

# Annual Implementation Plan 2024

## Summary of the plan

The theme for this year is 'Citizenship'.

The school is faithful to its motto in preparing the way for akonga-students to take their places as responsible, well-rounded young Catholics in today's church and society. To achieve this, our strategic direction and this annual implementation plan focusses on providing opportunities to encounter Christ and developing knowledge of our Catholic faith and Josephite character. Our faith and charism is not something we do, it is who we are. Our Special Catholic and Josephite Character informs all our planning, teaching and decision making. To support this, kaiako-kaiako-teachers themselves need to have a good understanding of our faith and charism.



*"With red and black the work will be complete."*

St John's akonga-students will understand the importance of caring for themselves and caring for others; able to communicate their needs, ask for and accept help, develop empathy and try to help others. St John's akonga-students will have a sense of belonging to a community to which they can contribute locally and globally. They will develop an awareness of the impact their actions, and the actions of others, have on society and the environment. They will develop an understanding that their actions can make a positive difference.

As a school, learning is our core business. We will establish and deliver our local curriculum based on Te Mātaiaho (the revised New Zealand Curriculum) and To Tātou Whakapono-Our Faith (the new Religious Education Curriculum) incorporating aspirations from the community gathered through the development of the 2024 Strategic Plan and akonga-student voice. St John's akonga-students will participate in diverse and differentiated curriculum opportunities to develop and extend their knowledge and understanding of Religious Education and all Learning Areas of the New Zealand Curriculum. In 2024, Mathematics will be a particular focus area.

## Where we are currently at:

We are a high achieving school with more than 90% of our students achieving at or above the expected level in the curriculum in Reading, Writing and Mathematics.

We have a robust and well resourced programme to support students with additional needs. We have nine Learning support assistants who are passionate about supporting the learning and behavioural needs of our tamariki both as individuals and in small groups. As part of this support, the school has implemented targeted programmes such as ESOL, Play Inspired Learning, Phonemic Awareness, VAMP (Visual Auditory Memory Programme), Structured Literacy, Numicon, Rainbow Reading and PMP (Perceptual Motor Programme). We are also supported by external agencies and Ministry funding as appropriate.

We provide a range of approaches to support gifted and talented education, with the main emphasis being given to meeting the needs of gifted and talented students in their own classroom. Even when special provisions outside the classroom are in place, gifted and talented students continue to spend the majority of their education in their own classroom setting so it is important that we ensure that the teaching and learning programme provides differentiation to meet all students where they are and to take them further. Conversations identifying ways that this happens have been a focus at both teacher and team meetings.

Some examples of these are;

- Students selecting topics of personal interest to research and share with the class
- Setting targeted learning for their level in programmes such as Maths Buddy and Steps Web based on assessment data (past Year 6 levels if needed)
- Differentiation of leveled texts in Reading and Mathematics eg. Comprehension boxes,
- Individual goal setting based on what the students need to work on next
- Rich learning tasks to develop higher order thinking skills (beyond literal and global comprehension and inference) and problem solving with a focus on critical and creative thinking
- Expectation of more detailed and complex responses

In addition to differentiation and extension of students within class programmes, last year some of our students have been extended further through the Book Battle, Otago Maths Challenge, ICAS exams, opportunities for children to participate and represent the school in inter school sporting events and competitions, the school production, and rocket program.

Writing has been a focus for professional development last year; focusing on evaluating how effectively the implementation of the school's learning progression framework and a structured literacy approach impacts outcomes for all students. Our students are making steady progress in writing. The use of the Learning Progression Framework has provided valuable information about student progress in Writing. It also provides robust data to help teachers identify groups or individual students who may not be making expected or accelerated progress twice a year. The Senior Leadership are able to gather data to set targets for the future to ensure that all children at St John's are supported to become successful writers in the future.

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## **How will our targets and actions give effect to Te Tiriti o Waitangi:**

In recognising the unique position of Māori, St John's School will actively value diversity and reflect an inclusive school culture. Staff will be culturally responsive in practice and will actively maximise all learners' capabilities. The cultural diversity of New Zealand is recognised and developed through classroom programmes and experiences, where akonga-students will learn about their own heritage.

We recognise and value all cultures at our school, and acknowledge the special position of Māori in New Zealand society.

We respect each person's culture and their right to follow their cultural direction. We promote and value Te Reo (Māori language) and tikanga Māori (Māori culture). Identity, language, and culture are important expressions of what it means to be a culturally located learner. Te Reo and tikanga Māori are acknowledged and celebrated through the special Catholic Character, Religious Education programme, learning and community of St John's School. Te Ao Māori is woven into the curriculum and opportunities are taken to use Te Reo during instruction and Mass.

We promote Māori achievement and equal opportunities, aspirations of Māori whānau will be reflected in our school planning.

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<b>Strategic Goal 1 WHAKAPONO - FAITH</b>			
To nurture and celebrate our Catholic Faith and Josephite Character			
<b>Annual Goal 1/1:</b>			
Staff will grow their knowledge of the bi-cultural Catholic faith and Josephite Charism.			
<b>What do we expect to see by the end of the year?</b>			
<ol style="list-style-type: none"> <li>1. Staff have had opportunities to encounter Christ</li> <li>2. Staff have a growing understanding of the Catholic faith. This will include the rites and rituals of Sacrament and Liturgy</li> <li>3. Staff have developed knowledge of the life and legacy of Mary MacKillop and Julian Tennison Woods</li> </ol>			
<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>How will you measure success?</b>
Kaiako-teachers will be surveyed to identify specific areas for development	DRS		Survey results and PD designed to address identified needs
All kaiako-teachers will complete a minimum of 12 hours of RE PD as required	DRS Kaiako-teachers	Funding- PD budget	Diocesan database
Directed elective PD opportunities will be provided throughout the year	DRS		Participation in PD opportunities
Kaiako-teachers will participate in a RE PD meeting each term	DRS Kaiako-teachers	Termly kaiako-teacher meeting	
Two staff members will attend the Josephite Colloquium	DRS	Funding- PD budget	Attendance and feedback to staff
SLT will attend the National Catholic Convention	SLT	Funding- Conference budget	Attendance and participation in conference
Kaiako-teachers will attend the Diocesan Dedication Mass at the beginning of the year	Kaiako-teachers		Attendance and participation in Mass
All classrooms will have a sacred prayer focus space which reflects our bi-cultural Catholic Faith and Josephite Character	Kaiako-teachers		Observation by DRS and SLT
All meetings will start with prayer	Kaiako-teachers		
A staff retreat will be held	DRS		Attendance and participation in retreat
Quotes and images will be placed around the physical and digital school environment as reminders of the lessons and legacy that we take from Mary MacKillop and Julian Tennison Woods	DRS Kaiako-teachers		Observation by DRS and SLT
Lesson and legacy snapshots of Mary MacKillop and Julian Tennison Woods will be used in staff meetings	SLT		

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<b>Strategic Goal 1 WHAKAPONO - FAITH</b> To nurture and celebrate our Catholic Faith and Josephite Character			
<b>Annual Goal 1/2:</b> We will build awareness and grow understanding of the Liturgical year with staff and akonga-students.			
<b>What do we expect to see by the end of the year?</b> <ol style="list-style-type: none"> <li>Staff have a growing understanding of the Catholic Liturgical Year.</li> <li>We have a good relationship with the parish to ensure that staff and akonga-students have opportunities to celebrate the traditions, rites and rituals of the Sacraments and liturgical year</li> </ol>			
Actions	Who is Responsible	Resources Required	How will you measure success?
The school will celebrate significant liturgical events with Mass or liturgy <ul style="list-style-type: none"> <li>Beginning of the Year Blessing Mass</li> <li>Ash Wednesday (14<sup>th</sup> February)</li> <li>Feast of St Joseph (19<sup>th</sup> March)</li> <li>Lenten Reconciliation</li> <li>Feast of John the Baptist (26<sup>th</sup> June)</li> <li>Feast of Mary MacKillop (8<sup>th</sup> August)</li> <li>Feast of the Assumption (15<sup>th</sup> August)</li> <li>Blessing of the Advent Wreaths</li> <li>Advent reconciliation</li> <li>End of the Year Thanksgiving Mass</li> </ul>	DRS	Staff	Attendance and participation
All staff will attend the Masses for the beginning of the year, Feast of John the Baptist, Feast of the Assumption and the End of year Mass.  All staff are invited to attend any other liturgical celebrations.	SLT Staff		Attendance and participation
Staff are invited to attend Sacramental celebrations in the parish	DRS		
Tagged kaiako-teachers and Catholic support staff are invited to be trained as Ministers of the Eucharist	DRS		Increased number of Ministers of the Eucharist
Kaiako-teachers will explicitly teach the Liturgical year as part of the RE programme throughout the liturgical year (as it happens)	DRS SLT Kaiako-teachers	RE Curriculum RE Curriculum PD (Y1-4)	Planning
Prayer kete use in class will include reflection of experiences in sacramental liturgies including baptism, first Eucharist, confirmation, marriage, funeral	Kaiako-teachers		Student's responses to the kete
Tagged kaiako-teachers will work with the DRS to contribute to the planning and organisation of school Masses and liturgies	DRS Tagged kaiako-teachers		Increased participation in planning and delegation in organising Masses and liturgies

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<p><b>Strategic Goal 2 AKO - LEARNING</b> To provide a child centred education that maximises each child's learning potential</p>			
<p><b>Annual Goal 2/1:</b> We will build awareness and grow understanding of Te Mātaiaho and To Tātou Whakapono with kaiako-teachers</p>			
<p><b>What do we expect to see by the end of the year?</b></p> <ol style="list-style-type: none"> <li>Staff have developed in depth knowledge of the refreshed learning areas of English and Maths and Statistics within Te Mātaiaho This will include kaiako-teachers continuing to develop their knowledge of the scope and progression of the curriculum across year levels</li> <li>Establishment and delivery of our Te Mātaiaho, local curriculum and professional development program for school leaders, kaiako-teachers and support staff</li> <li>Kaiako-teachers will evaluate how effectively the implementation of the school's learning progression framework and a structured literacy approach has impacted outcomes for all students.</li> </ol>			
<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>How will you measure success?</b>
Establish and deliver our local curriculum based on Te Mātaiaho and To Tātou Whakapono Our Faith – New Religious Education Curriculum incorporating aspirations from the community gathered through the development of the 2024 Strategic plan and akonga-student voice	SLT	Funding- PD budget and Management Unit and WSL funding  Te Mātaiaho Curriculum Document  To Tātou Whakapono  Common Practice Model	Local curriculum document  Kaiako-teacher feedback on Te Mātaiaho, RE and local curriculum PD
Develop a professional development programme focussing on developing knowledge and capability within the local curriculum. This includes individual and schoolwide PD opportunities. Kaiako-teachers will identify individual focus through the Professional Growth Cycle.	SLT Kaiako-teachers	Funding- PD budget	Professional Growth Cycle which identifies current individual focus, progress, new learning and next steps
Formulate a schoolwide Mathematics Programme, and scope and progressions of Knowledge, Mathematical thinking, Application scope and Computational thinking	SLT WSL	Funding- WSL  Te Mātaiaho Curriculum Document  Pr1me Programme	Programme will be formulated
Following the review of the school's Writing programme at the end of 2023, specific actions will be implemented and the programme revised.	SLT	LPF PACT PAT Structured Literacy Programme	Review of mid year and end of year writing achievement data
Achievement in writing will be celebrated in team meetings and through sharing with the SLT	Kaiako-teachers  SLT		Face to face interactions with students  Meeting minutes

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<b>Strategic Goal 2 AKO - LEARNING</b> To provide a child centred education that maximises each child's learning potential			
<b>Annual Goal 2/2:</b> To provide personalised and inclusive educational resources and support that caters to the diverse needs of every akonga-student			
<b>What do we expect to see by the end of the year?</b> <ol style="list-style-type: none"> <li>1. An inclusive and equitable learning environment where instructional strategies are tailored to accommodate various learning styles, abilities, and backgrounds, resulting in increased engagement, academic achievement, and overall well-being for all akonga-students</li> <li>2. Staff will have a growing understanding of practices which remove barriers for all akonga-students</li> </ol>			
<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>How will you measure success?</b>
Kaiako-teachers will specifically plan for differentiation	Kaiako-teachers SLT	Teacher planning	Accelerated progress for target students  Best practice shared at team and teacher meetings
Kaiako-teachers will participate in PD focussing on pedagogical practices which remove barriers; providing support for akonga-students with additional needs (including ESOL), extension for able akonga-students and promoting accelerated progress for all akonga-students.	Kaiako-teachers SLT	Teacher meetings PD courses	Accelerated progress for target students  Best practice shared at team and teacher meetings
Kaiako-teachers will participate in a PD focussing on assessment practices which support learning	Kaiako-teachers SLT	Teacher meetings	Assessments used to inform teaching and learning practices
Kaiako-teachers will use a variety of assessment practices and tools	Kaiako-teachers SLT	NZCER PAT LPF/PACT ASTTLe Online Maths and literacy programmes School devised assessments	Planning and implementation of assessments
Kaiako-teachers will evaluate prior knowledge and skills to aid in planning	Kaiako-teachers SLT	NZCER PAT LPF/PACT ASTTLe Online Maths and literacy programmes School devised assessments	Planning will show consideration for student's prior knowledge
Summative assessments of knowledge and affective domain will be completed at the end of units	Kaiako-teachers SLT	NZCER PAT LPF/PACT ASTTLe Online Maths and literacy programmes School devised assessments	Results and evaluation discussed at team meetings
Schoolwide assessment practices and programme will be reviewed and revised	SLT	Teacher meetings	A revised assessment programme will be compiled by the end of the year



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<b>Strategic Goal 3 WHAKAPUĀWAI - THRIVING</b> To develop in our children the skills, attitudes and values to live as contributing members of an inclusive society			
<b>Annual Goal 3:</b> To instill a sense of community responsibility among akonga-students by encouraging proactive contributions towards the betterment of the collective well-being.			
<b>What do we expect to see by the end of the year?</b> <ol style="list-style-type: none"> <li>Akonga-students will be instructed and encouraged in practices of caring for self, others and the environment</li> <li>Staff, akonga-students and whānau will be given opportunities for social outreach</li> </ol>			
Actions	Who is Responsible	Resources Required	How will you measure success?
The Cool Schools programme will be taught across the school and peer mediators will be trained and rostered on duty during break times	TIC Cool Schools	Cool School's Programme and resources ½ MU	Monitoring of use during break times  Annual review by TIC Cool School's
Kaiako-teachers will provide opportunities for all akonga-students to develop communal responsibility within the class and wider school environment	Kaiako-teachers		Best practice and evaluation discussed at team meetings
Akonga-students will participate in social outreach including fundraising or raising awareness through; <ul style="list-style-type: none"> <li>Caritas Lenten Appeal</li> <li>Daffodil Day</li> <li>Cans for Christmas</li> <li>Gumboot Day</li> <li>Child Cancer Foundation</li> <li>Loud Shirt Day</li> <li>Pink Shirt Day</li> <li>Mission Fair (school selected recipient)</li> </ul>	SLT  Staff	Specific resources from organising groups	Participation in specific events
Waitematā Team akonga-students will participate in practical social outreach opportunities	Waitematā Kaiako-teachers	School time	Evaluation discussed at team meetings
Kaitiaki guardians group will be formed from Year 5 students	TIC Sustainability	Council support person	Annual review by TIC Sustainability
Classes will be rostered for areas of responsibility to maintain tidy grounds	SLT  All	Roster	Evaluation discussed at teacher and SLT meeting
Each student's contribution will be collated and reported on at the end of the year	Teachers	Etap document	Written report at the end of the year
Students will be rostered on as weekly lost property monitors to aid the office in returning named property	Office secretary	Roster	Evaluation discussed at SLT meeting