation <i>Students attend school and are engaged in learning activities</i>				
Social / behavioural <i>Appropriate behaviours are learned Social relationships are enhanced</i>				
Learning Achievement <i>Improved work habits. Progress is made in literacy, numeracy and other curriculum areas</i>				
Teacher <i>Teacher practice supports improved outcomes for referred students</i>				

Cluster-aggregated Outcomes Data: Cluster-wide, School-wide and Syndicate/Department Interventions

8. For the total cluster-wide, school-wide or syndicate/department interventions (Question 2: D) the combined RTLB in your cluster have worked on this year, please report on the outcomes of the goals set in each of the following areas. For any intervention there may be single or multiple goals in one or several domains.

Domain	Total number of goals set	Number of goals achieved	Number of goals not achieved	Number of goals in progress
Participation <i>Students attend school and are engaged in learning activities</i>				
Social / behavioural <i>Appropriate behaviours are learned</i> <i>Social relationships are enhanced</i>				
Learning (Curriculum) Achievement <i>Improved work habits. Progress is made in literacy, numeracy and other curriculum areas</i>				
Teacher / School / Cluster <i>Teacher practice & school systems support improved outcomes for target students</i>				

9. What are the major supports to achieving goals in your cluster?

10. What are the major barriers to achieving goals in your cluster?

PART C: This part is for you to provide examples of effective RTLB practice. These examples will provide evidence of the casework included in the RTLB service. They may be used as exemplars on Te Kete Ipurangi (TKI).

Effective RTLB Practice

- 11. Provide two examples for each RTLB of effective practice.
 - Use the format provided here.
 - Provide two examples from each RTLB caseload.
 - Each RTLB should select an intervention from Question 2: Type A or B **AND** an intervention from Question 2: C or D.
 - For privacy do not use actual names or other identifying factors.

Example 1: Type A or B (Student or Group of Students) Intervention

Context:
Goals:
Intervention:
Student Outcomes:

Example 2: Type B or C (Class, School or Cluster) Intervention

Context:
Goals:
Intervention:
Student Outcomes:

I agree to these examples being used as case studies on TKI and therefore agree to some editing to meet the standard required for inclusion on TKI. I understand that I will be contacted prior to my examples being used on TKI.

RTLb signature: _____

PART D: This part provides a summary of the cluster's annual planning and reporting.

Reporting

12. Complete a one page, summary, cluster report using the following format.

a. The impact of RTLB work on student achievement (Learning and Behaviour Outcomes)

b. The management of the RTLB service

c. Identified trends and patterns

d. Other matters of interest that the cluster wishes to include

Further information about cluster planning and reporting can be found in the Ministry RTLB Policies, Procedures and Toolkit.

PART E: This part provides information about the use of financial resources in 2007

2007 Grant Usage

Please note, all prices are GST exclusive.

13. Administration Grant

Income	
Admin Grant Balance (2006 carried forward)	\$
Amount of Grant Received in 2007	
Total income available for 2007	
Expenditure	
Administration Fee to school/s	
Actual administration costs (eg. Telephone, stationery, photocopying, laptops)	
RTLB Teaching Resources	
RTLB Professional Development	
Cleaning	
Other (Please list)	
TOTAL Expenditure	
# Variance (Total income and expenditure)	
# Please explain how any positive variance will be used in 2008.	

14. Travel Grant

Income	
Travel Grant Balance (2006 carried forward)	\$
Amount of Grant Received in 2007	
Total income available for 2007	
Expenditure	
Reimbursements	
Car Lease/s	
Professional Development	
Other (Please list)	
TOTAL Expenditure	
# Variance (Total income and expenditure)	
# Please explain how any positive variance will be used in 2008.	

15. Cluster Learning Support Funding (LSF)

Income	
LSF Grant Balance (2006 carried forward)	\$
Amount of Grant Received in 2007	
Total income available for 2007	
Expenditure	
# Variance (Total income and expenditure)	
# Please explain how any positive variance will be used in 2008.	
Does the cluster have a needs-based application process for accessing the LSF?	Yes / No

16. Cluster Year 11–13 Funding

Income	
Yr 11-13 Grant Balance (2006 carried forward)	\$
Amount of Grant Received in 2007	
Total income available for 2007	
Expenditure	
# Variance (Total income and expenditure)	
# Please explain how any positive variance will be used in 2008.	
Do secondary schools report to the cluster on the use of the Year 11–13 Funding?	Yes / No
Does the cluster have a needs-based application process for accessing the LSF?	Yes / No

I declare that the above record is an accurate reflection of the financial operation of the Cluster for 2007.

Cluster Fundholder's Name: (Please print).....

Cluster Fundholder's Signature:

Cluster Fundholder's School:

Cluster Fundholder's School Facility Number:

I declare that this report is an accurate reflection of the operation of the _____ Cluster for 2007. I have verified the data about RTLB with their employing principals.

Cluster Convenor's Name: (Please print).....

Cluster Convenor's Signature:

Cluster Convenor's School:

Cluster Convenor's School Facility Number:

This report should reach your local Ministry Office no later than 31 May 2008.