

School Strategic Plan 2019-2023

Concord School (5027)



Submitted for review by Kirrily Lamers (School Principal) on 25 March, 2020 at 10:44 AM
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<p>School vision</p>	<p>The vision of the Concord School community encompasses a commitment to inclusive excellence in education for all students. We understand the diverse complexities of our students and maintain high expectations for all. Our school recognises the strong link between home and school. This partnership is encouraged and valued. We aim to be a family friendly school that focuses on the whole child.</p> <p>Student achievement, engagement and wellbeing are the fundamental pursuits of our school. We aspire to engage our students, with the support of the greater community, to develop the requisite skills and strategies to be able to encounter the world with independence, confidence and a positive mindset.</p>												
<p>School values</p>	<p>At Concord School we aspire to develop 21st Century learners utilising evidence based practice that incorporates early and middle year's philosophies with applied learning and inquiry tools.</p> <p>The following core values and positive behaviour expectations underpin the management and teaching practices at our school.</p> <table border="0"> <thead> <tr> <th>Values</th> <th>Expectations</th> </tr> </thead> <tbody> <tr> <td>• Personal best</td> <td>• Be a learner</td> </tr> <tr> <td>• Respect</td> <td>• Be respectful</td> </tr> <tr> <td>• Honesty</td> <td>• Be responsible</td> </tr> <tr> <td>• Cooperation</td> <td>• Be Safe</td> </tr> <tr> <td>• Inclusion</td> <td></td> </tr> </tbody> </table> <p>We strive for excellence and do our personal best as a learner, this means challenging ourselves and others to understand the complexities of the world around us, demonstrating learning ready behaviours and applying strategies such as whole body listening to help us understand.</p> <p>We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.</p> <p>We act responsibly and honestly by abiding by the school expectations and valuing the contribution of others.</p> <p>We model and demonstrate cooperation and safety and take every opportunity to help others that may be in need by cooperating and working in teams.</p> <p>We demonstrate inclusion as we enjoy learning with our friends in various environments and recognise and celebrate difference.</p>	Values	Expectations	• Personal best	• Be a learner	• Respect	• Be respectful	• Honesty	• Be responsible	• Cooperation	• Be Safe	• Inclusion	
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<p>Context challenges</p>	<p>Context: Concord School is located in Bundoora, a northern suburb of Melbourne, on two campuses. It is a special school which caters for</p>												

	<p>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) with current enrolment of 470 students.</p> <p>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.</p> <p>The students are taught the Victorian Curriculum and VCAL (Year 11-12) curriculum however the educational pathway of each student is specifically tailored, through the use of Individual Education 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.</p> <p>Challenges:</p> <ul style="list-style-type: none"> • With a vast catchment area most students utilise the Departments bus transport service. This make it difficult to engage the parent community. • With a rapidly increasing enrolment it is difficult to maintain the small class sizes. • Our students have complex and diverse needs and it is challenging to find evidence to determine the academic progress of our students. • Maintaining diversity and desirable range of content for Vocational Education and Training (VET) programs.
<p>Intent, rationale and focus</p>	<p>Intent:</p> <p>Fundamental to the values and philosophies of the Concord School community is the notion that all children have a right to access a quality and equitable educational experience. It is our intent to ensure that all students in our care receive best practice and evidence based pedagogy that is aligned to the Victorian Curriculum and VCAL so that they may develop into independent, resilient and resourceful adults.</p> <p>Rationale:</p> <p>Throughout the review we undertook the analysis and interrogation of multiple data sets relating to student achievement, engagement and wellbeing. Utilising the evidenced based model of the improvement cycle we will constantly monitor the goals and priorities of the strategic plan ensuring our practice is in line with current evidence based pedagogy. This will give our students the best possible chance to access a quality educational experience and give them access to the skills that will support them 'to be the best they can be'.</p> <p>Focus:</p> <p>Through the review process it was recognised that the following elements should be prioritised.</p> <ul style="list-style-type: none"> • Continued focus on the whole school curriculum plan with particular focus on Literacy, Numeracy and Social Competency • Improvement of community partnerships and effective communication systems to engage the school community • Continue to document and implement strategies to reduce the variance between classrooms and supporting the staff to improve data literacy, content knowledge and utilise consistent pedagogies • Increasing opportunities for student voice and agency in the classroom

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| | <ul style="list-style-type: none">• Increase opportunities for students to access diversity of programming whilst engaged in the Victorian Certificate of Applied Learning (VCAL) |
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Goal 1	To ensure the achievement of high-quality educational outcomes for all students with focus on English and Mathematics.
Target 1.1	<p>In 2019 75% of students in Year F - 10 made learning level progress in the English Language Mode of Reading and Viewing.</p> <p>In 2019 78% of students in Year F - 10 made learning level progress in the English Language Mode of Writing.</p> <p>Ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 to make learning level progress* each school year during the SSP period in the VC English Language Modes of:</p> <ul style="list-style-type: none">• Reading and Viewing• Writing• Speaking and Listening <p>* learning level progress to be measured using the Concord School Continuums that are derived from the Victorian Curriculum progressions.</p>
Target 1.2	<p>In 2019 72% of students in Year F - 10 made learning level progress in the Mathematics Strand of Number Algebra.</p> <p>Ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 to make learning level progress* each school year during the SSP period in Mathematics Strands of:</p> <ul style="list-style-type: none">• Number and Algebra• Measurement and Geometry

	<ul style="list-style-type: none"> • Statistics and Probability <p>* learning level progress to be measured using the Concord School Continuums that are derived from the Victorian Curriculum progressions.</p>
Key Improvement Strategy 1.a Curriculum planning and assessment	Refine and further develop school capacity to record, monitor, interpret and analyse student assessment data to inform differentiated teaching practice within the CSLM
Key Improvement Strategy 1.b Building practice excellence	Use the Professional Learning Community inquiry cycle to further build staff capacity to embed the CSLM in all classes
Key Improvement Strategy 1.c Instructional and shared leadership	Continue to provide distributed instructional leadership that guides, supports and direct the improvement of instructional practice and student learning within the CSLM
Goal 2	Each Concord student will achieve a positive post-school pathway or destination.
Target 2.1	In 2019 100% of students exited to further studies or employment. By 2023, 100 per cent of students exit to further studies or employment.
Target 2.2	By 2023, an increase in the percentage of students completing or partially completing the Intermediate VCAL from 0% to 10%.
Key Improvement Strategy 2.a Building practice excellence	Continue programs designed to successfully transition Concord students into further education and training, employment.

Key Improvement Strategy 2.b Curriculum planning and assessment	Develop and implement an Intermediate VCAL option into the senior secondary curriculum provision.
Goal 3	Continue to develop the social competencies and agency in learning of our students..
Target 3.1	<p>By 2023, the percentage of students responding positively to the following student Attitudes to School Survey (AtSS) Learner characteristics and disposition domain measures to be at or above 93 per cent:</p> <p>80% of F-10 students to make learning level progress each year in the personal and social capability according to teacher judgements</p> <ul style="list-style-type: none"> • Learning Confidence (90% in 2019) • Motivation and Interest (90% in 2019) <p>* learning level progress to be measured using the Concord School Continuums that are derived from the Victorian Curriculum progressions.</p>
Target 3.2	<p>By 2023, the percentage of parents responding positively to the following Parent Opinion Survey (POS) Student Development domain measures to be at or above 80 per cent:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills (79% in 2019) • Student agency and voice (70% in 2019)
Key Improvement Strategy 3.a Empowering students and building school pride	Implement the outcomes of the 2018 and ensuing Social Competencies self-reviews
Key Improvement Strategy 3.b	Improve and consistently implement Concord practices in school-parent/carers channels of communication.

Parents and carers as partners