

2025 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 March 2026 at 02:07 PM by Matthew Di Domenico (Principal)

- As executive officer of the school council, I attest that this 2025 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 18 March 2026 at 02:08 PM by Matthew Di Domenico (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English for Teacher Judgements against the curriculum
 - Mathematics for Teacher Judgements against the curriculum
- Engagement
 - how many exiting students go on to further studies or full-time work
 - how many Year 7 students remain at the school through to Year 10
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

NDP and NDA

'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 a specialist school located in Bundoora in Melbourne's northern suburbs, operating across two campuses. The school provides education for students aged 5 to 18 years who have a mild intellectual disability.

Our vision reflects a strong commitment to excellence in inclusive education. Student achievement, engagement and wellbeing underpin all aspects of our work. In partnership with families and the wider community, we strive to equip students with the skills, strategies and confidence to transition from school with independence, resilience and a positive mindset.

At the commencement of 2025, Concord School had 422 students enrolled. 9% of students were identified as having English as an additional language, and 6% identified as Aboriginal or Torres Strait Islander. The school's Student Family Occupation and Education (SFOE) index places us within the medium socio-economic band which represents a medium level of socio-educational disadvantage.

Students are taught through the Victorian Curriculum and the Victorian Pathways Certificate (VPC) in Years 11 and 12. Each student's educational pathway is individually tailored through an Individual Education Plan (IEP), ensuring targeted and meaningful learning aligned to their strengths and needs.

Concord School is strongly resourced to support student success. Class sizes range from 8 to 12 students and are supported by Education Support staff in every classroom. A multidisciplinary team, including a school first aid officer, occupational therapists, speech pathologists and student wellbeing staff, further enhances our capacity to respond to the diverse needs of our learners.

The school is staffed by 131.53 equivalent full-time staff, including 4.6 Principal Class, 17.2 Leading Teachers and Learning Specialists, 46.7 teachers and 63.43 Education Support staff. Concord School also hosted 12 Education Support Trainees through AGA – Apprenticeships Plus. All teachers are fully qualified and meet the registration requirements of the Victorian Institute of Teaching.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2025, there was a shift from developing leadership knowledge of a Guaranteed and Viable Curriculum (GVC) to building whole-school implementation and shared understanding. This included targeted professional learning and opportunities for staff to trial the Concord GVC for Number and Algebra in planning and assessment. Results from the School Staff Survey indicated

that staff confidence in understanding and using the Concord GVC increased to 72%, up from 63% in 2023 when this goal was first identified in the Strategic Plan.

A key data set identified through the school review process was Individual Education Plan (IEP) goal attainment. In alignment with the Annual Implementation Plan (AIP), Concord is working towards a four-year target of 80% IEP goal attainment in Number. In 2025, the school partially met this target, with 91% attainment for Algebra goals and 78% attainment for Number goals.

Throughout 2025, a team of teacher leaders and the School Improvement Team began transferring the curriculum design processes learned from Dr Janelle Wills to the Victorian Curriculum for English 2.0. In 2026, this work will continue with a focus on strengthening curriculum planning and developing robust assessment practices that meet the needs of learners at Concord. The school continues to implement an explicit and structured approach to English, with progress evident toward four-year targets. In 2025, 72% of students achieved or exceeded their Reading & Viewing IEP goals and 80% achieved or exceeded their Writing IEP goals, representing strong improvement from baseline data of 67% in Reading and 68% in Writing in 2023.

It has been encouraging to see curriculum design translate into section planning and classroom practice, ensuring that learning is strategically sequenced and not overcrowded. This was reflected in the Attitudes to School Survey, with positive endorsement increasing to 81% for Stimulated Learning, 87% for Sense of Confidence, and 86% for Motivation and Interest.

Throughout their senior years at Concord School, students in Years 11 and 12 are enrolled in the Victorian Pathways Certificate. All students participated in Structured Workplace Learning and Vocational Education and Training (VET) programs. In 2025, 100% of Year 12 students were supported to secure individual post-school pathways, including further study or part-time employment.

Wellbeing

Staff continued to improve engagement to maximise the wellbeing of all students by strengthening the whole school approach towards social and emotional learning. Staff have sustained the prioritised 'non-negotiable' BSEM practices and we continued to see consistent & predictable routines, welcome circles, and ready to learn scales embedded in each section. Teachers document these practices in their planning and present consistent slides as part of their lessons.

Throughout 2025 Concord School commenced work with the regional School Wide Positive Behaviour Support (SWPBS) coach as part of the Victorian SWPBS initiative. The Student Wellbeing & Engagement (SWE) SIT completed the Universal Prevention A training in semester one and completed an action plan to review and refine our SWPBS practices and implementation.

A curriculum day was allocated at the start of semester two, where all staff completed professional learning run by the SWPBS coach and the SWE members of SIT. Extending upon our updated school values, the staff were able to develop a Mission Statement, outlining our common philosophy and purpose. We clarified minor and major behaviours and reviewed our current SWPBS practices.

Throughout Term 3, meetings were allocated for staff to contribute and give feedback into clarifying expected behaviours, responding to behaviours of concern and how to collect and utilise

behavioural data. The SWE SIT refined the information collected from all staff across the school and were able to establish a Behaviour Matrix, review the Behaviour Flowchart, and update our Compass chronicling templates to align with our expected behaviours in order for data to be collected in Pulse. Term 4 saw staff trial all of these updated SWPBS practices and processes, giving feedback for improvement before full implementation commences in 2026.

Through the AIP Staff Survey, staff identified that they are confident using the Concord SWPBS framework, with some staff needing some additional time and coaching to implement the practices. Members from our Allied Health team have worked with teachers to provide and explicitly teach students the expected behaviours, also developing a wide range of strategies for purposeful and effective regulation. The review of our SWPBS practices across the school continues to strengthen our universal strategies to enhance wellbeing and engagement for all students and we are looking forward to continuing the work in 2026.

Engagement

Student engagement is highly valued at Concord School. We address the area of student non-attendance through a holistic approach and utilise individualised Engagement Plans to set achievable attendance goals, reviewed at regular intervals. Student absences data saw improvements from the previous year with the average number of days of unapproved absences falling from 20.1 (2024) to 15.3 (2025) in the primary years and 27.3 (2024) to 24.0 (2025) in the secondary years.

The school consistently reflects on the Attitude to School Survey (AToSS) data to ensure that we employ a range of programs that support the engagement of students. In the 2025 survey, all 15 factors for Years 4-6, 7-9 and 10-12 had majority of positive responses. In the domain Effective Teaching Practice for Cognitive Engagement responses ranged from 81 percent to 90 percent positive endorsement. In the domain Learning Characteristics and Disposition responses ranged from 83 percent to 100 percent positive endorsement. The School Safety domain had an 84 percent positive endorsement.

School events such as camps, the Presentation Ball, graduations, 7/8 Spectacular of Rock N' Roll All Night and the State Schools Spectacular continued which allowed for many positive opportunities and contributions for student engagement. The SRC remains to be an essential forum where students can share ideas to ensure that Concord School is the best that it can be.

We continued reviewing the process for recording absences, regularly sharing 'How to' Compass guides for parents/carers to accurately report their child's absence and liaised with DE for advice.

Other highlights from the school year

In 2025 we proudly launched our new school values – Belong, Connect, Grow – following a deeply collaborative process across our community. These values are more than words; they represent a shared understanding of who we are and where we are heading as a school.

Throughout the year, we worked alongside staff, students and families to reflect on our story, explore our collective aspirations and gain deeper insight into the ethos that defines us. Through consultation, discussion and reflection, we identified the core elements that shape the Concord experience and the principles that will guide our future direction.

Belong means everyone is accepted, valued and able to be themselves. We are committed to fostering a safe, inclusive environment where every member of our community feels respected and supported.

Connect reflects our belief that positive relationships are central to how we learn and grow together. Strong partnerships between students, staff and families underpin engagement, wellbeing and achievement.

Grow captures our commitment to lifelong learning. We celebrate progress and support every student to develop the skills, confidence and independence required for their next stage of life.

Together, these values now guide our decision-making, teaching and learning, and community engagement.

Financial performance

Concord School's financial performance in 2025 reflected the impact of changing student enrolments over the past few years. Despite a decline in student numbers, the School maintained prudent financial management and continued to align resource allocation to the priorities outlined in the School Strategic Plan. Funding was directed towards programs and initiatives that support improved student learning, engagement and wellbeing outcomes.

Workforce planning remained a key priority, ensuring a sustainable staffing profile that enabled high-quality teaching and learning, complemented by targeted wellbeing and allied health supports to meet the diverse needs of our students. Equity funding, grants and locally raised funds were expended and acquitted in accordance with Departmental guidelines and relevant funding requirements. These resources have been instrumental in supporting the School to deliver its strategic priorities and enhance outcomes for students.

As the School continues its transition to the Disability Inclusion funding model, careful budget planning and ongoing financial oversight remain essential. Maintaining sound financial practices will ensure the School can respond effectively to funding reforms while sustaining high-quality, evidence-informed supports for all students.

**For more detailed information regarding our school please visit our website at
<https://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 409 students were enrolled at this school in 2025, 135 female and 273 male. 20% had English as an additional language and 7% 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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	89.7%	
	Similar schools	89.2%	
	State	86.9%	

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	61.9%	
	Similar schools	72.8%	
	State	68.0%	

LEARNING

Teacher Judgement of student achievement English




Percent of results at each achievement level in English

			2025
A	School		0.0%
B	School		8.1%
C	School		11.8%
D	School		9.8%
0.5	School		9.6%
F-F.5	School		24.6%
1.0-1.5	School		20.9%
2.0-2.5	School		10.3%
3.0-3.5	School		3.7%
4.0-4.5	School		1.2%
5.0-5.5	School		0.0%
6.0-6.5	School		0.0%
7.0-7.5	School		0.0%
8.0-8.5	School		0.0%
9.0-9.5	School		0.0%
10.0-10.5	School		0.0%
11.0-11.5	School		0.0%
N/A	School		0.6%

Teacher Judgement of student achievement Mathematics

Percent of results at each achievement level in Mathematics




			2025
A	School		0.0%
B	School		9.3%
C	School		8.7%
D	School		10.6%
0.5	School		9.7%
F-F.5	School		25.5%

			2025
1.0-1.5	School	23.4%	
2.0-2.5	School	8.7%	
3.0-3.5	School	3.7%	
4.0-4.5	School	0.3%	
5.0-5.5	School	0.0%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	0.9%	

ENGAGEMENT


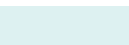

Students exiting to further studies or full-time employment

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

		2024		4-year average
% of students exiting to further studies or full-time employment	School	76.1%		65.8%
	Similar schools	42.5%		40.4%
	State	81.5%		81.2%

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025		4-year average
Real retention rate	School	84.6%		80.9%
	Similar schools	87.0%		82.3%
	State	68.8%		68.7%

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025		4-year average
Prep - 6	State	21.5		21.7
Year 7 - 12	State	30.2		29.4
Ungraded	School	NDP		1.5
	Similar schools	39.6		39.6
	State	40.0		39.6

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025
Ungraded	School	NDP

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$15,042,814
Government Provided DET Grants	\$4,269,588
Government Grants Commonwealth	\$15,950
Government Grants State	\$54,000
Revenue Other	\$201,656
Locally Raised Funds	\$224,748
Capital Grants	\$0
Total Operating Revenue	\$19,808,756

Equity	Actual
Equity (Social Disadvantage)	\$151,687
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$151,687

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$15,920,019
Adjustments	\$0
Books & Publications	\$1,778
Camps/Excursions/Activities	\$294,806
Communication Costs	\$11,908
Consumables	\$227,208
Miscellaneous Expenses ²	\$98,082
Agency Staff	\$1,101
Professional Development	\$77,080
Equipment/Maintenance/Hire	\$474,337
Property Services	\$263,428

Expenditure	Actual
Salaries & Allowances ³	\$1,233,218
Support Services	\$722,981
Trading & Fundraising	\$181,245
Motor Vehicle Expenses	\$35,678
Travel & Subsistence	\$0
Utilities	\$112,773
Total Operating Expenditure	\$19,655,642
Net Operating Surplus/-Deficit	\$153,113
Asset Acquisitions	\$277,343

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,579,519
Official Account	\$66,816
Other Accounts	\$0
Total Funds Available	\$1,646,335

Financial Commitments	Actual
Operating Reserve	\$622,604
Other Recurrent Expenditure	\$80,770
Provision Accounts	\$0
Funds Received in Advance	\$942,961
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	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,646,335

All funds received from the Department of Education, 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.