

2022 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 of the previous calendar year 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 05 April 2023 at 01:40 PM by Jason Coningsby (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 23 April 2023 at 02:12 PM by John Qiu (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 excellence in inclusive 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 wider community, to develop the skills and strategies required to leave our school with independence, confidence and a positive mindset.

A total of 434 students, 142 female and 292 male, were enrolled at Concord School at the commencement of 2022. 18 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander. The school's Student Family Occupation index, based on the educational and employment characteristics of parents/carers, is in the medium socio-economic band.

The students were taught the Victorian Curriculum and VCAL (Year 11-12) curriculum however the educational pathway of each student was specifically tailored, using Individual Education Plans, to meet their targeted learning needs. The students were supported through extensive resourcing, small class sizes of 8-12, education support staff in each classroom and specialised staff including a school first aid officer, occupational therapists, speech pathologists and student wellbeing staff.

The school had 126.83 equivalent full-time staff: 4.4 Principal class, 13.4 Leading Teachers and Learning Specialists, 51.6 teachers and 57.43 Education Support staff. Concord School was a host school to 17 Education Support Trainees employed through AGA - Apprenticeships Plus. All teachers are qualified and meet the registration requirements of the VIT.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 students experienced a full year of learning onsite however, due to COVID-19 related staffing shortages, classes were at times split across their own section to accommodate the changes. Structures and processes were put in place to ensure learning and engagement continued and students were able to work towards their individual goals. The implementation of an evidence-based, systematic phonics approach across the school was embedded further through peer modeling, coaching and the Tutor Learning Initiative (TLI) which continued to focus on the decoding element of reading.

All students had an Individual Education Plan based on their specific educational needs. Student progress was measured against a five-point scale in the key learning areas of English (Reading and Viewing, Writing, Speaking and Listening) and Mathematics (Number, Measurement and Geometry). In English 73% of students achieved or surpassed their goals and in Mathematics 76% of students achieved or surpassed their goals. Teacher judgement placed student achievement against the Victorian Curriculum between levels A-6 in both English and Mathematics. In English 96.7% of students were between levels B and 3.5 and in Mathematics 97.3% were between levels A and 3.5.

In 2022 there were 77 students enrolled in the Foundation VCAL program. Our goal is to deliver the full VCAL curriculum to all students, however, some of our students 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 2022 as our 40 Year 12 students were able to meet outcomes from the VCAL certificate whilst our 37 Year 11 students trialled the new Victorian Pathways Certificate (VPC). The trialling students were enrolled in the Foundation VCAL program and will receive Credits towards their the VPC in 2023.

There were 40 students enrolled in Year 12 with 25 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 2022 Concord School also had 22 Year 12 students undertake School-Based Apprenticeships (SBATs) in areas of Supply Chain Operations and Food Processing.

Wellbeing

In 2022 the focus was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. In 2022, staff worked to further develop and embed the School Wide Positive Behaviour Support framework. The wellbeing issues experienced by our students were similar to those in 2020 and 2021, however returning to school full time for onsite learning after two years of COVID disruptions, meant the resilience and capabilities of some students were impacted significantly. Staff continued to scaffold the supports needed to meet the individual needs of the students and their families. Student Engagement and Wellbeing Leaders supported the classroom teachers to build capacity when a student had wellbeing concerns. Staff engaged in professional development focussed on trauma informed practices and the School Wide Positive Behaviour Support framework. Staff continued to develop their skills on how to support the wellbeing of students and build confidence to accurately identify the wellbeing needs of all their students. The professional development increased staff ability to recognise at-risk students, understanding how they will be identified and receive targeted support in a timely manner. Similarly, to 2021, most students were extremely pleased to return to full time onsite learning and have the entire school year with no COVID lockdowns or need for remote learning. Those students who required additional support to re-establish routines and connections at the conclusion of 2021 continued to benefit from clear structures and expectations when returning onsite fulltime. The mental health practitioner and school counsellors were utilised to effectively to support students' wellbeing and mental health, especially the most vulnerable.

Engagement

In 2022, Student Engagement and Wellbeing Leaders were appointed to every section of the school. Under the leadership of the Assistant Principal – Student Engagement and Wellbeing, leaders continued to work in a School Improvement Team (SIT) and met weekly to discuss the wellbeing and engagement of students. In partnership with the Behaviour Support and Counselling teams, the SIT continued to develop and refine their approach to monitoring and responding to student wellbeing concerns. Student Engagement and Wellbeing Leaders worked in collaboration with the Teaching and Learning Leader of their section to support engagement when returning to full time onsite learning.

School events such as camps, the Presentation Ball, Graduations, 7/8 Spectacular of Mamma Mia and the State Schools Spectacular resumed which allowed for many extremely positive opportunities and contributions to student engagement. Student absences averaged 40.0 days per year which was an increase from 2021. We believe this is due to mandated COVID isolations, returning ability to travel interstate/overseas, increase of other general illnesses and vigilance of students staying home when unwell.

In Semester Two, staff engaged in professional learning with a focus on embedding the School Wide Positive Behaviour Support framework. Leaders supported staff to build their knowledge of School Wide Positive Behaviour practices through clear processes to enhance engagement and wellbeing throughout the school.

As a School Improvement Team, we decided to postpone our second action - *to differentiate curriculum and strengthen teaching practice in the area of Social Competencies*. This will allow more time and resourcing to be dedicated to this action.

Financial performance

Concord School continued its strong financial performance in 2022. We invested our funds in a range of programs and resources that allowed our students to achieve their best across all aspects of our school. Our extensive workforce planning efforts ensured a staffing structure that assisted students not only directly in the classroom but also with other supports in wellbeing and allied health. Our equity funding, grants and fundraising efforts have been acquitted in line with their respective requirements and we appreciate the opportunities they have afforded our school. Concord School is eager and excited for the completion of our capital building works at the end of 2023 and beginning of 2024 and our operating surplus continues to be held in reserve to assist with moving forward into future stages of our school's masterplan.

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 2.0 (FISO 2.0).

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 434 students were enrolled at this school in 2022, 142 female and 292 male.

18 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).

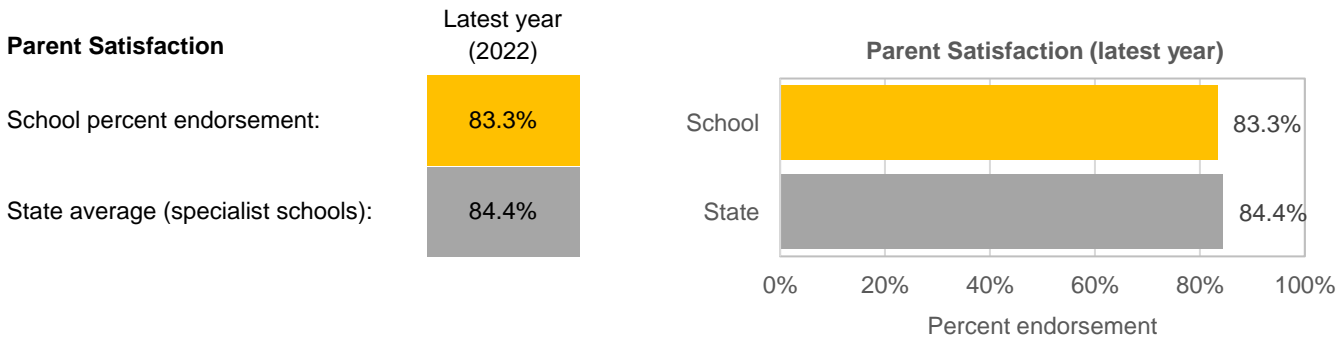
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

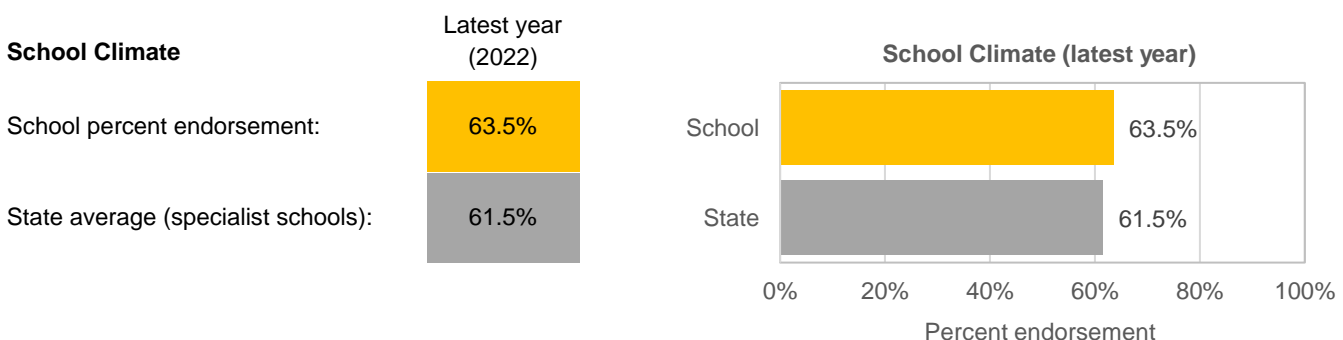


School Staff Survey

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.



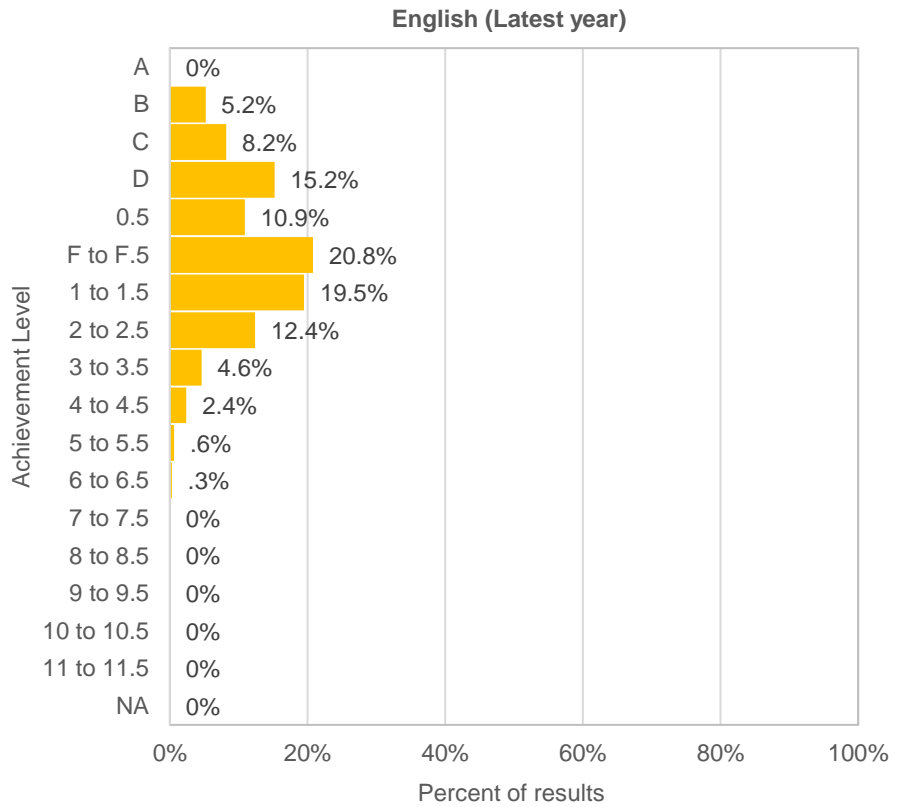
LEARNING

Teacher Judgement of student achievement

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

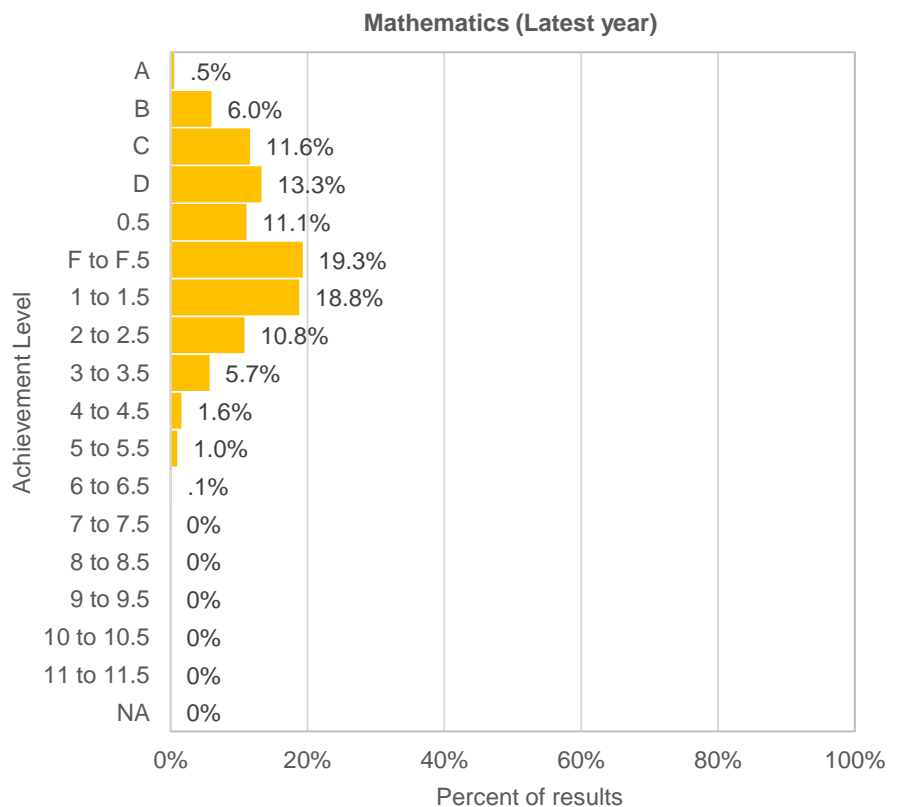
English

| Achievement Level | Latest year (2022) |
|-------------------|--------------------|
| A | NDA |
| B | 5.2% |
| C | 8.2% |
| D | 15.2% |
| 0.5 | 10.9% |
| F to F.5 | 20.8% |
| 1 to 1.5 | 19.5% |
| 2 to 2.5 | 12.4% |
| 3 to 3.5 | 4.6% |
| 4 to 4.5 | 2.4% |
| 5 to 5.5 | 0.6% |
| 6 to 6.5 | 0.3% |
| 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 (2022) |
|-------------------|--------------------|
| A | 0.5% |
| B | 6.0% |
| C | 11.6% |
| D | 13.3% |
| 0.5 | 11.1% |
| F to F.5 | 19.3% |
| 1 to 1.5 | 18.8% |
| 2 to 2.5 | 10.8% |
| 3 to 3.5 | 5.7% |
| 4 to 4.5 | 1.6% |
| 5 to 5.5 | 1.0% |
| 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 |



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.

| Student Absence | 2019 | 2020 | 2021 | 2022 | 4-year average |
|--|------|------|------|------|----------------|
| School average number of absence days: | 28.4 | 23.7 | 22.8 | 40.0 | 28.7 |

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% | 76.3% | 89.9% | 85.2% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

| Revenue | Actual |
|--------------------------------|---------------------|
| Student Resource Package | \$16,751,896 |
| Government Provided DET Grants | \$2,449,771 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$2,400 |
| Revenue Other | \$37,079 |
| Locally Raised Funds | \$297,441 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$19,538,587 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$134,887 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$134,887 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$13,703,326 |
| Adjustments | \$0 |
| Books & Publications | \$5,498 |
| Camps/Excursions/Activities | \$293,390 |
| Communication Costs | \$9,581 |
| Consumables | \$248,145 |
| Miscellaneous Expense ³ | \$60,127 |
| Professional Development | \$58,382 |
| Equipment/Maintenance/Hire | \$201,962 |
| Property Services | \$156,131 |
| Salaries & Allowances ⁴ | \$714,949 |
| Support Services | \$942,025 |
| Trading & Fundraising | \$93,171 |
| Motor Vehicle Expenses | \$35,626 |
| Travel & Subsistence | \$1,009 |
| Utilities | \$112,913 |
| Total Operating Expenditure | \$16,636,234 |
| Net Operating Surplus/-Deficit | \$2,902,353 |
| Asset Acquisitions | \$286,647 |

- (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 24 Feb 2023 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 2022

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,365,728 |
| Official Account | \$102,936 |
| Other Accounts | \$0 |
| Total Funds Available | \$1,468,664 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$470,134 |
| Other Recurrent Expenditure | \$32,636 |
| 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 | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$1,468,664 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,971,434 |

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.