



Annual Implementation Plan 2025

Summary of the Plan

St John's School was founded in 1961 by the Sisters of St Joseph of Nazareth and follows the charism of St Mary of the Cross which is reflected in our school values. We follow in the footsteps of Jesus, John the Baptist, Mary MacKillop and Julian Tenison Woods when we "Never see a need without doing something about it."

The school is faithful to its motto in preparing the way for 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.

St John's 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 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 school 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 student voice. St John's 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 2025, 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. 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

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

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 students will learn about their own heritage.

St John's School's commitment to the principles of the Treaty of Waitangi is reflected through:

Partnership: We recognise and value all cultures at our school and acknowledge the special position of Māori in New Zealand society. We work together to achieve the best environment for success for our students. We consult with our Māori community in creating and maintaining our Strategic Plan, which is the guiding document for our school, and access cultural advice as appropriate.



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Protection: We respect each person's culture and their right to follow their cultural direction. We promote and value Te Reo (language) and tikanga Māori (cultural practices). 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.

Participation: 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.

Strategic Goal 2 AKO - LEARNING

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

Annual Goal 1

To successfully implement the revised NZ Religious Education curriculum by integrating its core principles into teaching practices, assessment, and school culture, ensuring all staff are equipped to deliver a robust and effective Catholic education to students.

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

1. Staff have had opportunities for professional development.
2. All teachers are equipped with the knowledge and resources to integrate the curriculum into their classroom practice.
3. Current teaching practices are aligned with the new content.

Actions	Who is Responsible	Resources Required	How will you measure success?
Teachers will participate in professional development sessions to familiarise them with the new curriculum.	DRS Teachers	Funding- PD budget	Diocesan database
Teachers will participate in two RE PD meetings focusing on key aspects of the new curriculum (e.g., theological foundations, teaching methods, assessment).	DRS Teachers	Teacher meeting	Conducting pre- and post-workshop surveys to assess staff understanding and confidence in teaching the new curriculum
Teachers will attend the termly RE Cluster meetings as additional teacher meetings for their professional development.	DRS Teachers		Diocesan database
Implement regular evaluations to measure and gather information on the effectiveness of the new curriculum, with feedback from students, staff, and the school community.	DRS Teachers		
Provide opportunities at team and school level for teachers to share best practices and resources for implementing the curriculum.	DRS Team Leaders Teachers		
Develop or adapt assessment tools that align with the new curriculum for each year group by the end of the year, ensuring they assess both academic and spiritual growth.	DRS Teachers		
Review existing resources and source new resources as needed.	DRS Teachers	Funding- RE budget	
Progress and Achievement:			



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We have made steady and meaningful progress toward the successful implementation and integration of the revised New Zealand Religious Education curriculum across the whole school. Our Rangitoto team has fully embraced the new curriculum and is confidently integrating its core principles into their teaching and assessment practices. In the Waitemata team, staff are actively engaging in external professional development to deepen their understanding of the revised curriculum. As part of this professional learning, the teachers have had the opportunity to spend time in collaborative planning and professional dialogue, sharing their experiences, trialling different approaches, and identifying the most effective resources from the new selection available. All classroom teachers have now completed the professional development provided by the Diocesan Schools Team.

Increased collaborative planning is now embedded across all year levels, fostering consistency and shared ownership of the Religious Education programme. Teachers report that the new resources are noticeably more relevant and engaging for students, supporting stronger connections between the curriculum content and children's lives.

There have been no cluster meetings held this year.

The DRS has begun a review of the Religious Education resources available across the school to assess their relevance, alignment with the revised curriculum, and overall fitness for purpose. As a result of this review, a number of outdated or no longer suitable resources have been responsibly disposed of, while others have been replaced or supplemented with new, more appropriate materials to better support teaching and learning in Religious Education.



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Strategic Goal 1 WHAKAPONO - FAITH

To nurture and celebrate our Catholic Faith and Josephite Character.

Strategic Goal 2 AKO - LEARNING

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Annual Goal 2:

Develop a draft framework for sexuality education that integrates Catholic values, bicultural perspectives and inclusivity.

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

1. The sexuality education framework provides a structured and consistent approach that is age appropriate.
2. The sexuality education framework is faithful to Catholic teachings while being inclusive, bicultural, and responsive to student need.

Actions	Who is Responsible	Resources Required	How will you measure success?
Review and audit current sexuality education practices and resources against Aroha and Diversity in Catholic Schools, the Health and Physical Education Curriculum and the Ministry of Education's guidelines.	SLT		
Engage with the school community (staff, parents and School Board) through a consultation process to understand perspectives and needs.	SLT		
Two staff members will complete Living Life to the Full course.	DRS	Funding- PD budget	Attendance and feedback to staff
Develop a draft framework for sexuality education that integrates Catholic values, bicultural perspectives and inclusivity ensuring alignment with the school's Special Character and consultation feedback and present the draft to the School Board and school community for feedback.	SLT		

Progress and Achievement:

Two staff members, including the DRS, have attended professional development for *Living Life to the Full*.

There has been community communication, with the option to provide feedback. Information included what we currently do across the RE, PE and Health, Science and Social Science curriculums that meet different objectives covering relationships and sexuality education. Following this communication, we will be continuing with the scope and coverage we have in place. An addition to this is a unit of work specifically addressing the dignity of every family which provides the opportunity for children to share whānau make ups that may be different from each other.



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Strategic Goal 2 AKO - LEARNING

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

Annual Goal 3:

To successfully implement the Oxford Digital Maths programme across all year levels, ensuring improved student engagement, consistency in mathematical instruction, and enhanced teacher confidence in delivering structured, evidence-based maths lessons.

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

1. Staff have developed in depth knowledge of the Oxford Maths and Statistics programme and how it meets the objectives of Te Mātaiaho. This will include teachers continuing to develop their knowledge of the scope and progression of the curriculum across year levels.
2. The Oxford Digital Maths programme is effectively embedded into teaching practice.
3. Staff will have a growing understanding of practices which remove barriers for all students.

Actions	Who is Responsible	Resources Required	How will you measure success?
Survey staff to assess confidence and familiarity with the Oxford Digital Maths programme.	SLT		Completion of a review report by the end of Term 1, outlining baseline data and key implementation priorities.
Teachers will participate in professional learning sessions on using Oxford Digital Maths effectively, including: <ul style="list-style-type: none">• Navigation and use of online tools and resources.• Strategies for explicit instruction and differentiation using the programme.• Assessment and tracking student progress through the platform.	SLT Teachers		
Align classroom maths programmes with Oxford Digital Maths resources, ensuring structured lesson sequences are followed.	SLT Teachers		
Review and purchase resources as needed to support the new programme.	SLT Teachers		
Communicate information to parents about the programme and the pedagogical approach.	SLT		
Analyse mid year and end of year student achievement data and compare it with previous years. Gather teacher and student feedback on programme effectiveness.	SLT Teachers		Completion of a review report by the end of Term 4, outlining variance to baseline data and ongoing implementation priorities.
Progress and Achievement: This year we successfully introduced and implemented the Oxford Digital Maths programme across all year levels.			



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To lead this initiative, two Within-School Leaders (WSLs) were appointed. They engaged in extensive external professional development focused on curriculum implementation and how to effectively use specific components of the Oxford programme to meet the expectations of the refreshed Mathematics curriculum.

To further support implementation, we partnered with Evaluation Associates for targeted external professional development (PD), and secured Jo Knox to lead a mathematics-focused Teacher Only Day. A full suite of Oxford Maths resources was provided and distributed, ensuring all teachers had access to the tools needed to deliver consistent, structured, and evidence-based mathematics instruction.

Teachers implemented the programme faithfully and reported increased confidence and clarity in their maths planning and delivery. Feedback was collected through teacher review data, which was then shared with the Oxford programme developers to support ongoing refinement and responsiveness to classroom needs. Regular teacher and team meetings provided valuable opportunities to share effective practices, address challenges, and collaboratively strengthen our collective approach.

It has not been without its challenges as teachers developed their knowledge of the new curriculum, a new programme and a new year specific teaching structure focussing on year-by-year progression where students are supported to access their year curriculum material and extended in complexity rather than looking to the next level's material.

Teachers provided feedback that they feel familiar with the programme and can deliver it effectively and with confidence. Teachers confidently use a variety of other resources to supplement and extend the programme to meet the needs of their learners and to enrich the learning experiences. They also commented that they had seen increased student engagement in Mathematics lessons.

To support communication with our wider school community, information about the Oxford Maths programme and its purpose was included in our school newsletter at the beginning of the year.

Overall, the implementation was successful, resulting in excellent student progress and achievement results as well as positive evidence of improved teacher confidence and greater consistency in mathematics instruction across the school.



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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 4:

To successfully reintroduce the Cool Schools peer mediation programme, fostering a positive, peaceful school culture in which students develop conflict-resolution skills, emotional intelligence, and leadership capabilities.

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

1. The Cool Schools programme will be taught across the school.
2. Peer mediators will be trained and rostered on duty during break times.

Actions	Who is Responsible	Resources Required	How will you measure success?
Appoint a Cool Schools lead teacher to oversee implementation and coordinate training.	SLT	Management unit	Annual report to Board.
Organise one professional development workshop for teachers on the principles of peer mediation, conflict resolution, and restorative practices by an external facilitator from the Peace Foundation.	TIC Cool Schools	Budget PD	Feedback from staff.
Provide internal professional development workshop for Learning Support Assistants on the principles of peer mediation, conflict resolution, and restorative practices	TIC Cool Schools SENCo		
Identify and train a group of senior students as Cool Schools mediators through a structured training programme. <ul style="list-style-type: none">• Cover active listening, conflict resolution strategies, and the mediation process.• Provide student mediators with visual aids, role-play scenarios, and practice sessions.	TIC Cool Schools	Budget reliever	Completion of training and readiness assessment for peer mediators mid Term 2.
Introduce peer mediation duty rosters for trained students.	TIC Cool Schools		
Ensure staff understand their role in supporting student mediators.	TIC Cool Schools	Teacher meeting	
Implement a clear process for students to request mediation support.	TIC Cool Schools		
Re-introduce peer mediation at a whole school assembly, explaining the benefits.	TIC Cool Schools		



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Conduct classroom lessons from the Cool Schools Programme on conflict resolution, emotional regulation, and effective communication.	Teachers		
Provide monthly check-ins with mediators to review challenges and successes, offering ongoing training sessions if needed.	TIC Cool Schools		
Recruit and train new student mediators for the following year in Term 4.	TIC Cool Schools		
Share information about Cool Schools and student success stories in newsletters.	TIC Cool Schools		
Embed the principles of <i>Cool Schools</i> into the school's behaviour management and wellbeing procedures and practices.	SLT TIC Cool Schools		
<p>Progress and achievement:</p> <p>This year, St John's significantly strengthened the Cool Schools peer mediation programme, building on the foundation established in prior years to further foster a positive and peaceful school culture.</p> <p>At the start of the year, staff engaged in professional development led by a facilitator from the Peace Foundation during a Teacher Only Day. This deepened their understanding of conflict resolution and how to support peer mediation in daily school life. A teacher was appointed to lead Cool Schools at St John's and undertook additional leadership training through the Peace Foundation. Under her guidance, a new group of student peer mediators was successfully recruited and trained.</p> <p>A robust application process, utilising Google Forms, was implemented to select new Peer Mediators from Year 5 and 6. Initial Intake (Term 2): 39 students (22 Year 6s and 17 Year 5s) were successfully appointed. They began their training at the start of Term 2 and were rostered on duty by Week 5. Second Intake (Term 4): To ensure a smooth transition and strong coverage into the following year, an additional 13 Year 5 students were appointed and trained at the beginning of Term 4. This staggered approach resulted in 30 fully trained Peer Mediators ready to continue their role in the 2026 school year. Students earned their permanent badge upon successfully completing two mediations. To date, 30 of the 39 initial student mediators met this requirement.</p> <p>The trained mediators confidently executed their duties, helping their peers resolve low-level conflicts in a respectful and constructive way. A designated mediation area was established, creating a clear and supportive space for peer-led conversations to take place, and the mediation process was effectively transitioned to a digital format.</p> <p>Teachers across the school supported the programme by teaching targeted lessons in their classrooms, tailored to the specific social and emotional needs of their students. These lessons reinforced key Cool Schools principles such as empathy, listening, and collaborative problem-solving. To complement the programme, Circle Time was introduced across the school with the support of our Resource Teacher: Learning and Behaviour (RTLB). Teachers began to embed Circle Time into their classroom routines as a tool to build relationships and strengthen classroom culture. Peer Mediators also participated in multiple school assemblies to discuss the value of Peer Mediation and market Peace Week.</p> <p>The annual Peace Week event was highly successful, with all scheduled activities—including Beading, Origami, Scratch Art, a Colouring Competition, and the Minecraft Challenge—running at or over capacity. The high level of involvement from the junior school was especially noted. (Note: Initial technical issues with the Minecraft Challenge setup were identified and are being actioned for resolution prior to the 2026 event.)</p>			