



Annual Implementation Plan 2026

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 2025 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 2026, embedding the new English and Mathematics will be a particular focus area, as well as beginning to explore Science, Social Science and Health and Physical Education which are being implemented in 2027.

Where we are currently at:

We are a high achieving school with most 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, 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, school productions and performances, and the 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:



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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.

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 develop a detailed schoolwide scope and sequence for Religious Education, establishing systematic learning progression for all students in the Josephite Charism for implementation in 2027.

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?
Document identifying current RE resources, gaps, teacher confidence levels, and existing coverage of Charism.	DRS	Teacher meeting	
Map the goal to the NZ Catholic Religious Education Curriculum Statement, the school's Charism Narrative (Josephite), and relevant NZ Curriculum (e.g., Social Sciences for context).	DRS Teachers		
Draft an overview covering for all year levels clearly defining the <i>essential</i> knowledge students <i>must</i> acquire at each year level related to the Charism (e.g., service, justice) concepts.	DRS Teachers		
Collect and collate existing high-quality resources specific to the Josephite Charism (Mary MacKillop, service focus) in a central, accessible location.	DRS		
Draft specific units (e.g., Year 5 Josephite Charism: Reaching out to the marginalised). Ensure every unit explicitly links to a key Josephite value (e.g., Courage, Trust in God, Care for the Poor/Outsiders) and provides examples of Mary MacKillop or the Sisters of St Joseph in action.	Teachers		
Trial 1-2 units from the draft scope and sequence. Collect specific feedback on clarity, resource appropriateness, and student engagement/learning progression.	Teachers DRS		
All staff receive comprehensive PD on deep content knowledge of the Josephite Charism.	DRS SLT	Budget Teacher meetings	
The new Charism Scope and Sequence is implemented for all RE planning starting from the beginning of 2027.	Teachers		Scheduled, non-judgemental walk-throughs focus specifically on observing evidence of systematic



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			learning and effective integration of Charism in RE lessons.
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Progress and Achievement:



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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:

To successfully implement and ensure sustained embedding of the new national Mathematics and English Curricula across all year levels.

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

1. All teachers would possess a deep and accurate understanding of the new curriculum content, pedagogical expectations, and assessment requirements for the year levels they teach.
2. Teachers across all year levels would be consistently teaching the content and achieving the learning outcomes specified in the new Mathematics and English curricula.
3. Teachers would report feeling competent and confident in teaching the new curricula using teaching methods that reflect the new curriculum's philosophy.

Actions	Who is Responsible	Resources Required	How will you measure success?
All staff continue to receive comprehensive PD on the new curriculum content and required pedagogy.	SLT	MOE Maths TOD and facilitator SL PLD	Feedback following sessions
Identify and secure all necessary new textbooks, digital platforms, and teacher support materials.	Teachers	Budget MOE Maths resources	
Teachers collaboratively adapt unit plans to fully align with the new curriculum objectives.	Teachers		
Teachers teach the new curriculum in all year levels, focusing on fidelity to the new pedagogical requirements.	Teachers SLT		Conduct focused observation cycles to check for consistent use of new pedagogies and resources.
Design and implement intervention or acceleration programs (eg. small-group support, differentiated resources) for priority students requiring targeted support including Māori, Pasifika and student cohorts identified from 2025 end of year data.	SLT SENCo Teachers	Budget- LSA support	
Analyse mid-year student assessment data to identify early trends and areas requiring immediate intervention or differentiated support.	SLT Teachers	Budget- LSA support	

Progress and Achievement:



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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 develop a school-wide framework and common language to support students to develop improved self-regulation strategies and skills.

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

1. Common language and strategies will be embedded across all learning environments (classrooms, playground, specialist areas), evidenced by observation data and documented curriculum planning.

Actions	Who is Responsible	Resources Required	How will you measure success?
Embed mandatory weekly Circle Time sessions in all classes dedicated to emotional literacy, feelings identification, and regulation check-ins.	SLT Teachers		Student evaluation Student behaviour
Continue the Circle Time Craze of the Week initiative during lunchtime. This involves a rotating, structured activity (e.g., jump jam, chalk drawing, collaborative game) supervised by trained senior students.	Circle Time Champions		
Consult with the RTLB service to discuss options and resources available for staff, students and whānau	SENCo		
Explore and select or define the common framework and language the school will use eg. Zones of Regulation and purchase/develop necessary school-wide resources (visuals, charts, staff guides).	SLT Teachers		
All teaching staff receive PD on supporting student self-regulation.	SLT Teachers		
All classrooms visibly display and refer to the agreed language daily. Staff to integrate framework into curriculum areas (e.g., using characters in books to discuss Zones).	Teachers		
Embed Cool Schools mediation practices during lunchtimes.	TIC Cool Schools		
Explore and share opportunities for parent information sessions.	SENCo		

Progress and achievement: