School Strategic Plan 2026-2030

Concongella Primary School (1136)

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VICTORIA State Government | Education and Training

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School vision	Our vision is to create an outstanding learning environment where every individual is supported to thrive, through authentic relationships, high expectations and an inclusive approach that enables every student to grow socially, emotionally and academically and become a confident, responsible member of their community. Our school motto reinforces this vision: “I am supported in my learning; I am encouraged to do my best; I put in the effort; So I achieve my full potential.”
School values	At Concongella Primary School, our values of Safe, Respectful and Responsible provide the foundation for how we learn, work and interact with one another. They guide our decisions and actions, shape positive relationships and shared expectations, and keep our school community focused on creating an inclusive, supportive and positive learning environment where every individual can thrive. SAFE We create an environment where everyone feels physically and emotionally safe. We follow agreed expectations, use equipment appropriately, make safe choices and look out for one another. RESPECTFUL We treat everyone with kindness, dignity and empathy. We listen to others, use respectful language, value differences and recognise the ideas, perspectives and contributions of every member of our community. RESPONSIBLE We take ownership of our choices, actions and learning. We do our best, follow through on commitments, care for our environment and resources, and contribute positively to our school community.
Context challenges	Concongella Primary School is a small rural primary school located in southwestern Victoria, approximately four minutes from Stawell. Established in 1872, the school has a strong history and connection to its local community. In 2026, the school had 31 enrolments and is supported by a dedicated team of teaching and education support staff. The school has a medium Student Family Occupation and Education (SFOE) index, reflecting medium levels of social disadvantage. Concongella Primary School has a diverse student cohort with a range of learning, wellbeing and developmental needs. Approximately half of the student cohort is identified as having a disability, requiring the school to maintain strong

	inclusive practices and targeted support to ensure every student can access and engage in learning. The school places a strong emphasis on knowing each student, responding to individual point of need and working collaboratively with families and external professionals. Student learning and wellbeing outcomes have demonstrated positive improvement over the current strategic planning cycle. This has been supported by a strong focus on evidence informed teaching, structured literacy and mathematics instruction, positive behaviour approaches, student wellbeing and targeted intervention. The school has established effective systems for identifying and responding to student learning and wellbeing needs and has developed staff capability in these areas. The key challenges for the 2027–2030 strategic planning cycle are to sustain and build on this improvement while ensuring consistently high expectations and outcomes for every student. This includes strengthening the consistency and impact of teaching practice across the school, continuing to embed the Literacy and Mathematics Instructional Models, and further improving student achievement and growth in writing and mathematics. The school will also continue to strengthen student agency and engagement, including students' capacity to understand their learning, respond to feedback and take increasing responsibility for their progress. Maintaining strong wellbeing and inclusive practices will remain a priority, particularly in supporting students with disability and diverse learning, social and emotional needs to participate, engage and thrive. As enrolments continue to change and grow, the school will need to ensure that its structures, resources and staff capability continue to respond effectively to an increasingly diverse cohort while maintaining the strong relationships, community connection and inclusive culture that are central to Concongella Primary School.
Intent, rationale and focus	Concongella Primary School aims to ensure every student makes strong learning growth, experiences success and develops the knowledge, skills and dispositions to thrive. The school will build on its strong foundations in evidence informed teaching, inclusion, wellbeing and relationships to strengthen consistency of practice and outcomes across the school. Student learning and wellbeing outcomes have improved over the current strategic planning cycle. The school review identified opportunities to further strengthen consistency in teaching, assessment, data use and differentiation, particularly in writing and numeracy. While wellbeing outcomes have generally improved, there are opportunities to strengthen students' perseverance, confidence, social engagement and capacity to manage challenges. Continuing to refine the school's MTSS and whole school wellbeing practices will support every student to participate, engage and thrive.

	Over the 2027–2030 strategic planning cycle, the school will focus on strengthening the consistency and impact of instructional practice, assessment and data informed decision making; building staff and middle leadership capability; and improving student learning growth and achievement. The school will also strengthen its MTSS, whole school wellbeing practices and partnerships with families and the community to support student wellbeing, engagement, attendance and learning. Progress will be monitored through student achievement, growth, wellbeing, engagement and attendance data, alongside student, staff and family voice, with practice refined in response to evidence.

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Goal 1	Improve student learning outcomes.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the whole school approach to high-quality instructional practice in literacy and numeracy, aligned to the VTLM 2.0 to ensure consistency of teaching practice and optimise student cognitive engagement in their learning.
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.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	Strengthen the capacity of middle leaders to lead instructional practice across the school to enhance teaching and learning and improve clarity and cohesion.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy capability to inform responsive teaching practice that supports, challenges and extends every student.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Target 1.1	By 2030, increase the three-year average percentage of students achieving strong and exceeding NAPLAN proficiency levels for:

Cohort	Focus	Baseline	Year	Target
Year 3	Reading	52%	2025	60%
Year 5	Reading	67%	2025	75%
Year 3	Writing	46%	2025	62%
Year 5	Writing	49%	2025	59%
Year 3	Numeracy	52%	2025	61%

	Year 5	Numeracy	40%	2025	54%

Target 1.2

By 2030, increase the percentage of students achieving at or above age expected level according to teacher judgements, against the Victorian Curriculum 2.0 for:

Cohort	Focus	Baseline	Year	Target
P- 6	Reading and viewing	71%	2025	77%
P- 6	Writing	50%	2025	60%
P-6	Maths 2.0	66%	2025	76%

Target 1.3

By 2030, increase or maintain the percentage of positive endorsement to the Attitudes to School Survey (AtoSS) factors:

Cohort	Factor	Baseline	Year	Target
Year 4-6	Differentiated learning challenge	83%	2025	83%
Year 4-6	Perseverance	75%	2025	80%
Year 4-6	Stimulated learning	78%	2025	85%

Target 1.4

By 2030, increase the percentage of positive endorsement to the School Staff Survey (SSS) factors:

Cohort	Factor	Baseline	Year	Target
Staff	Academic emphasis	48%	2025	63%
Staff	Moderate assessment	50%	2025	75%

Goal 2

Improve student wellbeing outcomes.

Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a multi-tiered system of supports (MTSS) to identify and meet the wellbeing and learning needs of students.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Implement a whole school wellbeing scope and sequence to improve students' emotional regulation, relationships, and capacity to manage challenges.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen relationships through community partnerships to support student attendance, engagement and learning growth.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Target 2.1	By 2030, increase the percentage of positive endorsement to the Attitudes to School Survey (AtoSS) factors: **Cohort** **Factor** **Baseline** **Year** **Target**

	Year 4-6	Sense of connectedness	76%	2025	85%
	Year 4-6	Community connection	69%	2025	75%
Target 2.2	By 2030, increase the percentage positive endorsement to the School Staff Survey (SSS) factors:				
	Cohort	**Focus area**	**Baseline**	**Year**	**Target**
	Staff	Teaching and learning evaluation	64%	2025	85%
Target 2.3	By 2030, maintain the percentage of students with an attendance rate of 95% or higher:				
	Cohort	**Focus area**	**Baseline**	**Year**	**Target**
	P- 6	Attendance rate	92%	2025	92%