

# Leamington School

## *Te Huarahi o ngaa Kiingi*



Kia aro ngaatahi ki anamata  
Creating futures together

Partnering with





# Using the Nature of learning as our foundational Document

**Solidify, Amplify and Mobilise effective practice for all children so they can enjoy personal success (SAM)**



Partnering in Practice  
(PiP) through impact  
cycle methodologies



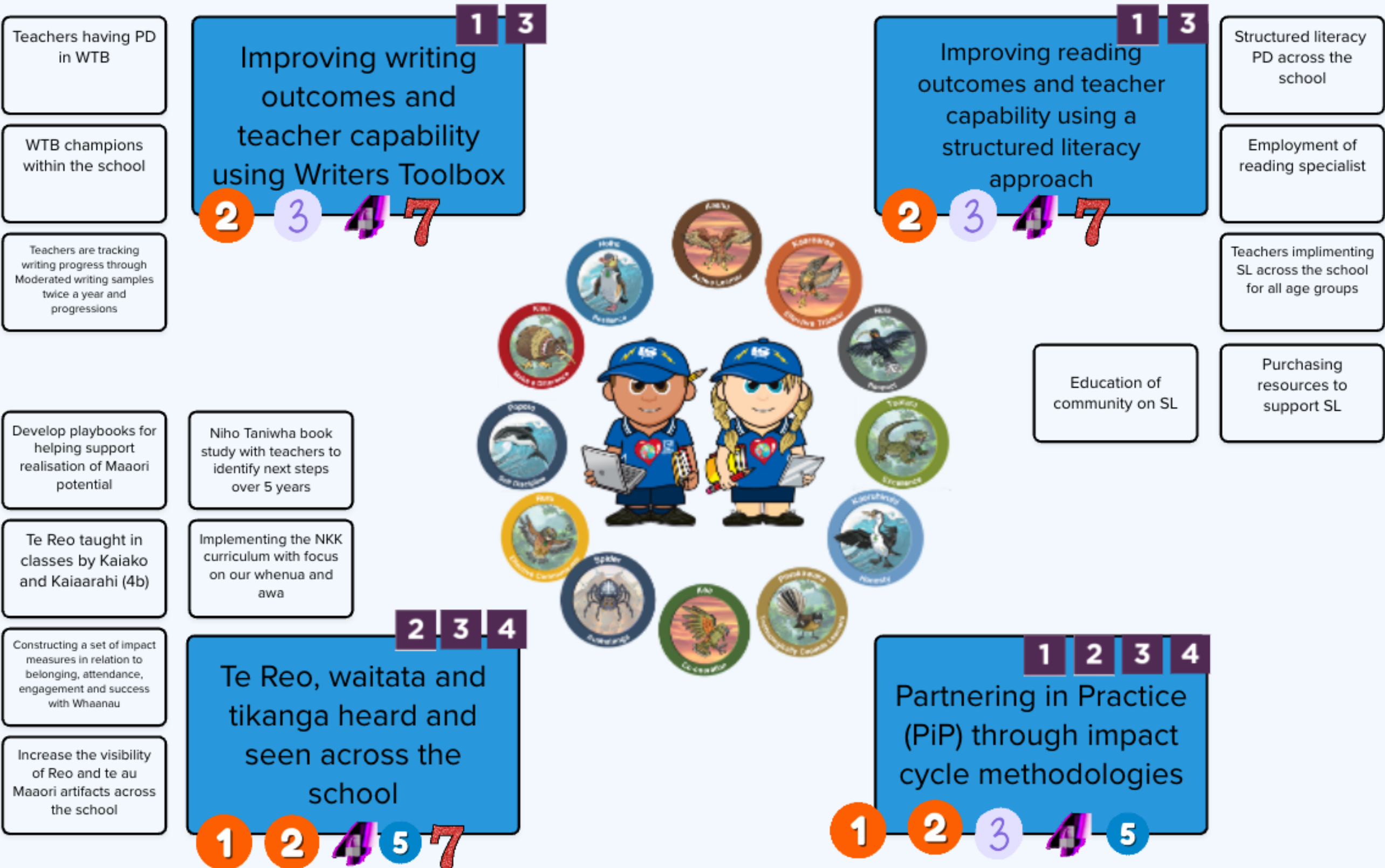
Improving writing  
outcomes and  
teacher capability  
using Writers Toolbox

Improving reading  
outcomes and teacher  
capability using a  
structured literacy  
approach

Te Reo, waitata, tikanga,  
koreo whenua, koreo  
awa heard and seen  
across the school



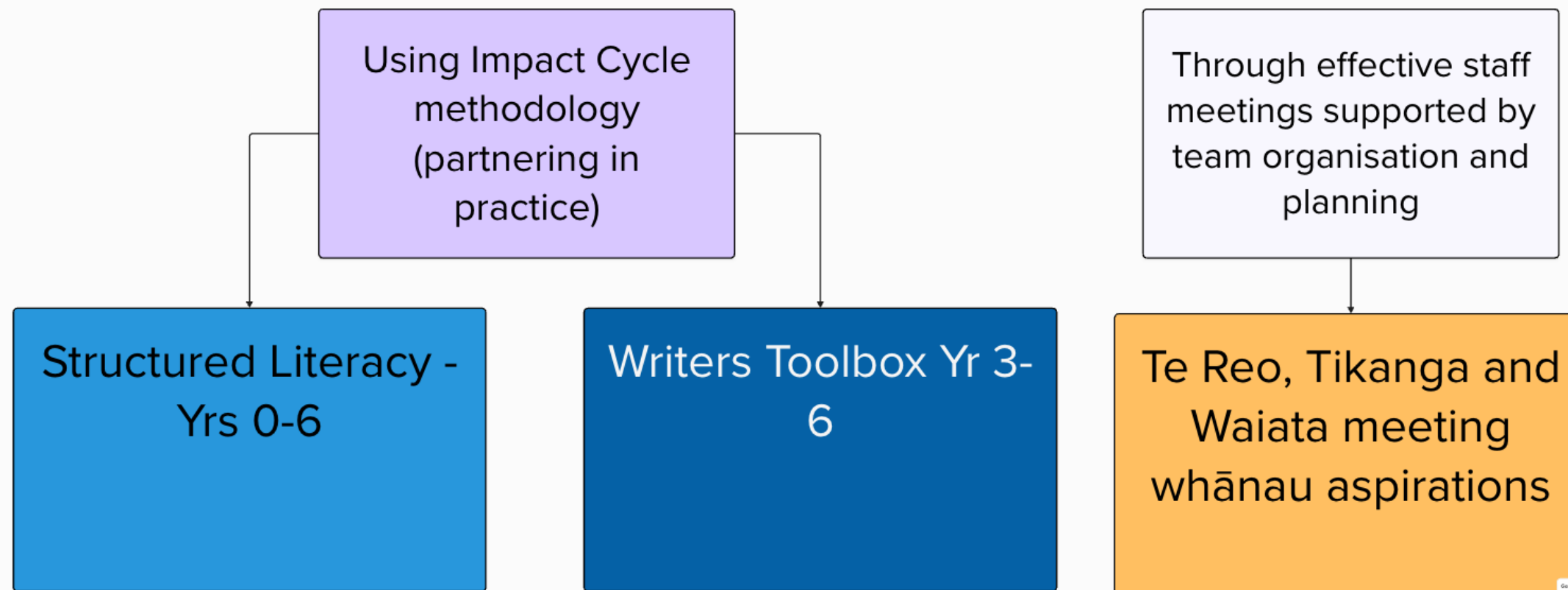
**Solidify, Amplify and Mobilise effective practice for all children so they can enjoy personal success (SAM)**



# Creating futures together / Kia ara ngātahi kia anamata

## Using the Nature of learning as our foundational Document

**Solidify, Amplify and Mobilise high impact practices for all children to be able to enjoy personal success**



### Key metrics of impact

- Student voice
- Attainment through progressions and assessment
- AC children reaching their goals
- Attendance



# Writers Toolbox



2 year goal	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<p>By the end of 2025, 90% of year 6 children will be able to independently write using 5 sentence types within a moderated piece of writing which will help them to express their ideas in ways that are clear, concise, descriptive and engaging.</p> <p><b>Rationale</b></p> <ul style="list-style-type: none"><li>- When children are able to explicitly identify sentence types and use them within their writing they are more effective writers.</li><li>- As children move through levels, complexity increases which causes a drop off in the numbers achieving at expectations</li></ul>	<p>Teachers having PD in WTB</p> <p>WTB champions within the school</p> <p>Teachers are tracking writing progress through Moderated writing samples twice a year and progressions</p> <p>Monitoring the progress of Year 4 and 5 children in sentence development</p>	<p>Teachers mastering/ automaticity of skills, sentence types to teach</p> <p>Planning deliberate acts within writing and other appropriate curriculum areas</p> <p>Monitoring the development of sentence types to be on track for goal</p> <p>Reading programmes are showing connections to writing</p> <p>Progressions accurately reflect where the child is achieving</p> <p>Writing Champions upskilled to coach current and new staff.</p>	<p>- 2025 year 6 cohort - 80% 3P or above (currently 50% at or above)</p> <p>- 2025 year 2 cohort - 80% at 1p or above (currently 94% at or above)</p> <p>- 80% of AC children making accelerated progress</p> <p>- 2025 year 4 cohort - 80% 2P or above (currently 82% at or above)</p> <p>- 25% of Maaori children below expectations in T1 are achieving at by the end of the year</p> <p>- 25% of boys below expectations in T1 are achieving "at" by the end of the year</p>	<p>Teachers feel they have the support they need</p> <p>Teachers feeling more confident in their teaching of writing</p> <p>Better able to meet the needs of children and extend them as writers</p> <p>Children feel positive about themselves as writers</p> <p>Yr 4s able to write an increasing number of sentences independently on three ideas, with a minimum of 4 sentences on each idea.</p> <p>Children demonstrate use of sentence types (following progressions expectations)</p>

Writers Toolbox - Basecamp 1 Writing champions, baseline data, clear expectations				
By the end of 2025, 90% of year 6 children will be able to independently write using 5 sentence types within a moderated piece of writing which will help them to express their ideas in ways that are clear, concise, descriptive and engaging.				
By	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<b>Writing Champions</b>				
Writing Champions have gone through coaching training with WTB by end of Term 2 2024 and are supporting staff as required.	Coaching workshops with staff from WTB in Term 2 2024.  Writing Champions work with teachers to address gaps/develop implementation of WTB	Writing Champions, visiting confidence in supporting staff.  Teachers beginning to work with Writing Champions for support.	Writing Champions have started coaching staff as required.  Writing Champions have started coaching staff as required.	Teachers voice that they are enjoying the support of the Writing Champions.  Writing Champions voice that they are feeling confident in supporting staff in WTB.
<b>Upskilling staff</b>				
From the start of 2024, staff are able to access needs based support in regards to WTB.	5 staff new to WTB to attend baseline also support sessions. Review emerged.  Needs based workshop run by WTB in Term 2 2024 (open, rolling/ongoing).  Writing Champions work with teachers to address gaps/develop implementation of WTB	Teachers show an increased confidence in teaching WTB.  Teachers seeking out Writing Champions for support.	5 staff attended KA zoom workshops.  6 Junior teachers extended into writing for WTB Term 2.  2 workshops offered each term - run by Writing Champions.	New Staff voice growing confidence in using WTB in class.  Junior teachers voice growing confidence in using WTB in class.  Experienced WTB Staff voice increasing confidence in teaching WTB.
<b>Monitoring data</b>				
Data collected at the end of Term 2 2024 shows identified student groups are progressing towards set target goals.	Writing Moderation data - Term 1. Teachers using data to inform their planning.  Programme data analysed and shared with staff at End of Term 2.  Data collected from Year 4 and 5 students in regards to sentence development.	Term 1 Writing Moderation data being used to inform Term 2 planning.  Year 4 and 5 students confidently using an increasing number of sentence types.	End of Term 2, 80% of Year 4 and 5 students are using 5 sentence types with confidence.  Term 2 progressions data shows at least 70% of each year level are at expectations.	Teachers able to talk with confidence about writing data from their classes.  Bookwork shows increasing command of sentence types.
<b>Implementation and Reflections</b>				
By the end of Term 2 2024, all staff are confidently familiar with and using the Writing Champions and Scope and Sequence. Data has been collected (teachers, parents and student voice).	Writing Scope and Sequence/ Writing Overview workshops Term 1 2024.  Writing Scope and Sequence Writing Overview used to inform planning each term.  Teacher and student voice collected at end of Term 2 in relation to implementation and confidence.	Teachers using Writing Scope and Sequence and Overview to support planning.  Teacher voice shows increased confidence in the implementation of WTB.  Student voice indicates increasing confidence and enjoyment in writing.	80% of students voice increased confidence and enjoyment in writing. Feedback collected from Year 4 and 5 students in regards to sentence development (see Term 2).	New Staff voice growing confidence in using WTB in class.  Junior teachers voice growing confidence in using WTB in class.  Experienced WTB Staff voice increasing confidence in teaching WTB.  Teacher observations show Writing Teachers being used across all classrooms.

Writers Toolbox - Basecamp 2 Writing champions, baseline data, clear expectations				
By the end of 2025, 90% of year 6 children will be able to independently write using 5 sentence types within a moderated piece of writing which will help them to express their ideas in ways that are clear, concise, descriptive and engaging.				
By	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<b>Writing Champions</b>				
End of Term 4 2024 Writing Champions are confidently working across the school with any staff needing support.	Writing Champions have started coaching staff as needed.  Writing Champions run a selection of workshops (both whole school, needs based).	Writing Champions, visiting confidence in coaching staff.  Writing Champions have run a selection of workshops (both whole school, needs based).	Writing Champions have started coaching staff as needed.  Writing Champions have run a selection of workshops (both whole school, needs based).	Teachers seeking out Writing Champions for support.  Writing Champions voice that they are feeling confident in supporting staff in WTB.
<b>Upskilling staff</b>				
End of Term 4 2024 staff are able to access needs based support in regards to WTB.	5 staff new to WTB to attend baseline also support sessions. Review emerged.  Writing Champions have started coaching staff as needed.  Writing Champions will run a selection of workshops (both whole school, needs based).	Teachers show an increased confidence in teaching WTB.  Teachers seeking out Writing Champions for support.	5 staff attended KA zoom workshops.  Writing Champions have run at least 4 workshops over Term 3 and 4.	New Staff voice growing confidence in using WTB in class.  Junior teachers voice growing confidence in using WTB in class.  Experienced WTB Staff voice increasing confidence in teaching WTB.
<b>Monitoring data</b>				
End of Term 4 2024 Data shows identified student groups are progressing towards set target goals.	Writing Moderation data - Term 3. Teachers using data to inform their planning.  Programme data analysed and shared with staff at End of Term 4.  Data collected from Year 4 and 5 students in regards to sentence development (see Term 3).	Term 3 Writing Moderation data being used to inform Term 4 planning.  Year 4 and 5 students confidently using an increasing number of sentence types.	End of Term 4, 80% of Year 4 and 5 students are using 5 sentence types with confidence.  Term 4 progressions data shows at least 70% of each year level are at expectations.	Teachers able to talk with confidence about writing data from their classes.  Bookwork shows increasing command of sentence types.
<b>Implementation and Reflections</b>				
At the end of Term 4 2024 all staff are confidently familiar with and using the Writing Champions and Scope and Sequence. Data has been collected (teachers, parents and student voice).	Writing Scope and Sequence/ Writing Overview workshops Term 3 2024.  Writing Scope and Sequence Writing Overview used to inform planning each term.  Teacher and student voice collected at end of Term 4 in relation to implementation and confidence.	Teachers using Writing Scope and Sequence and Overview to support planning.  Teacher voice shows increased confidence in the implementation of WTB.  Student voice indicates increasing confidence and enjoyment in writing.	80% of students voice increased confidence and enjoyment in writing. Feedback collected from Year 4 and 5 students in regards to sentence development (see Term 4).	New Staff voice growing confidence in using WTB in class.  Junior teachers voice growing confidence in using WTB in class.  Experienced WTB Staff voice increasing confidence in teaching WTB.  Teacher observations show Writing Teachers being used across all classrooms.

Writers Toolbox - Basecamp 3 Writing champions, baseline data, clear expectations				
By the end of 2025, 90% of year 6 children will be able to independently write using 5 sentence types within a moderated piece of writing which will help them to express their ideas in ways that are clear, concise, descriptive and engaging.				
By	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<b>Writing Champions</b>				
End of 2025	Writing Champions have started coaching staff as needed.  Writing Champions run a selection of workshops (both whole school, needs based).	Writing Champions, visiting confidence in coaching staff.  Writing Champions have run a selection of workshops (both whole school, needs based).	Writing Champions have started coaching staff as needed.  Writing Champions have run a selection of workshops (both whole school, needs based).	Teachers seeking out Writing Champions for support.  Writing Champions voice that they are feeling confident in supporting staff in WTB.
<b>Upskilling staff</b>				
End of 2025	5 staff new to WTB to attend baseline also support sessions. Review emerged.  Writing Champions have started coaching staff as needed.  Writing Champions will run a selection of workshops (both whole school, needs based).	Teachers show an increased confidence in teaching WTB.  Teachers seeking out Writing Champions for support.	5 staff attended KA zoom workshops.  Writing Champions have run at least 4 workshops over Term 3 and 4.	New Staff voice growing confidence in using WTB in class.  Junior teachers voice growing confidence in using WTB in class.  Experienced WTB Staff voice increasing confidence in teaching WTB.
<b>Monitoring data</b>				
End of 2025	Writing Moderation data - Term 3. Teachers using data to inform their planning.  Programme data analysed and shared with staff at End of Term 3 & 4.  Data collected from Year 4 and 5 students in regards to sentence development (see Term 3).	Term 3 Writing Moderation data being used to inform Term 4 planning.  Year 4 and 5 students confidently using an increasing number of sentence types.	End of Term 4, 80% of Year 4 and 5 students are using 5 sentence types with confidence.  Term 4 progressions data shows at least 70% of each year level are at expectations.	Teachers able to talk with confidence about writing data from their classes.  Bookwork shows increasing command of sentence types.
<b>Implementation and Reflections</b>				
End of 2025	Writing Scope and Sequence/ Writing Overview workshops Term 3 2024.  Writing Scope and Sequence Writing Overview used to inform planning each term.  Teacher and student voice collected at end of Term 4 in relation to implementation and confidence.	Teachers using Writing Scope and Sequence and Overview to support planning.  Teacher voice shows increased confidence in the implementation of WTB.  Student voice indicates increasing confidence and enjoyment in writing.	80% of students voice increased confidence and enjoyment in writing. Feedback collected from Year 4 and 5 students in regards to sentence development (see Term 4).	New Staff voice growing confidence in using WTB in class.  Junior teachers voice growing confidence in using WTB in class.  Experienced WTB Staff voice increasing confidence in teaching WTB.  Teacher observations show Writing Teachers being used across all classrooms.



# Te Reo, waitata and tikanga heard and seen across the school

2 year goal	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<p>By the end of 2025 Te Reo extension classes will be in place, a Kaiarahi will be working across the school and the school will have developed targets based on Niho Taniwha book study</p> <p>Rationale</p> <ul style="list-style-type: none"> <li>if all students better understand Aotearoa / New Zealand's diverse history stronger Te Tiriti based partnerships will be promoted</li> <li>research indicates that strengthening the cultural responsiveness of teaching and learning promotes more positive outcomes for Māori students.</li> </ul>	<p>Develop playbooks for helping support realisation of Maaori potential <sup>3</sup></p> <p>Te Reo taught in classes by Kaiako and Kaiarahi (4b) <sup>1</sup></p> <p>Constructing a set of impact measures in relation to belonging, attendance, engagement and success with Whaanau <sup>3</sup></p> <p>Niho Taniwha book study with teachers to identify next steps over 5 years <sup>1</sup></p> <p>Implementing the NKK curriculum with focus on our whenua and awa <sup>1</sup></p> <p>Increase the visibility of Reo and te au Maaori artifacts across the school <sup>2</sup></p>	<p>Playbook for Inclusive Practice inplace to support realisation of Maaori potential</p> <p>Teachers use of Te Reo in classes is continually increasing</p> <p>Clear goals for the school on what success in belonging, attendance, engagement and success for Maori at LS consists of developed by Whaanau</p> <p>Growing inclusive practice plan being implimented based on Niho Taniwha</p> <p>Children know their local stories and their importance to Mana whenua</p> <p>Te Reo and te au Māori artifacts are visable across the school</p> <p>School wide attendance and being on time improves</p> <p>A Kaiako Reo working in classes alongside teachers to support Reo, Tikanga and Waiata</p> <p>Extension reo and/or kapa haka available for children</p> <p>All classes can welcome new children with a whakatau</p> <p>Displays, greetings in the office/ staff area are bi-lingual</p>	<p>93% of Māori children on time (currently 87% compared to 93% school wide)</p> <p>100% of classes working at Level 4b</p> <p>90% of Maaori students regularly attend (90% or more) (currently 52.5% in T4 23)</p> <p>Whānau meet twice a year to provide direction of where the school gives priority</p> <p>80% of Māori children voice noticing their teacher using te reo, and noticing tikanga and waitata within classes and across the school</p> <p>4 staff members each year attend Te Reo courses</p>	<p>Teachers are more confident using Te Reo within class</p> <p>Classes start day with waiata, karakia, tikanga</p> <p>Whaanau voice that their children know more Te Reo and use it at home</p> <p>Participating in events of significance to Mana Whenua</p> <p>Greetings in the office are bi-lingual</p> <p>Artifacts of Tikanga/ whakapapa noticeable across the school surrounds</p>

By	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<b>Niho Taniwha</b> By the end of term 2 staff will be using the book study to inform their practice and identify areas to work on for the future strategy plan	Develop Niho Taniwha and discussing each fortnight Record any things want to return to once book is complete Reflexive discussions happen in term and then shared back at staffmeeting	Teachers reading book and discussing what things challenge Book half completed	Book 1/3 completed by the end of term 2	Teachers are discussing, identifying what needs change in their practice and how to support their practice Changes are happening in classes organically
<b>Kaiarahi</b> The end of term 2, 2024 The Kaiarahi will be working across the school to support teachers use of Te Reo within classes	Kaiarahi is limited to work with classes across the school Member of staff supporting Kaiarahi in planning and organisation	All classes involved in all Reo sessions and continuing lessons in classes Kaiarahi's confidence growing		Kaiarahi is growing in confidence and capability Teachers are practicing lessons learnt in class independently Staff member working with Kaiarahi each week
<b>Teacher Te Reo Classes</b> By the end of term 2 2024 2 teachers have been involved in MOE Te Reo classes	Budgeting to show Reo teachers to attend Te Reo course each week Process to put names forward for classes	4 teachers a year attending Te Reo courses Teachers increased use of Te Reo in classes		Teachers increased use and confidence of Te Reo in classes
<b>Kapa Haka</b> By the end of term 2 2024 both a senior and junior kapa haka group is well established	Kapa haka options for all children at least once a week Children and Kaiarahi involvement in Te Reo sessions in Kapa Haka	Kapa haka running each week Children attending and growing in confidence		Children positive about attending Kapa Haka Teachers supporting Kapa Haka and Kaiarahi Children growing as leaders within Kapa Haka
<b>NKK Curriculum</b> By the end of term 2 2024 the school will have participated in 2 out of 4 NKK organised events	Review teachers to attend NKK events to learn about local stories and their curriculum Local stories PD for staff within school	Children and teachers are familiar with local stories Staff who identified PD have an awareness of the importance of knowledge	2 out of 4 events completed by staff members	Staff have shared NKK events across the school

By	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<b>Niho Taniwha</b> By the end of Term 4 2024	An action plan for 2025 and beyond is in place	Staff meeting discussion and any changes from book study Teachers sharing next steps of 'what we need to be better at' Targets in relation to belonging, attendance, engagement and success developed Book completed	High impact practice for Maori in place ready for 2025	We expect staff will begin to implement prior to 2025 Staff involved, challenged and motivated to drive high impact practice Targets for 2025 established, measured and reported
<b>Kaiarahi</b> The end of term 4, 2024	In addition to base camp 1 goals... Extension classes for children available	All classes attending in Reo sessions and continuing lessons in classes Kaiarahi's confidence growing		Kaiarahi is growing in confidence and capability Teachers are practicing lessons learnt in class independently Staff member working with Kaiarahi each week
<b>Kapa Haka</b> The end of term 2, 2024	Kapa haka options for all children at least once a week Children and Kaiarahi involvement in Te Reo sessions in Kapa Haka	Kapa haka running each week Children attending and growing in confidence Parents from the community helping with Kapa Haka		Children positive about attending Kapa Haka Teachers supporting Kapa Haka and Kaiarahi Children growing as leaders within Kapa Haka Parents from the community helping with Kapa Haka

By	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<b>Niho Taniwha</b> The end of term 4 2025	Play books for high impact practices are being tested Discarding of new staff into future targets high impact practices Targets for 2025 in place	Teachers using teaching staff to high impact practices Sharing with staff, high impact practices Using impact cycle methodology to report development of high impact practice	Measuring targets for 2025	No teaching staff members identified as 'low' or 'not a lot' of impact or confidence Changes in teaching practice as a result of high impact practice for Maori
<b>Kaiarahi</b> The end of 2025	Kaiarahi is limited to work with classes across the school Member of staff supporting Kaiarahi in planning and organisation Extension classes for children available	All classes attending in Reo sessions and continuing lessons in classes Kaiarahi's confidence growing		Kaiarahi is growing in confidence and capability Teachers are practicing lessons learnt in class independently
<b>Teacher Te Reo Classes</b> The end of term 4, 2025	Budgeting to show Reo teachers to attend Te Reo course each week Process to put names forward for classes	4 teachers a year attending Te Reo courses Teachers increased use of Te Reo in classes		Teachers increased use and confidence of Te Reo in classes
<b>Kapa Haka</b> The end of term 2, 2025	Kapa haka options for all children at least once a week Children and Kaiarahi involvement in Te Reo sessions in Kapa Haka	Kapa haka running each week Children attending and growing in confidence Parents from the community helping with Kapa Haka		Children positive about attending Kapa Haka Teachers supporting Kapa Haka and Kaiarahi Children growing as leaders within Kapa Haka Parents from the community helping with Kapa Haka



# Structured Literacy

## 2 year goal

By the end of 2025, Structured Literacy methodology will be used across the whole school to teach any children who are working within the SL stages for reading as well as children working on The Code.

**Rationale:**  
A Structured Literacy Approach teaches the key components of language through an explicit, systematic and diagnostic approach. It is the application of The Science of Reading.

## Key actions

The whole school using Little Learners Lover Literacy Scope and Sequence

Liz Kane Literacy professional development to grow teacher understanding and capabilities for new and existing Staff

Resources to support both staff and whaanau

Assessment practices reflect SL Approach

## Success looks like

Teachers are confidently implementing SL to teach reading

Children are demonstrating fluency, comprehension and rich vocabulary in literacy

Seeing a shift in writing achievement to 1P after 12 months at school

Scarborough's Reading Rope, The Simple View of Reading and The Science of Reading - Defining Guide used as our literature base for understanding Structured Literacy.

onboarding returning and New Staff

Teachers of Year 3-6 students are using The Code to teach spelling

Teachers are confidently using LARs Assessment to track progress in reading

Effectively Identifying children who are experiencing difficulties with literacy

Teachers are confidently using The Code Assessment to track progress in spelling

## Quantitative (more numbers based)

- 2025 year 2 cohort  
- 80% are achieving at or above expected level.

- 2025 year 3 cohort  
- 80% are achieving at or above expected level.

- 25% of Maaori children below expectations in T1 are achieving at by the end of the year

By the end of 2025 all teachers of Year 0-6 children are using SL approach to teach children reading below age 8 yrs.

- 2025 year 6 cohort  
- 80% are achieving at or above Year 5/6 of The Code

## Qualitative (stories, noticings etc)

Delivery of Structured Literacy lessons are consistent across the school

Children confidently decoding and encoding text

Teachers feel they are making more of a difference for emergent learners

New and returning staff feeling confident in implementation

## Structured Literacy Base Camp 1

By	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<b>Upskilling staff</b> By the end of Term 2, 2024 All staff completed first round of professional learning	Staff having 100% of required 2 day training to implement SL approach A group of teachers attending The Code professional development and sharing with SL staff	Teachers engaging in professional development opportunities Teachers using confidence in their understanding and knowledge of a relevant literacy response	By the end of Term 2, 2024 all staff have completed professional development in Structured Literacy or The Code	Staff using growing experience and knowledge with SL approach in their lessons Staff using growing confidence in using Structured Literacy or The Code in class
<b>SL implementation</b> Teachers are beginning to implement Structured Literacy or The Code	Teachers are beginning to implement Structured Literacy or The Code in their lessons New SL teachers are beginning to implement The Code in their lessons	Teachers are growing confidence in their understanding and knowledge of a relevant literacy response Teachers are using confidence in their understanding and knowledge of a relevant literacy response	Teachers being able to successfully run Structured Literacy and The Code lessons in their classes where appropriate	Staff using growing confidence in using Structured Literacy or The Code in class
<b>Resources</b> Resources are being developed to support both staff and whaanau	Teachers are beginning to develop resources to support staff and whaanau Resources are being developed to support staff and whaanau	Teachers are growing confidence in their understanding and knowledge of a relevant literacy response Teachers are using confidence in their understanding and knowledge of a relevant literacy response	Teachers being able to successfully run Structured Literacy and The Code lessons in their classes where appropriate	Staff using growing confidence in using Structured Literacy or The Code in class
<b>Assessment</b> Little Learners Assessment of Reading (LLAR) and The Code Assessment are used to find starting points for learners across the school (where appropriate)	All Year 2 teachers attending SLARs in Term 1 SLARs are being used to find starting points for learners across the school (where appropriate)	Teachers are growing confidence in their understanding and knowledge of a relevant literacy response Teachers are using confidence in their understanding and knowledge of a relevant literacy response	Teachers being able to successfully run Structured Literacy and The Code lessons in their classes where appropriate	Staff using growing confidence in using Structured Literacy or The Code in class

## Structured Literacy Base Camp 2

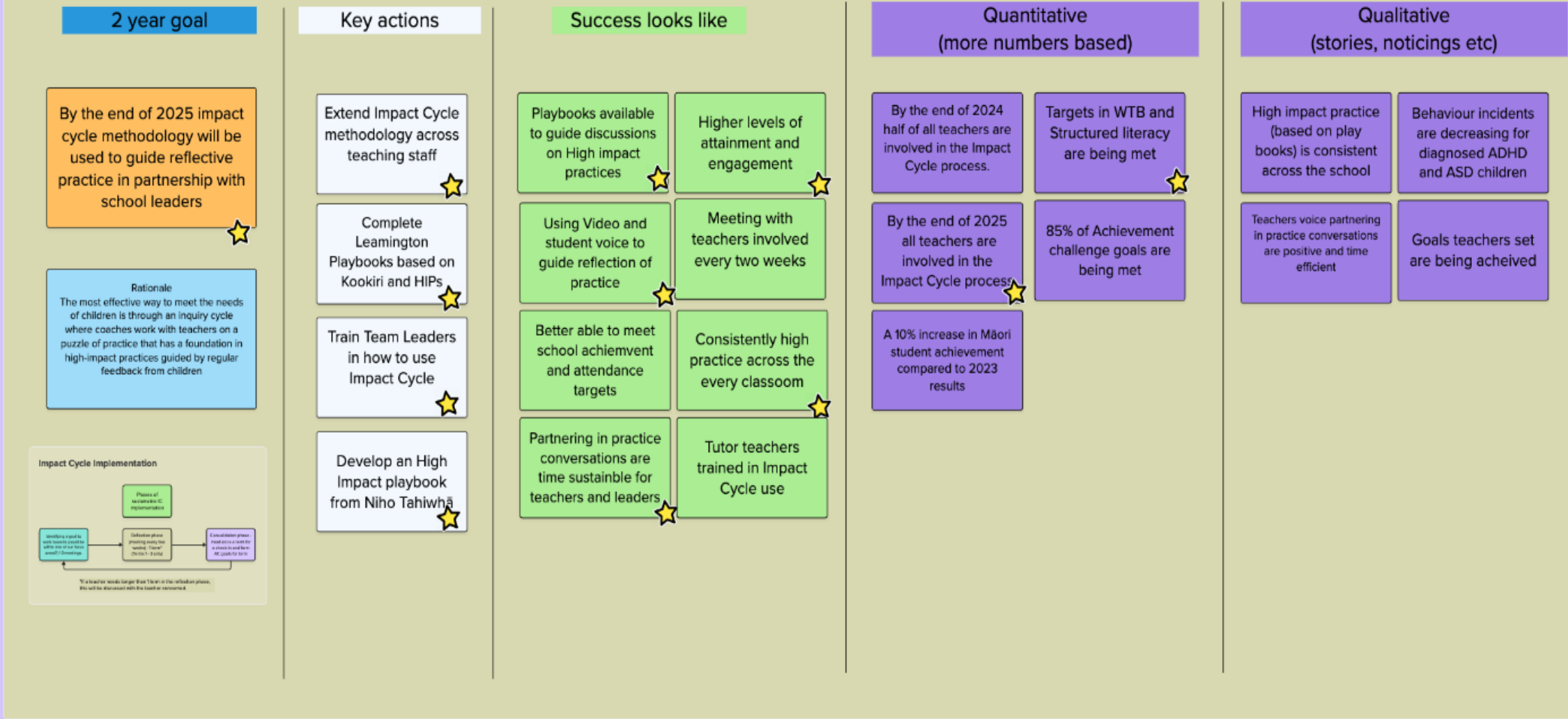
By	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<b>Upskilling staff</b> By the end of Term 4, 2024 all staff have completed professional development in Structured Literacy or The Code	Staff having 100% of required 2 day training to implement SL approach A group of teachers attending The Code professional development and sharing with SL staff	Teachers engaging in professional development opportunities Teachers using confidence in their understanding and knowledge of a relevant literacy response	By the end of Term 4, 2024 all staff have completed professional development in Structured Literacy or The Code	Staff using growing experience and knowledge with SL approach in their lessons Staff using growing confidence in using Structured Literacy or The Code in class
<b>SL implementation</b> Teachers being able to successfully run Structured Literacy and The Code lessons in their classes where appropriate	Teachers are beginning to implement Structured Literacy or The Code in their lessons New SL teachers are beginning to implement The Code in their lessons	Teachers are growing confidence in their understanding and knowledge of a relevant literacy response Teachers are using confidence in their understanding and knowledge of a relevant literacy response	Teachers being able to successfully run Structured Literacy and The Code lessons in their classes where appropriate	Staff using growing confidence in using Structured Literacy or The Code in class
<b>Resources</b> Resources continue being developed to support both staff and whaanau	Teachers are beginning to develop resources to support staff and whaanau Resources are being developed to support staff and whaanau	Teachers are growing confidence in their understanding and knowledge of a relevant literacy response Teachers are using confidence in their understanding and knowledge of a relevant literacy response	Teachers being able to successfully run Structured Literacy and The Code lessons in their classes where appropriate	Staff using growing confidence in using Structured Literacy or The Code in class
<b>Assessment</b> Little Learners Assessment of Reading (LLAR) and The Code Assessment are used to find starting points for learners across the school (where appropriate)	All Year 2 teachers attending SLARs in Term 1 SLARs are being used to find starting points for learners across the school (where appropriate)	Teachers are growing confidence in their understanding and knowledge of a relevant literacy response Teachers are using confidence in their understanding and knowledge of a relevant literacy response	Teachers being able to successfully run Structured Literacy and The Code lessons in their classes where appropriate	Staff using growing confidence in using Structured Literacy or The Code in class

## Structured Literacy Base Camp 3

By	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<b>Upskilling staff</b> By the end of Term 2, 2025 all staff will be upskilled as needed	Staff having 100% of required 2 day training to implement SL approach A group of teachers attending The Code professional development and sharing with SL staff	Teachers engaging in professional development opportunities Teachers using confidence in their understanding and knowledge of a relevant literacy response	By the end of Term 2, 2025 all staff have completed professional development in Structured Literacy or The Code	Staff using growing experience and knowledge with SL approach in their lessons Staff using growing confidence in using Structured Literacy or The Code in class
<b>SL implementation</b> Teachers being able to successfully run Structured Literacy and The Code lessons in their classes where appropriate	Teachers are beginning to implement Structured Literacy or The Code in their lessons New SL teachers are beginning to implement The Code in their lessons	Teachers are growing confidence in their understanding and knowledge of a relevant literacy response Teachers are using confidence in their understanding and knowledge of a relevant literacy response	Teachers being able to successfully run Structured Literacy and The Code lessons in their classes where appropriate	Staff using growing confidence in using Structured Literacy or The Code in class
<b>Resources</b> Resources continue being developed to support both staff and whaanau	Teachers are beginning to develop resources to support staff and whaanau Resources are being developed to support staff and whaanau	Teachers are growing confidence in their understanding and knowledge of a relevant literacy response Teachers are using confidence in their understanding and knowledge of a relevant literacy response	Teachers being able to successfully run Structured Literacy and The Code lessons in their classes where appropriate	Staff using growing confidence in using Structured Literacy or The Code in class
<b>Assessment</b> Little Learners Assessment of Reading (LLAR) and The Code Assessment are used to find starting points for learners across the school (where appropriate)	All Year 2 teachers attending SLARs in Term 1 SLARs are being used to find starting points for learners across the school (where appropriate)	Teachers are growing confidence in their understanding and knowledge of a relevant literacy response Teachers are using confidence in their understanding and knowledge of a relevant literacy response	Teachers being able to successfully run Structured Literacy and The Code lessons in their classes where appropriate	Staff using growing confidence in using Structured Literacy or The Code in class



# Implementation of Impact Cycle methodology / Partnering in Practice



## BC1 - Partnering in Practice Base Camp 1

By	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<b>Impact Cycle (IC) Implementation</b> The end of Term 2, 2024, team leaders and 20% will be involved in IC process	<ul style="list-style-type: none"> <li>Begin meeting with Team Leaders in IC goals in Term 1</li> <li>Identify all teachers in Term 2 for peer observation phase</li> <li>Developing Playbooks to use to support IC</li> </ul>	<ul style="list-style-type: none"> <li>Using video to identify and reflect on good and effective practice</li> <li>Playbooks guiding reflective discussions</li> <li>Meeting every two weeks with these working sets</li> <li>AC child goals set by the end of term 1</li> <li>Peer check completed by end of week 6</li> </ul>	<ul style="list-style-type: none"> <li>All team leaders are involved in IC in term 1</li> <li>AC children are meeting at least 4 goals for the term</li> <li>Consolidation in the reflection phase from 10 minutes to 15</li> <li>Feedback of process is positive</li> </ul>	<ul style="list-style-type: none"> <li>Feedback of process is positive</li> <li>Implementation phase is making progress manageable</li> </ul>
<b>Partnering in Practice (PP)</b> The end of Term 2, 2024, team leaders will be involved in the regular PP process	<ul style="list-style-type: none"> <li>Identify all AC child goals in term 1</li> <li>Set goals in partnership with Māori</li> <li>2 observations from teachers and the School Change meeting</li> </ul>	<ul style="list-style-type: none"> <li>AC child goals set by the end of term 1</li> <li>Peer check completed by end of week 6</li> <li>Meeting with school leaders to set goals for the next term 2025</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> </ul>	<ul style="list-style-type: none"> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> </ul>	<ul style="list-style-type: none"> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> </ul>
<b>Upskilling and Training</b> The end of term 2, 2024, team leaders will have trained in Impact Cycle methodology	<ul style="list-style-type: none"> <li>Team leaders attend Impact Cycle training</li> </ul>	<ul style="list-style-type: none"> <li>Team leaders are a much better understanding of IC reflection and process</li> <li>A plan for Term 3 and training is in place</li> </ul>		<ul style="list-style-type: none"> <li>Team leaders and 20% are trained in IC methodology</li> </ul>
<b>Reflection and Development</b> The end of term 2, 2024, team leaders will have trained in Impact Cycle methodology	<ul style="list-style-type: none"> <li>Video coaching conversations will be used</li> <li>Developing Playbooks to use to support IC</li> </ul>	<ul style="list-style-type: none"> <li>Reflection discussions take less than 10 mins</li> <li>Meeting every two weeks with these working sets</li> <li>Identify what goals of plan to change</li> <li>Goals for teaching and learning are set</li> </ul>		<ul style="list-style-type: none"> <li>Team leaders and 20% are trained in IC methodology</li> </ul>

## BC2 - Partnering in Practice Base Camp 2

By	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<b>IC</b> The end of Term 3, 2024	<ul style="list-style-type: none"> <li>Working with 20% in reflective phase</li> <li>Meeting with team leaders in consolidation phase</li> </ul>	<ul style="list-style-type: none"> <li>Team with 20% will have been identified and a reflection phase will be in place</li> <li>Team leaders will be meeting with team leaders in consolidation phase</li> <li>Team leaders will be meeting with team leaders in consolidation phase</li> </ul>	<ul style="list-style-type: none"> <li>All 20% teachers are involved in IC in term 2</li> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation in the reflection phase from 10 minutes to 15</li> <li>Feedback of process is positive</li> <li>Implementation phase is making progress manageable</li> </ul>
<b>PP</b> Week 2 of term 4 the PP process for this year will be complete	<ul style="list-style-type: none"> <li>AC child goals will be set by the end of Term 3</li> <li>Reading books to children in the last term of the year</li> <li>Meeting with school leaders to set goals for the next term 2025</li> </ul>	<ul style="list-style-type: none"> <li>AC child goals set by the end of term 3</li> <li>Peer check completed by end of week 6</li> <li>Meeting with school leaders to set goals for the next term 2025</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> </ul>	<ul style="list-style-type: none"> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> </ul>	<ul style="list-style-type: none"> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> </ul>
<b>Upskilling and Training</b> The end of term 3, 2024	<ul style="list-style-type: none"> <li>Team leaders attend Impact Cycle training</li> </ul>	<ul style="list-style-type: none"> <li>Team leaders are a much better understanding of IC reflection and process</li> <li>A plan for Term 4 and training is in place</li> </ul>		<ul style="list-style-type: none"> <li>Team leaders and 20% are trained in IC methodology</li> </ul>
<b>Reflection and Development</b> The end of term 3, 2024	<ul style="list-style-type: none"> <li>Video coaching conversations will be used</li> <li>Developing Playbooks to use to support IC</li> </ul>	<ul style="list-style-type: none"> <li>Reflection discussions take less than 10 mins</li> <li>Meeting every two weeks with these working sets</li> <li>Identify what goals of plan to change</li> <li>Goals for teaching and learning are set</li> </ul>		<ul style="list-style-type: none"> <li>Team leaders and 20% are trained in IC methodology</li> </ul>

## BC3 - Partnering in Practice Base Camp 3

By	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<b>IC</b> The end of Term 2, 2025	<ul style="list-style-type: none"> <li>Team leaders will be meeting with team leaders in consolidation phase</li> <li>Meeting with school leaders to set goals for the next term 2025</li> <li>Children, teachers and school staff are working on goals</li> </ul>	<ul style="list-style-type: none"> <li>Team leaders will be meeting with team leaders in consolidation phase</li> <li>Team leaders will be meeting with team leaders in consolidation phase</li> <li>Team leaders will be meeting with team leaders in consolidation phase</li> </ul>	<ul style="list-style-type: none"> <li>All 20% teachers are involved in IC in term 1</li> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation in the reflection phase from 10 minutes to 15</li> <li>Feedback of process is positive</li> <li>Implementation phase is making progress manageable</li> </ul>
<b>PP</b> By the end of term 2, 2025	<ul style="list-style-type: none"> <li>AC child goals will be set by the end of Term 1</li> <li>Reading books to children in the last term of the year</li> <li>Meeting with school leaders to set goals for the next term 2025</li> </ul>	<ul style="list-style-type: none"> <li>AC child goals set by the end of term 1</li> <li>Peer check completed by end of week 6</li> <li>Meeting with school leaders to set goals for the next term 2025</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> </ul>	<ul style="list-style-type: none"> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> </ul>	<ul style="list-style-type: none"> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> </ul>
<b>Upskilling and Training</b> By the end of term 2, 2025	<ul style="list-style-type: none"> <li>Team leaders attend Impact Cycle training</li> </ul>	<ul style="list-style-type: none"> <li>Team leaders are a much better understanding of IC reflection and process</li> <li>A plan for Term 3 and training is in place</li> </ul>		<ul style="list-style-type: none"> <li>Team leaders and 20% are trained in IC methodology</li> </ul>
<b>Reflection and Development</b> The end of term 2, 2025	<ul style="list-style-type: none"> <li>Video coaching conversations will be used</li> <li>Developing Playbooks to use to support IC</li> </ul>	<ul style="list-style-type: none"> <li>Reflection discussions take less than 10 mins</li> <li>Meeting every two weeks with these working sets</li> <li>Identify what goals of plan to change</li> <li>Goals for teaching and learning are set</li> </ul>		<ul style="list-style-type: none"> <li>Team leaders and 20% are trained in IC methodology</li> </ul>

## BC4 - Partnering in Practice Base Camp 4

By	Key actions	Success looks like	Quantitative (more numbers based)	Qualitative (stories, noticings etc)
<b>IC</b> The end of Term 4, 2025	<ul style="list-style-type: none"> <li>Team leaders will be meeting with team leaders in consolidation phase</li> <li>Meeting with school leaders to set goals for the next term 2025</li> <li>Children, teachers and school staff are working on goals</li> </ul>	<ul style="list-style-type: none"> <li>Team leaders will be meeting with team leaders in consolidation phase</li> <li>Team leaders will be meeting with team leaders in consolidation phase</li> <li>Team leaders will be meeting with team leaders in consolidation phase</li> </ul>	<ul style="list-style-type: none"> <li>All 20% teachers are involved in IC in term 1</li> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation in the reflection phase from 10 minutes to 15</li> <li>Feedback of process is positive</li> <li>Implementation phase is making progress manageable</li> </ul>
<b>PP</b> By the end of term 4, 2025	<ul style="list-style-type: none"> <li>AC child goals will be set by the end of Term 3</li> <li>Reading books to children in the last term of the year</li> <li>Meeting with school leaders to set goals for the next term 2025</li> </ul>	<ul style="list-style-type: none"> <li>AC child goals set by the end of term 3</li> <li>Peer check completed by end of week 6</li> <li>Meeting with school leaders to set goals for the next term 2025</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> </ul>	<ul style="list-style-type: none"> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> <li>80% of AC children are meeting at least 4 goals for the term</li> </ul>	<ul style="list-style-type: none"> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> <li>Children, teachers and school staff are working on goals</li> </ul>
<b>Upskilling and Training</b> By the end of term 4, 2025	<ul style="list-style-type: none"> <li>Team leaders attend Impact Cycle training</li> </ul>	<ul style="list-style-type: none"> <li>Team leaders are a much better understanding of IC reflection and process</li> <li>A plan for Term 5 and training is in place</li> </ul>		<ul style="list-style-type: none"> <li>Team leaders and 20% are trained in IC methodology</li> </ul>
<b>Reflection and Development</b> The end of term 4, 2025	<ul style="list-style-type: none"> <li>Video coaching conversations will be used</li> <li>Developing Playbooks to use to support IC</li> </ul>	<ul style="list-style-type: none"> <li>Reflection discussions take less than 10 mins</li> <li>Meeting every two weeks with these working sets</li> <li>Identify what goals of plan to change</li> <li>Goals for teaching and learning are set</li> </ul>		<ul style="list-style-type: none"> <li>Team leaders and 20% are trained in IC methodology</li> </ul>



