

# 2026 Annual Implementation Plan

## for improving student outcomes

Concord School (5027)



Submitted for review by Matthew Di Domenica (School Principal) on 02 February, 2026 at 08:42 AM  
Endorsed by Justin Esler (Senior Education Improvement Leader) on 02 February, 2026 at 12:35 PM

## Self-evaluation summary

<b>FISO 2.0 outcomes</b>	<b>Learning</b>			<b>Wellbeing</b>	
	Embedding			Embedding	
<b>FISO 2.0 core elements</b>	<b>Leadership</b>	<b>Teaching and learning</b>	<b>Assessment</b>	<b>Engagement</b>	<b>Support and resources</b>
	Evolving	Embedding	Evolving	Embedding	Excelling

<b>Future planning for 2026</b>	<p>We are progressing well to strengthen pedagogical practices to enhance student engagement. In 2026 we will continue to work with the regional SWPBS coach to increase consistency of practice, develop staff confidence to explicitly teach students expected behaviours through the development of resources and coaching and utilise data to analyse behaviour and implement interventions. In addition, we will also work to strengthen the school attendance processes, in order to improve attendance and engagement of students.</p>
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## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
Improve engagement to maximise learning growth for all students.	Yes	<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>	Develop and implement a guaranteed and viable curriculum, aligned with Version 2.0 of the Victorian Curriculum.	Yes
		<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>	Review, refine and embed the implementation of the Concord School Learning Model (CLSM).	Yes

		SSS participation target: Increase the percentage of staff completing the SSS from 47 per cent in 2023 to 70 per cent by 2028.		
		<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>	Strengthened formative assessment practices to inform differentiated teaching	No
Improve engagement to maximise the wellbeing of all students.	Yes	<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>	Review and define all staff roles and school processes to align with inclusive engagement practices.	No
		<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> <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> </ul>	Strengthened pedagogical practices to enhance student engagement.	Yes

		<ul style="list-style-type: none"> <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>		
		<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>	Review and strengthen processes to address student absence, particularly for priority cohorts.	Yes
		<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>		

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Improve engagement to maximise learning growth for all students.	
<b>KIS 1.a</b>	Develop and implement a guaranteed and viable curriculum, aligned with Version 2.0 of the Victorian Curriculum.	
<b>Actions</b>	Create the remaining curriculum documents for version 2 of the Victorian Curriculum including FLA - FLD. Develop staff capacity to understand and use the Guaranteed and Viable Curriculum in order to identify and meet student individual learning needs.	
<b>Evidence of change</b>	<p>AIP Survey Results Increase confidence with using the GVC to 80%</p> <p>School Staff Survey Outcomes</p> <ul style="list-style-type: none"> <li>- Instructional Leadership to maintain 76%</li> <li>- Collective responsibility to 80%</li> <li>- Academic emphasis to 55%</li> <li>- Guaranteed and viable curriculum to 74%</li> </ul> <p>Documentation</p> <ul style="list-style-type: none"> <li>- A coherent Whole School Curriculum Map</li> <li>- A Whole School Pacing Guide for Mathematics to inform yearly and term planning.</li> <li>- Revised writing rubric aligned to Victorian Curriculum 2.0</li> <li>- Uniform unit planners ready for 2027</li> <li>- Revised weekly planners responsive to the VTLM 2.0 elements for implementation in 2027</li> </ul>	
<b>Tasks</b>	<b>People responsible</b>	
Continue to develop staff understanding and confidence of Victorian Curriculum 2.0 through professional learning, collaborative planning and assessment processes	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	

Continue English working party to develop resources required to complete the English GVC for version 2.0 of Victorian Curriculum	<input checked="" type="checkbox"/> Assistant principal
Complete the Whole School Curriculum Map (inld revised Discovery Units)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team
Implement and revise the Assessment Schedule in alignment with the Concord GVC	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team
Investigate and create uniform unit plans for 2027 implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team
Explore a revised weekly planner in alignment with VTLM 2.0 for 2027 implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team
Explore a user friendly data tracking system for 2027 implementation	<input checked="" type="checkbox"/> Assistant principal
<b>KIS 1.b</b>	Review, refine and embed the implementation of the Concord School Learning Model (CLSM).
<b>Actions</b>	Explore and embed tier 1 instructional practices across the school using the VTLM 2.0 framework.
<b>Evidence of change</b>	<p>School Staff Survey Outcomes</p> <ul style="list-style-type: none"> <li>- Extend knowledge of the VTLM 2.0 framework 2025 data: Planning 79%, Enabling Learning 67%, Explicit Teaching 86%, Supported Application 48%</li> <li>- Extend knowledge of the Elements of Learning 2025 data: Elements of Learning 67%</li> </ul> <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> <li>- Stimulated learning to 81%</li> <li>- Sense of confidence to 82%</li> <li>- Motivation and interest 85%</li> </ul> <p>IEP Goal attainment for 2026</p>

	<ul style="list-style-type: none"> <li>- Reading &amp; Viewing 75%</li> <li>- Writing maintain 80%</li> <li>- Number 80&amp;</li> <li>- Algebra maintain 90%</li> </ul>
Tasks	People responsible
Inclusive Classrooms coursework linked to the VTLM 2.0 Elements of Learning: a) supporting student behaviour, b) supporting students with autism c) supporting students with complex communication needs	<input checked="" type="checkbox"/> Assistant principal
Explore and document practices within VTLM 2.0 Explicit Teaching (Scaffolded Practice)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team
Explore and document practices within VTLM 2.0 Supported Application (Revisit and Review)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team
Professional Learning on VTLM 2.0 (Whole staff and section based)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team
Coaching timetables to support VTLM 2.0 implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team
Preliminary peer observations for VTLM 2.0 elements of Explicit Teaching and Supported Application	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team
Goal 2	Improve engagement to maximise the wellbeing of all students.
KIS 2.b	Strengthened pedagogical practices to enhance student engagement.

<b>Actions</b>	Strengthen and implement the School Wide Positive Behaviour Support framework across the school.	
<b>Evidence of change</b>	<p>Accurate Chronicle templates, including positive chronicles, to analyse Pulse Data to and implement targeted intervention programs</p> <p>Teachers have improved confidence in embedding SWPBS practices through the use of common language and visuals, and established routines</p> <p>All teachers are consistently reinforcing the expected behaviours in line with the SWPBS Matrix</p> <p>Teaching and Learning resources relating to the Scope and Sequence</p> <p>Attitudes to School Survey results for the 'Social Engagement' factor are maintained or show improvements from the 2025 baseline.</p>	
<b>Tasks</b>	<b>People responsible</b>	
Develop and document a scope and sequence of SWPBS Teaching and Learning resources	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	
Coaching timetables to support SWPBS implementation	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Team leader(s)	
Upskilling staff to utilise Pulse data, analyse behaviour trends and implement interventions	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> SWPBS leader/team	
Develop and document policies and processes for SWPBS to be shared with staff, students and the community (eg. website, newsletter, handbook, etc).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> SWPBS leader/team	

Establish team for T2 & T3 interventions - based on data collected	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team
<b>KIS 2.c</b>	Review and strengthen processes to address student absence, particularly for priority cohorts.
<b>Actions</b>	Strengthen the school attendance processes to involve staff, students and families
<b>Evidence of change</b>	Attitudes to School Survey results for the 'attitudes to attendance' factor show improvements from the 2025 baseline Students and families report increased awareness and understanding of the school's attendance expectations and processes Students in the 'at risk' category have improved attendance from the 2025 baseline
<b>Tasks</b>	<b>People responsible</b>
Section leaders track student attendance data to identify trends in attendance and identify students at risk at regular meetings	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Wellbeing team
Develop attendance plans for students at risk and implement support meetings to discuss and review these	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Wellbeing team
Enhance promotion of positive attendance to the school community, using various platforms such as through the newsletter and on Compass	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team