

School Strategic Plan 2022-2026

Concongella Primary School (1136)



Submitted for review by Kristie Miller (School Principal) on 28 February, 2023 at 12:54 PM

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<p>School vision</p>	<p>Vision: To create an outstanding learning environment where each individual thrives.</p> <p>Mission: We believe that through developing authentic and rigorous relationships with our whole community, we are inclusive and guide our students to become effective members of society; socially and academically.</p> <p>Motto: I am supported in my learning; I am encouraged to do my best; I put in the effort; So I achieve my full potential.</p>
<p>School values</p>	<p>SUPPORT – We support each other to be the best we can be. We are supported in our learning. We recognise that fairness is everyone getting what they need to succeed, not everyone getting the same thing- this is reflected in child safety through recognising when people need additional supports.</p> <p>ENCOURAGE – We encourage each other to make good behavioural and safety choices. We are encouraged to have a voice in the school community. We encourage truth and resilience in all we do.</p> <p>EFFORT – We recognise that effort is needed to achieve success, academically, physically, socially and emotionally. We put our best effort in everything we do.</p> <p>ACHIEVE – We believe that all students can achieve great successes by employing the above values. We aim for and expect high results for everyone. We hold people to account and expect integrity.</p>
<p>Context challenges</p>	<p>By the nature of the location and size of our school, Concongella tends to have a higher than average rate of students requiring additional support to achieve success. We have a large proportion of students who have an FSIQ of between 71-85, thus falling outside of the current funding for students with disabilities, despite requiring significant academic supports.</p> <p>We also have a very high rate of children with trauma. 64% of our children are identified as having trauma factors. This has significant impacts on their ability to emotionally regulate, access the education in the expected capacity, or create positive and healthy relationships with peers and adults. These factors mean that we have a strong emphasis on wellbeing, so that students are able to access education.</p> <p>64% of our Foundation- Grade 1; 69% of our Grade 2 & 3; and 53% of our Grade 4, 5,& 6 students require alterations to the</p>

	<p>curriculum to be able to access their learning. Many requiring multiple interventions. We also have a high number of students on the ASD, ADHD, ODD spectrums, requiring nuanced and differentiated learning and behaviour plans.</p> <p>The data shows that over the period of the previous strategic plan, Concongella's SFOE has increased from 0.4105 to 0.5044, an increase of 0.939. Our proportion of children identified for equity funding rose from 40% to 44%, with 18 identified in 2021. Concongella's ICSEA value is 944, with 59% of families in the bottom quarter, 27% in the low- middle quarter, 12% in the high- middle quarter and only 2% in the top quarter. Concongella had 10% of students in out of home care arrangements, both formal and informal. 5% of our students identify as ATSI.</p> <p>We have had a significant increase in the proportion of children identified through the Nationally Consistent Collection of Data- rising from 7% in 2017, to 44% in 2021; with 17% requiring substantial or extensive interventions/ alterations to the curriculum.</p> <p>The positive is, that as a team, we manage these learning difficulties and behavioural presentations very well- our staff is a united group who believe in our students and work to improve their educational, emotional and social outcomes.</p>
<p>Intent, rationale and focus</p>	<p>We aim to provide excellent educational opportunities for all children with the intent of improving student outcomes academically, socially, and emotionally.</p> <p>Concongella Primary School will optimise the learning growth of all students, with particular focus on literacy and numeracy in line with the 2022-2026 priorities. In addition, we will improve voice and agency opportunities for our students, providing greater engagement with their learning and wellbeing.</p> <p>Our key priorities across the 4-year Strategic Plan will be:</p> <ul style="list-style-type: none"> • Develop and embed an instructional model across the school. • Build staff and students' capabilities of data analysis and understanding. • Develop, document, and embed consistent teaching and learning programs. • Work with our Small School's Cluster to enable peer observations and access professional learning. • Engage students in the development and implementation of whole school wellbeing initiatives. • Develop and implement a whole school approach to student goal setting & feedback that empowers high expectations, high aspirations, and student agency.

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Goal 1	To optimise the learning growth of every student in literacy and numeracy.
Target 1.1	<p>By 2026, increase the percentage of students in the top two NAPLAN bands:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading from 45 per cent in 2021 to 50 per cent• Writing from 27 per cent in 2021 to 50 per cent• Numeracy from 36 per cent in 2021 to 50 per cent <p>Year 5</p> <ul style="list-style-type: none">• Reading from 0 per cent in 2021 to 50 per cent• Writing from 0 per cent in 2021 to 50 per cent• Numeracy from 0 per cent in 2021 to 50 per cent
Target 1.2	<p>By 2026, increase the percentage of students working at or above the expected level against the Victorian Curriculum in:</p> <ul style="list-style-type: none">• Reading from 84 per cent in 2021 to 86%• Writing from 71 per cent in 2021 to 73%• Numeracy from 75 per cent in 2021 to 77%

Target 1.3	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey from staff in the school cluster for the following measures:</p> <ul style="list-style-type: none"> • collective focus on student learning factor from 81 per cent in 2021 to 90 per cent • guaranteed and viable curriculum from 79 per cent in 2021 to 90 per cent • academic emphasis from 67 per cent in 2021 to 80 per cent
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed an instructional model across the school
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build capabilities for data analysis and an understanding of data by teachers and students
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document, and embed a teaching and learning program that reflects the needs of students
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a cluster approach to peer observation and professional learning

Goal 2	To improve student voice & agency in learning & wellbeing.
Target 2.1	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • student voice and agency factor from 66 per cent in 2021 to 80 per cent • sense of confidence from 56 per cent in 2021 to 70 per cent • emotional regulation and awareness from 62 per cent in 2021 to 80 per cent • resilience from 67 per cent in 2021 to 80 per cent.
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	To engage students in the development and evaluation of whole school wellbeing initiatives.
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop and implement a whole school approach to student goal setting & feedback that empowers high expectations, high aspirations, and student agency.