



John Paul II High School Annual Implementation Plan 2024

AIP Summary

The 2024 Annual Implementation Plan looks to build on the ongoing work carried over from 2023, particularly around PB4L and student engagement in learning, embedding the LIGHT Values, and developing a culture of personal, professional, and schoolwide excellence. The intent is to lay a foundation for ongoing work in 2025. Our main focus is ensuring that every student learns and progresses to achieve personal excellence to fulfil their chosen pathway at JPPII.

Where we are currently at:

Regulation 9(1)(e)

In 2023, there were many successes in meeting the goals of the previous strategic plan.

- Refreshment and adoption of new school LIGHT values after a period of schoolwide and community consultation and including the imprimatur of the Catholic church.
- School and community consultation on student leadership.
- The review of the student leadership team including a servant leadership/service focus, expansion of roles, and the introduction of the Marist and Mercy leader roles to replace “head student” titles.
- The review of policy, practice, and systems related to NCEA assessments to ensure compliance was undertaken and requirements successfully implemented across all learning areas. Further to this, the establishment of a JPPII assessment website which holds all information regarding assessment.
- Attestation and professional learning opportunities were aligned to the school’s strategic vision.
- Review of timetable structure to deliver improved student engagement and achievement. This was again reviewed and improved for timetable 2024.
- Review of school reporting and adoption of fortnightly ‘traffic light’ reports.
- Professional learning groups were established to collaboratively work to progress identified workstreams e.g. PB4L, literacy across the curriculum, school culture and ethos, bi-cultural journey at JPPII, and effective pedagogies for learning.
- Tagged teachers attended PLD to ensure they understand their role and leadership within the school.
- A co-curricular Hauora for Learning programme was established and led by the Hauora Navigator, including gathering of student and staff voice and consultation on future of programme.
- Student voice was gathered across *most* subject areas to inform curriculum and teacher practice improvement.
- Enhancement of pastoral care team through the appointment of a dean at each year level to help support student wellbeing and achievement.
- Regular attendance was promoted through the newsletter and via deans.
- The update of the school’s PB4L behaviour matrix.
- Significant ongoing investment in IT infrastructure to support 21st Century teaching and learning needs and change of IT support provider.
- Annual budget reflected the school’s strategic vision to ensure resourcing was available to progress workstreams.
- Te Rūnanga o Ngāti Waewae were contracted for cultural capability PLD for staff as a starting point for local relationship building.
- Weekly PLD sessions for staff to be building their knowledge of Reo Māori, Te Ao Māori and Tikanga Māori to build cultural responsiveness and understanding of Te Tiriti o Waitangi partnership.
- The school funded kapa haka tutors and programmes to integrate kapa haka and Mau Rākau into the school timetable to start the process of giving Mātauranga Māori equal value.
- NCEA achievement improved across all levels, including UE achievement.
- JPPII students pursuing trades pathways were successful in trades education, gaining apprenticeships where sought.

In 2024, the following will be prioritised in our Annual Implementation Plan carried over from 2023:

- The development of learner and graduate profiles linked to the LIGHT Values.
- The development of JPPII teacher profiles linked to the LIGHT Values, and aligned to the Standards for the Teaching Profession, ensuring we are meeting 21st Century capabilities.
- Co-construction of a vision for teaching and learning at JPPII that is informed by student voice and best practice.
- Upskilling of staff in digital technologies and digital pedagogies so that classes and workflow is accessible to teachers, students, and whānau, and pedagogy is engaging for learners.
- Gathering and analysis of student voice is undertaken by all teaching staff 3 times per academic year and used to inform improvements in teaching practice, pedagogy and informs the professional growth cycle (PGC).

- PB4L is understood and used by all staff. SET survey results are improved from 50.3% to at least 80% and show understanding and embedding of LIGHT Values across the school.
- Regular attendance is monitored daily by attendance officer and weekly by year level deans and SLT to meet MOE attendance target of 70%+ attending 90%+ and JPIL target of 94%.
- Establishment of a whānau group and regular whānau hui that are whānau led to improve relationships and communication between school and home so parents and whānau know how the school works, and how they can support their child's learning and cultural journeys at JPIL.

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

Regulation 9(1)(g) NELP 1, 2, 3, 5, 6

- Continued development of our relationships with Ngāti Waewae through targeted staff PLD to increase their understanding and skill in te reo me ōnā tikanga Māori.
- A Mātauranga Māori lens will be developed and applied across all curriculum areas.
- Māori achievement set as a mandatory learning area goal, including regular progress reporting to SLT and BOT.
- Our school policies and curriculum plans will reflect the aspirations of our Māori community through the introduction of termly whānau hui to build relationships and gather voice. “Nā tō rourou, nā taku rourouka ora ai te iwi. With your food basket and my food basket the people will thrive.”
- We will work to ensure that correct tikanga procedures are followed at school events, including mihi whakatau for new staff, students, and guests; start and close of the school year, and school prizegiving.

Strategic Goal 1: Wairua Catholic Character

We celebrate John Paul II High School as a proudly Catholic faith community where all can encounter the person of Jesus Christ lived in our daily lives.

Regulation 9(1)(a) NELP 1, 2, 5

Annual Target/Goal:

To provide all students, staff, and community with authentic opportunities to encounter Christ.

Regulation 9(1)(a)

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

To create and implement a sacramental programme that provides students with the opportunity to receive the Sacraments of Initiation and to experience the person of Jesus Christ in their lives.

Regulation 9(1)(d)

Actions Regulation 9(1)(b)	Who is Responsible? Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe	How will you measure success? Regulation 9(1)(d)
Collaboration with Fr Mathew to co-construct a JP II sacramental programme.	DRS	Time to meet (relief)	Term 2	<ul style="list-style-type: none"> Students receive the sacraments of initiation at a full school mass. Non-preference enrolled students transfer to the preference roll through evangelisation and the sacraments of initiation. Preference students receive sacraments they have yet to receive at a full school mass.
Development of capabilities within the Mission Team for peer ministry.	DRS Mission Team Leader Tagged teachers SLT to support	Timetabled meeting times Budget allocation for resources as required.	Ongoing	<ul style="list-style-type: none"> Student constructed and led liturgies and special character events/activities. Mission team is multicultural and thriving.
Provide opportunities for leadership and service at a range of levels within the kura.	DRS	Resources for Peer mentoring Timetabled meeting time for committees SVA Programme	Ongoing	<ul style="list-style-type: none"> Most students achieve at least the bronze award for SVA and this is celebrated at assembly. JP II committee structure sees all students involved in at least one committee. Strong relationships are created across the school
The history of the Catholic Church in Aotearoa and the Marist and Mercy charisms are understood by staff and students.	DRS RST kaiako SLT	Yearly and unit plans for Years 9-11 Teaching time for Years 12 and 13 within the courses Staff PLD	Ongoing	Student achievement of AS91916 Students in Years 9 and 10 express understanding through related assessment. Staff voice related to Growth in Knowledge

Strategic Goal 2: Ako Learners at the Centre

Our education programmes are purposeful, student-centered and engaging, where curiosity and collaboration bring learning to life.

Regulation 9(1)(a) NELP 1, 2, 3, 4, 5, 6, 7

Annual Target/Goal:

Regulation 9(1)(a)

- All students make progress in their literacy, numeracy, and learning across the curriculum.
- 100% of learners achieve the literacy and numeracy co-requisites by the end of NCEA Level 2 or before.
- Students' individual learning needs are met through effective home-school partnerships, IEPs as appropriate, professional student-teacher relationships, and pathways goal setting.
- Students and whānau/families are able to describe their progress with respect to the curriculum and track progress towards NCEA, fostering a culture of personal and schoolwide excellence.

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

- Learners are confident, successful and thriving across the curriculum.
- Student engagement and achievement will be enhanced leading to improved progress in literacy, numeracy, and NCEA.
- Mahi to explore curriculum integration at junior level begun with trials in RST/ENG/SocSt to start.
- Planning for introduction of schoolwide targeted pathways approach from Year 9.

Regulation 9(1)(d)

Key Actions & Initiatives <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
Teacher PLD with Mary Anne Mills focused on Universal Design for Learning, raising middle leader capabilities, and effective pedagogies to improve student engagement and learning.	SLT LALs Teachers	<ul style="list-style-type: none"> • Provision in budget for PLD and relief. • Release time to work on PLD. • Staff meetings, PLD and PLGs to align with goals to achieve results. 	Term 2- Term 4 and ongoing	<ul style="list-style-type: none"> • All teachers can understand and implement UDL in their planning and delivery of the curriculum. • Student voice shows greater engagement and enjoyment of learning through improved access to the curriculum. • All teachers feel better prepared for the courses being taught and are able to critically evaluate the programmes being delivered across the curriculum and curriculum levels. • Student attendance improves/ • Teacher and middle leader feedback.
Achievement of literacy and numeracy are prioritised through identification of students from screening assessments, and additional support and coaching given to enhance student progress and achievement.	DP Literacy navigator LAL mathematics SCT LSC	<ul style="list-style-type: none"> • Timetabled time for literacy/numeracy specialist teachers and Literacy Navigator • Online tools to support student achievement. • Whānau time used for Literacy/numeracy support. • Parents information evening to support parents in supporting their learners. 	Twice annually	<ul style="list-style-type: none"> • Students achieve literacy and numeracy. • Students engaged and find the exams accessible. • Parents well informed and supported in helping their learners.
JPII to join Toki Pounamu cluster to continue student journey in digital learning and PLD in digital pedagogies for the 21 st Century.	SLT All teachers	<ul style="list-style-type: none"> • Joining Toki Pounamu cluster: • https://www.manaiakalani.org/ • https://www.tokipounamu.org.nz/ • PLD and release time • Digital upgrades through Fusion 	Term 2	<ul style="list-style-type: none"> • Teacher confidence and capability in google suite and digital pedagogies is enhanced (staff voice) • Students continue their journey in 'learn create share' model to continue their learning progress. • Student achievement is enhanced through responsive teaching practice and mana protecting relationships – student voice and results.

<p>Collaboration with RTLB to support UDL and neurodiversity.</p> <p>Collaboration with Kāhui Ako to access PLD in Assessment for Learning.</p>	<p>SLT RTLB LSC SCT Teachers</p>	<ul style="list-style-type: none"> ● Universal Design for Learning PLD ● Ross Green PLD “What is my teaching doing to my students?” looking at neuro-sequential model. ● Assessment for Learning PLD opportunities. 	<p>Terms 2-4 ongoing 17 May 2024 Ongoing throughout the year and 2025</p>	<ul style="list-style-type: none"> ● Neurodiverse learners have needs met through improved relational and pedagogical approaches. ● Student voice ● Improved assessment results at junior and senior level, including more endorsements at Merit and Excellence level, and scholarships.
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Strategic Goal 3: Hauora whole person wellbeing & values

We are committed to the inclusion, growth, and mana of all, guided by Te Tiriti o Waitangi and the gospel values.

Regulation 9(1)(a) NELP 1, 2, 3, 5, 6

Annual Target/Goal:

Regulation 9(1)(a)

- All JPPII staff receive PLD in growing culturally sustaining and responsive teaching and relationship strategies to bring Te Tiriti alive at JPPII.
- Relationships with local hāpoūri Nāgti Waewae continue to be developed through professional development.
- Hauora for learning programme is refined and embedded.
- Termly whānau hui are held to grow the relationship between JPPII and whānau to ensure we are meeting the needs of ākongā Māori.

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

Every person feels safe, supported and celebrated as a unique individual through an inclusive school culture. Relationships between JPPII, Ngāti Waewae, and Māori families are strengthened.

Regulation 9(1)(d)

Actions Regulation 9(1)(b)	Who is Responsible? Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe	How will you measure success? Regulation 9(1)(d)
PLD with Ngati Waewae to enhance staff cultural capability	SLT All staff	<ul style="list-style-type: none"> • Teacher only day • Weekly Wednesday morning PLD sessions in reo and tikanga 	Ongoing throughout the year	<ul style="list-style-type: none"> • Staff confidence in tikanga Māori and Te reo Māori is enhanced and used through the school daily. • Student voice shows positive shift in teacher use of Te reo and tikanga Māori. • Relationship between Ngāti Waewae and JPPII are grown beyond transactional nature of provider/taker.
JPPII Māori and Pasifika whānau hui/fono are held termly over kai to build trusting relationships	TSG Cultural Navigator SLT Deans	<ul style="list-style-type: none"> • Budget for kai and venue • Relief as required. • Invitation for whānau members to attend PLD 	Termly	<ul style="list-style-type: none"> • Greater engagement and connection between school and home/whānau and positive relationships formed. • Student voice from Māori and Pasifika students is positive about home/school partnership. • Student achievement and attendance is improved.
Hauora and wellbeing for learning programme is reviewed and improved including community consultation on sex education programme.	Hauora navigator	<ul style="list-style-type: none"> • Budget for personal trainers and support materials • Time • Meeting space 	Twice annually (end term 2, end term 4)	<ul style="list-style-type: none"> • Student voice • Student participation rates improve. • Student knowledge of whole person wellbeing is enhanced.

Strategic Goal 4: Kounga A culture of excellence

Our school promotes a culture of excellence that sees the whole person thrive and our learners fulfil their God-given potential.

Regulation 9(1)(a) NELP 1, 2, 3, 4, 6

Annual Target/Goal:

Regulation 9(1)(a)

- Every teacher demonstrates pedagogical excellence in their classroom for every student, every lesson, every day.
- Student attendance is improved across the board, with 80% of students meeting the target for regular attendance 91%+

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

Regulation 9(1)(d)

Students and teachers excelling in and out of the classroom; parents engaged in their learner’s learning journey; high attendance; excellent resources used to create high quality programmes; a range of extra and co-curricular programmes engaged and enthuse students and teachers.

Actions Regulation 9(1)(b)	Who is Responsible? Regulation 9(1)©	Resources Required Regulation 9(1)©	Timeframe	How will you measure success? Regulation 9(1)(d)
The co-construction of JPIL teacher profiles linked to the LIGHT Values, and aligned to the Standards for the Teaching Profession, ensures we are meeting 21 st Century capabilities	SLT SCT Professional Learning Group All Teachers	<ul style="list-style-type: none"> • Dedicated meeting time for PLGs • PLD in UDL, boys’ learning, culturally responsive teaching practices, and middle leader training. • Ross Green PLD in neurodiversity 	Terms 2-4 including 2x TODs and regular sessions in person and online.	<ul style="list-style-type: none"> • Student voice is positive and learning and assessment outcomes are improved. • Improvement in AsTTle test results showing progress. • Teachers feel supported and their practice in UDL is enhanced. • Whānau and families feel confident their child’s needs are being met.
Regular attendance is monitored daily by attendance officer and weekly by year level deans and SLT to meet MOE attendance target 70% of students attending 90%+	Attendance officer Teachers Deans SLT	<ul style="list-style-type: none"> • KāhuiA ko attendance officer to follow up chronic non-attenders. • Develop and implement a JPIL attendance strategy to target regular attendance. • Time in deans’ meetings to discuss student attendance and actions taken. • Relief/time to meet with students whānau/families to support student return to regular attendance. • Kāhui Ako attendance fund to purchase enticements for high and improved attendance. 	Ongoing throughout the year	<ul style="list-style-type: none"> • JPIL students are meeting or exceeding MOE attendance targets. • Attendance coding is accurate, and attendance is monitored by deans weekly. • Students whānau and families are aware of the attendance requirements and positive partnerships between home and school are enhanced. • MOE Everyday Matters attendance reports show consistent improvement.