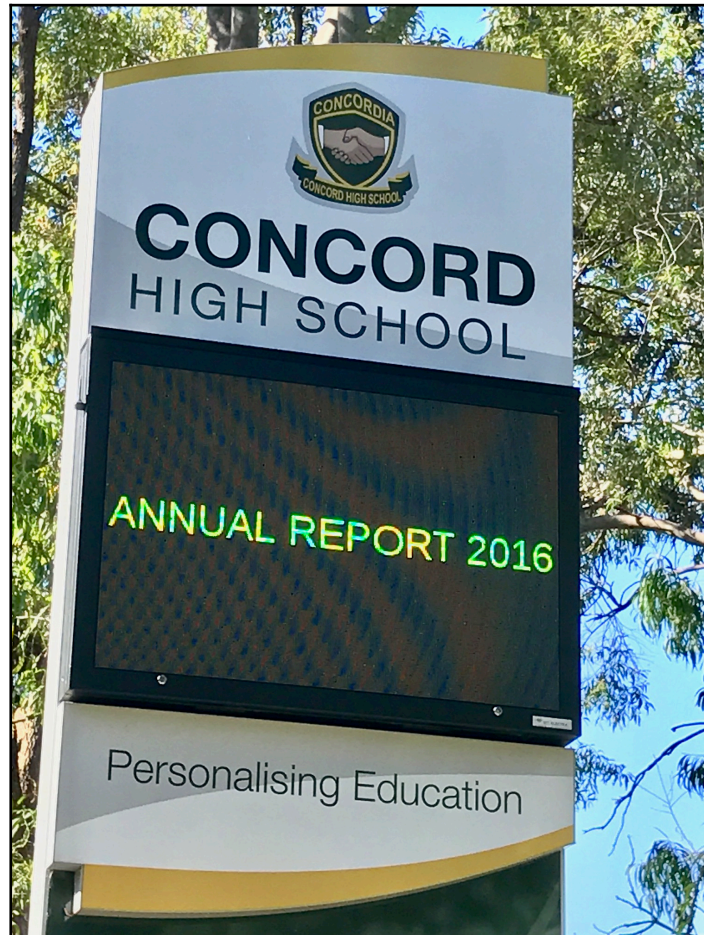


Concord High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Concord High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Jacqueline Koob

Principal

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Message from the Principal

2016 was a year of consolidation for Concord High School, but also saw the introduction of several new initiatives. The many positive achievements of students, staff and the school as a whole reflected the strength of both our long established programs and these newer innovations and programs developed as a result of the analysis of both quantitative and qualitative data.

The significant growth of the school has continued with student numbers reaching 1080 and several new demountables installed. They have added to the facilities of the Mathematics, Science and English faculties.

The HSC results of 2016 were again a cause for celebration. Our Dux, Gael Glassock, achieved an ATAR of 97.95 and 14% of students achieved an ATAR over 90. Gael achieved 11th in the state in Textiles and Design and the new School Captain, Marsha Supangat, who was accelerated in Music, completed the HSC course while still in Year 11 and was placed 8th in the State. Overall results were very solid and students have gone on to a very broad range of tertiary courses and employment. At the Year 7 and Year 9 NAPLAN level, results were also very strong. These successes are particularly commendable in the context of a comprehensive and coeducational school. Such academic success reflects not only the abilities of our students but also the contribution of our programs such as Literacy, Numeracy and EALD support, the GATS program, the ATAR Club and careers and transition guidance.

Academic success at Concord High School is also strongly underpinned by the extensive Wellbeing Programs. The Mind Matters Program launched in 2015 was further developed and embedded in the culture of the school in 2016. Its aims of raising awareness of mental and emotional wellbeing and building capabilities such as connectedness and resilience were expressed through a Launch Day, training for staff and an emphasis on building connections among students. The Mind Matters Program complemented the existing Peer Support and Year group welfare activities. In addition, 2016 saw the first steps in the introduction of Positive Behaviour for Learning, which has led to the cooperative development of three core values for the school: Respect, Responsible and Achievement.

For staff, 2016 was also characterised by the consolidation of a number of reforms initiated by the Department of Education. One of the main ones was the new process of School Planning. The three Strategic Directions for 2015–2017 developed as clear focuses on Learning, Teaching and Connections. In the area of maximising student learning. Focuses have been on differentiation of learning, cross-curricular learning and the integration of 21st century capabilities into subject learning. Our BYOD program now covers the whole school, enabling greater integration of technology into learning.

Underpinning the efforts to improve the quality of learning for students has been the professional development of teachers and support staff. Using the Professional Development Framework staff have set themselves goals for learning, generally with close links to the Strategic Directions. Part of this learning has been achieved in collaborative professional learning teams. Two teachers won awards for Excellence in Teaching through our local networks of

schools.

The building of connections for students was evident not only in the Year group welfare days, but also through the consolidation of the SRC and the growth of the Confucius Classroom program. Planning has been underway for a student and staff trip to China in 2017, including a visit to our sister school in Xuzhou.

Developing the potential of every student also implies catering to the rich diversity of talents within our school and we supported many of these in 2016. We had a large number of students participate in State drama or music ensembles, in addition to performances at school. The school became a full affiliate of the Symphonia Jubilate and thus offered our musically talented students further opportunities to work collaboratively in a large ensemble and perform for families and friends. They also attended a great music camp. Members of the Art Club again contributed to their local community by collaborating with the Five Dock Library to develop most impressive pavement stickers to promote concern for the environment. Concord's talented young sportsmen and women also brought great credit to themselves and their school in the sporting arena.

The highly dedicated staff at Concord High have worked to provide a safe and inclusive environment. Diversity is celebrated and Harmony Day in March featured a number of performances, activities and a food stall run by the P & C. Students have also supported a number of charities in their fundraising events throughout the year.

I am proud to have shared in such a broad range of achievements at Concord High School in 2016.

Mrs Jacqueline Koob

Principal

School background

School vision statement

To achieve the potential of every student by delivering quality teaching of academic skills and skills for life, in a caring, supportive environment.

School context

Concord High School is a dynamic 7–12 comprehensive co-educational school of over 1150 students, including many LBOTE and International students. School focuses include academic achievement, literacy and numeracy, technology and citizenship, within a supportive welfare environment.

The school has a broad curriculum which includes VET subjects, a gifted and talented program, extensive technology resources and a broad range of extra-curricular activities. The diverse student body is catered to with an extensive range of sporting, musical, public speaking, leadership and personal development opportunities.

The school community has high expectations for students and the school consistently achieves some outstanding academic results.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our efforts primarily focused on learning culture, wellbeing and assessment and reporting.

The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The school has a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Leadership has maintained a consistent focus on striving for excellence, placing learning at the forefront of all discussions and professional development for staff, and explicitly teaching students to strive to attain their potential. Concord High School has provided students with increased opportunities to connect, succeed and thrive. The planning for the introduction of the positive behaviour for learning program has also contributed to the positive learning culture by increasing the focus on positive respectful relationships among staff and students. The community was extensively surveyed using internal surveys and also the Tell Them From Me survey tool. The findings have guided their implementation of activities particularly aimed at developing the concept of a positive learning environment.

Strong relationships and professional, supportive practice have been the cornerstone of our wellbeing focus. The staged introduction of the positive behaviour for learning program has assisted with a whole school approach to wellbeing that has clearly defined behavioural expectations. There was a whole school focus on student expectations and the management of both positive and negative behaviours. This saw Staff Development Days and professional learning funds allocated to increase staff engagement with the whole school program and increase understanding of how to grow a positive learning culture.

For the element of assessment and reporting the school devoted a significant amount of school development resources to assist staff utilise data to monitor achievements and gaps in student learning. Staff have worked toward a consistent understanding and approach to ensure students use assessment and reporting processes to reflect on their learning.

In the Teaching domain, our main focus has been one effective classroom practice, collaborative practice and professional standards. Our major focus in the domain has been on professional standards. The teaching staff demonstrate and share expertise and have very high levels of contemporary content knowledge. The use of professional learning teams and teacher professional development resources has underpinned this. Professional practice was extended with professional development plans being explained, supported, reviewed and evaluated for all staff. This evolving focus on evidence based practice continues our journey toward professional standards.

In the domain of Leading, our priorities have focused on school planning, implementation and reporting as well as the element of management practices and processes. The school plan remains at the core of continuous improvement efforts. The element of school planning, implementation and reporting was significantly developed. Monitoring, evaluation and review processes are embedded and undertaken routinely. The development of clear processes, with accompanying timelines and milestones, directed school activity towards effective implementation of the school plan.

There has also been an emphasis from Senior Executive on developing the depth of leadership potential on staff, with specific mentoring and training of future leaders and opportunities to relieve at higher levels.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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Strategic Direction 1

Enhancing the quality of student learning to maximise their potential

Purpose

Students exit school achieving the results of which they are capable. They are active, engaged, confident and independent learners. They strive to develop their individual strengths and realise their academic and career potential. They are capable of using their skills of literacy, numeracy, information and communication technologies to think critically and solve real-life problems creatively and collaboratively.

Overall summary of progress

In 2016 the primary focuses for strategic direction 1 have been on the explicit development of 21st Century capabilities, explicit teaching of numeracy across curricular contexts and differentiation. This year the progress included collaborative staff discussion, evaluation and piloting new models of catering to student's individual learning needs and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students achieve growth in literacy and numeracy Yr7–Yr9 consistent with expected growth levels as measured in NAPLAN	<p>Progress made during 2015 was consolidated in 2016. In order to improve academic learning and particularly numeracy and literacy; there has been an emphasis on differentiation strategies to cater to the different levels and styles of learning of students. This has been based on student data including NAPLAN analysis. At the end of 2016 staff had reviewed Stage 4 teaching and learning programs using a collaboratively developed differentiation checklist. The checklist included literacy and numeracy strategies. The goal was to apply this tool to one stage in order to give a sound foundation to learning for all students.</p> <p>A professional learning team mapped numeracy across all KLA's for Year 7 and presented this to staff at a staff development day. Members of the professional learning team also worked with some faculties to assist them in identifying the numeracy requirements in their subjects and how to teach these most effectively. Additionally, students in years 7 to 12 are now using BYO Devices to enhance access to web based activities and develop web 2.0 skills.</p> <p>Specific literacy periods were allocated for literacy development in years 7 and 8. A numeracy coordinator lead research and learning in the cross curriculum area. In 2016 53.3% of Concord High School Year 9 students achieved in the top two bands for Literacy compared to 28.6% for the state. In numeracy 79.1% of Year 9 students achieved greater than or equal to expected growth.</p>	31,000
Students are extended to achieve the top bands of which they are capable in the HSC (based on year 10 results), including GATS in the top 20% of marks.	During 2016 staffing was used to continue to support a GATS coordinator position. The GATS placement review of 2015 was implemented during 2016. The success of the modification was measured by the embedding of project based learning into the program, increased student choice and improved student engagement.	17 500

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students are extended to achieve the top bands of which they are capable in the HSC(based on year 10 results), including GATS in the top 20% of marks.	<p>At the end of 2016, 19 of the original 2011 year 7 GATS cohort completed their HSC at Concord High School. 6 extra students joined the GATS class for mathematics between year 8 and year 10 and completed their HSC at Concord High School.</p> <p>Of the original 2011 year 7 2011 GATS cohort, 100% scored at least 1 band 5 or 6, 47% scored at least 1 band 6.3 students achieved all band 5's and 6's.</p> <p>While the GATS student made up less than 14% of the total 2016 HSC cohort, they achieved 28% of the total number of band 6's and 25% of the total number of band 5's.</p> <p>Of the 6 students who joined the mathematics program 100% of them achieved either a band 5 or 6 in their HSC mathematics course and 67% of them achieved a band 6.</p> <p>Differentiation for EALD students was encouraged by targeting support in Science and HSIE. A coordinator of EALD was funded to support this program.</p>	

Next Steps

Continue to engage the whole staff in data collection and tracking systems to enhance focus on impact and to better plan ongoing student growth.

Continue to build on learning support processes, catering for larger numbers of students with learning difficulties.

To embed differentiation into stage 6 of teaching and learning programs.

Mapping numeracy across the KLAs in Stages 5 and 6 to facilitate cross curricular reinforcement of numeracy in teaching and learning.

Continuing focus on persuasive writing across all KLAs.

Strategic Direction 2

Enhancing a culture of quality teaching and leadership to support student learning

Purpose

Teachers develop a culture of commitment to ongoing professional learning and development of pedagogical skills and knowledge. Teachers are open to informed innovation in their practice. They critically reflect on their teaching and work collaboratively to ensure quality teaching which differentiates for the needs of all students. Leadership is recognised, encouraged and developed in the contexts of classroom, whole school and the broader educational environment

Overall summary of progress

Staff members continue to deepen their understanding of the skills required of a 21st Century learner and are working with others to implement project based learning into teaching and learning programs. This has explicitly addressed the skills of collaboration and communication for the students involved.

The implementation of the Performance and Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

Staff have engaged with the new strategic planning process and are have awareness of monitoring, evaluating and reviewing milestones implementation and impact.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff have a Performance & Professional Development Plan which identifies at least one area aligned to the school strategic directions.	At the end of 2016 all staff submitted a signed off PDP. The staff included three goals based on personal need, faculty need and whole school need. Final reviews with supervisors and completed plans and reviews were collected by the senior executive. Teacher professional learning (TPL) applications were linked to the PDP. A TPL team was formed to review and process applications based on links to the school plan.	5 500
Teachers use Assessment for learning – gathering data, adjusting teaching plans and giving meaningful feedback	The primary focus of school development days in 2016 was on the uses of assessment. Staff reviewed Stage 4 teaching and learning programs and incorporated strategies for assessment as, for and of learning outcomes. This process was ongoing throughout 2016 with faculties working under the direction of the head teacher with regular reports given at executive meetings.	13 000

Next Steps

Key staff will undertake further training in the integration of technology in T&L and training in pedagogies for GAT and specific learning difficulties and share with others.

Review at Executive meeting of where project based learning is being implemented

Whole school audit of assessment practices to inform an improved assessment framework which includes effective feedback

The concept of 21st Century capabilities including ICT and student collaborative practice in project based learning will be furthered by refinement of the Learning Unit and Innovations Program.

Increasing capacity in developing staff leadership in school and other professional forums

Strategic Direction 3

Building connections to strengthen learning and community contributions

Purpose

Learning and well-being are supported through connections within the school, local and global communities. Students are active, confident and involved citizens who understand the world they live in and contribute to it with empathy, respect and co-operation.

Overall summary of progress

All staff have been trained in Mind Matters principles and the Mind Matters team are leading and supporting others in developing their understanding of the effects of mental wellbeing on learning. In 2016 the focus was on Building Connections. All staff were trained in developing strategies to achieve this outcome. This was achieved in both a formal program, at year group themed events and welfare activities but also informally in the development of teacher/student rapport and relationships. Data collection through focus groups and surveys indicated that this was successful across all year levels as students reported higher levels of connection and satisfaction with their school.

A leadership team has had extensive professional learning time dedicated to Positive Behaviour for Learning (PB4L) and has started to review the student management system, with changes to be implemented from early 2017. Information about PB4L is being disseminated among staff. 2016 saw the development of the three core values of Respectful, Responsible and Achieving through engagement with focus groups of students, staff and parents. A process of targeted data collection around student behaviours and attitudes was fine-tuned to inform the focus for the process. Staff development days focused on formally recording the expected consistent behaviours across all settings and appropriate consequences.

The Confucius classroom was opened in 2015 and further expanded in 2016, to establish and strengthen connections with schools overseas and strengthen learning about Chinese language and culture. As part of our Asia Links program some other faculties have used the Confucius classroom resources to enhance their curriculum. A wide range of cultural and language activities have been introduced for students and a sister school relationship has been established with Xuzhou Number 5 Middle School in Xuzhou China.

The Aboriginal programs of Norta Norta tutoring and AIME (Australian Indigenous Mentoring Experience) relationship were strengthened with a more focused and strategic approach focused on individual student learning needs. Particular attention was given to individual tutoring of indigenous students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Feedback from wellbeing program surveys indicate 80% of students feel their learning and wellbeing are supported by connections within and beyond the school.	<p>The Tell Them From Me survey results indicate that Concord High School is achieving at or near the NSW government norm for all 38 indicators of student responses on student outcomes and school climate.</p> <p>Year 12 student exit survey results exceed the target of 80% response to the wellbeing questions asked. Students reported in the wellbeing questions that they were well prepared for the transition to post school destinations, they felt supported by staff and that they believed that the staff had worked for the students best interests.</p>	17 500
20% of students undertake leadership roles in the school or community.	A new structure for the SRC has been introduced and is increasing student skills in communication and leadership. Professional leadership training was provided for SRC representatives. The SRC delegates attended the Halogen Leadership Conference and were also the hosts for other schools for the second year of the Concord High School Leadership Forum. The speaker this year	9 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% of students undertake leadership roles in the school or community.	<p>was Mr John Brogden, AM who spoke on his leadership experiences encouraging students to take advantage of opportunities as they arise, to not be afraid of failure and to be positive in their outlook. The Forum now forms the centre of the school's comprehensive leadership program that encompasses students from Year 7 to Year 12. The program aims to foster opportunities that inspire and to demonstrate to students just how far they can go in life if they choose to do so.</p> <p>The continuing role of Prefects and House Captains also ensures that leadership opportunities exist across several year groups.</p>	

Next Steps

Consolidate process to improve student lateness levels and continue to refine and implement strategies to improve.

Establish further connections with our sister school and expand on activities through the Confucius classroom.

Development of deeper understanding of Aboriginal culture with increased cultural activities and teaching initiatives including 8 ways of learning.

Continue to build community relationships with the AIME program.

Establish an alternate model for tutoring indigenous students who need it, now that the Norta Norta funding has ceased.

Embed the Mind Matters program into ongoing student wellbeing activities, with the next emphasis on building resilience among students. Initiate activities to build understanding and skills in resilience.

Continue to build connections among students and with the school through a broader Harmony Day event and structured year group activities.

Increase parental involvement and understanding of building connections and resilience.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Strategic direction 3.</p> <p>The school ensures that all students have an individual learning plan that was devised with family consultation. Norta Norta funds were used to employ a tutor 1 day per week to work with students to improve educational outcomes. The impact has seen staff and students working more productively together with the additional support.</p> <p>Community engagement was strengthened with AIME mentoring each week and AIME outreach days at Sydney University. 2016 saw an 85% attendance rate at these events. The addition of a breakfast club supported by Sydney Local Health, OzHarvest, Coles Concord and Bakers Delight Burwood further increased student connections with community organisations.</p>	<p>\$22 231</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$2 000.00)
English language proficiency	<p>Strategic Direction 1</p> <p>An increase in the EAL/D student's English language proficiency has been observed in the classroom with students who participated in the withdrawal support for years 7–9. The selected students were withdrawn for 5–6 periods per cycle (fortnightly) for intensive language instruction. The focus was to support their learning of specific vocabulary related to the subject matter as well as to develop their confidence speaking English in the classroom and to engage them with reading and writing English.</p> <p>The support teacher developed a program of support tailored to meet the needs of individual students. Over the long term of the year this intensive instruction allowed the students to better engage with the content and formal based assessment tasks in a range of subjects. Particular emphasis was placed on Science and HSIE subjects. The numbers of students involved in the support program would change as the needs of students were assessed regularly at the end of each term. As the students progressed they were integrated back into the classroom.</p> <p>The specialist staff (EAL/D trained teachers) were utilised to develop programs to ensure that EALD pedagogy was embedded in the support programs. The EAL/D faculty also purchased particular resources to assist students with wide reading. This helped to engage them at their English language level and also contributed to their confidence when reading mainstream texts in the classroom.</p> <p>Specialist EALD staff were also utilised as a resource for other teachers, assisting them with pedagogical strategies to best support their EALD students.</p>	<p>\$14 983</p> <ul style="list-style-type: none"> • English language proficiency (\$14 100.00)

English language proficiency	<p>The EAL/D coordinator engaged in professional development with a network of teachers to ensure continuity of skills, ideas and pedagogy. This has allowed for the Strathfield area to connect with other EAL/D teachers to develop ongoing strategies. A specific EAL/D focused class in English for most year groups accessed a differentiated program for EAL/D students in order to participate equitably to meet the outcomes of the curriculum.</p>	<p>\$14 983</p> <ul style="list-style-type: none"> • English language proficiency (\$14 100.00)
Low level adjustment for disability	<p>Strategic Direction 2</p> <p>Concord High School has a significant number of students enrolled who have additional learning and support needs. These needs may include students with disabilities, learning difficulties, developmental or language disabilities as well as neurological and behavioural conditions. These students are all supported through the Learning and Support Team.</p> <p>School Learning Support Officers (SLSO) are employed to work with students in class. They are largely funded through the Low Level Adjustment funding.</p> <p>Through the coordination of the Learning and Support Team, students and their parents or carers engage in collaborative and consultative processes to create Individual Education Plans that reflect the student's individual needs. By engaging students, parent/carers and teachers in the process, the result is a plan that assists the student to participate and engage more fully in their own learning.</p> <p>The Learning Support Team monitors the students under its care with weekly meetings and an annual full review.</p> <p>All teachers have received additional Professional Development in differentiating the curriculum to manage the needs of a diverse range of learners. They have had focused training on meeting the needs of students with dyslexia and other specific learning disabilities.</p>	<p>\$77 000</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$17 400.00)
Socio-economic background	<p>Strategic Direction 1</p> <p>The school supported students from low socio-economic backgrounds with additional resources that included both physical and additional teacher support. A pool of laptops was purchased to allocate to those students in need. This allowed students to access the curriculum and engage with their learning. This year 20 laptops were purchased.</p>	<p>\$40 000</p> <ul style="list-style-type: none"> • Socio-economic background (\$30 600.00)

Socio-economic background	<p>Additional support was provided with the introduction of assistant year adviser positions with a period allowance of time to assist students. The impact as measured in students seeking support has been positive to this initiative.</p> <p>The transition adviser who coordinates a whole school transition plan, with particular focus on Year 10, has assisted 10 individual students to access further training and work roles rather than continue to the HSC.</p> <p>Families are able to access student assistance funds to help with school expenses including uniform. This year saw a large increase in families seeking assistance.</p>	<p>\$40 000</p> <ul style="list-style-type: none"> • Socio-economic background (\$30 600.00)
Support for beginning teachers	<p>Strategic Direction 2</p> <p>During 2016 there were 10 staff who were defined as beginning teachers at various stages of professional development. Beginning teachers were supported through a formal induction program, accreditation workshops and professional learning focused around behaviour management coordinated by the teacher mentor.</p> <p>All permanent beginning teachers had a reduced teaching allocation, with temporary and casual staff able to access programs and sessions with the teacher mentor as well. The teacher mentor was given a period allowance to undertake the role of supporting them.</p> <p>Beginning teachers at Concord High School were supported through a formal induction program, which ran on a weekly basis during Term 1, 2016. This induction program included orientation to the school, its systems and procedures and key staff and their roles. The induction program was also made available to new staff who commenced their employment at Concord High School at the beginning of the year.</p> <p>Beginning teachers were encouraged to attend external professional learning focused on the needs of early career teachers and funding was made available for this. This included the Beginning Teachers Conference. All beginning teachers also met on a regular basis individually with the teacher mentor for lesson observations and structured sessions on areas for improvement.</p> <p>During Terms 2 and 3 and 4, a series of workshops on The Micro-Skills for Behaviour Management, based on the work of Christine Richmond, were offered to all beginning teachers, culminating in a day of lesson observations of more experienced teachers. Student behaviour management for some of these teachers was significantly improved with a reduction in reported issues,</p>	<p>\$92 000</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$50 000.00)

Support for beginning teachers	<p>and enhanced learning for students.</p> <p>Several beginning teachers attained their accreditation at Professional Competence and fortnightly workshops were run for teachers preparing for this, focusing on the standards, collecting evidence and annotating documents.</p>	<p>\$92 000</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$50 000.00)
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	543	586	636	690
Girls	332	343	367	388

Student attendance profile

School				
Year	2013	2014	2015	2016
7	96.9	95.5	94.1	94.7
8	92.6	94.7	93.3	91.9
9	91.1	93.1	92.7	90.1
10	91.4	90.1	91	90.9
11	91.2	92.8	92.2	92.8
12	93.5	91.7	94	92.2
All Years	92.8	93.1	92.9	92.1
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Retention Year 10 to Year 12

In 2016, more than 88% of the 2014 Year 10 cohort completed Year 12. During the following two years, students left Concord High School due to a variety of factors including families moving from the area and to pursue a range of vocational and employment opportunities according to their interests and needs. As these students commenced Year 11, there was an intake of 14 International students into the cohort.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	2	3
Employment	0	2	2
TAFE entry	2	2	20
University Entry	0	0	65
Other			
Unknown			

Year 12 students undertaking vocational or trade training

In 2016, 8% of Year 12 students were involved in TVET courses and 12% were involved in VET courses here at school.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 145 students started Year 12. During the year, 12 students left Concord High School to pursue a range of vocational and employment opportunities according to their interests and needs.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	53.2
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	1
School Administration & Support Staff	12.57
Other Positions	1

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

Delete text not required.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs for 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance. A full copy of the school's 2016 financial statement is tabled at the annual general meeting of the parent and citizens association. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	868 985.27
Global funds	849 987.35
Tied funds	558 153.78
School & community sources	964 868.50
Interest	22 471.11
Trust receipts	113 296.51
Canteen	0.00
Total income	3 377 762.52
Expenditure	
Teaching & learning	
Key learning areas	279 567.89
Excursions	158 134.65
Extracurricular dissections	147 302.62
Library	17 408.17
Training & development	20 996.29
Tied funds	465 758.87
Short term relief	306 013.87
Administration & office	307 051.66
School-operated canteen	0.00
Utilities	149 599.76
Maintenance	93 185.39
Trust accounts	75 234.74
Capital programs	335 811.53
Total expenditure	2 356 065.44
Balance carried forward	1 021 697.08

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

Concord High School publishes assessment schedules for each year group at the beginning of each academic year. School based reports are issued twice a year. School assessment follows BoSTES protocols and assessment rules. Students are assessed in a variety of tasks to form a yearly assessment mark.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and

numeracy assessments are reported on a scale from band 1 to band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

Literacy– NAPLAN Year 7

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6(highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10(highest for Year 9)

Concord High School students continued their strong performance in the NAPLAN Literacy tests, scoring well above the state average in all aspects of Literacy: Reading, Writing, and Language Conventions (Spelling, Grammar and Punctuation).

A change in the Writing task to a Narrative meant that results were not truly comparable with previous years.

Reading results in Year 7 were down on those achieved in 2015 with particular issues being noticed in the number of girls in the lower Bands. A number of students were identified early for inclusion in our successful Multiliteracy program. This early intervention strategy has seen continued improvement in results for students who have taken part.

Results in Spelling, Grammar and Punctuation were strong. 70% of students performed in the top three Bands in Spelling and 61% of all students were in the top three bands for Grammar and Punctuation. These results reflect the importance with which these areas are viewed at Concord High School.

Literacy– NAPLAN Year 9

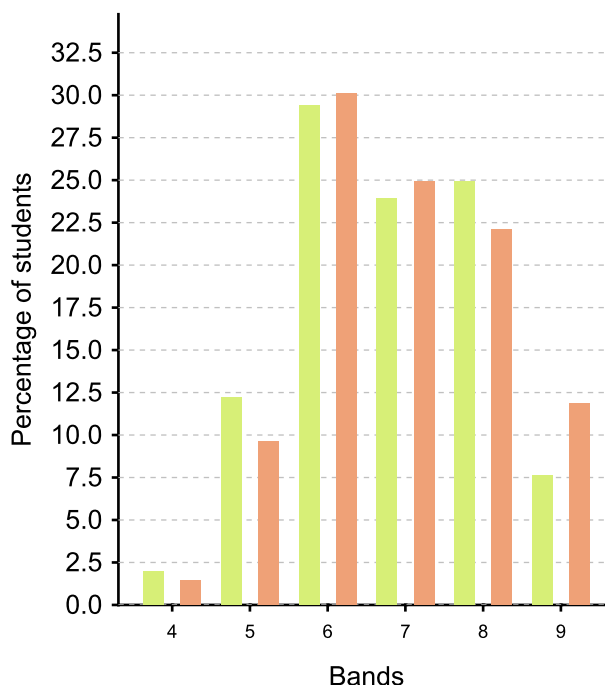
Student achievement in the Year 9 NAPLAN literacy tests was very strong again in 2016. Concord High School scored significantly higher than the DoE state average in every component of the assessment.

A change in the Writing task to a Narrative meant that results were not truly comparable with previous years.

Reading results were lower this year than for several years with 57% achieving in the top 3 Bands and the smallest number of students gaining results in Band 5 ever experienced at Concord. The most pleasing aspect of the Reading results for Year 9 was that the average growth at CHS was well above the State average with 63% of students achieved equal to or greater than the expected rate of growth in Reading.

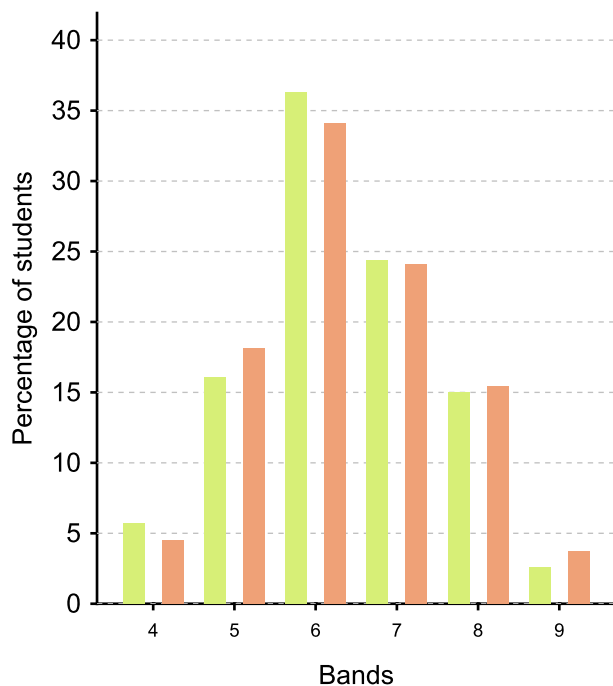
Year 9 Spelling results remained strong with over 65% of Year 9 CHS students performed in the top 3 Bands for the second year in a row. 44% of students achieved in the top 3 Bands in Grammar and Punctuation.

**Percentage in bands:
Year 7 Reading**



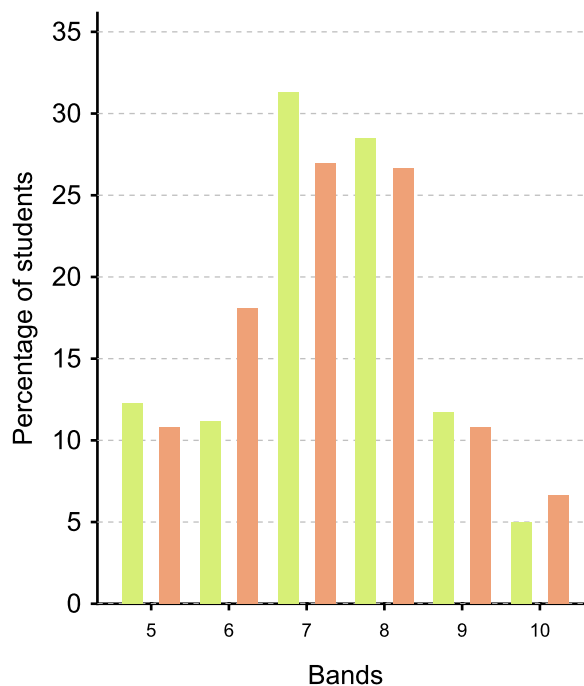
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Writing



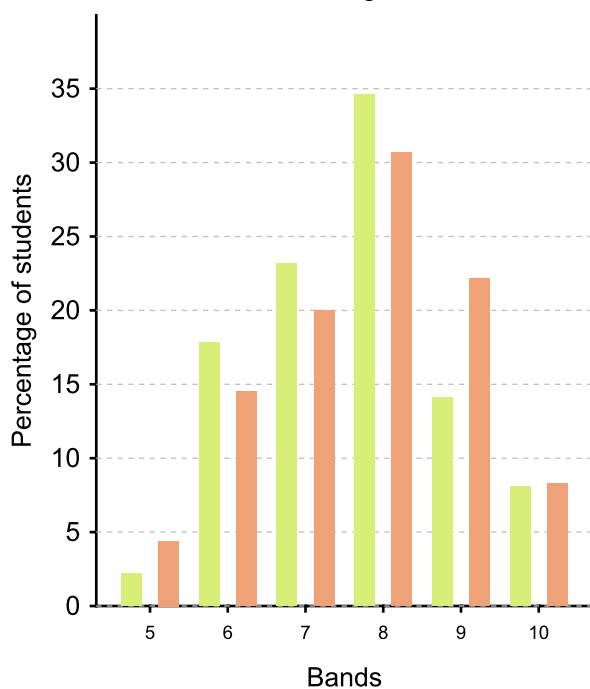
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2014-2016

NAPLAN – Numeracy

In the National Assessment Program, the results across Years 7 and 9 literacy and numeracy assessments are reported on a scale from band 4 to band 10.

Year 7: from band 4 (lowest) to band 9 (highest)

Year 7

Concord High School students continued their good performance, scoring above state averages in all aspects of the Numeracy components in the Naplan tests (Data, Measurement, Space and Geometry, Number and Patterns and Algebra).

Numeracy average scaled scores have consistently been well above the State in the last 5 years.

Year 7 results were strong with 37% of Year 7 students scoring in the top two bands compared with only 31.4% of the state testing in the top two bands. Also, there was only 2.6% of students in the bottom band.

Lastly, in 2016, 60.8% of our Year 7 students achieved greater than or equal to the expected growth.

Overall, Year 7 performed well in the 2016 Naplan tests.

NAPLAN – Numeracy

In the National Assessment Program, the results across Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10.

Year 9: from band 5 (lowest) to band 10 (highest)

Year 9

Concord High School students continued their strong performance, scoring well above state and comparable to SSG (Similar School Group in the region) averages in all aspects of the Numeracy components in the Naplan tests (Data, Measurement, Space and Geometry, Number and Patterns and Algebra).

Numeracy average scaled scores have consistently been well above the State in the last 5 years and have been also comparable to the SSG averages.

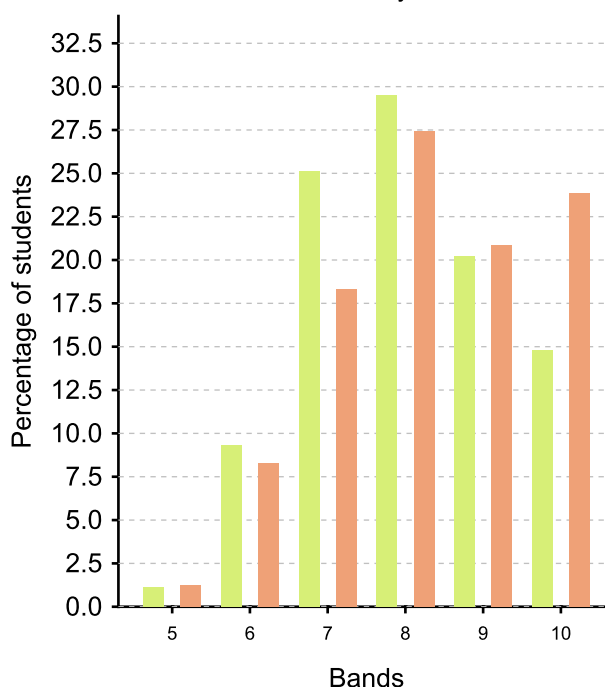
Year 9 results were strong with 35% of Year 9 students scoring in the top two bands compared with only 29.9% of the state testing in the top two bands. Also, there was only 1.1% of students in the bottom band.

Lastly, in 2016, 59.2% of our Year 9 students achieved greater than or equal to the expected growth.

Overall, Year 9 performed well in the 2016 Naplan tests.

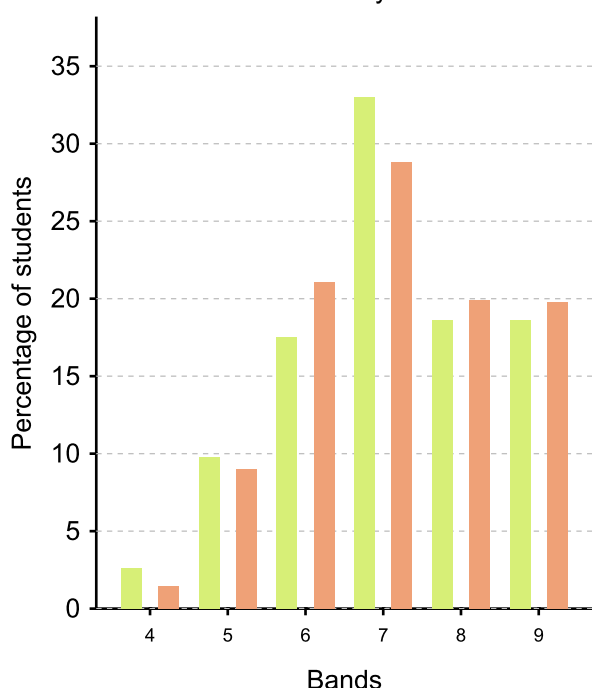
Percentage in bands:

Year 9 Numeracy



Percentage in bands:

Year 7 Numeracy



- Percentage in Bands
- School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from band 1 (lowest) to band 6 (highest).

HSC Results analysis

The HSC results of 2016 were again a cause for celebration. Our Dux, Gael Glasscock, achieved an ATAR of 97.95 and 14% of students achieved an ATAR over 90. Gael achieved 10th in the state in Textiles and Design and the new School Captain, Marsha Supangat, who was accelerated in Music, completed the HSC course while still in Year 11 and was placed 8th in the State. 120 students qualified for an ATAR and there were 51 mentions on the Distinguished Achievers list published by NESA. A slightly greater proportion of students this year followed a non-ATAR pathway. Overall, results were very solid and students have gone on to a very broad range of tertiary courses and employment.

The results continue to reflect our comprehensive school cohort by the breadth of subjects (39 plus Non-ATAR and Life Skills) and the range of results, but are overall above state average.

English

In English Advanced there was a slight decrease in band 6s from last year (19%) and a marked increase in band 5s (70%). There was an increase in band 6s and band 5s from 2 years ago.

The last 2 years show significant level above state distribution in top 2 levels.

In Standard English 2016 showed stronger results in the band 6 and similar results in band 5 and 4 to the previous year. Results were above the state average in the top 3 bands.

Due to staffing changes, the results in ESL English were slightly weaker than previous years but still showed strength in bands 4 and 5.

Extension 1 English results were solid, with all candidates achieving E3 level. This is on par with the state for E3 results at 61.3%

Extension 2 English results are also on par with the state for E2 results sitting at 24.5%.

All students achieved in the E2 range in 2016.

Mathematics

Mathematics was again the strongest performer in the HSC, particularly Mathematics General 2, where the school achieved outstanding results. 12% achieved band 6 and a stunning 33% achieved band 5. The 2 Unit and Extension courses showed a little less strength in the top band than in previous years but were still strong and well above state average for the next band (5 or E3).

Science

Biology results were excellent, with double the state average numbers in band 5 and well above in band 6. Value added since Year 10 was very strong. The strongest results reflected the GATS background of those students, who are certainly attracted to the Science subjects.

In Chemistry, while band 6 results were disappointing, band 5 showed a small increase. Results were close to the state average and some strong value added was observed.

Physics results were similar and the faculty is developing strategies to ensure that there is an increase of Band 6 results, to complement the strong band 5 achievements.

HSC Analysis in HSIE 2016

The HSIE faculty has grown in size within the Stage 6 curriculum. Business Studies, Economics and Legal Studies have still continued to be the strongest areas in gaining band 5 or 6. With a significant increase in Business Studies, students have committed themselves in developing essay based assessments and this has led to a healthy result with 68 students achieving mostly band 4–6 in the HSC. Our Legal Studies results were very impressive under a newly trained teacher in this

subject and she successfully led students towards high band 5's and two band 6's.

Economics is a heavily content based subject which requires analysis, currency and a focus on higher order thinking skills. Although students were successful in gaining a high Band 5, this will continue to be a focus for the HSIE department in how to provide more effective differentiation skills to assist students in becoming more intrinsic and analytical in their approach towards economic concepts and terminology. Over the past two years Senior Geography, Society and Culture and Extension History have all shown strong results with 50% gaining either a band 5 or 6, testimony to the students who have become interested in psychology, sociology and the impacts of these on our environment. Students have also been developing their own research questions in both Society and Culture and Extension History.

HSC results have reflected this commitment to project based research, with students successfully achieving high band 4's to band 6. History studies continue to grow at a steady rate, with an increased interest in Ancient History and Modern History. Stronger performances were noted in Ancient History where 67% of students were successful in obtaining a band 4–6. Modern History was also steady in their results, as 54% students worked towards band 4–6.

Technological and Applied Studies

The Technological and Applied Studies faculty presented a wide range of courses for the HSC.

Textiles and Design had the most outstanding results in the faculty. With a cohort of only 6, two students achieved Band 6, including 10th in the State, an outstanding achievement for these students.

Community and Family Studies students performed across the bands in 2016, reflecting a range of abilities and efforts in the class, as well as a change in teachers. The Construction course had consistent results, with all achieving band 4. However some students in the group elected not to sit for the examination as they were not pursuing an ATAR. The Design and Technology group also achieved predominantly in band 4. The cohort in these two courses has shown improvement compared to the previous years' performance and they continue to improve against the state.

Engineering Studies had the broadest range of results, including 50% with either band 4 or 5. This was a good achievement for the group.

Hospitality is another VET course and it was satisfying to have 50% achieve band 5, which was a very significant improvement on past results for this course.

Results in Information Processes and Technology were primarily in the band 4 range but there were some very pleasing results from a few students in band 5.

Personal Development Health Physical Education

The 2016 HSC cohort achieved very strongly at band 5 level and also band 4, making for solid results. The faculty felt this was largely consistent with the abilities from and efforts of the cohort.

Creative and Performing Arts

In the Music 1 course it was very pleasing to see one student achieve band 6, while the others in the course were very solid in all gaining band 4 or 5. These results demonstrate an upward trend in this course.

In Visual Arts, while no students gained a band 6 this year, the large majority gained band 5, which meant that results were overall much stronger than previously.

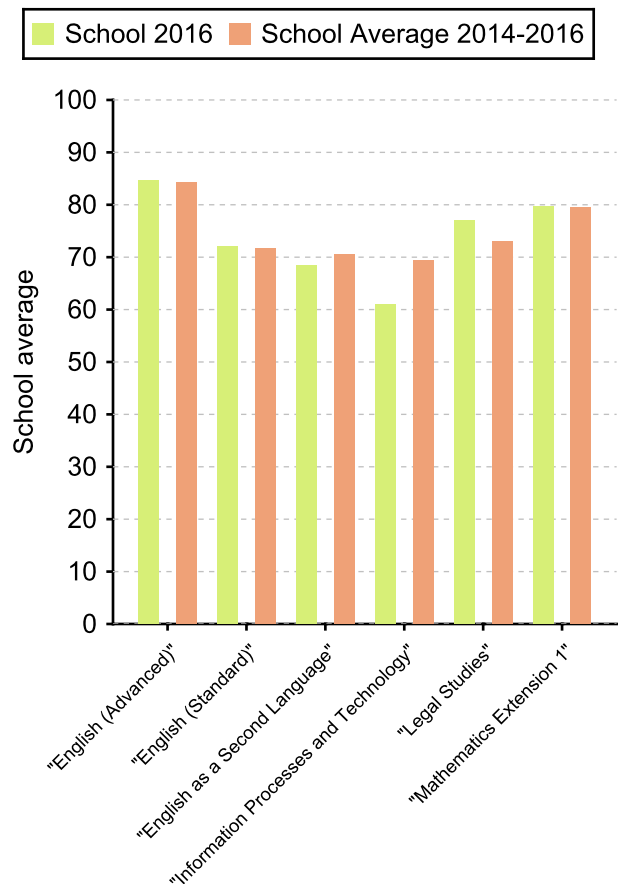
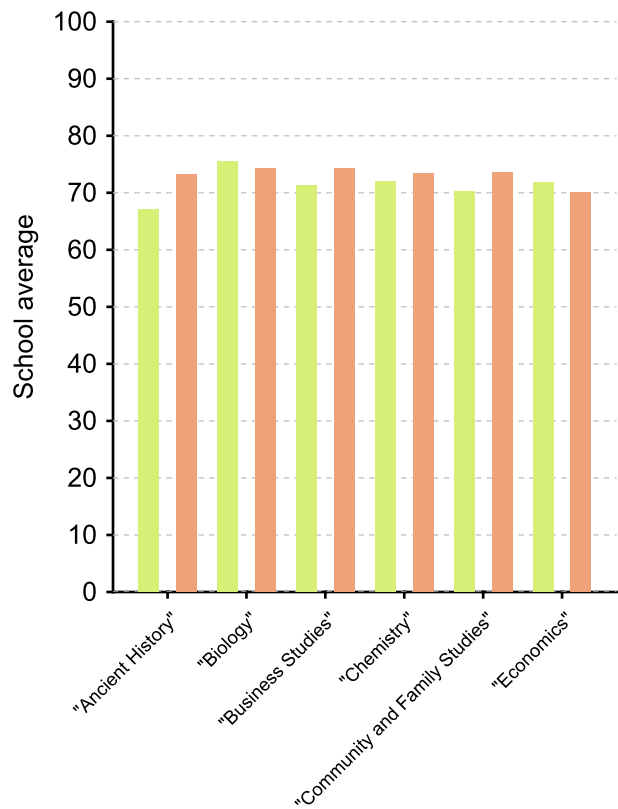
Languages Other than English

There were as usual strong results in this faculty, although the best outcomes this time were in French Beginners, where 75% of candidates obtained band 5, an exceptional result which demonstrated the quality and commitment of the small cohort.

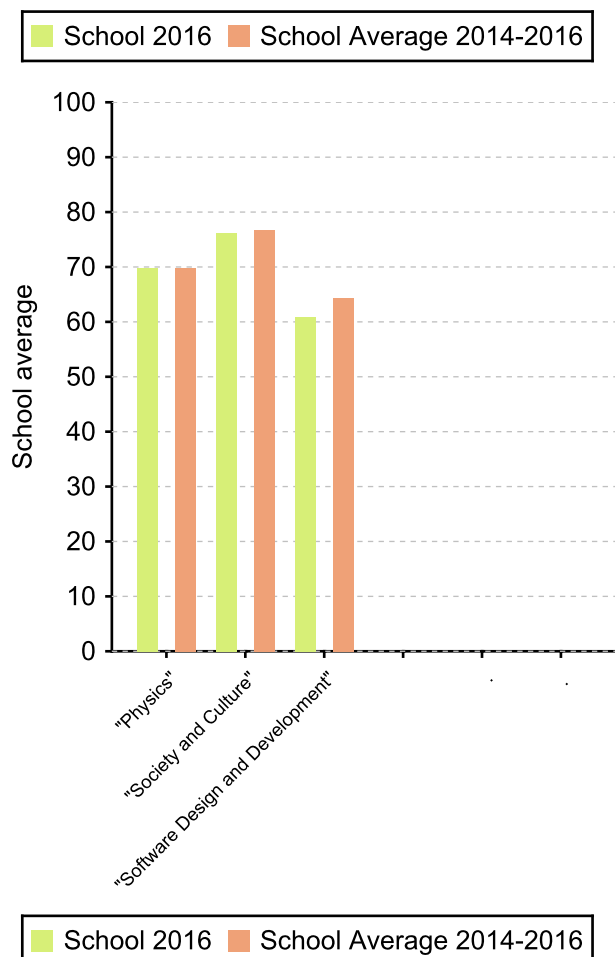
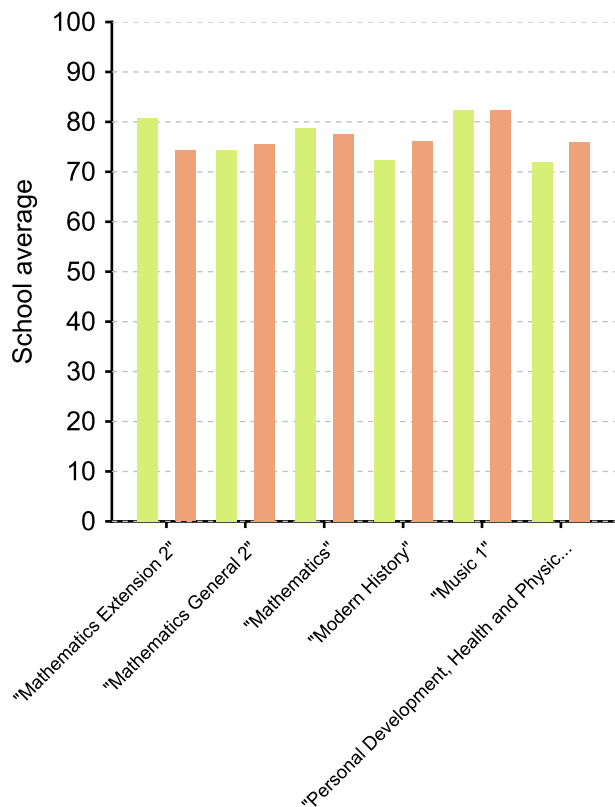
The Italian Continuers cohort was equally spread between bands 5 and 4.

The Japanese Continuers course, again with a small cohort, achieved an amazing 100% of students in band 5. The Japanese beginners group were fairly evenly spread across the bands, reflecting the effort committed by students.

The Chinese Background Speakers group was another area of strength, with 78% of students attaining band 5 and 11% band 6.



School 2016 School Average 2014-2016



Policy requirements

Aboriginal education

Concord High School received Aboriginal background funding in 2016. Our plan included one teacher tutor to work with Aboriginal students one day per week to achieve goals set out in student personal learning

plans.

A community supported celebration of NAIDOC. With a grant from the Department of Prime Minister and Cabinet we were able to expand the scope of the NAIDOC celebrations to invite guest speakers, community representative and families to an assembly and luncheon.

Teacher support at all AIME outreach days at Sydney University.

During 2016 funding from Norta Norta allowed a significant initiative for Aboriginal students around individual feedback and support. A dedicated Norta Norta teaching and learning space was used to increase student's sense of connectedness. The impact as well as increasing student's connectedness was to focus on identifying and addressing students individual learning needs.

Multicultural and anti-racism education

Concord High School has embedded the policy requirements of Multicultural Education and Anti-Racism Policies into classroom and school practices. Welfare programs were strengthened in 2016 with Mind Matters being embedded and Positive Behaviour for Learning initiated to foster connectedness and resilience within the school. Classroom and school practices are culturally inclusive with interpreters, notes in community languages and awareness of cultural values catered for at school functions. All teaching and learning programs include BOSTES requirements for fostering understanding of culture, active citizenship and cultural diversity. A Pacific Islander cultural group was formed in 2016 to foster pride and connections within the school community. The school also has a fully trained ARCO (Anti-Racism Contact Officer) who is able to assist students if they have concerns about any incident.

The school's International Student Coordinator and Liaison Officers offer strong support to this group within the school.

Other school programs

SALSA Program at Concord High School

A unique health promotion initiative was conducted in Term 3 involving Year 10 students delivering a series of lessons to Year 7 students to help provide them with the knowledge and skills to maintain a balanced and healthy lifestyle. The *Students As Life Style Activists* (SALSA) program was developed by the University of Sydney and Western Sydney Local Health District. The program aimed to improve nutritional intake and physical activity of high school students using a peer education approach. The University of Sydney, in partnership with Sydney Local Health District Health, trained 49 peer leaders from Year 10 in the program to equip them with the necessary knowledge and skills. The Year 10 students then delivered 5 lessons to small

groups of Year 7's during their regular PDHPE lessons. Lessons consisted of interactive activities that encouraged Year 7 students to keep leading a healthy active lifestyle and come up with strategies and suggestions about changes they could make to be even healthier.

Duke Of Edinburgh Award

Five students attained their Bronze level Duke of Edinburgh Award. To successfully complete their Award students were required to undertake activities relating to four different sections:

- Service: Volunteering time to assist others or the community
- Physical Recreation: Improving fitness and discovering new sports or active recreational activity
- Skills: Undertaken a new interest or hobby or extending on a current one
- Adventurous Journey: Undertaking an overnight journey in an unfamiliar environment
-

The students were Veronica Wood, Alex Xiao, Kevin Xiong, Philip Xie and Christian John.

Japanese programs

On the 25th November, 2016, Year 8 and Year 11 Japanese Beginners classes participated in the Japanese Film Festival Excursion. Many of our Japanese language students enjoy reading Japanese comics and watching Japanese anime and watched a film that detailed the story of two high school boys who achieved their dream to become the manga artists. The students were fascinated by how the comics were drawn and how manga stories are developed.

As part of their preparation from the HSC Speaking Exam, on the 23rd July, 2016, the Year 12 Japanese Beginners class attended a Beginners Day organised by the NSW Japanese Teachers' Association. The excursion provided students with the opportunity to practice speaking in front of four different teachers. After the practice, students were given feedback from the teachers which will be of benefited for them in the lead up to the HSC.

On the 9th December, 2016, The Year 8 and Year 11 Japanese Beginners classes participated in a cultural incursion as part of their study of Japanese food. The students enjoyed Japanese Obento (lunch box) under the trees at Concord High. The Obento were ordered from a Japanese restaurant in the city, and included a combination of unique Japanese food; from simple rice balls to delicious Teriyaki salmon. Under the sunlight of summer, the students experienced different tastes from their usual diet and were given the opportunity to try new things and explore this aspect of Japanese culture.

On the 28th August, 2016 Concord High School welcomed the third study group from Mibu, Japan. As with the previous two years, the Japanese classes hosted two groups from the same area. The visiting students had a presentation about the NSW education system and Concord High School by two students in

the Japanese Continuers class. All students enjoyed the Australian BBQ lunch prepared by Mr Mitchell and the hospitality students and the Japanese students tried Lamingtons and Vegemite for the first time.

The visitors were then given a school tour and visited classrooms in music, maths, history, Technological and Applied Studies and saw the different class settings and study atmosphere. After the tour all students participated in cultural exchange sessions during which the Japanese students taught Concord High School students to play the *Karuta*, "*Fukuwara*" and "*Darumasanga Koronda*" and Concord High School Art teacher, Ms Hantes taught the Japanese students about Australian Aboriginal Dot painting. The students learned the unique techniques of dot painting and compared dot painting to traditional Japanese art (*ukie*). All students then had the opportunity to create their own dot painting. For the third year in a row, this visit was a fun and successful day that allowed the students to share their cultures and enhance their understanding of language.

Maths highlights 2016

Two year 11 students, Tony Chen and Thomas Jeon were selected to attend the national summer school in Canberra.

In the Australian Maths competition students from Concord High School scored 5 High Distinctions, 11 Distinctions and 17 credits with our best score of 99 gained by Cameron Will of Year 7.

Steve Kim gained a distinction in the Computational and Algorithmic competition.

A team of year 9 and 10 students competed in the inquisitive minds competition and were very successful.

Once again Concord High School robotics students competed in First Lego competition with pleasing results.

Sport Highlights – 2016

Summer grade sport

22 teams competed in Zone competition, 11 teams competed in Grade Finals and 1 team were victorious—Opens Boys Cricket.

Winter grade sport

13 teams competed in Zone competition, 13 teams competed in Grade Finals with 2 team victorious – 14 Girls Soccer.

Swimming

41 students represented Concord HS at Zone Carnival

Students competing at Combined High School (CHS) carnival:

15 Boys 4x50m Freestyle Relay (Lachlan Georgiadis,

Jake Comtemplacion, Chris Son and Hobin Seo) – 7th place

Mustafa Orcun – 17 boys 100m Butterfly – 7th place

Jeremy Kwok – 14 boys 100m Breaststroke – 13th place

Cross Country

47 Students represented Concord HS at Zone Carnival

4 Students competed at Regional Level – Josh Shedden, Ned Arnold, Francesca Bull and Sophie–Ann Williams

Athletics

71 Students represented Concord HS at Zone Carnival

28 students competed at Regional Carnival. None made it to CHS level, although there were a number of 4th place finishes.

Knockout Competitions

10 Knockout teams were entered into the Sydney North Competition

Talented Athletes

Max Brenner year 12 and Lloyd Caetano year 11

Received State Blues Awards for Rowing – a very prestigious award.

Max Brenner

Represented Concord High School and Sydney North at the combined high schools regatta.

Achieved a number of first place results at the regatta and being named Best Male Athlete from the competition.

Represented Australia in August of this year at the world championships of rowing in Rotterdam. This was the first time he had represented Australia and he performed very well in the Junior Men's Quadruple Scull.

Dharshia Srinivas

This year she participated as a NSW All schools team member and has qualified to represent Sydney North again in the regional championships to be held next year. She has also continued her development as a member of the NSW Under 18 academy for cricket.

Concord High School representatives for 2016.

Australian Representatives:

Max Brenner – Rowing – 2016

NSW Representatives:

Max Pride – Water Polo – 2016

Harry Pride – Water Polo – 2016

Thomas James – Swimming – 2016

Daniel Samuel – BMX – 2016

Alex Duck – Archery – 2016

Alex Kim – Archery – 2016

Hobin Seo – NSW Open Water Swimming 2016

Combined High School's (CHS) – representing Concord High School and/or Sydney North

2016:

Brenton Lowe – Basketball

Liam Flack – Football (soccer)

Max Brenner – Rowing

Lloyd Caetano – Rowing

Lucas Chabo – Rowing

Cristian Pezo – Rowing

Dharshia Srinivas – Cricket

Mustafa Orcun – Swimming

Jeremy Kwok – Swimming

Hobin Seo – Swimming

Jake Contemplacion – Swimming

Lachlan Georgiadis –Swimming

Chris Son – Swimming

Chinese programs

Traditional festival celebrations

The whole school enjoyed the celebrations of Chinese New Year, Lantern Festival, Mid–Autumn Festival, Dragon Boat Festival, and Multicultural Day. Through the activities, students learnt about the festivals' history and cultural significance.

The Confucius Classroom Club

The Confucius Classroom Club is held each day and is open to all students. The students enjoyed learning the language. Activities included Chinese Chess and Checkers Club, Chorus Group, social conversational group, Calligraphy class, and HSK/YCT class.

Students' culture enriched activities included;

Chinese cuisine, Chinese film, Chinese Friendship Garden in Darling Harbour and expert speaker talks.

The Confucius Classroom held classes in calligraphy with ink and brushes provided by Hanban. Students printed the calligraphy on t-shirts and created original items of clothing with personalised messages.

Language and culture competition participation

As a result of our positive and enthusiastic effort in running the Confucius Classroom programs, a number of students participated in more challenging programs. Their outstanding achievements are commendable.

2016 National Chinese Eisteddfod

Native/Heritage speakers – four participants, one student was awarded 1st place

Non-native speakers – six participants, 1 student was awarded 2nd place

2016 National Writing Competition

Native/Heritage speakers – 5 participants, 1 student was awarded 1st place, 1 student was awarded 2nd place, 1 student was awarded 3rd place and 1 student received Merit award

Non-native speakers – 1 participant, and this student was awarded 3rd place

HSK/YCT Chinese official Language Proficiency Testing Program

Several non-native background students are working hard on these programs in preparation for these tests next year. Pleasing results are anticipated.

Chinese Traditional Dance

The Confucius Classroom members made an excellent contribution to the Special Year 12 Graduation Assembly. They joined all other Year groups in presenting a traditional fan dance. Their performance was eye-opening for the whole school, parents and teachers.

Sister school Relationship Maintenance

Since the establishment of the sister school Xu Zhou No.5 High School, the consistent on-going communication between the Chinese teachers and the students has been growing strong.

The students exchanged their own hand-made Christmas and New Year greeting cards with beautiful designs and warm wishes. Some have started writing to each other as pen-pals. Concord High School is organising a school excursion to China to visit our sister school in 2017.

Future Plans

China Education Tour 2017

In order to make the Confucius Classroom program meaningful, the school is planning an overseas excursion to China in April 2017. The school is in the final stages of preparation. Parents and students have responded positively and cooperated enthusiastically during the process.

The school trip to China including visiting our sister school will significantly enhance students' motivation and application to continue learning Chinese, as they will be engaged in an authentic learning environment where they can apply their Chinese language skills learnt in class and experience Chinese school and family life first hand. This links to the connectedness/relevance elements of the Significance dimension of the Quality Teaching Framework.

It is anticipated that through total immersion, students will gain a greater understanding and deeper insight into Chinese culture and customs and further develop their listening, speaking, reading and writing skills in Chinese.