

# CONCORD SCHOOL

## STRATEGIC PLAN

### 2023-2025



**Together We Learn and Grow**  
**Ako Tahī, Tipu Tahī**



## School Description

Concord School is set in large, established grounds surrounded by mature trees in a residential neighbourhood. The school is a community focal point and supports positive family values outlined in our Concord CARE expectations. These are Respect, Responsibility, Excellence and Confidence, as identified by our whanau. These values are further supported through programmes such as Play is the Way, Quality Circle Time and Pause Breathe Smile.

The Duffy Books in Schools, Grandparents Reading Programme, Rainbow Reading and Literacy and Numeracy targets, supported by both experienced and high-quality staff and resources, all advance our goals for improving progress and achievement in Literacy and Numeracy for our tamariki.



We are fortunate to have a 'kids kitchen' onsite where all students regularly go and learn to cook. This learning supports reading and mathematics as well as nutrition.

Concord school is part of the Ka Ora, Ka Ako programme funded by the Ministry of Education. All students are eligible for healthy school lunches that we receive daily. We also do not charge whanau for school fees or donations.

We employ a specialist teacher of music who comes in weekly and takes students for a range of activities such as ukulele and drumming. All students learn kapa haka and we perform at the annual Polyfest. There is a strong focus on students' extra-curricular activities and we regularly celebrate their achievements. We also have a range of school teams that compete in local competitions with other schools.

Education outside the classroom is also important through various day trips to overnight experiences. Currently the Years 4-6 children go on overnight camps of varying lengths depending on their age.

We are very fortunate to host onsite two Sara Cohen satellite classes. These students have diverse learning needs and are an important part of our school.

We liaise closely with the Concord and Corstorphine Kindergartens. Our pre-entry programme for 4 and a half year olds, Clever Cats, is run fortnightly and promotes the social integration and familiarisation of the school environment for this group of children, as they transition to school.

The staff and Board of Trustees are committed to providing quality, effective learning opportunities for our students in a safe and healthy environment. We acknowledge the valuable input of parents/whānau and promote working as a team so students can achieve their best.



# Concord CARE

Our community-identified values that are the important behaviour characteristics that we strive to use and live by, and we show them in the way we go about our work and relate to others in our school.

The four main values are included in our Concord CARE Poster that forms our Behaviour Management Plan.



CONCORD KIDS  
**CARE**

**C**ONFIDENT Tū Māia  
**A**ND RESPECTFUL Whai Koha  
**R**ESPONSIBLE Tūtika  
**E** AND STRIVE FOR  
**X**CELLENCE! Whāia te Hiranga

# Concord School Strategic Plan Goals 2024

## Strategic Goal 1

**Summary of information used to develop these plans:** In term 4 2023 we consulted the community (via an online & paper survey) to gather information to formulate our 2024 strategic goals. We asked what they liked about Concord School, what else they would like taught and are there any changes that we should make. We also asked whanau what the most important skills and attributes their child needs to learn during their time at Concord Kura.

Strategic Goal 1	Link to Board Primary Objective	Links to Education requirements	Outcomes - What do you expect to see?	Actions - How will we achieve or make progress towards our strategic goal?	Actions - How will you measure success?
All teaching staff will embed structured literacy practices school wide in literacy. This consistent approach will better meet a diverse range of learning needs.	<p>1a Every student at the school is able to attain their highest possible standard in education achievement</p> <p>1c The school is inclusive of and caters for students with differing needs</p> <p>1d the school gives effect to Te Tiriti o Waitangi by: working to ensure that it's plans, policies and local curriculum reflect local tikanga Maori, matauranga maori and te ao Maori</p> <p>Taking all reasonable steps to make instruction available in te reo Maori and tikanga Maori; and achieving equitable outcomes for maori students</p>	The Literacy and Communication and Maths Strategy.	<p>This will create improved literacy outcomes for all students including Maori and Pacifica, particularly those identified as priority learners, to achieve both excellence and equity.</p> <p>Continue to embed Sound Walls for Aotearoa teaching and learning strategies in all classes</p> <p>Embed Little Learners Love Literacy books, MoE teaching resources and related lessons to all classrooms</p>	<p>Review 2023 Literacy data, set 2024 Literacy targets and identify target groups</p> <p>Continue to embed teaching and learning of sound walls (Sound Foundations for Literacy Resources) in all classrooms</p> <p>Little Learners Love Literacy Books and lessons in Years 0-4</p> <p>Continue to use Magic Belt, Phonics Plus books in Years 0-6</p> <p>Integrating handwriting into Literacy lessons</p> <p>Review student target data and effectiveness of strategies every term at timetabled staff meetings. Staff complete a data spreadsheet and reflection sheet. These form staff teaching as inquiries and are linked to personal appraisal</p> <p>Teacher's plan and implement classroom programmes and strategies aimed at accelerating target students</p> <p>Investigate and implement supports for students not achieving eg: teacher aide support, specialised programmes, RTL, MoE- Learning Support, SWiS...</p> <p>Complete the review of the Literacy Delivery Plan</p>	<p>Literacy and phonics target groups of students show accelerated improvement throughout the year</p> <p>School wide improvement in mid year and end of year reading and writing data</p> <p>Literacy delivery plan review completed</p>

## Annual Implementation Plan Concord School 2024-2025

<b>Strategic Goal 1</b>	All teaching staff will embed structured literacy practices school wide in literacy. This consistent approach will better meet a diverse range of learning needs.
<b>Annual Target/Goal:</b>	Staff embed the practices of Structured Literacy across classrooms
<b>What do we expect to see by the end of the year?</b>	<ol style="list-style-type: none"> <li>1. Teachers have embedded Structured Literacy practices in all classrooms</li> <li>2. Students can confidently use the strategies and tools of Structured Literacy eg; phoneme fingers to work out letter sounds</li> <li>3. Whanau have more knowledge of the structured literacy approach and how they can support their tamariki with learning at home</li> <li>4. Literacy target groups have shown accelerated progress throughout the year</li> </ol>

<b>Actions</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
<b>Action 1</b> Review our programmes, 2023 data and set Phonics/SL targets	Principal Teachers	2023 Phonics/SL data  2023 Phonics/SL targets  Sound Foundations for Literacy Resources	Term 1	Staff consistency with teaching and learning in structured literacy  Phonics/SL targets for 2024 set
<b>Action 2</b> Whanau education night regarding how we teach literacy at Concord School and how parents can support their child/ren at home	Principal Teachers Jo Barr (Core Ed)	Sound Foundations for Literacy Resources	Term 1-4	Number of whanau attending Feedback from parents Ongoing SL conversations with parents
<b>Action 3</b> Make application in February to the MoE for Structured Literacy professional development with a focus on writing	Principal Greg Carroll (Core Ed)	Previous application (2023) Achievement data 2023	Term 1	Successful PLD application
<b>Action 4</b> Termly monitoring of structured literacy target and literacy target groups	Principal Teachers	Target group achievement data  Staff Teaching & learning reflections  Sound Foundations for Literacy Resources	Terms 1-4	Structured literacy and literacy target group displays accelerated progress throughout the year



## Strategic Goal 2

Strategic Goal 2	Link to Board Primary Objectives	Links to Education requirements	Outcomes - What do you expect to see?	Actions - How will we achieve or make progress towards our strategic goal?	Actions - How will you measure success?
To develop and continue to deliver strategies and programmes to enhance student, community and staff resilience and well being.	The school – (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and	<p><b>NELP Priorities:</b></p> <p><b>Learners at the Centre</b></p> <p><b>Objective 1.1</b> Ensure places of learning are safe, inclusive and free of racism, discrimination and bullying.</p> <p><b>Objective 1.2</b> Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p><b>Quality Teaching and Leadership</b> Objective 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p>Wellbeing in Education Strategy</p> <p>Attendance and Engagement Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p>	<p>Ensure Concord School is a safe and happy place for all students, community and staff</p> <p>Students learn to acknowledge how they are feeling and have a range of strategies to use when they are at a heightened state</p> <p>The Pause, Breathe, Smile programme is used consistently across the school</p> <p>Schoolwide attendance figures improve</p>	<p>All staff to be trained in the Pause, Breathe Smile (PBS) programme in January 2024</p> <p>Teach PBS lessons in Terms 1 &amp; 2 and integrate daily mindfulness, breathing</p> <p>Staff to take part in PBS staff programme to enhance personal wellbeing Staff wellbeing budget utilized to support wellbeing</p> <p>Carefully manage staff responsibilities to promote wellbeing and to manage workload</p> <p>Further investigate Trauma Informed Practices using principal PD/wellbeing fund</p> <p>Encourage community involvement in a range of school events</p> <p>Continue weekly assemblies to discuss Play is the Way Liferrafts, The CARE Code, PBS and celebrate student achievements in and outside of school</p> <p>Year 5 and 6 take part in the 'You Good, You Good' programme</p>	<p>Students and staff routinely using PBS language and strategies</p> <p>Students independently being able to use PBS strategies eg: calm breathing, mindfulness to calm</p> <p>Improved school wide attendance</p> <p>Monitor staff workload closely throughout the year</p> <p>Staff wellbeing focus through events and activities</p>

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<b>Strategic Goal 2</b>	To develop and continue to deliver strategies and programmes to enhance student, community and staff resilience and well being.
<b>Annual Target/Goal:</b>	We will build awareness and grow understanding of resilience and well being
<b>What do we expect to see by the end of the year?</b>	<ol style="list-style-type: none"> <li>1. Teaching staff have excellent knowledge of PBS programme</li> <li>2. Teaching staff integrating PBS strategies daily into classroom teaching and learning</li> <li>3. All staff to take part in PBS staff programme to enhance personal wellbeing</li> <li>4. Students independently being able to use PBS strategies eg: calm breathing, mindfulness to calm</li> <li>5. Educate whanau in the PBS programme and the strategies involved so they can support tamariki</li> <li>6. Continue existing well being programmes where required</li> <li>7. Focus on staff well being through events and carefully managing responsibilities</li> </ol>

<b>Actions</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
<b>Action 1</b> All staff to be trained in the Pause, Breathe Smile (PBS) programme in January 2024	Principal All staff Pause, Breathe, Smile facilitator	Pause, Breathe, Smile facilitator  Pause, Breathe, Smile resources	January teacher only day	Full attendance and involvement  Follow up discussions with staff at meetings
<b>Action 2</b> Teachers teach PBS lessons in Terms 1 & 2 and integrate daily mindfulness, breathing into their everyday programmes	Principal Teachers Support staff	Pause, Breathe, Smile teachers handbook  Pause, Breathe, Smile website  PBS student workbooks	Terms 1- 4 2024	Staff students using PBS language  Students independently being able to use PBS strategies eg: calm breathing, mindfulness to calm  PBS strategies integrated into the school day
<b>Action 3</b> All staff to take part in PBS staff programme to enhance personal wellbeing	All staff	Pause, Breathe, Smile staff programme on their website	Terms 1-2	Staff have a deeper knowledge of Pause, Breathe, Smile and how they can use the strategies in their everyday lives

<b>Actions</b>	<b>Who is responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
<b>Action 4</b> Encourage students to independently be able to use PBS strategies to calm and be more resilient when in challenging situations	All students Staff	Pause, Breathe, Smile teachers handbook and website  Pause, Breathe, Smile students handbook	Terms 1-4	Students able to independently use PBS strategies in class and in the playground
<b>Action 5</b> Educate whanau in the PBS programme and the strategies involved so they can support tamariki	Principal	Pause, Breathe, Smile whanau resources for newsletters  Photos for Facebook page and newsletters	Terms 1-4	Whanau have a knowledge of Pause, Breathe, Smile strategies and how they can support their tamariki at home with them.  Whanau use the PBS strategies to support their everyday lives
<b>Action 6</b> Continue existing well being programmes where required	All staff	Play is the Way resources You Good You Good resources Various wellbeing resources PB4L Circle Time Storytelling	Terms 1-4	Conversations with students, whanau and staff Behaviour data
<b>Action 7</b> Focus on staff well being through events and carefully managing responsibilities	Steve Sue	Staff wellbeing fund PBS staff training	Terms 1-4	Conversations with all staff



## **Strategic Goal 3**

<b>Strategic Goal 3</b>	<b>Link to Board Primary Objective</b>	<b>Links to Education requirements</b>	<b>Outcomes - What do you expect to see?</b>	<b>Actions - How will we achieve or make progress towards our strategic goal?</b>	<b>Actions - How will you measure success?</b>
Teaching staff will continue professional development with Te Mataiaho (The refreshed New Zealand Curriculum) and provide ākonga with a robust, relevant, exciting and refreshed local school curriculum	All of section 127(1) applies	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>The Te Mātaiaho Implementation supports pack</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>Our local school curriculum actively reflects Te Mātaiaho and our communities' priorities for their tamariki and local tangata whenua priorities for our school</p> <p>School leaders, kaiako, whānau and ākonga are excited and engaged with their local school curriculum</p> <p>Kaiako (teachers) are clear and confident on the learning that matters within our local school curriculum and access and utilise it easily with ākonga</p> <p>We have established systems and processes to measure and report on individual and school-wide student progress with respect to our local school curriculum</p>	<p>We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with tangata whenua</p> <p>We will build awareness and grow understanding of Te Mātaiaho with kaiako and our school community</p> <p>We will engage in ongoing Ministry of Education professional development opportunities about Te Mātaiaho for school leaders and kaiako</p>	<p>Annual tracking of our local school curriculum development and implementation plan against the Te Mātaiaho implementation guidance</p> <p>Annual ākonga, kaiako and whānau feedback methods to measure engagement and understanding of our local school curriculum Annual ākonga learning and progress achievement data analysis with respect to our local school curriculum</p> <p>Annual ākonga learning and progress achievement data analysis with respect to our local school curriculum Annual ākonga and whānau feedback to measure satisfaction with reporting Annual ākonga wellbeing and belonging measures</p>

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<b>Strategic Goal 3</b>	Teaching staff will continue professional development with Te Mataiaho (The refreshed New Zealand Curriculum) and provide ākonga with a robust, relevant, exciting and refreshed local school curriculum
<b>Annual Target/Goal:</b>	We will build awareness and grow understanding of Te Mātaiaho with kaiako and whānau
<b>What do we expect to see by the end of the year?</b>	<p>1. Kaiako have developed in depth knowledge of the refreshed learning areas of English and Maths &amp; Statistics within Te Mātaiaho. Provide opportunities for whanau to engage and learn about the changes.</p> <p>2. Kaiako have a growing understanding of Te Mātaiaho: Social Sciences, Science, Technology and Arts learning areas</p> <p>3. Kaiako will continue to develop their knowledge and confidence in cultural capability</p> <p>4. We understand our communities' priorities for their tamariki</p>

<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
<b>Action 1</b> Kaiako have developed in depth knowledge of the refreshed learning areas of English and Maths & Statistics within Te Mātaiaho. Provide opportunities for whanau to engage and learn about the changes.	Steve Sue	English and Maths & Statistics curriculum documents  Te Mātaiaho and the Common Practice Model  The Te Mātaiaho Implementation supports pack  MoE PLD sessions	Terms 1-4 including 2 teacher only days	Staff have increased knowledge of Te Mātaiaho And the English and Maths & Statistics curriculum documents  Staff have increased confidence with implementing these new documents

<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
<b>Action 2</b> Kaiako have a growing understanding of Te Mātaiaho: Social Sciences, Science, Technology and Arts learning areas	Steve & Sue Curriculum leads	Te Mātaiaho: Social Sciences, Science, Technology and Arts learning curriculum documents  MoE PLD sessions	Terms 1-4 including 2 teacher only days	Staff have increased knowledge of Te Mātaiaho: Social Sciences, Science, Technology and Arts curriculum documents  Staff have increased confidence with implementing these new documents
<b>Action 3</b> Kaiako will continue to develop their knowledge and confidence in cultural capability	All staff	Ka Hikitia - Ka Hāpaitia  The Action Plan for Pacific Education 2020-2030  NZSTA's guidance for giving effect to Te Tiriti o Waitangi  Various relevant courses and contacts	Terms 1-4	Improvement in cultural capability in staff  Staff able to integrate this into the classroom
<b>Action 4</b> We understand our communities' priorities for their tamariki	Steve	Survey consulting community regarding curriculum  Relevant curriculum Information in newsletters	Terms 1-4	Valuable feedback from whanau to inform our local curriculum  Whanau have a knowledge of Te Mātaiaho