

CONCORD SCHOOL

STRATEGIC PLAN

2024-2026



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 whānau. 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 whānau 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

CONFIDENT Tū Māia

AND RESPECTFUL Whai Koha

RESPONSIBLE Tūtika

E AND STRIVE FOR
XCELLENCE! Whāia te Hiranga

Concord School Strategic Plan Goals

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 2024/2025 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 whānau 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? |
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| <p>Enhance math teaching practices and tamariki achievement by engaging all teachers in targeted professional development and implementing a school-wide numeracy assessment framework</p> | <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 Māori, matauranga māori and te ao Māori</p> <p>Taking all reasonable steps to make instruction available in te reo Māori and tikanga Maori; and achieving equitable outcomes for māori students</p> | <p>NELP's</p> <p>1.1</p> <p>1.2</p> <p>2.3</p> <p>2.4</p> <p>3.5</p> <p>3.6</p> <p>3.7</p> <p>NZC</p> | <p>Improved progress for all tamariki including Māori and Pacifica, particularly those identified as priority learners, to achieve both excellence and equity.</p> <p>Increase skills and confidence of all staff</p> <p>Embed Numicon, throughout all classrooms</p> <p>Assessment tools that provide meaningful feedback for both teachers and tamariki</p> <p>Assessment is used to inform teaching approaches/programmes to meet the needs of our tamariki.</p> | <p>Review 2024 Numeracy data, set 2025 Numeracy targets and identify target groups</p> <p>Gather and analyse start of year assessment data</p> <p>Embed teaching and learning of "Rich Routines", "Open-Ended Tasks" in all classrooms</p> <p>Begin to use Numicon across Years 0-6</p> <p>Review target data and effectiveness of strategies termly 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>Teachers plan and implement classroom programmes and strategies aimed at accelerating target students</p> <p>Investigate and implement supports for tamariki not achieving eg: teacher aide support, specialised</p> | <p>Target groups show accelerated improvement throughout the year</p> <p>School-wide improvement in mid-year and end-of-year Numeracy data</p> <p>The numeracy delivery plan is to be reviewed and updated</p> <p>Using the Numicon approach and resources in the classroom</p> <p>Increased teacher confidence in delivering maths</p> <p>Completed Numeracy school-wide assessment framework</p> <p>Using assessment for targeted intervention groups and next teaching steps</p> <p>Teachers and staff start to become familiar with</p> |

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| | | | | <p>programmes, RTLB, MoE-Learning Support, SWIS...</p> <p>Review Maths Delivery plan and assessment schedule</p> <p>Numeracy PD run in Staff Meetings, T.O.D. (Numicon, Assessment, Curriculum etc)</p> | <p>the Numeracy delivery plan.</p> <p>85% of tamariki achieving at or above in Maths</p> |
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Annual Implementation Plan Concord School

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| Strategic Goal 1 | Enhance math teaching practices and tamariki achievement by engaging all teachers in targeted professional development and implementing a school-wide numeracy assessment framework |
| Annual Goal: | Raise ākongā achievement in Maths. |
| Annual Target | <ul style="list-style-type: none"> - 85% of all students are achieving at or above the expected level in Maths - 80% of Target students, showing accelerated progress in Maths |
| What do we expect to see by the end of the year? | <ol style="list-style-type: none"> 1. Improved progress for all tamariki including Māori and Pacifica, particularly those identified as priority learners, to achieve both excellence and equity. 2. Increase skills and confidence of all staff 3. Embed Numicon, throughout all classrooms 4. Assessment tools that provide meaningful feedback for both teachers and tamariki 5. Assessment is used to inform teaching approaches/programmes to meet the needs of our tamariki. |

| Actions | Who is Responsible? | Resources Required | Timeframe | How will you measure success? |
|---|---------------------------------------|--|------------------|---|
| Action 1.1 Review 2024 Numeracy data, set 2025 Numeracy targets and identify target groups | All Staff | 2024 End of Year Data 2025 Beginning of Year Data E-asTTle / JAM | Term 1 | Numeracy targets/target groups for 2025 set |
| Action 1.2 Make an application to the MoE for professional development with a focus on the refreshed maths curriculum | Principal Cluster group of Schools | Ministry of Education Facilitator | Term 1 | Successful PLD application |
| Action 1.3 Begin to use new approaches/strategies in align with Maths refreshed curriculum | All Staff | Numicon Resources | All Year | Staff becoming familiar with refreshed curriculum/Te Mātaiaho Rich Learning tasks and open-ended question beginning to be used in the classroom Numicon beginning to be used in the classroom |

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| | | | | Targeted ākongā achievement is accelerated. |
| Action 1.4 Review target data and effectiveness of strategies termly at timetabled staff meetings. Staff complete a data spreadsheet and reflection sheet. These form staff teaching as inquiries and are linked to personal appraisal | All Staff Math Lead Teacher | Learning Data | All Year | The numeracy target group displays accelerated progress throughout the year Use of outside agencies in the classroom if needed |
| Action 1.5 Review Maths Delivery plan and assessment schedule | Principal Math Lead Teacher | None | Terms 3-4 | Starting to develop a Maths Delivery Plan and assessment schedule for Concord School |
| Action 1.6 Numeracy PD run in Staff Meetings, T.O.D. (Numicon, Assessment, Curriculum etc) | Principal Math Lead Teacher | Maths & Statistics curriculum documents The Te Mātaiaho Implementation supports pack MoE PLD sessions | All Year | Staff implementing aspects of Professional Development in their classroom Staff have increased knowledge of Te Mātaiaho and Maths & Statistics curriculum documents Staff have increased confidence in implementing these new documents |

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? |
|--|---|---|--|--|---|
| <p>Create a dynamic and inclusive program that motivates and inspires tamariki to attend school regularly.</p> | <p>1a Every student at the school is able to attain their highest possible standard in education achievement</p> <p>1b Provide a physically and emotionally safe learning environment for all students</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 Māori, matauranga māori and te ao Māori outcomes for māori students</p> | <p>NELP Priorities: 1.1 1.2 2.3 2.4 3.5 3.6 4.7</p> <p>Wellbeing in Education Strategy</p> <p>Attendance and Engagement Strategy</p> <p>Stepped Attendance Response (STAR)</p> <p>The New Zealand Child and Wellbeing Strategy</p> | <p>Enhanced tamariki Engagement</p> <p>Increased School Attendance</p> <p>Improved Wellbeing and Confidence</p> <p>Development of Leadership and Life Skills</p> | <p>Gamified Learning: Use digital tools, competitions, and interactive activities to make learning fun.</p> <p>Student Agency: Allow tamariki to have input in lesson topics, and projects to increase ownership and interest.</p> <p>Learning Opportunities: Provide all tamariki with new and exciting learning programmes and opportunities. (music, cooking etc)</p> <p>Early Intervention & Monitoring: Use attendance tracking systems to identify patterns of absences and provide early support.</p> <p>Whānau Check-ins: Regular calls, texts, or home visits to maintain communication and support families in overcoming attendance barriers. Stepped attendance response – STAR: Begin to implement STAR in preparation for 2026</p> <p>Safe Spaces: Provide quiet zones, peer-support groups, and outside agencies to help with emotional well-being and emotional regulation.</p> <p>Student-Led Initiatives: Encourage tamariki to plan and run school events or projects.</p> <p>Leadership Programme: In-School leadership programme with Year 6's building their leadership skills</p> | <p>Enhanced tamariki Engagement: Increased involvement in classroom activities, school events, and extracurriculars Teacher feedback, student surveys.</p> <p>Increased School Attendance: Increased attendance rates from 2024 to 2025. Use Stepped attendance response – STAR when appropriate and required.</p> <p>Improved Wellbeing and Confidence: Provide a safe calm space for tamariki to go, when feeling heightened to further regulate emotions. Tamariki becoming more in control of their feelings/emotions. Having the ability to self-regulate</p> <p>Development of Leadership and Life Skills Development and implementation of the year 6 leadership programme. Increased opportunities for tamariki leadership - Sports, Music, Cultural.</p> |

Annual Implementation Plan Concord School

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| Strategic Goal 2 | Create a dynamic and inclusive program that motivates and inspires tamariki to attend school regularly. |
| Annual Goal: | Ākonga become more engaged with their learning and have increased attendance rates. |
| Annual Target: | All students to have 80% or higher attendance at school |
| What do we expect to see by the end of the year? | <ol style="list-style-type: none"> 1. Enhanced tamariki Engagement 2. Increased School Attendance 3. Improved Wellbeing and Confidence 4. Development of Leadership and Life Skills |

| Actions | Who is Responsible? | Resources Required | Timeframe | How will you measure success? |
|---|----------------------------|--|------------------|--|
| Action 2.1 Use digital tools, competitions, and interactive activities to make learning engaging. | All Staff | Chromebooks Ipads Learning Platforms | Term 1-4 | Resources being used in the classroom Student Feedback |
| Action 2.2 Student Agency: Allow tamariki to have input in lesson topics, and projects to increase ownership and interest. | Teachers | None | Term 1-4 | Seeing Student input in planning docs Students engaged with their learning Student Feedback |
| Action 2.3 Learning Opportunities: Provide all tamariki with new and exciting learning programmes and opportunities. (music, cooking etc) | All Staff | Staff members Community Members | Term 1-4 | Bringing in new programmes to Concord School Strengthen programmes already in the school Student and whānau Feedback |

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| <p>Action 2.4 Early Intervention & Monitoring: Use attendance tracking systems to identify patterns of absences and provide early support.</p> | Principal Secretary | Hero | Term 1-4 | Monitor absences through hero, use this to make early contact with whānau, before meeting the STAR threshold |
| <p>Action 2.5 whānau Check-ins: Regular calls, texts, or home visits to maintain communication and support families in overcoming attendance barriers.</p> | Principal Deputy Principal Secretary | Hero | Term 1-4 | Discussions with whānau |
| <p>Action 2.6 Stepped attendance response – STAR: Begin to implement STAR in preparation for 2026</p> | Principal | Stepped Attendance Response - STAR | Term 1-4 | Using the STAR, when needed/if required |
| <p>Action 2.7 Safe Spaces: Provide quiet zones, peer-support groups, and outside agencies to help with emotional well-being and emotional regulation.</p> | All Staff | Self Regulation Resources Emotional wellbeing resources | Term 1-4 | Conversations with students, wānau and staff Behaviour data Students using self-regulation strategies more frequently |
| <p>Action 2.8 Student-Led Initiatives: Encourage tamariki to plan and run school events or projects.</p> | Principal Deputy Principal | None | Term 1-4 | New initiatives events/projects in the school |
| <p>Action 2.9 Leadership Programme: In-School leadership programme with Year 6's building their leadership skills</p> | Principal Deputy Principal | Wheako (Noah and Bri) | Term 1-4 | Discussions with year 6 leaders Observations |