

# School Strategic Plan 2024-2028

Concord School (5027)



Submitted for review by Matthew Di Domenica (School Principal) on 17 April, 2024 at 02:00 PM  
Endorsed by Justin Esler (Senior Education Improvement Leader) on 17 April, 2024 at 02:01 PM  
Endorsed by John Qiu (School Council President) on 17 April, 2024 at 09:47 PM

# School Strategic Plan - 2024-2028

Concord School (5027)

<b>School vision</b>	<p>The vision of the Concord School community encompasses a commitment to excellence in education for all students. 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>
<b>School values</b>	<p>At Concord School we aspire to develop 21st Century learners utilising evidence-based practice. The following core values and positive behavior expectations underpin the management and teaching practices at our school.</p> <p>Values - Personal best, Respect, Honest, Cooperation.</p> <p>Expectations - Be a learner, Be respectful, Be responsible, Be safe.</p> <p>As students, 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 happiness as we enjoy learning with our friends in various environments.</p>
<b>Context challenges</b>	<p>Context:</p> <p>Concord School is located in Bundoora, a northern suburb of Melbourne, on two campuses. It is a special school which caters for students with a mild intellectual disability between the ages of 5 and 18 years. The school has a current enrolment of approximately 440 students.</p> <p>The overall school's socio-economic profile based on the school's Student Family Occupation and Education index (SFOE) is medium socio-economic band.</p> <p>The students are taught the Victorian Curriculum and VPC (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</p>

	<p>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"> <li>• With a vast catchment area most students utilise the Departments bus transport service. This make it difficult to engage the parent community.</li> <li>• With a rapidly increasing enrolment it is difficult to maintain the small class sizes.</li> <li>• Our students have complex and diverse needs and it is challenging to find evidence to determine the academic progress of our students.</li> <li>• Maintaining diversity and desirable range of content for Vocational Education and Training (VET) programs.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Intent: 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 VPC so that they may develop into independent, resilient and resourceful adults.</p> <p>Rationale: 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: Through the review process it was recognised that the following elements should be prioritised.</p> <ul style="list-style-type: none"> <li>• Continued focus on the whole school curriculum planning and assessment documentation with particular focus on English, Maths and Personal and Social Capabilities.</li> <li>• Continue to document and implement wellbeing and engagement strategies to enhance the wellbeing and attendance outcomes of students.</li> <li>• Continued upskilling of staff to best implement proactive teaching strategies that are aligned with the DE Disability Inclusion practices.</li> <li>• Increasing opportunities for student voice and agency in the classroom.</li> </ul>



# School Strategic Plan - 2024-2028

Concord School (5027)

<b>Goal 1</b>	Improve engagement to maximise learning growth for all students.
<b>Target 1.1</b>	<p>Victorian Curriculum: By 2028, the increase the percentage of students in Year F - 10 achieving their Individual Education Plan goals by the end of Semester 2 for:</p> <ul style="list-style-type: none"><li>• Reading and Viewing from 67 per cent in 2023 to 75 per cent</li><li>• Writing from 68 per cent in 2023 to 75 per cent</li><li>• Number and Algebra from 75 per cent in 2023 to 80 per cent in Number (Version 2 of the Victorian Curriculum)</li><li>• Personal and Social Capability from 76 per cent in 2023 to 80 per cent.</li></ul> <p><i>Note: The targets are to be aligned with the implementation of Version 2.0 of the Victorian Curriculum.</i></p>
<b>Target 1.2</b>	<p>School Staff Survey: By 2028, increased the positive endorsement by staff for the factors of:</p> <ul style="list-style-type: none"><li>• Instructional Leadership from 64 per cent in 2023 to 70 per cent</li><li>• Collective responsibility from 70 per cent in 2023 to 80 per cent</li><li>• Academic emphasis from 45 per cent in 2023 to 60 per cent</li><li>• Guaranteed and viable curriculum from 62 per cent in 2023 to 70 per cent</li><li>• Understand formative assessment from 66 per cent in 2023 to 70 per cent.</li></ul> <p>SSS participation target: Increase the percentage of staff completing the SSS from 47 per cent in 2023 to 70 per cent by 2028.</p>

<p><b>Target 1.3</b></p>	<p>Attitudes to Schools Survey – Accessible version: By 2028, increased the positive endorsement by students for the factors of:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 80 per cent in 2023 to 85 per cent</li> <li>• Sense of confidence from 82 per cent in 2023 to 85 per cent</li> <li>• maintain Motivation and interest at 85 per cent.</li> </ul> <p>AToSS survey participation target: Increase the percentage of students completing the Accessible version of the survey from 44 per cent in 2023 to 70 per cent by 2028.</p>
<p><b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop and implement a guaranteed and viable curriculum, aligned with Version 2.0 of the Victorian Curriculum.</p>
<p><b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 1.a</b></p>	

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Review, refine and embed the implementation of the Concord School Learning Model (CLSM).</p>
<p><b>Key Improvement Strategy 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 1.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning</p>	<p>Strengthened formative assessment practices to inform differentiated teaching</p>

<p>growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 1.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Goal 2</b></p>	<p>Improve engagement to maximise the wellbeing of all students.</p>
<p><b>Target 2.1</b></p>	<p>Attitudes to Schools Survey: Accessible version: By 2028, increased the positive endorsement by Years 4 -12 students for the factors of:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 75 per cent in 2023 to 80 per cent</li> <li>• Sense of inclusion from 89 per cent to 91 per cent</li> <li>• Teacher concern from 86 per cent in 2023 to 90 per cent.</li> </ul>
<p><b>Target 2.2</b></p>	<p>Student Attendance: By 2028, decrease the percentage of students with 20 or more absent days for:</p> <p>Prep to Year 6 students:</p> <ul style="list-style-type: none"> <li>• All students from 57 per cent in 2023 to 45 per cent</li> <li>• Equity funded students from 74 per cent in 2023 to 50 per cent</li> </ul>

	<ul style="list-style-type: none"> <li>• Aboriginal students from 85 per cent in 2023 to 55 per cent.</li> </ul> <p>Years 7-12 students</p> <ul style="list-style-type: none"> <li>• All students from 56 per cent in 2023 to 45 per cent</li> <li>• Equity funded students from 64 per cent in 2023 to 50 per cent</li> <li>• Aboriginal students from 72 per cent in 2023 to 55 per cent.</li> </ul>
<b>Target 2.3</b>	<p>Parent Opinion Survey: By 2028, increase the percentage of parents and carers for the factors of:</p> <ul style="list-style-type: none"> <li>• Student connectedness from 87 per cent in 2023 to 92 per cent</li> <li>• Respect for diversity from 86 per cent in 2023 to 91 per cent</li> <li>• Student voice and agency from 75 per cent in 2023 to 80 per cent</li> <li>• maintain Confidence and resiliency skills at 88 per cent.</li> </ul>
<b>Target 2.4</b>	<p>Staff Survey: By 2028, increased the positive endorsement by staff for the factors of</p> <ul style="list-style-type: none"> <li>• Support growth and learning of whole student from 76 per cent to 81 per cent</li> <li>• Collective efficacy from 62 per cent in 2023 to 70 per cent.</li> </ul>
<p><b>Key Improvement Strategy 2.a</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Review and define all staff roles and school processes to align with inclusive engagement practices.</p>
<b>Key Improvement Strategy 2.a</b>	

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthened pedagogical practices to enhance student engagement.</p>
<p><b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	

<p>positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Review and strengthen processes to address student absence, particularly for priority cohorts.</p>
<p><b>Key Improvement Strategy 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	

