

2017 Annual Report to the School Community



School Name: Concord School

School Number: 5027



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2018 at 03:47 PM by Jason Coningsby (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 25 April 2018 at 07:13 PM by Mark Lancaster (School Council President)



About Our School

School Context

Concord School is located in Bundoora, a northern suburb of Melbourne, on two campuses. It is a specialist school which caters for students with a mild intellectual disability between the ages of 5 and 18 years. All students are funded under the Program for Students with Disabilities (PSD).

A total of 415 students were enrolled at Concord School in 2017, 125 female and 290 male. 11% of students had English as an additional language and 3% identified as Aboriginal or Torres Strait Islander. The overall school's socio-economic profile based on the school's Student Family Occupation and Education index (SFOE) is in the low to medium socio-economic band.

The students are taught the mainstream Victorian Curriculum and VCAL (Year 11-12) curriculum however the educational pathway of each student is specifically tailored, through the use of Individual Learning Plans, to meet their targeted learning needs. The students are supported through extensive resourcing, small class sizes of 8-12, education support staff in each classroom and specialised staff including a school nurse, occupational therapists, speech pathologists and student wellbeing coordinators.

The school had 101.8 equivalent full time staff: 4 Principal class, 56.8 teachers and 41 Education Support staff. Concord School was a host school to 20 Education Support Trainees employed through AGA - Apprenticeships Plus. All teachers are qualified and meet the registration requirements of the VIT.

Framework for Improving Student Outcomes (FISO)

In 2017 Concord School selected two improvement initiatives within FISO: Building Practice Excellence and Building Leadership Teams.

The initiative of Building Practice Excellence was selected as improving teacher practice has the greatest impact on student learning. The Key Improvement Strategies were achieved in 2017. These were

- embedding quality teacher practice in Numeracy through implementing and sustaining the assess, data, plan and teach cycle
- using a formal inquiry process to support professional learning communities (PLT's) across the school
- developing, implementing and evaluating a curriculum for students with higher support needs and
- enhancing and aligning the social competencies curriculum, the elective programs and break time activities across the school

The initiative of Building Leadership Teams was selected to provide direct instructional leadership to teachers to support them in improving their practice. The Key Improvement Strategies were achieved in 2017. These were

- to continue to drive the focus on teaching and learning through the strategic allocation of resources and
- to restructure the leadership team to support a greater instructional focus

The following information meets Commonwealth reporting requirements under the National Education Agreement

- Concord School had 39 home group classes in 2017 each with a teacher and ES staff member. The school had 101.8 equivalent full time staff: 4 Principal class, 56.8 teachers and 41 Education Support staff. Concord School was a host school to 20 Education Support Trainees employed through AGA.
- Concord School has strategies to address student non-attendance. These will be detailed in the wellbeing section.

Achievement

Concord School is proud of its achievements in student learning.

All students have an Individual Learning Plan based on their specific educational needs. Student progress is measured against the achievement of individual goals set in consultation with parents/carers during Student Support Group meetings. All students are on the Program for Students with a Disability and demonstrated satisfactory to excellent progress in achieving their individual goals in the key learning areas of literacy, mathematics, integrated units (work education in senior year levels) and social competencies.

22 Year 11 and 17 Year 12 students were enrolled in the VCAL Foundation Level in 2017. 2 students in Year 12 partially completed and 15 fully completed the full VCAL Certificate. It was extremely pleasing that 100% of students went on to further studies or full-time employment after completing their schooling at Concord School. The students were engaged



in the completion of Career Action Plans from Year 9 and most students participated in Work Experience and Vocational Education and Training (VET) in Year 11 and 12.

In 2017, the focus was on improving teacher practice. Concord School was a pilot school in the DET's Professional Learning Communities (PLC) program. Through this program teachers came together to pool their knowledge of effective teaching into a collaborative approach to planning, implementing and monitoring teaching interventions. Concord School received visits from many mainstream schools to observe our PLC program and our team presented to leadership teams from other schools at the end of 2017 at the Melbourne Convention Centre.

Engagement

At Concord School, student engagement is highly valued.

The school consistently reflects on the Student Attitudinal Survey to ensure that we employ a range of programs that support the engagement of students. In the 2017 survey, all 18 factors for Years 7-9 were above the 90th percentile and 16 of the 18 factors for Years 11-12 were above the 90th percentile. The only factor of concern in the Year 11-12 survey was a percentile score of 39% for 'attitudes to attendance'.

Staff continue to develop alternative programs to increase engagement and teach explicit social skills. These programs include MPower Girls, Rock and Water and various lunch-time small focus group activities. These programs have increased student self-awareness, resilience and self-respect and have provided students with greater opportunity to connect with their peers.

All classes in the school participated in the camping program. Camps increase in duration and challenge as students move through the school. Students in Years 9-10 participated in surf and snow camps and the program culminated in an interstate camp for students in Years 11-12. Additional engagement opportunities were provided through a four day bike camp and participation in the Secondary Schools Spectacular at Hisense Arena.

To increase the engagement of our higher support needs Secondary 7-10 students a parallel PreCal program was established which provided practical opportunities for the application of literacy and numeracy programs through 'experience days'. Additional resourcing was provided to these students through smaller class sizes and increased ES and leadership support.

Wellbeing

In 2017 the school continued to develop and further embed the School Wide Positive Behaviour Support (SWPBS) framework within the school. The leadership team reviews the behavioural 'tiers' that students are in each week and discuss which students require additional support and how this will occur. To support the teaching of social skills, classroom teachers now plan and teach one lesson each week based on the Concord School Social Competencies document in addition to the lessons specifically taught by the Social Competency teacher

The average number of student absence days in 2017 was 26 which is 0.2% more than the previous year. Concord School addresses the area of student non-attendance through a holistic approach. Significant student absences involve the support of the student wellbeing team who discuss absence concerns and contact parents, carers and DHS case workers (where necessary) inviting them to meet and offer support. The DET are contacted to seek further advice when our procedures to re-engage students and families are unsuccessful.

Additional strategies to address student non-attendance are.

- the provision of an engaging, age-appropriate and challenging yet achievable curriculum
- a social competencies and well-being program that meets the needs of the 'whole child'
- a text messaging service that advises Secondary parents if their child is not at school on the morning of the first unexplained absence and
- phone calls to parents on the third day of an unexplained absence

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools: Results for this school: Median of all Victorian Government Special Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 415 students were enrolled at this school in 2017, 125 female and 290 male.</p> <p>11 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Achievement	Student Outcomes																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div data-bbox="548 327 1425 792"> <p>Results: English</p> <table border="1"> <caption>Results: English</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>0%</td></tr> <tr><td>B</td><td>0%</td></tr> <tr><td>C</td><td>16%</td></tr> <tr><td>D</td><td>20%</td></tr> <tr><td>0.5</td><td>12%</td></tr> <tr><td>F - F.5</td><td>22%</td></tr> <tr><td>1 - 1.5</td><td>18%</td></tr> <tr><td>2 - 2.5</td><td>8%</td></tr> <tr><td>3 - 3.5</td><td>2%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div data-bbox="548 824 1425 1339"> <p>Results: Mathematics</p> <table border="1"> <caption>Results: Mathematics</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>0%</td></tr> <tr><td>B</td><td>0%</td></tr> <tr><td>C</td><td>16%</td></tr> <tr><td>D</td><td>19%</td></tr> <tr><td>0.5</td><td>10%</td></tr> <tr><td>F - F.5</td><td>22%</td></tr> <tr><td>1 - 1.5</td><td>21%</td></tr> <tr><td>2 - 2.5</td><td>8%</td></tr> <tr><td>3 - 3.5</td><td>2%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	0%	B	0%	C	16%	D	20%	0.5	12%	F - F.5	22%	1 - 1.5	18%	2 - 2.5	8%	3 - 3.5	2%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	0%	B	0%	C	16%	D	19%	0.5	10%	F - F.5	22%	1 - 1.5	21%	2 - 2.5	8%	3 - 3.5	2%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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Performance Summary

Engagement	Student Outcomes												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>23.9</td> <td>25.3</td> <td>25.8</td> <td>26.0</td> <td>25.2</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	Average absence days	23.9	25.3	25.8	26.0	25.2
Year	2014	2015	2016	2017	4-year average								
Average absence days	23.9	25.3	25.8	26.0	25.2								
<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>98.1</td> <td>100.0</td> <td>100.0</td> <td>99.5</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	% of students to further studies or employment	100.0	98.1	100.0	100.0	99.5
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% of students to further studies or employment	100.0	98.1	100.0	100.0	99.5								



How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in key areas:

Achievement

Student achievements in :

- English and Mathematics

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

What is the meaning of '*Data not available*'?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

Towards Foundation Level Victorian Curriculum

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.



Financial Performance and Position

Concord School continued to perform well financially throughout 2017. A rapid increase in student numbers has seen a rise in Government funding and grants and has allowed us to continue to deliver exceptional student learning resources and facilities. The addition of Equity Funding in 2017 allowed us to provide greater support to our students. Investment in building projects to provide additional learning spaces and facilities will be our financial focus for 2018 as reflected in our Financial Commitment Summary.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$9,062,260	High Yield Investment Account	\$3,410,864
Government Provided DET Grants	\$4,623,288	Official Account	\$41,914
Government Grants State	\$9,725	Other Accounts	\$178,698
Revenue Other	\$98,724	Total Funds Available	\$3,631,475
Locally Raised Funds	\$203,874		
Total Operating Revenue	\$13,997,871		
Equity¹			
Equity (Social Disadvantage)	\$85,394		
Equity Total	\$85,394		
Expenditure		Financial Commitments	
Student Resource Package ²	\$8,687,909	Operating Reserve	\$400,546
Books & Publications	\$2,679	Asset/Equipment Replacement < 12 months	\$200,000
Communication Costs	\$13,327	Maintenance - Buildings/Grounds incl SMS<12 months	\$30,929
Consumables	\$274,099	Maintenance -Buildings/Grounds incl SMS>12 months	\$3,000,000
Miscellaneous Expense ³	\$1,185,624	Total Financial Commitments	\$3,631,475
Professional Development	\$32,194		
Property and Equipment Services	\$541,347		
Salaries & Allowances ⁴	\$345,472		
Trading & Fundraising	\$63,037		
Travel & Subsistence	\$25,345		
Utilities	\$84,450		
Total Operating Expenditure	\$11,255,483		
Net Operating Surplus/-Deficit	\$2,742,388		
Asset Acquisitions	\$12,100		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.