

Concord High School

Annual Report



2017



8535

Introduction

The Annual Report for 2017 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.

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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 courses, 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 curriculum and learning.

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 across the three years of this school plan. 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, professional development of 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 introduction of the positive behaviour for learning program has also contributed to the learning culture by increasing the focus on respectful, responsible and achieving behaviours. The community was extensively surveyed using internal surveys and also the Tell Them From Me survey tool. The findings have guided the 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 school procedure for managing student lateness was reviewed with positive measures put in place to increase student responsibility for their lateness. The 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. The careers and transition program in Year 10 was reviewed with the review concluding the program achieved increased learning options for those students in the program and the program was found to contribute to higher self esteem and confidence, improved engagement and attendance. As a consequence this program will continue.

For the element of curriculum and learning the school devoted a significant amount of school resources to assist staff to make modifications and adjustments to curriculum in student learning. Staff have worked toward a consistent understanding and approach to ensure students capabilities are reflected in their learning. As part of the internal review of programs the PDHPE faculty was reviewed to increase staff and student capabilities. The school has strengthened and developed its relationships with other schools and organisations including our sister school in China.

In the Teaching domain, our main focus has been data skills and use, 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 continued refining 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 of 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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 the primary focuses for strategic direction 1 have been focused on developing strategies to support students in meeting minimum standards, explicit teaching of literacy across curricular contexts and differentiation. This year the progress included collaborative staff discussion, evaluation and piloting new models to support student's individual learning needs and preferences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80%of students achieve growth in literacy and numeracy Yr7–Yr9 consistent with expected growth levels as measured in NAPLAN	\$33, 000	<p>Progress made from the first school plan in 2015 was consolidated in 2017.</p> <p>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 2017 staff reviewed Stages 4 and 5 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 two stages 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 courses and how to teach these most effectively. Additionally, students in years 7 to 12 are now using Bring Your Own 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 led research and learning in the cross curriculum area.</p>
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.	\$19,000	<p>During 2017 staffing was used to continue to support a Gifted and Talented Students coordinator position as well as a head teacher with GATS specialist training. The GATS placement review saw the success of the modification was measured by the embedding of project based learning into the program, increased student choice and improved student engagement.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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>Of the original Year 7 GATS who graduated this year 11% of GATS students achieved all band 6's in the 2017 HSC and 50% gained all band 5's while a further 28% achieved band 4 and above. 33% gained at least one band 6 result while 95% gained at least 1 band 5 or 6. The 2012 GATS intake did particularly well in mathematics with 95% achieving a band 5 or 6.</p> <p>Differentiation for EAL/D students was encouraged by targeting support in Science and HSIE. A coordinator of EAL/D 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 teaching and learning programs.

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

Continuing focus on persuasive writing across all KLA's.



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 teacher accreditation process for all staff in 2018 has led the school to provide support to staff to prepare them for the new process. As a result staff are 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 have awareness of monitoring, evaluating and reviewing milestones.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have a Performance & Professional Development Plan which identifies at least one area aligned to the school strategic directions.	\$7,000	At the end of 2017 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 were collected by the senior executive. Teacher professional learning (TPL) applications were linked to the PDP. A TPL team was established to review and process applications based on links to the school plan.
Teachers use Assessment for learning – gathering data, adjusting teaching plans and giving meaningful feedback	\$13,500	A primary focus of school development days in 2017 was on the uses of assessment. Staff reviewed Stage 5 teaching and learning programs and incorporated strategies for assessment as, for and of learning outcomes. This process was ongoing throughout 2017 with faculties working under the direction of the head teacher with regular reports given at executive meetings.

Next Steps

Key staff will undertake further training in the integration of technology in teaching and learning and training in pedagogies for Gifted and Talented Students and specific learning difficulties which they will 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 effective use of technologies and student BYOD will be explored and student collaborative practice in project based learning will be furthered.

Building 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 2017 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). A process of targeted data collection around student behaviours and attitudes was fine-tuned to inform the focus for the the team to collect, review and implement improvements to achieve student engagement with school values.

The Confucius classroom was opened in 2015 and further expanded in 2017, to establish and strengthen connections with schools overseas and 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 group of staff and students undertook a 10 day tour of China which included two days at our sister school 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 focused and strategic approach 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)	Funds Expended (Resources)	Progress achieved this year
Feedback from wellbeing program surveys indicate 80% of students feel their learning and wellbeing are supported by connections within and beyond the school.	\$19,000	Teachers were engaged in teacher professional learning activities to support student wellbeing. 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. 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 they believed that the staff had worked for their best interests.
20% of students undertake leadership roles in the school or community.	\$10,000	A new structure for the Student Representative Council 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 was Mr Jihad Dib MP, who spoke

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% of students undertake leadership roles in the school or community.		<p>on his leadership experiences encouraging students as a former School Principal 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, House Captains, Student Representative Council, Peer Support Leaders and students organising student clubs 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 engage students in learning.

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.

Establish an alternate model for community engagement for Aboriginal and Torres Strait Islander students to replace to AIME program.

Embed the Mind Matters program into ongoing student wellbeing activities, with the next emphasis on building resilience among students. Activities will be initiated o build understanding and skills in resilience.

Increase parental involvement and understanding of building connections and resilience.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Strategic direction 3.</p> <p>All students have an individual learning plan that was devised with family consultation.</p> <p>Funds were used to support engagement in programs at Sydney University and weekly mentoring.</p>	<p>Strategic direction 3.</p> <p>All students have an individual learning plan that was devised with family consultation. School funds were used to employ two staff tutors 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. 2017 saw an 75% attendance rate at these events.</p>
English language proficiency	<p>Increased EAL/D support through employment of an EAL/D support teacher.</p> <p>Timetabling of support periods and a discrete Year 10 EAL/D class for the core courses.</p>	<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 develop their confidence speaking English in the classroom and to engage them with reading and writing English. The support teacher developed a program of support tailored to meet the needs of individual student. 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. 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>EAL/D trained teachers were utilised to develop programs to ensure that EAL/D 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>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 focussed class in English accessed a differentiated program for EAL/D students in order to participate equitably to meet the outcomes of the curriculum.</p>
Low level adjustment for disability	<p>Funding to support the employment of an additional Learning and</p>	<p>Strategic Direction 2</p> <p>Concord High School has a number of</p>

<p>Low level adjustment for disability</p>	<p>Support teacher and school learning and support officers.</p>	<p>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.</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>Socio-economic background</p>	<p>Allocation of funding to support students individual needs i.e. laptops for student equity.</p> <p>Timetable adjustments and funding allocated to create assistant year adviser positions.</p>	<p>Strategic Direction 1</p> <p>The school has supported students from low socio-economic backgrounds with additional resources.</p> <p>A pool of laptops was purchased to allocate to those students in need. This enabled all students to have equity in accessing the curriculum and engage with their learning. This year an additional 20 laptops were purchased.</p> <p>Due to increased student numbers 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 has assisted 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>Support for beginning teachers</p>	<p>Allocation of support/mentor periods for</p>	<p>Strategic Direction 2</p>

<p>Support for beginning teachers</p>	<p>beginning teachers within the school timetable.</p> <p>Induction program resources</p> <p>Explicit professional learning of staff.</p>	<p>Beginning teachers were supported through a formal induction program, accreditation workshops and professional learning focused around behaviour management coordinated by the teacher mentor. All temporary and permanent beginning teachers had a reduced teaching allocation., and access to programs and sessions with the Head Teacher Teaching and Learning.</p> <p>Beginning teachers at Concord High School were supported through a formal induction program, which ran on a weekly basis during Term 1, 2017. 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 that 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. 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 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, 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>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	586	636	690	727
Girls	343	367	388	402

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.5	94.1	94.7	94.3
8	94.7	93.3	91.9	93.2
9	93.1	92.7	90.1	91.8
10	90.1	91	90.9	89.9
11	92.8	92.2	92.8	91.8
12	91.7	94	92.2	91.5
All Years	93.1	92.9	92.1	92.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Non attendance is handled according to Department of Education policy and is overseen by the Home School Liaison Officer. There are various programs that are utilised based on the individual reasons for student non attendance. The school has specialist personnel including a Head Teacher Welfare, Year Advisers, School Counsellors and Deputy Principals who all assist with management of attendance issues at school.

Retention Year 10 to Year 12

In 2017, 89% of the 2015 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	15
University Entry	0	0	76
Other	5	2	2
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

In 2017, 4% of Year 12 students were involved in TVET courses and 14% were involved in VET courses here at school.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 164 students started Year 12. During the year, 6 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
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	56.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	12.97
Other Positions	1

*Full Time Equivalent

There are no staff that identify as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Concord High School staff in 2017.

With the development of the School Plan and milestones these formed the basis for priorities of professional development.

In 2017 there were 13 beginning teachers at Concord High School working towards NESA accreditation at Proficient.

There were 3 teachers maintaining accreditation at Proficient.

There were no teachers seeking voluntary accreditation at Highly Accomplished or Lead.

There were no teachers maintaining accreditation at one of the voluntary stages of Highly Accomplished or

Lead.

Beginning teachers were supported through a formal induction program, accreditation workshops and professional learning focused around behaviour management coordinated by the teacher mentor. All permanent beginning teachers had a reduced teaching allocation, with temporary and casual staff able to access programs and sessions with the teacher mentoras well. The teacher mentor was given a small period allowance to undertake the role.

Concord High School held four school development days during 2017 and held two twilight professional development sessions. The focuses of the development days were drawn from the School Plan. All staff attended as either participant or leader of activities. This was also a strategic move to develop leadership among staff.

During 2017 Concord High School staff participated in school funded professional learning activities that linked to staff Professional Development Plans and also the School Plan. In total 172 individual school funded professional learning applications were supported. A range of professional learning activities were accessed including welfare and equity, ICT, literacy and numeracy, quality teaching and syllabus implementation.

The average expenditure per teacher on professional learning at the school level was \$400.

The total school expenditure on teacher professional learning was \$75 00 in 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	1,021,697
Global funds	590,765
Tied funds	313,186
School & community sources	578,146
Interest	13,065
Trust receipts	35,585
Canteen	0
Total Receipts	1,530,746
Payments	
Teaching & learning	
Key Learning Areas	169,621
Excursions	198,437
Extracurricular dissections	91,026
Library	15,617
Training & Development	8,164
Tied Funds Payments	317,846
Short Term Relief	149,620
Administration & Office	250,404
Canteen Payments	0
Utilities	89,799
Maintenance	50,085
Trust Payments	100,698
Capital Programs	160,849
Total Payments	1,602,167
Balance carried forward	950,276

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,005,238
Appropriation	1,611,879
Sale of Goods and Services	89,984
Grants and Contributions	302,100
Gain and Loss	0
Other Revenue	0
Investment Income	1,275
Expenses	-861,637
Recurrent Expenses	-861,637
Employee Related	-352,629
Operating Expenses	-509,008
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,143,601
Balance Carried Forward	1,143,601

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	9,519,268
Base Per Capita	164,747
Base Location	0
Other Base	9,354,521
Equity Total	449,665
Equity Aboriginal	12,896
Equity Socio economic	57,669
Equity Language	216,780
Equity Disability	162,320
Targeted Total	135,920
Other Total	107,411
Grand Total	10,212,264

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

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.

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.

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

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

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

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

Year 9)

Concord High School students In Year 7 enjoyed their highest recorded results in some years 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). Nearly 30% of students in Year 7 achieved in the top 2 bands in Writing, well up on previous years. There was a larger group of students in the lowest band who have been identified for ongoing support.

Reading results in Year 7 were extremely high and well up on 2016 results. The number of students in the lowest bands was also down noticeably. A number of students were still identified early for inclusion in our successful Multilit 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. 75% of students performed in the top three Bands in Spelling and 65% of all students were in the top three bands for Grammar and Punctuation. These impressive results reflect the importance with which these areas are viewed at Concord High School.

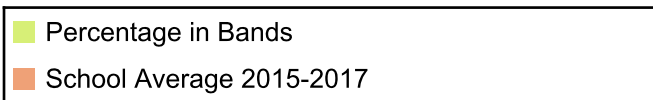
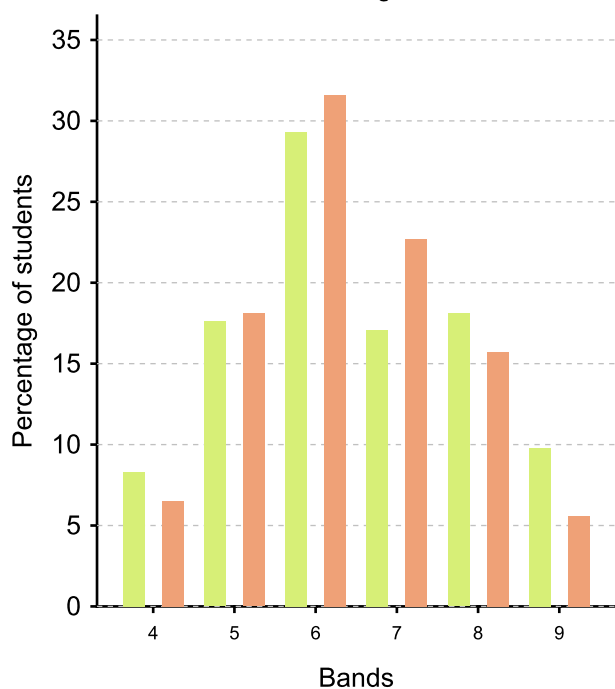
Student achievement in the Year 9 NAPLAN literacy tests was very strong again in 2017. Concord High School scored significantly higher than the DEC state average in every component of the assessment.

50% of students in Year 9 achieved in the top 3 bands in Writing, well up on previous years. The number of students in the lowest bands had dropped and include many students who are newly acquiring the English language. The most pleasing aspect of the Writing results for Year 9 was that the average growth at CHS was 10 points above the State average with 63% of students achieved equal to or greater than the expected rate of growth in Writing.

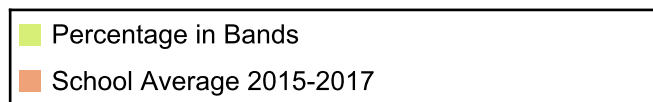
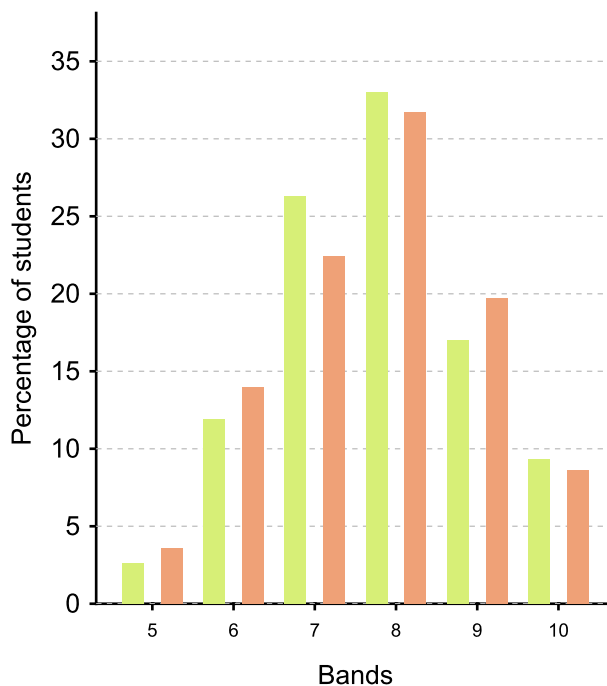
Reading results were much stronger this year than the previous year with 59% achieving in the top 3 Bands and the smallest number of students gaining results in the lowest bands ever experienced at Concord

Year 9 Spelling results remained strong with over 66% of Year 9 CHS students performed in the top 3 Bands for the third year in a row. 53% of students achieved in the top 3 Bands in Grammar and Punctuation.

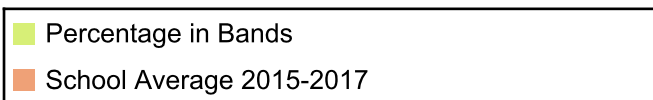
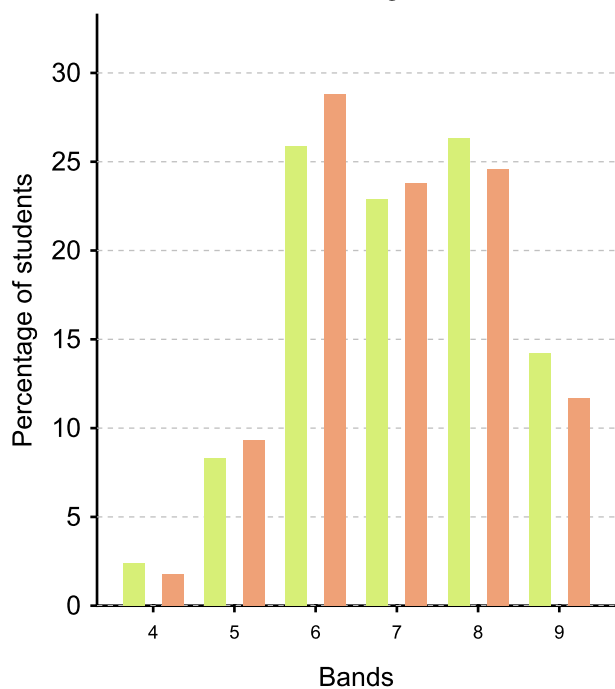
Percentage in bands:
Year 7 Writing



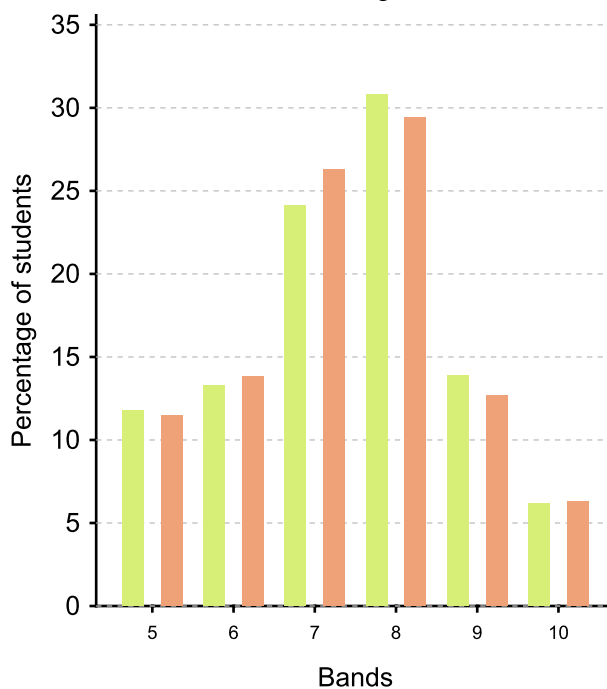
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 7 Reading



Percentage in bands:
Year 9 Writing



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 49.1% of Year 7 students scoring in the top two bands compared with only 34.9% of the state testing in the top two bands. Also, there was only 1% of students in the bottom band.

Lastly, in 2017, 73.6% of our Year 7 students achieved greater than or equal to the expected growth.

Overall, Year 7 performed very well in the 2017 Naplan tests.

2017 – 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).

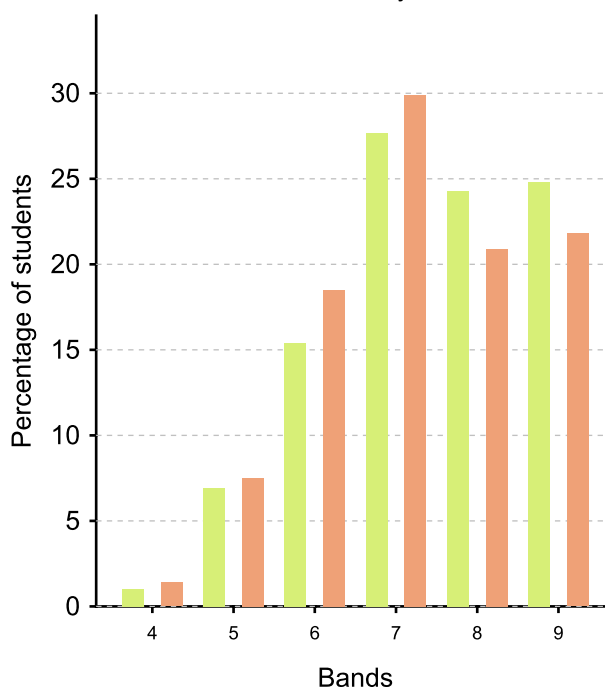
Numeracy average scaled scores have consistently been well above the State in the last 5 years.

Year 9 results were strong with 40.9% of Year 9 students scoring in the top two bands compared with only 29.8% of the state testing in the top two bands. Also, there were no students in the bottom band in 2017.

Lastly, in 2017, 73.7% of our Year 9 students achieved greater than or equal to the expected growth.

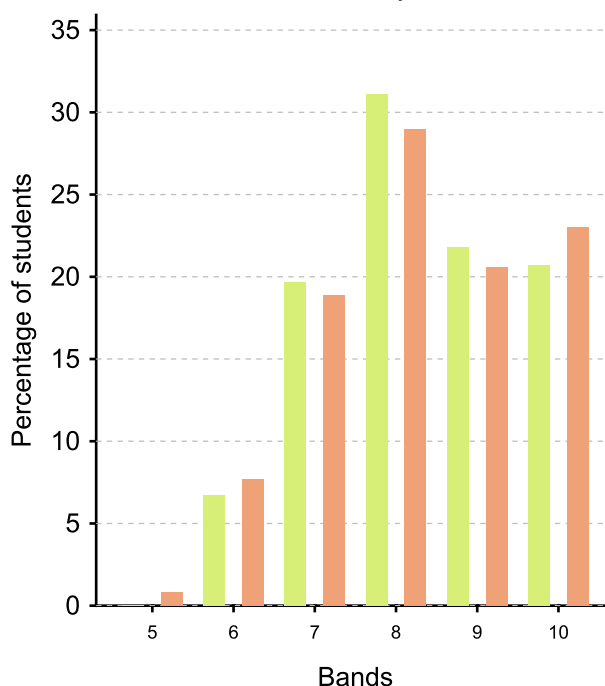
Overall, Year 9 performed very well in the 2017 Naplan tests.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The performance of students in the 2017 HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

English

In English Advanced there was a marked improvement in performance from last year with 24% in band 6 and with 56% of students achieving a band 5. This is significantly above the level of state distribution in the top 2 bands. Standard English in 2017 again achieved a band 6 result for the second year running and showed strong and similar results in band 5 and 4 to the previous year. Results remained well above the state average for each of the top 3 bands. The results in ESL English were strongly represented and well above state average in band 4. The English Studies Course continues to be a popular choice for students and good results demonstrated enhanced student engagement.

Extension 1 English results were most impressive, with all 6 candidates (100%) placed in the top E4 band. Obviously, this far exceeds the state average. Extension 2 English results were also remarkable and improved from last year– with two students (66.7%) achieving the top band 4 result.

Science

Biology students continued to perform strongly with 12.01% and 32.7% achieving a band 6 and 5 respectively. The largest biology cohort in recent years obtained an average HSC mark of 75.7%, compared to the state average of 72.6% with the significant majority obtaining very strong valued added results. Five of the top six performing students were from a LBOTE or EAL/D background.

The Chemistry cohort performed well, with nearly 80% of students achieving a band 4, 5 or 6. Of the 31 students for whom SMART data were available, 23 showed positive value adding. Numbers have remained strong, at forty students for the second year in a row, and results are close to the state average.

Physics students showed strong improvement with the female students performing better than the males with an average mark of 79.8% compared to the males average of 71.2%. There was an increase in the average physics marks in our school between 2016 to 2017 from 69.8% to 72.5% respectively.

The majority of the top performing students in chemistry and physics were also from a LBOTE or EAL/D background with strong representation in the top bands.

Mathematics

Mathematics was the strongest performer at Concord High School again in 2017. In the calculus courses 31% of students gained a band 6, placing the school in the top 100 performing schools. All mathematics courses have shown both results and growth above state average. Almost all GATS students gained a band 5 or 6 in their chosen course and had maths as their best or

equal best band.

Creative and Performing Arts

It was pleasing to see that in the Music 1 course a student achieved a 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. In Music 2 Selina Zhen was nominated for Encore. Encore, a concert showcasing some of the outstanding works that were presented for the HSC in the previous year. The concert is held at the Sydney Opera House.

HSIE

Modern History, Ancient History and Legal Studies have still continued to be the strongest areas in gaining band 5 or 6. With a significant increase in Modern History, students have committed themselves in developing essay based assessments and this has led to a healthy result with 38 students achieving within the band 4–6 range in the HSC.

Our Legal Studies results were very impressive with students achieving results towards high band 5's and two band 6's.

Economics students were successful in gaining a high Band 5.

Over the past two years Senior Geography, Society and Culture and Extension History have all shown strong results with 63% 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. HSC results have reflected this commitment to project based research, with students successfully achieving high band 4's to band 6.

Historical studies continue to grow at a steady rate, with an increased interest in Ancient History and Modern History and a further interest through Extension History. Stronger performances were noted in Modern History where 72% of students were successful in obtaining a band 4–6. Ancient History was also steady in their results, as 64% of students worked towards band's 4–6.

PDHPE

The results in PDHPE were pleasing with 2 students achieving Band 6's, an increase from 2016, and a number of students achieving band 5's. There has always been a large number of students who achieved Band 3 (24.1%) which was above state average (21.54%). In addition there was good value added with the majority of the students reaching their potential in comparison to their NAPLAN results and some surpassing expectations.

Languages Other than English

The 2017 HSC cohort achieved excellent results in Languages Other than English.

All students of the new Chinese and Literature course (previously Chinese Background Speakers) achieved Band 4 or higher. 33% achieved Band 5 and 7% achieved Band 6.

The cohort undertaking the Japanese Beginners course did especially well in 2017, with 20% achieving Band 5 and 40% achieving Band 6.

Technological and Applied Studies (TAS)

There were seven HSC courses studied in the TAS KLA during 2017. Results in the 2017 HSC showed improvement in Design & Technology, Engineering and Community and Family Studies. A significant improvement was seen in the Engineering Examination results with the achievement of two band 5 and two band 6 results. The improvement in results in these areas was due to a faculty focus on modelling responses for past HSC questions, using scaffolds and in depth meaningful feedback on assessment tasks and exams.

Policy requirements

Aboriginal education

Concord High School received Aboriginal background funding in 2017. Our plan included:

Two teacher tutors to work with Aboriginal students to achieve goals 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 2017 funding from the school allowed a significant initiative for Aboriginal students around individual feedback and support. The impact as well as increasing students 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 2017 with Mind Matters being part of the school culture and Positive Behaviour for Learning introduced to foster connectness 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 NESA requirements for fostering understanding of culture, active citizenship and cultural diversity. 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

Student Leadership

Student Representative Council

The Concord High School Prefect and Student Representative Committee (SRC) bodies saw a change in Leadership in 2017 with many staff members in new roles:

Ms Sarah Kim – Prefect Coordinator

Ms Angela Verniquet – SRC Fundraising Coordinator

Ms Danielle White – SRC Volunteering Coordinator

Ms Catherine Picone – Relieving Head Teacher Secondary Studies

Mr Craig Anderson – Deputy (Student Leadership)

Ms Jody Engisch – Relieving Principal

The 2017 Leadership Team has developed into a prominent and active body within the school community. Elections were held across all year groups, whereby the PB4L core values of respectful, responsible and achieving behaviours were embedded within the Prefect and SRC Application Process and Contract.

The newly elected Prefect body consists of 16 students who meet fortnightly to develop initiatives and enhance student leadership qualities within the school. Serena Davison and Seth Hennessy were elected as School Captains and Esra Valerio and Benjamin Wood were elected as Vice-Captains. Together they assisted with the Concord High School 'Leadership & Mindfulness' Prefect Afternoon Tea and also created the 'Humans of Concord High School' articles for the Keeping in Touch (KIT) newsletter. Other initiatives that were implemented by the Prefect body include the Road Safety, Environmental Sustainability and Sleeping Campaigns.

The newly elected SRC team of thirty one students meet fortnightly whereby the meetings are run by the students. Briony O'Donoghue were selected as SRC President, Daylan Ozkan was elected as SRC Vice President and Pattie Chung was elected as Secretary. In 2017, the SRC delegates volunteered at the Mortlake Public School Winter Fair, ran the BBQ at the Concord High School Open Night and Athletics Carnival, and delivered speeches for Wear it Purple Day. The SRC now also play a prominent role in emceeing the

Concord High School weekly assemblies via a rotating roster for each year group.

In June the SRC attended the World Vision Youth Conference at the International Convention Centre to develop leadership qualities and enhance their ability to effectively run and deliver the World Vision Backpack Challenge. This year Concord High School students raised an outstanding \$8276, which contributed to child friendly spaces that enable children to engage in counselling and education. The funding also provided stationery and food for children in need.

The Prefects and SRC Fundraising Team has also been involved in events including Bandana Day for Canteen and fundraising \$1100 for the McGrath Foundation at the Teachers versus Students Cricket Match. The SRC also raised an amazing \$3300 for the Legacy foundation, selling badges and paraphernalia around the Concord and Burwood areas. We thank Mrs Ros Brennan (Legacy Delegate) for coming along to assist the Concord High School team on the day.

In October the SRC and the Prefects attended the Halogen Leadership Conference at the International Convention Centre. The National Young Leaders Day consisted of keynote speakers, multimedia presentations and interactive learning that was an inspirational experience for both the students and staff members. The enthusiasm generated from the conference is being harnessed into new initiatives for 2018.

Creative and Performing Arts

Concert Band

On Sunday 25 July, the Concord High School Concert Band performed at the NSW School Band Festival at the Sydney Conservatorium of Music – Verbrugghen Hall, under the direction of Mr Michael Solomon. The Festival caters for bands of all ability levels, from beginner bands to Australia's most accomplished school ensembles. The CHS Concert Band presented three pieces in the Graham Lloyd Secondary School Concert Band Event:

Viva La Vida **Coldplay**

Tenjin Yama **Kurt Hahn**

Pictures at an Exhibition **Mussorsky**

Students were awarded a rating of Gold for their performance.

Stage band

During term 4 the CHS Stage band was formed, led by Ms Vanessa Cesta. The stage band comprises of students and teachers and performs challenging repertoire from the Jazz genre. Their first performance was at the CHS Instrumental Program Concert.

Vocal group and String Ensemble.

The vocal group and String Ensemble continued this

year under the direction of both Sandy Huang and Michael Solomon. They rehearsed a variety of repertoire and also performed at the CHS Instrumental Ensembles Concert as well as the CHS presentation night.

CHS Instrumental Ensembles Concert.

Students in the ensembles program performed at the newly founded yearly Instrumental Ensembles concert. The concert band, stage band, vocal group, string ensemble and Whanau group had the opportunity to perform a repertoire that they have been rehearsing throughout the year in front of their parents, friends and wider community.

Year 9 and Year 10 MADD Night.

Students studying Music, Drama, Visual Arts, Visual Design and Photography had the opportunity to showcase their works at the Music Art Drama & Design (MADD) night. Both nights allowed parents, friends and the wider community see musical items, drama performances, Visual Arts & Visual Design exhibition as well as Photography installations that CHS student had been working towards and assessed on. All students had the opportunity to participate in an authentic learning experience, connecting the content and skills that they learnt in class to real world situations.

The Arts Unit

The following students received a certificate of excellence from the Arts unit for their contributions to the NSW Public Schools Millennium Marching Band

Michael Nash 7

Arno Lam 8

Min Marian Kwon 11

Ava Linton 9

Jasmine Smith 9

Trinity Santos 10

Odile Pusenjak 10

Sport Highlights– 2017

Summer grade sport

22 teams competed in the Zone competition, 13 teams competed in Grade Finals and 2 teams were victorious– 14's Girls European Handball and 5's boys touch football.

Winter grade sport

24 teams competed in the Zone competition, 15 teams competed in Grade Finals with 4 teams victorious – 14's Boys European Handball, 14's Boys Ultimate Frisbee, 15's Boys Oz tag and Open Boys Soccer.

Swimming

52 students represented Concord High School at Zone Carnival

30 students competed at Regional Carnival. 15 in individual events (including relays) and 15 students solely in relay events.

Students competing at Combined High School (CHS) carnival:

Ben Comer: 200m Individual Medley – 2nd place
100m Breaststroke – 2nd place
100m Freestyle – 4th place
200m Freestyle – 5th place

12 boys 4x50m freestyle relay – 6th place

Sam Chesterton, Thomas Comer, Angus Gray and Eathn Smith

Cross Country

44 Students represented Concord High School at Zone Carnival

7 Students competed at Regional Level – Tommy Kelly, Tae young Yoon, Jacob Leon, Jake Hand, Max Trapnell, Francesca Bull and Amy Falson.

3 students competed at Combined High School (CHS) carnival:

Jacob Leon – 12th place

Taeyoung Yoon – 20+

Max Trapnell – 20+

Athletics

58 Students represented Concord High School at Zone Carnival

25 students competed at the Regional Carnival. 6 more students competed solely in relay.

1 individual student and one relay competed at Combined High School (CHS) carnival:

Jacob Leon 800m – 1st place

Angus Gray Shot Put – 4th place

Thomas Comer 100m – 7th place

Knockout Competitions

11 Knockout teams were entered into the Sydney North Competition

Talented Athletes

Grace Kiefer

Becoming a member of an AIS select team.

Winning GOLD at the national championships in the 14–16 year old age group. Therefore, she is given the title of second dan black belt national champion.

Also, Grace has been selected to represent Australia at a nationals training camp at the end of this year. This includes training with, and competing against, other Australian athletes and athletes from South Korea.

Pride family

Alice Pride in Year 7 has been picked to attend the NSW Waterpolo Talented Athlete Development Camp for Under 14s.

Harry Pride in Year 11 has been picked to attend the NSW Waterpolo Top Comp for Under 16s and Max Pride, also in Year 11 has been selected to attend the NSW WATERPOLO TAP CAMP for Under 16s as a Goal Keeper.

Concord High School representatives for 2016.

Australian Representatives:

Grace Kiefer – Taekwondo – 2017

Kobi Slaats – Baseball – 2017

NSW Representatives:

Max Pride – Water Polo – 2017

Harry Pride – Water Polo – 2017

Alice Pride – Water Polo – 2017

Daniel Samuel – BMX – 2017

Hobin Seo – NSW Open Water Swimming 2017

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

2017:

Brenton Lowe – Basketball

Liam Flack – Football (soccer)

Lloyd Caetano – Rowing

Dharshia Srinivas – Cricket

Ben Comer – Swimming

Angus Gray – Swimming and Athletics

Thomas Comer – Swimming and Athletics

Sam Chesterton – Swimming

Eathn Smith – Swimming

Jacob Leon – Cross Country and Athletics

Taeyoung Yoon – Cross Country

Max Trapnell – Cross Country

Amanda Tong – Volleyball

James Pagett – Sailing

Nathan Taru – Rugby