

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.

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.

MĀ WHERO
MĀ PANGO
ka oti ai te mahi

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

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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 levelled 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

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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.

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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Strategic Goal 1 WHAKAPONO - FAITH To nurture and celebrate our Catholic Faith and Josephite Character			
Annual Goal 1/1: Staff will grow their knowledge of the bi-cultural Catholic faith and Josephite Charism.			
What do we expect to see by the end of the year? <ol style="list-style-type: none"> Staff have had opportunities to encounter Christ Staff have a growing understanding of the Catholic faith. This will include the rites and rituals of Sacrament and Liturgy Staff have developed knowledge of the life and legacy of Mary MacKillop and Julian Tennison Woods 			
Actions	Who is Responsible	Resources Required	How will you measure success?
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

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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 places 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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Progress and achievement

The teachers attended the annual Dedication Mass for all Catholic schools in Auckland. This was an opportunity to gather together as a group of educators and be reminded of our mission to help our communities encounter Christ.

Teachers have had the opportunity to share specific areas of interest for development. Teacher meetings were held with specific RE foci. In addition to regular teacher meeting PD facilitated by the DRS, one initiative that has come from this is the weekly scripture study facilitated by a parishioner. A further topic of interest for development is the role of women in scripture.

At the end of each morning tea, staff join in waiata, facilitated by the DRS. This year, the focus has been on himene Māori to specifically develop knowledge, capability and confidence in leading waiata in celebration of the bi-cultural nature of the Catholic Church of Aotearoa.

Last Year our Year 1 and 2 teachers undertook PD and have begun implementing it this year. These teachers have follow up PD provided from the Catholic Schools Office to support them in the implementation phase of the new curriculum. This year our Year 3 and 4 teachers undertook the piloting of the new Religious Education National Curriculum. The Year 3 and 4 teachers all took part in the professional development to support the new RE Curriculum.

The SLT all attended the National Catholic Education Convention in Wellington in June. This convention happens every three years and brings together Catholic educators and a range of others associated with our national Catholic education system. The theme of the 2024 Convention was: Tūhono Whakapono: Together, one faith community. New Zealand Catholic schools make up 8.1% of the total schooling provision for New Zealand children, educating approximately 65,600 students. It is a high achieving sector aligned with the mission of the Church. At the Convention the SLT had the opportunity to be strengthened by our sense of community and renewed in our sense of mission.

We continue with the practice of beginning all meetings with prayer. This centres us the fact that our shared faith in Christ unites us with love and blessing. Together, we strive to strengthen our beliefs and dedicate ourselves to living a life of purpose and participation in the school's faith activities. It is important to us that it is evident in our environment that we are an authentically

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Catholic and authentically bi-cultural school in Aotearoa. This has been a focus in the setting of prayer foci in the classroom and shared administration areas as well as in class displays.

A new resource for schools has been created by the diocese; Te Kamaka. The leadership team at St John's had a supporting role in this development and are excited to include this in our plan for 2025.

We continue our connection to Te Kamaka Marae and celebrating our culture and faith through open communication and participation by staff and students in visits and masses.

Sharing our faith is always part of our school pōwhiri through prayer and sharing our Catholic and Josephite character with our new whānau.

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Strategic Goal 1 WHAKAPONO - FAITH

To nurture and celebrate our Catholic Faith and Josephite Character

Annual Goal 1/2:

We will build awareness and grow understanding of the Liturgical year with staff and akonga-students.

What do we expect to see by the end of the year?

1. Staff have a growing understanding of the Catholic Liturgical Year.
2. 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

Actions	Who is Responsible	Resources Required	How will you measure success?
<p>The school will celebrate significant liturgical events with Mass or liturgy</p> <ul style="list-style-type: none"> • Beginning of the Year Blessing Mass • Ash Wednesday (14th February) • Feast of St Joseph (19th March) • Lenten Reconciliation • Feast of John the Baptist (26th June) • Feast of Mary MacKillop (8th August) • Feast of the Assumption (15th August) • Blessing of the Advent Wreaths • Advent reconciliation • End of the Year Thanksgiving Mass 	<p>DRS</p>	<p>Staff</p>	<p>Attendance and participation</p>

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<p>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.</p> <p>All staff are invited to attend any other liturgical celebrations.</p>	<p>SLT Staff</p>		<p>Attendance and participation</p>
<p>Staff are invited to attend Sacramental celebrations in the parish</p>	<p>DRS</p>		
<p>Tagged kaiako-teachers and Catholic support staff are invited to be trained as Ministers of the Eucharist</p>	<p>DRS</p>		<p>Increased number of Ministers of the Eucharist</p>
<p>Kaiako-teachers will explicitly teach the Liturgical year as part of the RE programme throughout the liturgical year (as it happens)</p>	<p>DRS SLT Kaiako-teachers</p>	<p>RE Curriculum RE Curriculum PD (Y1-4)</p>	<p>Planning</p>
<p>Prayer kete use in class will include reflection of experiences in sacramental liturgies including baptism, first Eucharist, confirmation, marriage, funeral</p>	<p>Kaiako-teachers</p>		<p>Student's responses to the kete</p>
<p>Tagged kaiako-teachers will work with the DRS to contribute to the planning and organisation of school Masses and liturgies</p>	<p>DRS Tagged kaiako-teachers</p>		<p>Increased participation in planning and delegation in organising Masses and liturgies</p>

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Progress and achievement

The school has celebrated many liturgical events with Mass or Liturgy including a blessing Mass for the Beginning of the Year, a liturgy for Ash Wednesday, a Mass for the Feast of St Joseph, and a Mass for the Feast of John the Baptist. Classes have also attended Mass as part of the regular parish weekly Masses and the School has led a weekend parish Mass and supported the monthly Children's Mass on Sunday mornings. Following the School Feast Day Mass, parents and parishioners were invited to a shared morning tea hosted by the school. As part of ongoing development, prior to each liturgical celebration, the DRS ensures that staff have background knowledge to provide the context and background information for the celebration. Teachable moments are also captured when events or issues are raised in the world, such as conflict in Israel, to connect it to the background of our faith. Classroom activities are included as follow up or prior to the celebration to develop and reinforce a growing understanding. The DRS has shared at both teacher meetings and teacher admin meetings the information unpacking and explaining different events in the church year. The DRS has also emailed whānau, or included in the school newsletter, the connection between some secular celebrations and the church year such as Matariki, Halloween and Dia de Los Muertos.

The parish celebrations are well supported by the teachers; teachers have been trained and serve in the role of extraordinary Ministers of the Eucharist, staff have supported the students in training to be altar servers, teachers attended Sacramental celebrations in the Parish, the Principal is a member of the Parish Pastoral Committee and the DRS is a member of the Parish Liturgical Committee.

We have had a significant shift in teacher knowledge of our faith. Next year we will continue to develop our knowledge around our Josephite Charism.

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Strategic Goal 2 AKO - LEARNING

To provide a child centred education that maximises each child's learning potential

Annual Goal 2/1:

We will build awareness and grow understanding of Te Mātaiaho and To Tātou Whakapono with kaiako-teachers

What do we expect to see by the end of the year?

1. 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
2. Establishment and delivery of our Te Mātaiaho, local curriculum and professional development program for school leaders, kaiako-teachers and support staff
3. 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.

Actions	Who is Responsible	Resources Required	How will you measure success?
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	Local curriculum document Kaiako-teacher feedback on Te Matāiaho, RE and local curriculum PD

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		Common Practice Model	
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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Progress and achievement

The Year 1 and 2 teacher team are fully implementing the new RE curriculum and, although still in the introduction phase, the Year 3 and 4 team are implementing lessons and resources from the new programme into their RE Programme. The feedback from the teachers is that the resources and approach is much more student focussed and student friendly.

Termly meetings between individual teachers, their Team Leader and the Principal have been valuable times to share and discuss professional growth and development. Teachers have shared key areas for development through the formulation of individual goals and discussions on their progress against these goals in addition to specific areas of focus each term.

Weekly teacher meetings have included schoolwide PD on a variety of topics including; Mathematics, writing progression and moderation, Te Reo development, using technology to remove barriers to learning or to aid accelerated progress, Cool Schools, and Religious Education.

Teacher Only Days were held looking into the new curriculum and exploring what quality teaching looks like within the context of the new Maths curriculum. This work will continue on next year as it is implemented. This will also include PD around the new programme we will be using, providing a clear scope and sequence across the school.

Teachers have undertaken external PD across the curriculum including Writing (Writers Toolbox), Structured Literacy, Teaching students with Dyslexia and RE.

Following on from the work done in 2023, Writing continued to be a focus area where teachers were working collaboratively to teach, assess and moderate writing. With a focus on providing an authentic audience, a variety of students have shared their writing in assemblies, in the school newsletter and with the Senior Leadership Team. We have observed a shift in some of our reluctant writers, who now express how they 'are writers'.

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Strategic Goal 2 AKO - LEARNING

To provide a child centred education that maximises each child's learning potential

Annual Goal 2/2:

To provide personalised and inclusive educational resources and support that caters to the diverse needs of every akonga-student

What do we expect to see by the end of the year?

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
2. Staff will have a growing understanding of practices which remove barriers for all akonga-students

Actions	Who is Responsible	Resources Required	How will you measure success?
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

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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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Progress and achievement

Through discussions with teachers, the leadership can see that they know their students as learners and differentiate their programme to meet individual needs. Examples of this include the use of technology to remove communication and motor skill barriers to learning, individualised text choices and levelled tasks, group work and extension/passion 'projects'. Their progress and achievement is often shared with the Senior Leadership by the students and discussed at termly Teacher Leadership meetings.

Learning Support Assistants worked within the classes with both individual students and groups to support learners with additional needs. This was to support students with learning, health and behavioural needs by removing barriers to their access of the curriculum through academic support, small group or individualised teaching or providing the teacher with support which enabled them to support the students with additional needs while the LSA supported the rest of the class.

Internal PD has occurred with the focus on using technology to remove barriers to progress. This is an ongoing focus at teacher PD meetings.

Assessment and reporting procedures have been reviewed this year and time has been spent in meetings to improve the optimum use of data collected to improve teaching and learning. This is our current focus on assessment. We are in a good place to implement the changes from the Ministry around assessment.

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Strategic Goal 3 WHAKAPUĀWAI - THRIVING

To develop in our children the skills, attitudes and values to live as contributing members of an inclusive society

Annual Goal 3:

To instill a sense of community responsibility among akonga-students by encouraging proactive contributions towards the betterment of the collective well-being.

What do we expect to see by the end of the year?

1. Akonga-students will be instructed and encouraged in practices of caring for self, others and the environment
2. Staff, akonga-students and whānau will be given opportunities for social outreach

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"> • Caritas Lenten Appeal • Daffodil Day 	SLT Staff	Specific resources from organising groups	Participation in specific events

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<ul style="list-style-type: none"> • Cans for Christmas • Gumboot Day • Child Cancer Foundation • Loud Shirt Day • Pink Shirt Day • Mission Fair (school selected recipient) 			
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

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Progress and achievement

Cool School Peer mediators continue to be a valuable asset to our school. With many new staff our teacher in charge of Cool Schools facilitated PD for our teachers in Term 2, and we have organised external PD from the Peace Foundation for next year.

Our Kaitiaki Guardians have had a busy to terms developing our grounds through weeding noxious plants as well as building new garden beds and planting new native plants. They have also initiated a composting programme at the school for each class to contribute to.

The school collected and donated a significant assortment of new and used 'Winter Warmers' including pyjamas, warm jumpers and clothes and warm bedding as well as some cash donations. These were donated to Give a Kid a Blanket. One part of this initiative was to show the students that you don't always have to give money... you just need to give what is needed. This was also reinforced with Pink Shirt Day, where the focus was promoting kindness by our own actions.

Cans for Christmas was another successful collection, as was financial contributions to Diabetes NZ.

The new look Mission Fair created a real community spirit and an inclusive experience for all children, shifting the focus from them getting to them giving, while still having a fun time themselves.

Children's reports will have a statement about how each individual has contributed to this year, in line with the theme of citizenship.