



BRIEFING NOTE: Visit to Kaiapoi North School, to view the structured literacy programme on Thursday 7 July 2022

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	1 July 2022	Priority:	High
Security Level:	In Confidence	METIS No:	1289789
Drafter:	Ruth Sullivan	Mobile:	9(2)(a)
Key Contact:	Vanessa Goodwin	Mobile:	9(2)(a)
Messaging seen by Communications team:	No	Round Robin:	No

Purpose

This briefing note provides information to support your visit to Kaiapoi North School to view and discuss the structured literacy approach the school has implemented, on Thursday 7 July 2022.

Proactive Release

- a **agree** that the Ministry of Education release this briefing in full once it has been considered by you.

☒ **Agree** ☐ **Disagree**


Nancy Bell
Hautū | Deputy Secretary
Te Tai Runga | Te Mahau


Hon Jan Tinetti
Associate / Minister of Education

02 07 2022

KAIAPOI NORTH SCHOOL (#3389)

Contact Name: Jason Miles
9(2)(a)

Address: 278 Williams Street

Key People

Board chairperson: Neville McDonald

Principal: Jason Miles
9(2)(a)

Ministry Officials: Vanessa Goodwin, Manager Education
9(2)(a)

COVID-19 compliance requirements for the visit

- 1 The school would like all visitors to wear masks indoors except when eating, drinking, or speaking to a group where social distancing is possible.
- 2 They also require all visitors to complete the paper sign in sheet at reception on entry and exit.

Background information

Structured Literacy

- 3 Structured Literacy is systematic, explicit, integrated and cumulative instruction that combines and connects listening, speaking, reading, and writing according to a planned scope and sequence of cognitive skill development. It includes a focus on phonics and decoding skills.
- 4 Jason Miles, Principal of Kaiapoi North School, is a vocal supporter of Structured Literacy and has been a spokesperson for the Structured Literacy advocate group Lifting Literacy Aotearoa. This has included media interviews.
- 5 Felicity Fahey, Literacy Lead/Deputy Principal, contributed to the 'Our voices' slide deck that the New Zealand Dyslexia Evidence Based website created on 27 March 2022 to explain Structured Literacy, available at <https://www.deb.co.nz/who-we-are/our-voices/>. Felicity asked for the Ministry to be "bold and brave, to make sure that Structured Literacy is the main framework that sits behind (or rather front and centre) of the new Literacy Strategy."
- 6 Deputy Secretary Ellen MacGregor Reid and Associate Deputy Secretary Pauline Cleaver visited Kaiapoi North School in August 2021, along with visits to a small number of other schools using a Structured Literacy approach. The visits were organised by Lifting Literacy Aotearoa as part of their engagement with the Ministry.

- 7 Ellen and Pauline met with Jason and Felicity, who gave an overview of how the school was implementing Structured Literacy. Ellen and Pauline visited classrooms to see Structured Literacy in action and heard from teachers that they liked the clear direction and support for teaching literacy they were receiving. The visit provided useful insights into how Structured Literacy can be implemented in a school.

Issues

- 8 In the Minister's Office Meeting Request Information Form, Kaiapoi North School identified these structured literacy issues they wanted to raise with the Minister:
- Professional development for existing teachers.
 - A clear, explicit scope and sequence for acquiring the necessary skills for children to learn to read and fully decodable texts availability for all NZ schools.
 - ITE providers preparing teachers knowledge and understanding of how the brain learns to read.
- 9 The Ministry's response to these issues is discussed below.

Professional Development for existing teachers

- 10 The Ministry is currently funding two types of traditional professional development in structured approaches to literacy, in addition to online support using Ready to Read Phonics Plus books and aligned Ministry-funded literacy PLD.
- *Better Start Literacy Approach professional support for teaching early literacy.* The Ministry has funded the University of Canterbury (UC) to provide Better Start Literacy Approach (BSLA) professional support for a total of 5,400 teachers by December 2023. This means all schools with new entrant and year one students will have the opportunity to take part in MoE-funded BSLA.
 - *PLD as part of a small-scale limited trial of literacy and communication packages to support learners in years 2- 8 during 2022.* We have procured trials with three providers: Learning Matters, Tātai Angitu (Massey University) and the University of Canterbury, focusing on those learners who hadn't experienced explicit decoding teaching before and who need Tier 2 and 3 support learning to read.

This staged approach to funding professional learning for teachers is consistent with Kaiapoi North School's own implementation of Structured Literacy which, according to the case study they provided, began with trials in a new entrant class and a small number of tier 2 and 3 intervention groups.

A clear, explicit scope and sequence for acquiring the necessary skills for children to learn to read and fully decodable texts availability for all NZ schools

- 11 As previously mentioned, Jason has been a spokesperson for Lifting Literacy Aotearoa (LLA). While LLA were positive in their June 2021 Ready to Read Phonics Plus survey report about the general direction the Ministry was moving in, they criticised the scope and sequence as moving too quickly with too few books, and they felt the Ready to Read Phonics Plus books were not decodable enough.
- 12 The Ministry has been working on the future development of the Ready to Read Phonics Plus resources in response to an external evaluation, a review of the resources already in schools, and teacher feedback. Information about the

development of new Ready to Read Phonics Plus resources will be shared with schools in term 3. As well as increasing the number of texts, these additional resources will provide more guidance and support for teachers using Ready to Read Phonics Plus books in their classrooms.

ITE providers preparing teachers knowledge and understanding of how the brain learns to read

- 13 A common practice model will be developed as part of the implementation of the Literacy & Communication and Maths Strategy. This model will include teaching, assessment and learning guides to help teachers to understand and use evidence-informed approaches to teaching and learning. The common practice model will underpin Initial Teacher Education and be embedded across a range of self-directed, guided and supported services provided by the Ministry and through professional networks. This will create greater coherence and consistency in teaching, assessment and learning practices.

Profile Information

Authority	State
School Type	Full Primary (Year 1-8)
School Gender	Co-Ed
Education Medium	English
Decile	7
Electorates	Waimakariri / Te Tai Tonga

- 14 The July 2021 breakdown of roll information is shown below:

July 2021 Roll	Number	Percentage (%)
European/ Pākehā	352	68.6
Māori	92	17.9
Pacific	29	5.7
Asian	15	2.9
Other	25	4.9
Total	504	100

Impact of COVID-19

- 15 In total the school has had 65 cases of COVID-19, 50 children and 10 teachers to date.
- 16 The school put in two applications for Urgent Response Funding, in August 2020 and February 2021. Both applications were successful. In August 2020 the school received funding of \$18,063 and in February 2021 they received funding of \$10,316.
- 17 Funding was provided for curriculum adaptations and teacher release time to ensure 18 students with high social and emotional needs were given extra support during covid. Teacher release allowed for a trusted adult to directly coach these students

through de-escalation and calming techniques as required enabling others to continue learning and feel safe.

Education Review Office

- 18 The school was last visited by the Education Review Office (ERO) in 2017. ERO found that children learn in a positive and supportive environment where their successes are celebrated. Strong pastoral support is provided to enable children to be ready to learn. Children with additional needs are well supported and included.

Kāhui Ako | Communities of Learning

- 19 Kaiapoi North School is a member of Kātote Kāhui Ako.
- 20 Kātote Kāhui Ako was approved in November 2015 and is made up of nine schools and 14 early childhood providers located in Kaiapoi and the surrounding area. There are approximately 3000 school aged learners within this Kāhui Ako.
- 21 The Kāhui Ako contains one secondary school and eight primary schools. The schools in the Kātote are a mixture of smaller and larger schools, several in rural and semirural locations, an integrated school, a teen parent unit, and a school that offers bilingual provision.
- 22 In August 2020, the Secretary for Education approved an alternative leadership arrangement for Kātote to have a dual leadership structure for lead principal. However, this year, the Kāhui Ako is now sole led by Melanie Taite-Pitama, Tumuaki at Tuahiwi School.
- 23 The Kātote achievement challenge document was approved in late 2018 focusing on four key areas for change:
- Inspiring our curriculum
 - Supporting wellbeing
 - Enhancing practices and responses
 - Engaging through an inclusive culture
- 24 Kātote Kāhui Ako is currently reviewing and refreshing their achievement challenges.

Visit and event information

Runsheets

- 25 Upon arrival parking is available in the drop off zone which has a pathway leading to the office. The school will have the school leadership team and some senior student leaders there to welcome you.
- 26 The school has invited David Hill from the North Canterbury News to attend.

Time	Activity
10:00	A quick welcome
10:05	View a whole lesson with New Entrant Class
10:30	Walk through and see other lessons happening
11:00	Morning tea with staff – an opportunity to address staff if you would

	like. Morning tea will be informal and Jason Miles will introduce the Minister to staff
11:30	Talking with leadership (Jason Miles, Principal and Felicity Fahey, Deputy Principal) and a chance to ask questions
12:00	Depart

Participation in government programmes

Learning Support Coordinators

- 27 The school is part of the Kātote cluster, which has been allocated six Learning Support Coordinators.
- 28 An LSC is based at the school.

Property

- 29 Overall, the school's property is in very good condition.
- 30 The school has an annual maintenance grant of \$40,000 and its 5YA funding has been suspended since 2010/11 due to being part of the Christchurch Schools Rebuild (CSR) programme.
- 31 The school has received a significant investment through the CSR programme to deliver two new blocks, each with six teaching spaces and the refurbishment of its remaining buildings to a high standard.
- 32 A further new two teaching space block has replaced an old two teaching space relocatable building after it was badly damaged during a fire. The construction of this new block was primarily funded by insurance and redevelopment funding.
- 33 The school has undergone multiple Learning Support Modifications to its property to improve accessibility. These modifications include improved fencing, a change table, ramps, and a portable platform lift.
- 34 The school has raised its belief with the local property team that it is currently below its total teaching space entitlement. However, when compared with their School Property Guide entitlement, the school has a surplus of two teaching spaces.
- 35 A roll-growth project is planned to deliver two teaching spaces in the medium term if roll triggers are met. Design activities for this project will begin shortly.
- 36 As of 22 June, the school is confirmed to have placed orders for a total of eight portable air cleaners for the term 2 distribution and the winter distribution under the Ministry's COVID-19 ventilation response. These orders have been dispatched. The school have also received one CO2 monitor from the first distribution of CO2 monitors at the start of the year.