

2021 Annual Report to The School Community



School Name: Concord School (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 Registration 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 2021 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 17 March 2022 at 11:19 AM 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 Registration 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 2021 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 24 March 2022 at 09:12 AM by Mark Lancaster (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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. The students are funded under the Program for Students with Disabilities (PSD).

The vision of Concord School encompasses a commitment to inclusive excellence in education for all students. 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.

A total of 428 students, 133 female and 295 male, were enrolled at Concord School in 2021. 15 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander. The school's socio-economic profile based on the school's Student Family Occupation index was 0.47 in the medium socio-economic band.

The students are taught the Victorian Curriculum and VCAL (Year 11-12) curriculum however the educational pathway of each student is specifically tailored, using 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 staff.

The school had 125.2 equivalent full-time staff: 4 Principal class, 67 teachers and 54 Education Support staff. Concord School was a host school to 15 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 2021 Concord School worked on implementing the three priorities mandated by the Department of Education and Training. These were 'Learning, catch-up and extension', 'Happy, active and healthy kids' and 'Connected schools'.

In term 1 a Home-School Communication Plan was established through consultation with the school community. This detailed the frequency and type of communication expected of teachers and parents. Communication moved on-line only through Compass and all staff received iPads to assist with this process.

The Concord School Assessment Schedule was analysed and modified to ensure that the assessments gave teachers the information they required to effectively plan for students at all developmental levels. Evidence based professional learning and program development focussed on reading with an emphasis on decoding and the teaching of oral language. As a result, relevant staff were trained in the delivery of the Little Learners Love Literacy and Sounds-Write programs.

The approach to using the PLC inquiry cycle to further build staff capacity was modified due to the limitations of implementing a learning intervention when the students were learning remotely. Through this period relationships were strengthened between staff, parents and students and team collaborative practices improved. Staff identified gains in student resilience as flexible teaching and learning approaches adapted to the changing learning environments of 2021.

Despite lengthy periods of remote and flexible learning, all students transitioned into further education and training or employment.

Achievement

Due to COVID-19, the students were engaged in both online and on-site learning in 2021. The remote learning in 2020 ensured that there were structures and processes in place however these were refined and improved in 2021. Learning and engagement was maximised through a combination of digital task boards, live check-ins and lessons and age-appropriate opportunities for students to socialise. Parents were provided with programs via a digital platform, and for those who requested it, hardcopies and physical supports were provided. Students engaged in submitting tasks online and received direct feedback from their teachers. Specialist teachers provided optional learning tasks and live lessons each day.

All students had an Individual Education Plan based on their specific educational needs. Student progress was measured against the achievement of individual goals and most students 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. Teacher judgement placed student achievement between levels B and 6 in English and B and 5 Mathematics. In English 98.7% of students were between levels B and 3 and in Mathematics 98.8% were between levels B and 3.

In 2021 there were 93 students enrolled in the Foundation VCAL program. Our goal is to deliver the full VCAL curriculum to all students, however, due to the nature of our students, some find it a challenge to successfully complete all required units. The program is delivered over a two-year period to maximise the potential to achieve the full certificate. This model proved beneficial in 2021 as the extra time provided to meet the outcomes meant that even with the added pressure of the pandemic with its associated lockdowns there was not as much pressure on our students as there was for their mainstream counterparts.

There were 44 students enrolled in Year 12 with 28 of those students achieving a full foundation VCAL certificate and the remaining students achieving partial completion of the program. 100 % of students were linked to further studies or part-time employment after completing their schooling at Concord School which is an outstanding result. Year 12 students completed Career Action Plans to provide to their post-school placement and all students participated in Structured Workplace Learning placements and Vocational Education and Training (VET) in Year 11 and 12. During 2021 Concord School also had 22 Year 12 students undertake School-Based Apprenticeships (SBATs) in areas of Warehousing Operations and Food Processing.

Engagement

In 2021 a Student and Engagement and Wellbeing Leader was appointed to the Upper Primary, Secondary 7-8, Secondary 9-10 and Secondary 11-12 sections of the school. These leaders worked in a School Improvement Team (SIT) under the leadership of the Assistant Principal – Student Engagement and Wellbeing. These leaders worked in collaboration with the Teaching and learning Leader of their section. In partnership with the Behaviour Support and Counselling teams, the SIT established an agreed approach to monitoring and responding to student wellbeing concerns.

Due to COVID-19, 2021 was a particularly challenging year with the engagement of students and parents/carers a priority for the school. The usual school events such as camps, the Presentation Ball and showcasing of student work were unable to proceed or occurred in a limited capacity. For significant periods of the year the students were learning remotely. The goal was for students to attend online learning sessions and actively participate in learning activities and connect meaningfully with their teachers and other students. This occurred through Compass, the Webex platform and phone calls. The school provided laptops for the students to use at home as required.

Student absences averaged 23 across the year which is a slight decrease on the 2020 average of 23.7. Student attendance during online sessions varied with some classes experiencing low levels of attendance. In many cases this was because it was challenging for parents, particularly those of the younger students, to keep their children on-task

while caring for the needs of siblings as well as their own home and work commitments. Alternatively, due to the use of digital communication platforms the school experienced a very high level of connection with many families who had not engaged previously.

Term 4 focused on re-engaging students with onsite learning and maintaining the strong relationships that were developed with many families during the remote learning period. The students transitioned effectively back to onsite learning in most cases with students attending school, demonstrating a readiness to learn and exhibiting high standards of behaviour.

Wellbeing

In 2021 the focus was ensuring that students were as engaged and connected as possible in order to enhance their wellbeing. This was achieved through maximising attendance and building relationships with teachers, peers, school wellbeing staff and outside agencies.

The wellbeing issues experienced by our students were similar to those in 2020 however there was increased uncertainty as students often had to isolate as one of their teachers or classmates tested positive for COVID. There was increased stress at home for many families as changes to work circumstances and reduced access to respite care and the level of support available to students at home.

The school supported students and families through several strategies. Teachers checked in on students 1:1 either on the phone or via Webex and students who were not engaging with the remote learning plan were followed up by the student wellbeing team and were regularly monitored during this period. Students benefitted from online meetings with their teachers and classmates. Teachers facilitated whole class, small group and individual online meetings and phone calls to support learning.

The majority of students were extremely pleased to return to onsite learning and engaged enthusiastically with school staff and their peers. Some students required additional support to re-establish routines and connections, particularly those students who commenced at the school in 2021.

Finance performance and position

Concord School concluded 2021 in a financially strong position. The school has committed a \$1.5 million contribution to our new building (in conjunction with the VSBA funding of \$10 million), with the funds made available from the 2021 operating surplus. To enable us to meet our financial commitments in 2022, a credit to cash transfer was initiated in 2021 from this surplus. All our equity funding has been acquitted in alignment with the priorities in the 2021 Annual Implementation Plan. It was a challenging year with remote learning and school closures, however, we were able to run several camps and excursions, including those for our senior students who left us at the end of the year.

For more detailed information regarding our school please visit our website at
<http://www.concordsch.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 428 students were enrolled at this school in 2021, 133 female and 295 male.

15 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

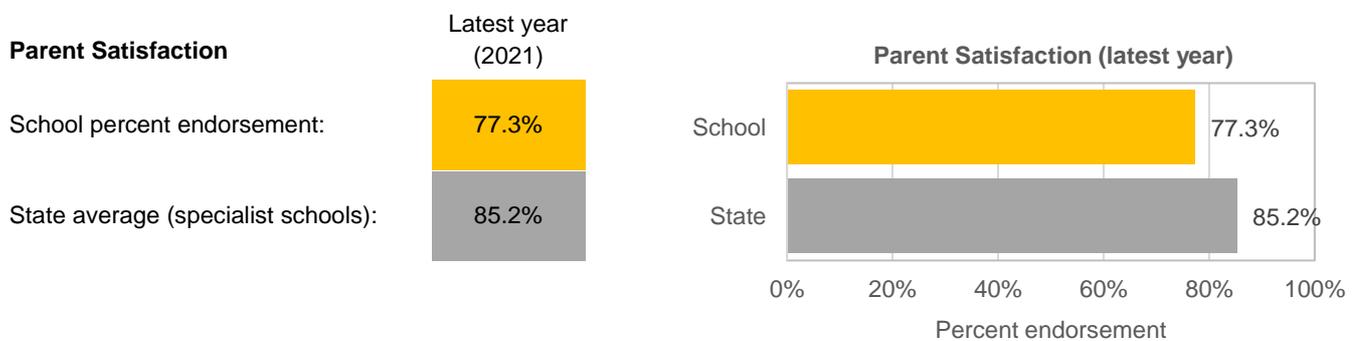
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

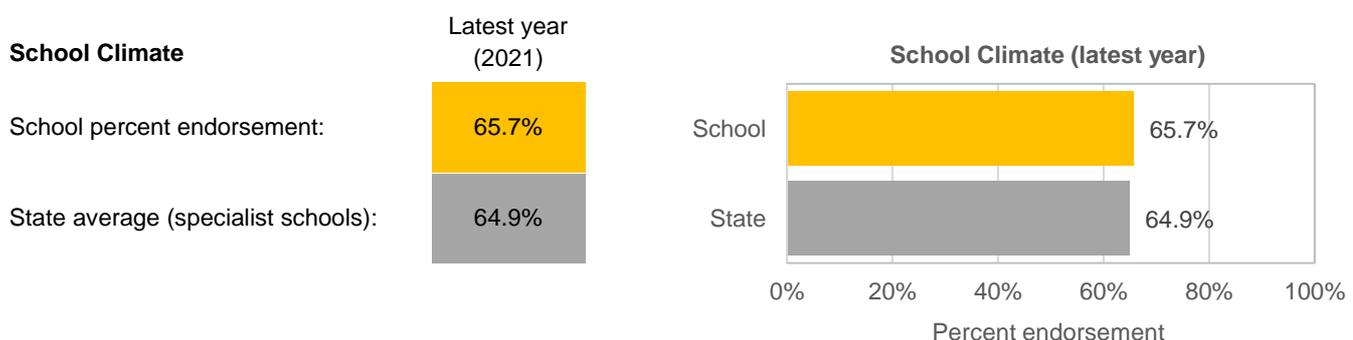


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



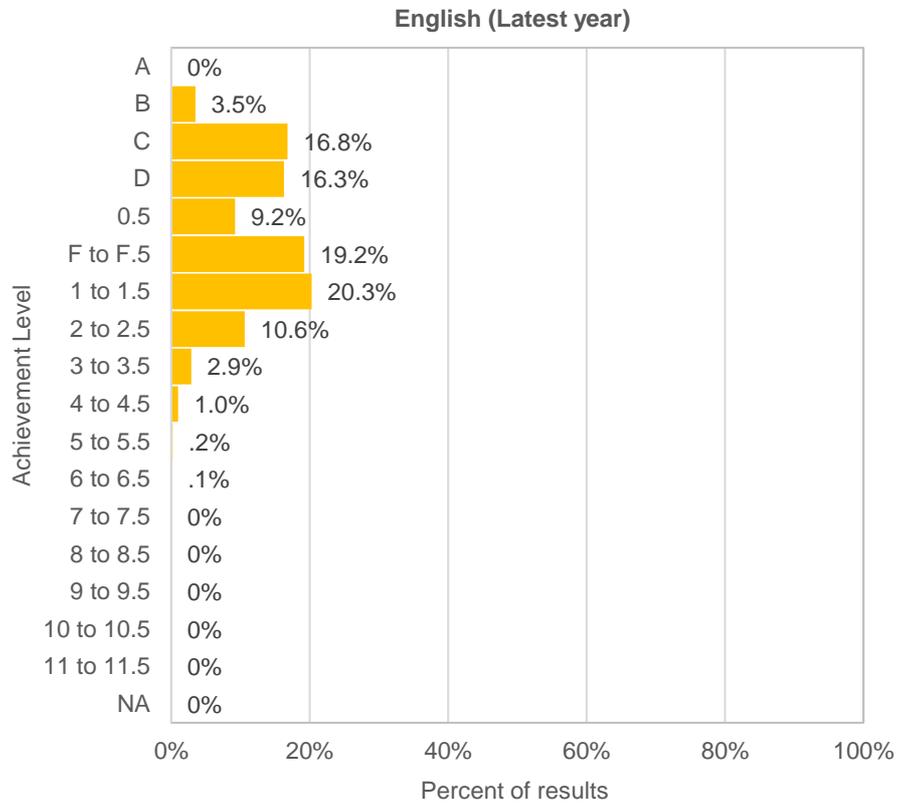
ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

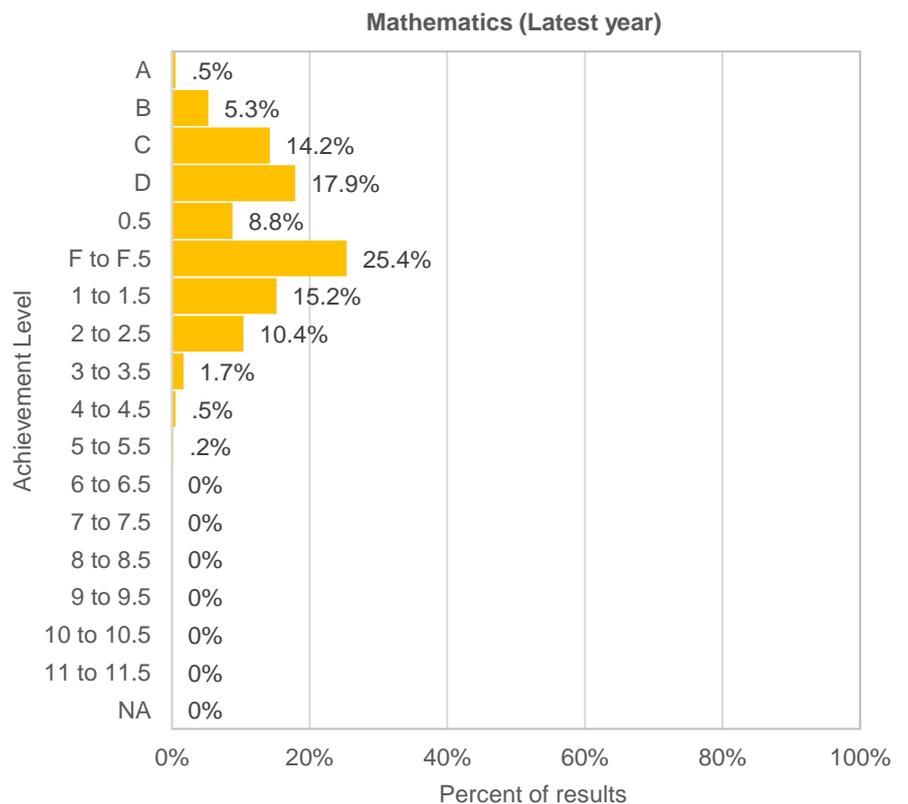
English

Achievement Level	Latest year (2021)
A	NDA
B	3.5%
C	16.8%
D	16.3%
0.5	9.2%
F to F.5	19.2%
1 to 1.5	20.3%
2 to 2.5	10.6%
3 to 3.5	2.9%
4 to 4.5	1.0%
5 to 5.5	0.2%
6 to 6.5	0.1%
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2021)
A	0.5%
B	5.3%
C	14.2%
D	17.9%
0.5	8.8%
F to F.5	25.4%
1 to 1.5	15.2%
2 to 2.5	10.4%
3 to 3.5	1.7%
4 to 4.5	0.5%
5 to 5.5	0.2%
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	26.2	28.4	23.7	23.0	25.4

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	100.0%	100.0%	76.7%	88.5%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$15,104,087
Government Provided DET Grants	\$3,250,038
Government Grants Commonwealth	\$0
Government Grants State	\$9,800
Revenue Other	\$12,469
Locally Raised Funds	\$150,379
Capital Grants	\$0
Total Operating Revenue	\$18,526,773

Equity ¹	Actual
Equity (Social Disadvantage)	\$139,876
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$139,876

Expenditure	Actual
Student Resource Package ²	\$12,495,713
Adjustments	\$0
Books & Publications	\$4,386
Camps/Excursions/Activities	\$114,044
Communication Costs	\$16,876
Consumables	\$246,900
Miscellaneous Expense ³	\$47,432
Professional Development	\$67,094
Equipment/Maintenance/Hire	\$268,996
Property Services	\$291,363
Salaries & Allowances ⁴	\$600,228
Support Services	\$806,297
Trading & Fundraising	\$53,656
Motor Vehicle Expenses	\$24,978
Travel & Subsistence	\$18
Utilities	\$85,338
Total Operating Expenditure	\$15,123,320
Net Operating Surplus/-Deficit	\$3,403,452
Asset Acquisitions	\$10,791

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$2,002,696
Official Account	\$74,630
Other Accounts	\$0
Total Funds Available	\$2,077,326

Financial Commitments	Actual
Operating Reserve	\$394,895
Other Recurrent Expenditure	\$197,873
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$1,500,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,092,768

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.